

Term Information

Effective Term Autumn 2014

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2298
Course Title Introduction to the Study of Literature
Transcript Abbreviation Intro Study of Lit
Course Description Introduction to literary studies in all literary fields and in all genres of creative writing. Focus on a range of media, genres, and modes including literature from a range of historical periods as well as national literatures. Intensive writing instruction and substantial written work.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students demonstrate understanding of key issues that concern literary critics and scholars and skill at close reading; they can apply methods for critical analysis of literary texts and identify literary genres and key literary terms and concepts.

Content Topic List

- History of English studies
- Study of Genre
- Trends in literary theory
- Popular culture and film
- Interpreting and writing about literary texts
- Creative writing as a discipline
- Intensive writing instruction

Attachments

- UGSC New Course Proposal 2298revised.docx: New Course Rationale
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- UGSC syllabus 2298 sample.doc: Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- UGSC syllabus 2298 sample - Revised 1-30-14.doc: Revised Syllabus
(Syllabus. Owner: Lowry,Debra Susan)

Comments


- Send back for dept to make some changes. *(by Vankeerbergen,Bernadette Chantal on 02/04/2014 10:16 AM)*
- an indication of where texts may be purchased is required in final version of syllabus. *(by Heysel,Garett Robert on 12/21/2013 11:29 AM)*
- English 2298 is a new course for the proposed revised English major, required for students pursuing a concentration in literature or creative writing. *(by Lowry,Debra Susan on 12/16/2013 02:59 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	12/16/2013 04:25 PM	Submitted for Approval
Approved	Lowry,Debra Susan	12/16/2013 04:29 PM	Unit Approval
Approved	Heysel,Garett Robert	12/21/2013 11:29 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/04/2014 10:16 AM	ASCCAO Approval
Submitted	Lowry,Debra Susan	02/04/2014 11:57 AM	Submitted for Approval
Approved	Lowry,Debra Susan	02/04/2014 12:34 PM	Unit Approval
Approved	Heysel,Garett Robert	02/13/2014 08:51 AM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	02/13/2014 08:51 AM	ASCCAO Approval

**SAMPLE SYLLABUS:
ENGLISH 2298
INTRODUCTION TO THE STUDY OF LITERATURE
AUTUMN 2014**

Contact & Class information:

<p>Professor:</p> <p>Class Time/Room: Office</p> <p>Hours:</p> <p>Office Phone:</p> <p>email:</p>	 <p><i>“The difference between literature and journalism is that journalism is unreadable and literature is not read.”—Oscar Wilde</i></p>
--	---

Course Description:

English 2298 is considered the “gateway course” to the English major’s Literature and Creative Writing concentrations. As such, it is designed to ensure that you are prepared to read, discuss, and write about various literary works to prepare you for English courses at the advanced level. The primary goal of the course is to learn to produce effective literary analysis (both verbal and written). We will read a selection of literary works from different historical periods (Renaissance, Nineteenth-Century, Modernist, Twentieth-Century); different genres and forms (poetry, short story, novel, play); and different national literatures (United States, Canadian, and English).

The course will be more than simply writing and talking about literature, though. We will also learn about the various critical approaches and literary theories that have informed the discipline at different times. We will learn that there are different ways to read or “enter” texts, and that each way requires a different set of questions that you ask of the text. Although this course isn’t meant to offer a full survey of literary theory, we will sample at least some representative essays from some of the major “schools” (feminism, Marxism, new historicism, deconstruction, etc.) in class presentations and follow-up discussions.

As a final component of this course, I would like to offer you a glimpse into the business of English studies, beyond just writing essays for your professor. To that end, I have designed the course so that you will have the opportunity to teach complex ideas to your fellow classmates, and also to share your own scholarship with colleagues. The professional scope of English studies does not simply consist of a lone scholar interacting with a work of literature in a vacuum; it is instead entering a marketplace of competing ideas, concepts, and personalities, learning how to navigate your way through them. By the end of this course, you should have a clearer sense of how to steer your vessel into these uncharted waters, how to read the constellations hanging overhead.

Learning Outcomes:

Students enrolled in the course will:

- learn the key issues and problems that have traditionally concerned literary critics and scholars, and some of the contemporary areas of study and controversy that currently drive literary-critical debate;
- acquire skill in the critical analysis of literary texts through some form of close reading;
- learn to identify the major literary genres and the methods appropriate to their analysis, including key terms and concepts;
- acquire skill in critical writing of the kind expected in upper-level literature classes.

