

English 4800—Introduction to Literary Theory
Fall 2014
Dr. Crisp
Office: Liberal Arts Building room 217
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Phone: 706-272-2513

OFFICE HOURS:

I have student drop-in hours set aside for you on Monday and Wednesday from 4:00 to 4:45 and on Tuesday and Thursday from 1:30 to 3:15.

REQUIRED MATERIALS:

The Norton Anthology of Theory and Criticism, 2nd Edition. Ed. Vincent B. Leitch. ISBN: 978-0-383-93292-8

CATALOG DESCRIPTION:

Prerequisites: ENGL 3010 and at least one 4000-level English course with a C or better.

The course examines texts in literary theory from Plato to Foucault and beyond, representing the rich history of the field and the contemporary debates. Literary theory considers the value and function of literature in society as well as the most rewarding ways to read and consider literature.

Students must earn a **C** or better in order for an upper-level course to count towards a bachelor's degree.

COURSE DESCRIPTION:

Literary theory is the meta-analysis of everything we literary scholars do. How do we read? How do authors form meaning? Do those authors even know what meaning they are forming?

For that matter, *why* do we read, and who decided what is worth reading, anyway?

This class will examine all of the big questions that we do not usually ask ourselves about what we do. We will study the answers that theorists from Plato onward have come up with, but we will not all arrive at the same answers. That is acceptable, by the way; the point is asking the questions and thinking critically about literature, reading, and the creation of meaning.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate the ability to think critically by articulating their understanding of multiple literary theories and how they may be applied to works of literature. (College-Level Competencies)
2. Students will demonstrate mastery of at least one theoretical perspective by applying it in depth to a work of literature in an analytical essay.
3. Students will articulate an understanding of the importance of theoretical perspectives to the study of literature and how those perspectives have changed over time.

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

1. Measure: Students will be measured by their scores on a midterm examination that requires them to apply multiple literary theories to the interpretation of a single passage.

Target: Seventy-five percent of students will score 70% or better on their scores on the exam.
2. Measure: Students' competence will be measured by a rubric evaluating the logic and theoretical perspective components of an analytical research essay examining a work of literature from one theoretical perspective

Target: Seventy-five percent of students will score 70% or better on the logic and theoretical perspective components of the analytic essay.
3. Measure: Students' competence will be measured by their scores on a comprehensive final examination that requires them to identify and evaluate one or more trends in literary theories and their changes over time.

Target: Seventy-five percent of students will score 70% or better on their scores on the exam.

COURSE REQUIREMENTS:

You should read the assigned selections before class on the day they are listed and come to class prepared to discuss them. If you have genuine difficulty understanding a selection fully, that is ok, but you should be sure that you have read the selection more than once, carefully, and made your best effort before you come to class with that as your commentary. You are, after all, in the business of reading, so difficulty in understanding should be a rare exception in your studies.

EMERGENCY INSTRUCTIONAL PLAN:

If the college is closed for inclement weather or other conditions, please

consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings. Then, check the current unit in Desire2Learn for additional assignments, activities, and due dates. If it is not possible for me to upload additional assignments because of loss of power, please write a summary of the assigned reading, write a one-page analysis of some aspect of the reading that interests you, and bring them to the next class. If conditions allow, I will load a PowerPoint, lecture notes, or video of the missed lecture in Desire2Learn, and I will be available to answer questions through email. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

EVALUATION:

Assignments:

1. A midterm and a comprehensive final exam. 30%
2. A presentation done during or before the eighth week of class on a research project in which you examine one theoretical perspective in detail and suggest how it may be used to interpret the literary work of your choice. 10%
3. A complete draft of an analytic essay in which you present your synthesis of the perspectives of theorists and your own interpretation of a work. This should ideally be an expansion of your presentation topic, though I recognize that changes are sometimes unavoidable 10%
4. The completed essay based on the draft above and on instructor and peer feedback as well as your own considered revisions 40%
5. Reading quizzes and/or discussion write-ups due at the beginning of class on selected (most) days 10%

LATE WORK/MAKE-UP POLICY:

If you discover you will have a conflict with a due date, set up an appointment with me or see me during my office hours at least one week beforehand. I'm almost always happy to work out an extension with notice for reasonable causes. Don't surprise me on the due date or the days leading up to it with a sudden delay unless you have a genuine emergency and can document it.

