

ENG 210: Foundations of Literary Study Literature Across Time, Space, & Genre

Meeting time & location: Tues & Thurs 10:20-11:40, Berkey Hall 105A | Section: 002

CONTACT INFORMATION

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OFFICE HOURS & LOCATIONS

Office Hours: Tuesdays 9-10am, noon-1pm, & by appt.
Note: In-person and Skype office hours available
Office Location: Wells Hall, room C707
Skype Address: [jessica.travers](https://www.skype.com/jessica.travers)

REQUIRED READINGS & COURSE MATERIALS:

- Texts:
 - Baldwin, James. *Giovanni's Room*. [ISBN: 0345806565]
 - Beckett, Samuel. *Waiting for Godot*. [ISBN: 978-0802144423]
 - Bendorf, Oliver. *The Spectral Wilderness* [ISBN: 1606352113]
 - Chaucer, Geoffrey. "The Pardoner's Tale" [ISBN:1977500447]
 - Diaz, Natalie. *When My Brother Was an Aztec*. [ISBN: 155659383X]
 - Klarer, Mario. *An Introduction to Literary Studies 3rd Edition*. [ISBN: 978-0415811903]
 - Slater, Lauren. *Lying*. [ISBN: 014200006X]
 - Perez, Michelle. *The Pervert*. [ISBN: 1534307419]
 - Wilde, Oscar. *A Picture of Dorian Gray*. [ISBN: 978-0486278070]
 - Wojnarowicz, David. *Close to the Knives*. [ISBN: 0679732276]
- Reliable access to a computer or tablet with Internet capabilities
- Functioning MSU email & D2L account
- Slack account (a free web communication platform)

COURSE DESCRIPTION & LEARNING OUTCOMES

ENG 210 is a reading- and writing-intensive course with attention to narrative prose, poetry, and drama. This course serves as an introduction to strategies and tools used for literary analysis and interpretation. Students will practice both close reading and directed inquiry as methods to discover textual meanings and to consider their implications. Students are guided through these learning outcomes by way of process-centered assignments; the assignments include: discussion leads, close reading papers, peer review workshops, first drafts, and final drafts of papers. For all assignments, students should aim to put their own inquiries and findings in conversation with the course texts. This particular section invites students to ask questions about literature across time, space, and genre. For example, what can literature tell us about the concept of time? Of space? Of genre? How does literature clarify and/ or complicate time? Space? Genre?

The course demands a great deal of reading, writing, and critical analysis skills. ENG 210 counts for 3 credit hours, thus students should expect ~12 hours per week of reading, completing assignments, and studying outside of class. Expect to read ~70 pages for each class session. The reading load is heavy, the materials are challenging, and the writing assignments are demanding. In addition, my expectations for your work are high, because MSU students are capable of producing quality work when they are challenged. If you take this course seriously, you will become a better reader, writer, and thinker. If you are not prepared to work hard for this class, however, you should not enroll in it.

ASSIGNMENTS (ALL ASSIGNMENTS SUBMITTED VIA D2L)

• Discussion Leads

- On designated class sessions a group of students will start the class discussion. Groups should meet in advance to prepare as a group. During week one students will be assigned groups and a discussion lead day/ text.
- On the day your group is scheduled to lead discussion, your group should be prepared to begin class discussion. Do so by posing questions and insights via:
 - bringing attention to a specific sentence or passage that stood out to the group
 - tracking a specific word or image or metaphor in the text
 - making connections and complications across chapters or texts
 - having prepared a close reading to share with the class

• Close Reading Paper *First Draft* (2 total)

- This draft should be complete
- Refer to Close Reading Final Draft Paper for specs
- You will receive feedback from your peers on this draft
- 3+ pages, double spaced, Times New Roman 12 pt font, 1 inch margins

• Close Reading Paper *Final Draft* (2 total)