Note: Random anonymous samples of student work from this course may be used as part of the English Department's self-assessment process.

Texts: Texts may be purchased at the University Bookstore or on-line (available via Amazon, for example) at the student's discretion.

- Abbott, Edwin A. *Flatland: A Romance of Many Dimensions*. Lightning Source/Dover Thrift Editions: New York, 1992. **ISBN: 048627263X**
- Lynn, Steven, *Texts and Contexts (Writing About Literature and Critical Theory)*, Sixth Edition. New York: Longman, 2011. **ISBN: 9780205716746**
- Hacker, Diana and Nancy Sommers. *A Writer's Reference*. 7th edition. New York: Bedford/St. Martin's, 2012. **ISBN: 978-0312601430**
- Additional class handouts and electronic resources, to be distributed throughout the semester.

Course Requirements:

Essays. There will be three essays, 7-10 pages in length, assigned this semester. Each essay will require some combination of original interpretation and secondary research. As an option, you may revise the first two papers one additional time each by the end of the semester. If you do choose to revise, please schedule a conference with me so we can talk about a revision strategy. The third essay will require a revision, based in part on the feedback you get from your classmates during an in-class presentation on your work.

Readings & In-Class Discussion. Several readings are assigned throughout the semester. We'll be discussing and writing about these at length, so actually reading them is essential to the functionality of our class. If it seems that we are having trouble completing the readings for class, I will begin assigning impromptu quizzes that will figure into the final participation grade.

Online Discussion Forum. Using OSU's course management system Carmen (located at: <http://carmen.osu.edu>), I've set up an online discussion forum to be used outside of class proper.

During the course of the semester, I will regularly ask you to post your initial responses to the course readings. You can also respond to your classmates' responses if you wish. Posts should each be the equivalent of a single, double-spaced page (250 words).

“-ism” Presentations. Working in groups of 3 or so, you will select from an array of critical theories and approaches that have had a major impact on the discipline of English studies. Your 20-minute presentation will consist of two parts: 1) an overview of the theory, its methodology, and its important figures; 2) an *interactive* workshop exercise, during which you will demonstrate the theory's application to a reading selection of your choosing.

In-Class Panel Presentations. In conjunction with the final essay, we will conduct a sort of “conference-in-miniature” during the final two weeks of the semester. Your presentation will be based on your final essay, but it will not necessarily be a blank reading of it (in fact, chances are you won't actually be finished with the essay, so you should approach this assignment as a presentation of your work-in-progress). These presentations will be limited strictly to ten minutes, and you will be expected to provide some sort of multimedia component for the audience (i.e., a handout, PowerPoint presentation, or the like).

Grading:

3 papers 60% (20% each)

“isms” presentation 15%

Class panel presentation: 15%

Online and class participation: 10%

Policies:

ACADEMIC MISCONDUCT/PLAGIARISM Plagiarism is the representation of another's work or ideas as one's own. This definition includes not only the unacknowledged verbatim use and/or paraphrasing of another person's work, but also the inappropriate unacknowledged use of another person's ideas. This will be treated in all cases as a serious offense, and all work suspected as plagiarized will be forwarded to the Committee on Academic Misconduct. You can avoid this by being extra-careful when you cite your sources. For further information on plagiarism, refer to the Council of Writing Program Administrators' statement on “Defining and Avoiding Plagiarism” online at <<http://wpacouncil.org/node/9>>. For additional information, see the Code of Student Conduct online at <http://studentaffairs.osu.edu/resource_csc.asp>.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

DISABILITY SERVICE STATEMENT

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

ATTENDANCE You are both expected and encouraged to come to each class meeting. In the event that you miss a class, you are responsible for obtaining notes and reviewing material that we may have covered. Be prepared to turn in assignments and actively participate in the next class session. Program policy will not allow more than four unexcused absences. This means, simply, that you must fail the course. Additionally, after three unexcused absences, I will lower your final grade by 1/2 (from a B+ to a B-, for example). Tardiness of more than 15 minutes is considered an unexcused absence, and persistent tardiness (i.e., more than three) of less than 15 minutes will count as one unexcused absence. For an absence to be excused, it must be documented, for instance a doctor's note. For more information about departmental and university policy on attendance and related issues, refer to the following URL: <http://english.osu.edu/administration/policies.cfm>.