CHEATING AND/OR POOR CONDUCT:

I'll deal with any dishonest or disruptive behavior as specified in The *College Catalog*, which contains the *Student Handbook*.

Personal peeves are ringing phones and texting instead of paying attention; I'm even more annoyed if you do this to your peers than if you do this to me. If you think you may have an emergency come up during class time, put your phone on vibrate and let me know; then step out to take calls so you don't disrupt class.

PLAGIARISM:

Plagiarism will not be tolerated; having completed English 1101, you should know what not to do! Presenting others' work or ideas, or portions thereof, as your own will result in a failing grade for the course. The student will be referred for disciplinary measures detailed in the Catalog and *Student Handbook*.

TurnItIn.com

By taking this course, you agree that all required papers are subject to submission for textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site (<http://www.turnitin.com/static/usage.html>).

Turnitin is also a service for peer review and draft feedback as well as a grading platform that allows rich feedback. We'll be using all of these functions this semester, and while you do not have to choose to participate, your access to responses and feedback will be delayed until the next class meeting if you choose not to access the service.

According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). Education records may not be disclosed to third parties in a form that identifies you without your consent. Since Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA:

1. YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM.

You may consent to release your personal identification to Turnitin.com by establishing an account and uploading your paper. If you do not already have a Turnitin.com account, go to <http://www.turnitin.com>, click the "New Users" link in the upper right, and follow the instructions to create your student account. When you have an ID, add this class. The class ID for this class is **7442092**; the enrollment password is **literature**.

OR

2. YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM.

If you choose not to consent to release your personal identification to Turnitin.com, you must send your paper to your instructor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given in the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you. Because your paper will not be in a Turnitin.com account that is accessible to you, you will not be able to view your report on-line. Instead, after the deadline has passed and all papers have been processed by Turnitin.com, your instructor will email an electronic copy of

your paper's report to you.

Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com, whether the paper has your name on it, and how you receive the Turnitin.com report.

Please note that in Turnitin.com there is a "test upload" assignment area for practice as well as the real assignment area for your paper. Because test uploads are not required or graded, and need not be a sample of your own work, they are not "education records." Therefore, test uploads will not be submitted for you.

Important note: If you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is as expected.

You can read more about Turnitin.com here: <http://www.turnitin.com>

COURSE CALENDAR:

The attached calendar is subject to change at the instructor's discretion or as needed. Check Desire2Learn for the latest version.

ATTENDANCE POLICY:

Come every day if at all possible; I'll do the same. Missed reading quizzes, including those from days when you were late, may not be made up. Each absence over three will result in a reduction of ten points from the final course average; arriving more than five minutes late or leaving before our time is up counts as one-third absence.

DISABILITY SUPPORT SERVICES: Revised July 18, 2012

Students with disabilities or special needs are encouraged to contact Disability Support Services in Academic Resources. In order to make an appointment to obtain information on the process for qualifying for accommodations, the **student** must contact the Coordinator of Disability Support Services.

Contact information:

Andrea Roberson
Pope Student Center, lower level
706/272-2524
aroberson@daltonstate.edu

DROP/WITHDRAWAL POLICY:

Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the

Schedule Adjustment Form, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **This instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility.** The last day to drop classes without penalty is **March 21**.

COMPLETE WITHDRAWAL STATEMENT:

“The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form**. *All students* must meet with a staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member, students will then finalize the withdrawal process in the [Enrollment Services Office](#).”

WORKFORCE DEVELOPMENT:

Contact: Mr. Scott McNabb, Workforce Investment Act

If a student receiving aid administered by the DSC Workforce Development Department drops this class or completely withdraws from the College, the schedule adjustment form must be taken to the Workforce Development Office first. The office is located in the Technical Education Building, Room 214, and students can contact Mr. McNabb at 706-272-2635 from 8:00 a.m.-4:00 p.m. on Mondays, Tuesdays and Fridays. He is in the Georgia Department of Labor office on Wednesdays and Thursdays and can be reached at 706-272-4412.