- This draft will be a thoroughly and thoughtfully revised version of your first draft
- Each close reading paper will be based on a single sentence or short passage. You will have a choice of sentences/ passages to choose from. These paper assignments may vary slightly, but the emphasis is on:
 - understanding as many elements as you can about the sentence/ passage,
 - considering how those elements engender inquiry and discovery,
 - moving beyond observation and summary,
 - analyzing meaning and implications,
 - using textual evidence, and
 - constructing a coherent argument.
- You will receive feedback from me on this draft
- 3+ pages, double spaced, Times New Roman 12 pt font, 1 inch margins

• Seminar Paper *First Draft*

- This draft should be complete
- Refer to Final Seminar Paper for specs
- Students will receive feedback from their & me peers on this draft

• Seminar Paper *Final Draft*

- This draft will be a thoroughly and thoughtfully revised version of your first and second drafts
- Write a 6-8 page claim-driven paper that uses close reading as its central method to analyze 1 or more course texts (please do not choose a text that you have already engaged with in one of your Close Reading Papers)
- This paper must include: a thesis statement, close reading, textual analysis, and evidence from text(s) to support the thesis.
- Use inquiry as a guide throughout the interpreting and writing processes

- Demonstrate quality and depth of thinking by: including a thesis that clearly reflects YOUR argument and a “so what?”, using effective close reading and rhetorical strategies, and engaging in rigorous textual analysis
 - Illustrate the ability to move beyond observation territory and into argumentative territory
 - Outside sources are suggested, though optional (i.e. literary criticism, academic journals, theoretical texts, feminist theory, race theory, historical material for context, etc.)
 - This paper is analytical in nature. Please note: analysis begins with questions. Analysis is NOT summary.
 - I WILL be looking for inquiry, interpretation, and critical analysis. Show me you understand all the material from the class not by regurgitating it but instead by questioning it, interpreting, and analyzing it—this is done by way of introducing and proving a debatable thesis statement. Earning a 4.0 on this paper will not be possible if an arguable/debatable claim is not included. Remember scholars and literary critics give educated and supported interpretations and opinions, and this is what I will look for from you.
 - First person POV (“I” voice) is encouraged.
 - Include a works cited and in-text citations using MLA formatting
 - If you have not yet taken advantage of MSU’s writing center (or even if you have), this is a good time to do so. The writing center provides distance learning help too, should you not be in the area.
 - Start thinking about this paper early and drafting early. Once you have a claim or central insight, I encourage you to visit office hours to discuss the direction of your thinking.
 - Review all material from the term. All the materials and sources from the term build on each other—think about each source as one puzzle piece to a larger picture.
 - Think, don't regurgitate. Argue, don't summarize.
- **Paper Specs:**
 - Your papers must make a clear, arguable claim, support that claim with appropriate evidence, and do so using language that is grammatically correct, well organized, and pleasing to read. I encourage you to visit the Writing Center before you submit each of your essays. My paper comments will suggest ways to improve your writing, and this course is an appropriate place to hone your skills as a writer. At the same time, you are here to learn the skills of literary and cultural analysis that will sustain you as a critical thinker now and after you graduate. Ultimately, the responsibility for improving your writing rests with you. If you find yourself encountering serious difficulties, you should immediately contact the Writing Center and me to develop a plan of action. If your writing fails to meet the minimum standards, you will not pass this class.
 - Upload your work to the appropriate D2L assignment folder
 - All papers should be submitted as a Word (.doc or .docx) file. NOT a PDF, Pages, or other file type.
 - MLA style and formatting

- **Pop Quizzes**
 - Quizzes will be given as often as necessary depending on class participation and reading completion. Quizzes will be included as part of participation.
- **Deadline Policy**—*NO LATE WORK IS EXCEPTED*, unless prior arrangements are made.

