



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Part 1:

Instructor Information

Name: Dr. Gabriel A. Rieger

Title: Associate Professor of English

Office Location: Marsh Hall 317

Office Hours: M-F 8:00-8:50

Office Phone: x5251

Email Address: grieger@concord.edu

Division/Department Website: <https://www.concord.edu/humanities/>

Course Title: Writing About Literature

Course CRN: 20404

Section: 01

Credit Hours: 3.0

Semester Taught (including year): Spring 2019

Room Number (if applicable): Admin 302

Course Time (if applicable): MWF 11:00-11:50

Course Management System (Blackboard/Moodle or other systems): N/A

Hardware/Software Needed (include privacy policies, if applicable): N/A

Prerequisites: English 102 with grade of C or higher.

Text requirements:

***Hamlet* Ed. Susanne L. Wofford ISBN: 0-312-05544-7**

***Jane Eyre* Ed. Richard J. Dunn ISBN: 978-0393975420**

John Donne's Poetry Ed. Arthur L. Clements ISBN: 0-393-96062-5

The MLA Style Manual and Guide to Scholarly Publishing Modern Language Association
ISBN: 978-0873522977

The Selected Writings of Edgar Allen Poe Ed. G. R. Thompson ISBN: 978-0393972856

Texts and Contexts: Writing About Literature with Critical Theory Steven Lynn ISBN: 0-321-20942-7

Part 2:

Course Description/Rationale: English 205 provides a writing-intensive introduction to the study of English through the examination of works of modern English literature in various genres. The course is designed to serve as a gateway to the English major or minor, and as such focuses on various approaches to writing about literature, and on various questions central to literary study.

In this course, you are required to read and discuss modern English texts in diverse genres, and to undertake scholarly engagement with them. Upon successful completion of this course, you will evince a developed awareness of the major concerns of literary study at the university level, and an ability to engage with those concerns in formally correct, properly documented, researched essays. You will be able to distinguish, and to demonstrate, varying levels of critical thinking skills (including summary, analysis, synthesis and evaluation) regarding literature and its cultural contexts. Lastly, you will demonstrate a general knowledge and understanding of representative theoretical and critical schools of literary analysis.

Concord University Educational Goal(s) :

Learning Outcomes for English 205: Writing about Literature	Concord University Educational Goals (Introductory Advanced Course Level)	2012 National Council of Teachers of English (NCTE) Standards
Through text-based writing, the students will demonstrate competency in close reading; critical thinking; drawing defensible inferences from texts; and using textual evidence to support inferences.	CU Skills Goal #1a Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] reading . . .	NCTE Content Knowledge I.1: Candidates are knowledgeable about texts [. . . including] print and nonprint texts [and] media texts . . .
By employing the writing skills developed in English 101, 102, 203 and 204 in a	CU Skills Goal #1 b Effective intercommunication skills	NCTE Content Knowledge II.1: Candidates can compose a range of formal

<p>series of essays involving research-based writing and literary textbased writing, the student will demonstrate verbal and analytical competencies.</p>	<p>and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] writing ...</p>	<p>and informal texts taking into consideration the interrelationships among form, audience, context, and purpose . . .</p>
<p>By writing literary analyses employing a variety of critical methodologies, the students will demonstrate competency in logical reasoning, in marshalling evidence to support arguments about literature, and in presenting those arguments in a cogent, audience-aware manner.</p>	<p>CU Skills Goal #2 An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills in problem solving</p>	
<p>By writing research-based essays, the student will demonstrate competency in conducting research; and in interpreting, analyzing, critically evaluating, organizing, and reporting research findings in a unified, coherent, honest, and accurately documented manner, thereby reflecting a clear understanding of how to avoid plagiarism by incorporating source material legitimately.</p>	<p>Skills Goal #3 An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making</p>	
<p>By writing essays based on research, the students will demonstrate competency in analyzing and synthesizing information and ideas; and in integrating research findings in a unified and coherent discussion.</p>	<p>CU Skills Goal #4 An ability to analyze, synthesize, and integrate elements, information and ideas</p>	<p>NCTE Professional Knowledge and Skills Standard I.1: Candidates are knowledgeable about texts . . . [including] classic texts . . . that represent a range of world literatures [and] historical traditions ...</p>
<p>By applying linguistic principles underlying English grammatical and syntactic constructions, the students will employ</p>	<p>CU Knowledge Goal #4 Acquaintance with principles underlying languages— for example, linguistic, mathematical,</p>	<p>NCTE Content Knowledge Standard II.2: Candidates . . . understand the impact of language on society.</p>

appropriate editing strategies.	and computer- language systems	
By receiving feedback from the professor, the students will internalize appropriate evaluation criteria so that they can develop metacognitive awareness of their own writing competencies and deficiencies.	CU Knowledge Goal #7 Selfknowledge, including awareness of one’s own competencies, deficiencies, and optimal individual learning-style(s)	NCTE Professional Knowledge and Skills VII.1: Candidates . . . model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
By writing text-based essays, the students will demonstrate competency in recognizing and evaluating underlying assumptions on the basis of ethical, moral, and aesthetic values of literary texts..By engaging and employing post-structural analyses of literary texts, the students will reflect upon the moral and ethical assumptions underlying those methodologies.	CU Attitudes Goal #1 Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes	NCTE Professional Knowledge and Skills VII.2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for . . . collaboration. . . and community engagement.
By analyzing diverse texts through the use of diverse methodologies, the students will develop a capacity for respectful attentiveness to differing perspectives.	CU Attitudes Goal #3 Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.	