Calendar

Subject to revision as needed; check Desire2Learn for the updated version.

You should read the author biography and all selections listed before the relevant week of class. Unless otherwise noted, they appear in the textbook. Check Desire2Learn for works not in the book.

January

M	T	W	Th	F
6 Introduction: the conversation of culture	7	8 Classical poetics (the terms of the debate): Plato's Republic, Book X,	9	
13 Aristotle's Poetics	14	15 Medieval and Early Modern Poetics: Sidney ("The Defense of Poesy")	16	
20 MLK – SCHOOL CLOSED	21	22 Pope ("An Essay on Criticism")	23	
27 Enlightenment: Hume ("Of the Standard of Taste")	28	29 Kant ("Analytic of the Beautiful") Burke ("A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful")	30	

February

M	T	W	Th	F
3 Romanticism: Wordsworth (Preface to <i>Lyrical Ballads</i>), Coleridge (“Biographia Literaria”)	4	5 Shelley (“A Defence of Poetry”)	6	
10 Marxism: Marx and Engels (“Economic and Philosophic Manuscripts of 1844”) Jameson (“On : Literature as a Socially Symbolic Act”)	11	12 Tradition and Formalism: Arnold (“The Function of Criticism at the Present Time”)	13	
17 Eliot (“Tradition and the Individual Talent”)	18	19 Presentations	20	
24 Presentations	25	26 Psychoanalytic Criticism: Freud (from <i>The Interpretation of Dreams</i>)	27C Session Registration	

March

M	T	W	Th	F	
3 SPRING BREAK – SCHOOL CLOSED	4 SPRING BREAK – SCHOOL CLOSED	5 SPRING BREAK – SCHOOL CLOSED	6 SPRING BREAK – SCHOOL CLOSED	Summer and fall schedules open on BANNER	
10 Lacan (“The Mirror Stage...”)	11	12 Midterm exam	13		
17 New Criticism: Brooks (“The Heresy of Paraphrase”)	18	19 Structuralism: Propp (from <i>Morphology of the Folktale</i> Chapter III. “The Functions of Dramatis Personae” not in the textbook) Frye (“The Archetypes of Literature”)	20	21 Last drop day	
24 Registration begins Deconstruction: Barthes (“The Death of the Author”) Rough Draft Due	25	26 Derrida (“The Exorbitant. Question of Method”)	27		
31 Feminism: Gilbert and Gubar (from <i>The Madwoman in the Attic</i>)					

April

M	T	W	Th	F
	1	2 Kolodny ("Dancing through the Minefield...") B. Smith ("Toward a Black Feminist Criticism")	3	
7 Queer theory: Sedgwick (from <i>Between Men</i>)	8	9 Berlant and Warner ("Sex in Public") Halberstam ("The Good, the Bad, and the Ugly: Men, Women, and Masculinity")	10	
14 Postcolonialism: Said ("Orientalism")	15	16 Bhabha ("The Commitment to Theory") Spivak (from <i>A Critique of Postcolonial Reason</i>)	17	
21 New Historicism: Foucault ("What is an Author?") Final paper due	22	23 Ecocriticism: Rueckert "Literature and Ecology: An Experiment in Ecocriticism" (not in the textbook)	24	
28 Last day of Classes Buell excerpt from <i>The Future of Environmental Criticism: Environmental Crisis and Literary Imagination</i> (not in the textbook)	29 EXAMS	30 EXAMS		

May

M	T	W	Th	F
			1 EXAMS	2 EXAMS
5 EXAMS ENGL 4800 exam 3:30-5:30	6 Grades due	7	8	9 Graduation

Sign-Off Sheet

Name: _____

English 4800
Dr. Crisp

I have received and read this syllabus; my professor has explained it to me and has given me the opportunity to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions.

Signature: _____

Date: _____