GRADING:

- **Grading Criteria:**
 - Completion/ Meets Assignment Requirements (this includes MLA formatting and a works cited page)
 - Clarity
 - Persuasiveness (This means the work has an arguable claim and moves beyond summary and observation)
 - Originality
 - Textual Analysis & Interpretation (via close reading and inquiry)
 - Concrete/ Specific use of examples for support

- **Grading Criteria Description:**

By **clarity** I mean that ideas should be expressed in grammatical, complete sentences and the reader should have a sense of where the writer is headed from paragraph to paragraph, idea to idea. Accurate spelling, good grammar, logic, and a grasp of style all contribute to clarity. **Persuasiveness** means that I expect your work to have a thesis that makes an arguable claim and is supported by evidence from the texts. I am open to any interpretation you can support with evidence from the text. **Originality** consists of showing the reader something new about the text, an insight that would not be evident or obvious at first glance. Do not give a summary of a text, but on the other hand it need not be earth-shattering or obscure. Put simply, the best work will make unexpected connections between texts and ideas. If you focus on how the text works (ie structure), rather than what it is saying (ie content), it is much easier to be original. **Textual analysis** means that you are taking careful and purposeful steps to examine and investigate the text and its meanings (note: close reading is an example of how this is done and it is a required method for this course). You should use specific **examples** (ie in the form of direct quotations) from the text.

- **Grade Structure:**
 - Discussion Lead—5%
 - Close Reading First Draft Papers (2 total, 5% each)—10%
 - Close Reading Final Draft Papers (2 total, 10% each)—20%
 - Seminar Paper First Draft—10%
 - Seminar Paper Final Draft—30%
 - Attendance & Participation—25%

- **Final Grading Scale:**

4.0 = 920 - 1000

3.5 = 850 - 919

3.0 = 800 - 849

2.5 = 750 - 799

2.0 = 700 - 749

1.5 = 650 - 699

1.0 = 600 - 649

0.0 = 00 - 599

ATTENDANCE & PROMPTNESS

Students must attend a minimum of 85% of class meetings to receive a passing grade; in other words, **in order to pass the course, students cannot miss more than four class sessions.**

However, students cannot earn 100% of attendance/ participation points unless 100% of classes are attended. You must be present in order to participate. Students are expected to arrive to class on time and stay for the entirety of the session. Repeat or chronic tardiness will result in either dramatic course grade reduction or disqualification from the course (3 “tardies” will reflect as one absence).

PARTICIPATION, CLASS DISCUSSION, & PREPAREDNESS

Due to the inquiry-based and participatory nature of this course, you must contribute significantly to class discussion in the form of questions, comments, and sustained engagement with your peers. The work of a seminar classroom is collective work, and you should come with an open mind and a desire to challenge yourself and others. In preparation for class, you should read the assigned texts, review them a second time, and then formulate a list of ideas, responses, questions, and potential sentences to close read. Bring these notes so you are ready to contribute to our discussion of the readings. Taking notes on class discussion is essential, too. If you do not prepare for class discussion, your grade will reflect that decision. If you do not participate in our conversations, you will not succeed in this class. You are required to bring the correct text(s) to EVERY class session.

CLASSROOM COMPORIMENT

In order to create a positive and productive working environment, disruptive and disrespectful behavior will not be tolerated—including *texting during class and other disruptions from cell phones*. Students are expected to behave professionally: to arrive on time; to be sober, rested, and ready to work; and to come prepared with assignments read/submitted/completed. Students’ actions and words should demonstrate respect for the instructor and for their classmates. Anyone who disrupts the learning environment by acting inappropriately or unethically may be asked to leave. Feel free to interrupt me at any time during our discussions or lectures with comments or questions. Also, I expect that we will **treat each other with respect**, we will not denigrate or dismiss the opinions of others (although, respectfully disagreeing is okay, even encouraged), and we will remember that what is said in the classroom stays in the classroom. **Lastly, in our classroom we tolerate all identities—including all race, religious, gender, and sexual expressions.**

ELECTRONIC DEVICES

Laptops and tablets are allowed in class; however, if your laptop is open I will assume you are busy taking notes and engaged in the class—thus be ready to be called upon to answer question at anytime. No cell phones allowed during class—if there is an emergency, please leave the room to take the call.

PLEASE NOTE

We will be reading, viewing, and discussing material that some may find intense or graphic. I ask that you keep an open mind and, of course, at the same time practice self care. If during class you need to step out, I understand. Should any student want to talk about which texts include such material before reading them, please contact me directly or come into office hours. No questions asked.