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.: N/A

Course Requirements:

General Policies:

Attendance- Attendance in this course is mandatory; the accrual of more than six (6) unexcused absences during the semester may constitute failure of the course. You are expected to arrive for class on time and prepared to discuss the assignments. If you are ill,

or if an emergency prevents you from attending a class, notify me and arrange to obtain any material or information missed on that day.

Assignments- Course essays are due on the date specified. In the event of extenuating circumstances, I may accept late essays, although those essays may be subject to a grade reduction.

Participation- Participation in class activities is vital. You are expected to read all assigned materials for this class, and you may on occasion be tested on them. In addition to this, you are expected to participate constructively in class discussions. Ideally, this will cause the course to be more productive for everyone.

Plagiarism- Plagiarism is the representation of the words or ideas of another writer as your own. I strongly caution you against this practice. *Intentional plagiarism will result in failure of the course and is grounds for dismissal from the university.* I encourage you to consult page 36 your Concord University Academic Catalog regarding plagiarism and to come to me with any questions you may have regarding the proper citation of sources.

Grading Policy and Scale:

Your final grade will be determined by combining the grades received in the following categories. The percentage value of each grade is as follows:

Diagnostic Essay	0%
Essay I	10%
Essay II	10%
Essay III	10%
Essay IV	10%
Final Essay	30%
Final Exam	20%
Class Participation	10% (including in-class writings and quizzes)

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Calendar for English 301

Spring Semester 2019

January 14: Course introduction; review of texts; introduction of diagnostic

- 16: What is literature and how do we read it?**
- 18: Summary, analysis, synthesis and evaluation; Diagnostic Due**
- 21: Dr. Martin Luther King, Jr. Day – No Class**
- .23: Summary, analysis, synthesis and evaluation (cont.)**
- 25: “An Introduction, Theoretically” (pp.3-18)**
- 28: “Critical Worlds: A Selective Tour” (pp.19-44)**
- 30: “Critical Worlds: A Selective Tour” (pp.19-44) (cont.)**

- February**
- 1: “Unifying the Work: New Criticism” (pp.45-72); *John Donne’s Poetry***
 - 4: “Unifying the Work: New Criticism” (pp.45-72) (cont.)**
 - 6: “Unifying the Work: New Criticism” (pp.45-72) (cont.)**
 - 8: “Unifying the Work: New Criticism” (pp.45-72) (cont.)**
 - 11: “Unifying the Work: New Criticism” (pp.45-72) (cont.)**
 - 13: “Creating the Text: Reader-Response Criticism”(73-108); *The Selected Writings of Edgar Allen Poe*; Essay I Due**
 - 15: “Creating the Text: Reader-Response Criticism”(73-108) (cont.)**

- 18: “Creating the Text: Reader-Response Criticism”(73-108) (cont.)**
- 20: “Creating the Text: Reader-Response Criticism”(73-108) (cont.)**
- 22: “Opening Up the Text: Structuralism and Deconstruction”(109-144)**
- 25: “Opening Up the Text: Structuralism and Deconstruction”(109-144)(cont.)**
- 27: “Opening Up the Text: Structuralism and Deconstruction”(109-144)(cont.)**
- March**
- 1: “Opening Up the Text: Structuralism and Deconstruction”(109-144)(cont.)**
- 4: “Opening Up the Text: Structuralism and Deconstruction”(109-144)(cont.)**
- 6: “Connecting the Text: Historical and New Historical Criticism” (145-194); *Jane Eyre*; Essay II Due**
- 8: “Connecting the Text: Historical and New Historical Criticism” (145-194) (cont.)**
- 11: Spring Break – No Class**
- 13: Spring Break – No Class**
- 15: Spring Break – No Class**

- 18: **“Connecting the Text: Historical and New Historical Criticism” (145- 194) (cont.)**
- 20: **“Connecting the Text: Historical and New Historical Criticism” (145-194) (cont.)**
- 22: **“Connecting the Text: Historical and New Historical Criticism” (145-194) (cont.)**
- 25: **Materialist Criticism**
- 27: **Materialist Criticism**
- 29: **“Minding the Work: Psychological Criticism” (pp.195-220) (cont.); *Hamlet*; Essay III Due**

April

- 1: **“Minding the Work: Psychological Criticism” (pp.195-220) (cont.)**
- 3: **“Minding the Work: Psychological Criticism” (pp.195-220) (cont.)**
- 5: **“Minding the Work: Psychological Criticism” (pp.195-220) (cont.); Last day to drop with a grade of W**
- 8: **“Minding the Work: Psychological Criticism” (pp.195-220) (cont.)**
- 10: **“Gendering the Text: Feminist Criticism, Postfeminism, and Queer Theory” (pp.221-255)**
- 12: **“Gendering the Text: Feminist Criticism, Postfeminism, and Queer Theory” (pp.221-255); (cont.)**

15: “Gendering the Text: Feminist Criticism, Postfeminism, and Queer Theory” (pp.221-255); (cont.)

17: “Gendering the Text: Feminist Criticism, Postfeminism, and Queer Theory” (pp.221-255); (cont.)

19: “Gendering the Text: Feminist Criticism, Postfeminism, and Queer Theory” (pp.221-255); (cont.)

22: Research and Documentation; Essay IV Due

24: Research and Documentation (cont.)

26: Conferences

29: Conferences

May 1: Conferences

3: Course Review; Final Essay Due

7: Final Exam 11:30 – 1:45

Part 3:

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean

Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."