TIPS AND SUCH...

- This course demands a great deal of reading, writing, and critical thinking skills. ENG 210 counts for 3 credit hours, thus students should expect ~12 hours per week of reading, completing assignments, and studying outside of class. Expect to read apx. ~70 pages for each class session.
- Plan ahead. SELF-DISCIPLINE is crucial for your success in this class. This class requires *consistent* and conscientious attention; falling behind in readings and/ or assignments can be detrimental to your learning and grade. Most importantly this class depends on student preparation.
- Student preparation includes not only reading assignments but also participating in discussion, having thought about the material and ready to question, explore, and share your ideas with others. Critical thinking also means having and sharing independent views. Your views will be respected and you will NOT be penalized for disagreeing with your classmates or me. However, you will be expected to defend your opinions (using specific evidence from the course material and citing it properly). The idea is to keep an open mind and a willingness to try looking at things from different points of view, and to be respectful and prepared to listen to others' opinions even when you don't agree with them. So please disagree with a view and not the person presenting the view.
- This is not a writing course; however, college level writing/ composition and critical analysis is expected and should be reflected in all assignments.
- Cite properly. Cite all direct quotes and paraphrases. Use MLA formatting. If you are unfamiliar with how to use in-text citations or create a works cited page, use the Purdue OWL website. You are expected to cite properly for ALL assignments; failing to do so can result in failure of the course.
- Students who are concerned about their grade should set up individual conferences with me during office hours throughout the semester—NOT at the very end of the semester, and not via email. Talking with me at the end of the semester does not afford you the opportunity to improve your grade.

ACADEMIC FRAUD

Plagiarism and cheating are serious offenses. Forms of academic dishonesty, including using portions or copies of another person's work or recycling essays from past courses, will not be tolerated. *Any intellectual property (ideas, quotes, graphics, etc.) "borrowed" from outside sources must be properly cited.* "Plagiarism (from the Latin *plagiarius*, an abductor, and *plagiare*, to steal) is defined by the White House Office of Science and Technology Policy on Misconduct in Research as ' . . . the appropriation of another person's ideas, processes, results or words

without giving appropriate credit.' ... At MSU, General Student Regulation 1.00 states in part that 'no student shall claim or submit the academic work of another as one's own.' (For the complete regulation, see Protection of Scholarship and Grades.) ... Plagiarism may be accidental or blatant and there is even self-plagiarism. However, students are held to the same standards whether or not they knew they were plagiarizing or whether or not they were plagiarizing themselves or someone else" (<https://d2l.msu.edu/d2l/le/content/443874/viewContent/3878807/View> and read MSU's academic fraud/ plagiarism policy)". Of course, a certain amount of collaboration on writing assignments is allowed and even encouraged. This collaboration can take the form of discussion of ideas, general and specific revision suggestions, and even minor help with editing. However, students who use someone else's work, give someone else work to use, or allow someone else to complete writing or revising work that should be doing themselves are cheating. Students who have questions in this area should see their instructor.

ADDITIONAL SUPPORT

- The Writing Center is for all students interested receiving additional feedback on writing assignments for any course. For information about the Writing Center locations, hours, and appointment scheduling, please visit: <http://writing.msu.edu>
- Student Affairs & Services: <http://studentaffairs.msu.edu/>
- Neighborhood Services: <http://neighborhoods.msu.edu>
- English Language Center: <http://elc.msu.edu/>
- Please report D2L technology problems to:

MSU Distance Learning Services

Local: (517) 355 2345

Toll Free: (800) 500 1554 (North America and Hawaii)

Web: D2L Contact form on D2L Help Site

SPECIAL ACCOMMODATIONS

Students who wish to request disability-related accommodations should contact the Resource Center for Persons with Disabilities by visiting the website (www.rcpd.msu.edu), visiting the office (Bessey Hall, room 120), or calling (517-884-7273).

A NOTE REGARDING MANDATORY REPORTING

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. In most cases, I will keep information you share in essays, journals, and other materials submitted for this class private and confidential. However, it is important that you understand that I have a mandatory reporting responsibility related to my role as an instructor/TA which imposes limits to the confidentiality I can extend to students. If, in my capacity as an instructor or TA, I hear from a student that they experienced any form of sexual misconduct, the endangerment of a child, or harm to oneself or others, either on or off campus, during their tenure here at MSU, irrespective of who was involved in the incident(s), I will have to inform the Office of Institutional Equity (OIE) as well as the MSU Police Department. The reason we do this is to ensure that you get all the support and information you need to make an informed decision on whether or not you would like to take further steps. This may prompt contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a completely confidential setting, you are encouraged to make an appointment with the MSU

Counseling Center (517-355-2870) or the MSU Sexual Assault Program (517-355-3551), call the 24-hour crisis line (517-372-6666), and for support services/shelter for relationship violence and stalking, MSU Safe Place (517-355-1100). More information can be found at <http://endrape.msu.edu/> and <http://safeplace.msu.edu/>. All of these professionals and advocates can help a student without having to report information pertaining to sexual misconduct or relationship violence that students share to any university or law enforcement units. However, they may still be bound by a duty to report child endangerment or risk of self-harm. Ask your counselor or advocate what their reporting responsibilities are and what the limits to their confidentiality are. On the other hand, if you would like to report any sexual misconduct in a non-confidential manner, you may call the Office for Institutional Equity (OIE) at 517-353-3922 or the MSU law enforcement (Police) at 517-355-2221.

Course Calendar
ENG 210: Foundations of Literary Study
Literature Across Time, Space, & Genre

- Unit 1—Time:
 - Oscar Wilde, *A Picture of Dorian Gray*
 - Natalie Diaz, *When My Brother Was an Aztec*
 - Geoffrey Chaucer, “The Pardoner’s Tale” (and introduction and prologue)
- Unit 2—Space:
 - Samuel Beckett, *Waiting for Godot*
 - James Baldwin, *Giovanni’s Room*
 - Oliver Bendorf, *The Spectral Wilderness*
- Unit 3—Genre:
 - Lauren Slater, *Lying*
 - David Wojnarowicz, *Close to the Knives*
 - Michelle Perez, *The Pervert*

Dates & Units	Themes & Learning Goals	Readings/ Viewings/ Assignment Due Dates
Week 1 8/30	-Introductions -Syllabus and course calendar -Sign up for Group Discussion Lead -Close Reading -What Literature? Why literature? -Join Slack	-Readings: -Assignments: *Join class Slack group (web communication platform)—Thurs *Contribute via Slack—by Fri
Week 2 9/4 & 9/6 <u>UNIT 1:</u> <u>Time</u>	-Why Literature? -What is a text? -What are hermeneutics? -Close Reading	-Readings: * Wilde, 1st 1/4—Tues * Klarer, What is Lit/ Text chapter—Tues * Wilde, 2nd 1/4—Thurs * Klarer, Text-oriented Approaches, pgs 99-114—Thurs -Assignments:
Week 3 9/11 & 9/13 <u>UNIT 1:</u> <u>Time</u>	-Making claims (argument vs. observation/ summary) -Fiction Genre -Prose -Discussion Lead Group #1— Thurs	-Readings: * Wilde, 3rd 1/4—Tues * Klarer, Major Genres (Fiction)—Tues * Wilde, finish—Thurs -Assignments:
Week 4 9/19 & 9/20 <u>UNIT 1:</u> <u>Time</u>	-Poetry Genre -Watch/ listen to poem	-Readings: * Klarer, Major Genres (Poetry)—Tues * Diaz, 1st 1/2—Tues * Diaz, finish—Thurs -Assignments:

<p>Week 5 9/25 & 9/27</p> <p><u>UNIT 1:</u> <u>Queer Time</u></p>	<p>-What is Time? -Watch/ Listen to Middle English</p>	<p>-Readings: * Chaucer, 1st 1/2—Tues * Chaucer, finish—Thurs</p> <p>-Assignments:</p>
<p>Week 6 10/2 & 10/4</p> <p><u>UNIT 2:</u> <u>Space</u></p>	<p>-Drama Genre -Peer Review Workshop—Tues</p>	<p>-Readings: * Klarer, Major Genres (Drama)—Tues * Beckett, 1st 1/2—Tues * Beckett, finish—Thurs</p> <p>-Assignments: * Close Reading #1 Paper <i>First Draft</i>—Tues * Bring 3 hard copies to class—Tues</p>
<p>Week 7 10/9 & 10/11</p> <p><u>UNIT 2:</u> <u>Space</u></p>	<p>-Discussion Lead Group #2—Thurs</p>	<p>-Readings: * Baldwin, 1st 1/4—Tues * Baldwin, 2nd 1/4—Thurs</p> <p>-Assignments: *Close Reading #1 Paper <i>Final Draft</i>—Tues</p>
<p>Week 8 10/16 & 10/18</p> <p><u>UNIT 2:</u> <u>Space</u></p>	<p>-Discussion Lead Group #3—Thurs</p>	<p>-Readings: * Baldwin, 3rd 1/4—Tues * Baldwin, finish—Thurs</p> <p>-Assignments: *TBA</p>
<p>Week 9 10/23 & 10/25</p> <p><u>UNIT 2:</u> <u>Space</u></p>	<p>-Peer Review Workshop—Tues -What is Space?</p>	<p>-Readings: * Bendorf, 1st 1/2—Tues * Bendorf, finish—Thurs</p> <p>-Assignments: *Close Reading #2 Paper <i>First Draft</i>—Tues *Bring 3 hard copies to class—Tues</p>
<p>Week 10 10/30 & 11/1</p> <p><u>UNIT 3:</u> <u>Genre</u></p>	<p>-Memoir Genre</p>	<p>-Readings: *Slater, 1st 1/4—Tues *Slater, 2nd 1/4—Thurs</p> <p>-Assignments: *Close Reading #2 Paper <i>Final Draft</i>—Thurs</p>
<p>Week 11 11/6 & 11/8</p> <p><u>UNIT 3:</u> <u>Genre</u></p>	<p>-Discussion Lead Group #4—Thurs</p>	<p>-Readings: *Slater, 3rd 1/4—Tues *Slater, finish—Thurs</p> <p>-Assignments:</p>
<p>Week 12 11/13 & 11/15</p> <p><u>UNIT 3:</u> <u>Genre</u></p>	<p>-Discuss Seminar Paper Assignment</p>	<p>-Readings: *Wojnarowicz, 1st 1/3— Tues *Wojnarowicz, 2nd 1/3 — Thurs</p> <p>-Assignments:</p>

<p>Week 13 11/20</p> <p>Holiday Break Th & Fr</p> <p><u><i>UNIT 3:</i></u> <u><i>Genre</i></u></p>	<p>-Discussion Lead Group #5—Tues</p> <p>NO CLASS THURSDAY</p>	<p>-Readings: *Wojnarowicz, finish—Tues</p> <p>-Assignments:</p>
<p>Week 14 11/27 & 11/29</p> <p><u><i>UNIT 3:</i></u> <u><i>Genre</i></u></p>	<p>-Peer Review Workshop—Tues</p> <p>-In-class writing, revising, & conferencing—Thurs</p>	<p>-Readings:</p> <p>-Assignments: *Seminar Paper <i>First</i> Draft—Mon *Bring 3 hard copies—Tues *Revision Plan—Tues</p>
<p>Week 15 12/4 & 12/6</p>	<p>-What is Genre?</p> <p>-Why books? Why literature?</p> <p>-Course Debriefing</p>	<p>-Readings: *Perez, finish—Tues</p> <p>-Assignments: *Revised Seminar Paper—Thurs</p>
<p>Finals Week 12/10-12/14</p>	<p>-Open Office Hours</p>	<p>-Seminar Paper <i>Final</i> Draft—Mon</p>