CLASS CANCELLATION In the unlikely event of class cancellation due to emergency, I will contact you via Carmen or e-mail and request that a notice be placed on the classroom door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Schedule:

NOTE: Readings (and corresponding reading responses) are to be completed before the class meeting to which they are assigned.

WEEK 1	Aug. 21 - Review syllabus and introductions
WEEK 2 POETRY	Aug. 26 - A Brief History of English Studies; "My Last Duchess" Aug. 28 - Essay One Prompt Assigned ; "Leda and the Swan"; Shakespeare's Sonnet XVIII
WEEK 3	Sept. 2 – Labor Day (no classes) Sept. 4 - Stevens, "Thirteen Ways of Looking at a Blackbird"; Selections from Bukowski's <i>Love is a Dog From Hell</i> ; begin work on "-ism" presentations
WEEK 4	Sept. 9 - Cohen's <i>Stranger Music</i> ; "Bring Da Ruckus" Sept. 11 - "how do you write a poem?"; "Woman Poem"; Selections from Ortiz Cofer's <i>The Latin Deli</i> ; "-ism" # 1
WEEK 5	Sept. 16 - Readings TBD; "-ism" #2

	Sept. 18 - Catch-up day; Essay One Due
WEEK 6 SHORT FICTION	Sept. 23 - “A&P”; “-ism” # 3 Sept. 25 - Essay Two Prompt Assigned ; “The Cask of Amontillado”
WEEK 7	Sept. 27 - “An Unwritten Novel”; “the Priest, They Called Him”; “-ism” # 4 Oct. 2 - English major/minor discussion; “Johnny Mnemonic”
WEEK 8	Oct. 7 - “The Short Happy Life of Francis Macomber”; “Everyday Use”; “-ism” # 5 Oct. 9 - Essay Two Due ; “The Moment Before the Gun Went Off”
WEEK 9	Oct. 14 - Essay Three Prompt Assigned ; “-ism” # 6 Oct. 16 - Review of literary criticism
WEEK 10 NOVEL	Oct. 21 - <i>Flatland</i> : background & overview Oct. 23 - <i>Flatland</i> discussion (cont.)
WEEK 11	Oct. 28 - <i>Flatland</i> discussion (cont.) Oct. 30 - Essay Three Drafts Due ; Panel Presentations (TBD)
WEEK 12 DRAMA	Nov. 4 - “The Importance of Being Earnest”: background & overview Nov. 6 - “...Earnest” discussion
WEEK 13	Nov. 11 - Panel Presentations (TBD); “...Earnest” discussion (cont.) Nov. 13 - Panel Presentations (TBD)
WEEK 14	Nov. 18 - Panel Presentations (TBD); Individual Conferences Nov. 20 - Panel Presentations (TBD)
WEEK 15	Nov. 25 - Revisions of Essays One & Two Due , Individual Conferences Nov. 27 - Individual Conferences
WEEK 15+	Dec. 2 - Course Evaluations, Wrap-up Discussion

FINALS WEEK - Final projects are due in Carmen by 5 p.m. on **Friday, December 6.**

NOTE: Syllabus is subject to change as needed.

New Course Proposal: English 2298: Introduction to the Study of Literature

3 credit hours; twice weekly, 80-minute periods

Course Description. English 2298 will replace English 3398 (Critical Writing), and will serve as an introduction to the new Literature and Creative Writing concentrations within the English major. Its purpose is to introduce students to literary studies in such a way as to prepare them for advanced courses in all literary fields and in all the genres of Creative Writing. It is designed to offer a balanced approach, with attention to a range of media, genres, and modes, and to include literature from a range of historical periods and, typically, national literatures; and it will involve intensive writing instruction and substantial written work.

Rationale. The creation of concentrations within the major, each with appropriate methods or introductory course, enables each concentration to offer a Methods course designed specifically to prepare students for advanced coursework. English 2298 replaces 3398 as the introduction the study of literature; it be the Methods course both for Literature and for Creative Writing. The change in number brings the course into line with the comparable courses in the other concentrations, and is intended to encourage students to take it early in their major coursework.

The goals of English 2298 remain consistent with those of 3398 in several important respects. The course will continue to emphasize instruction and practice in writing the kind of papers expected in upper-level courses, and to introduce students to the major literary genres and to the methods essential to their study. Also like 3398, the course will be taught by English faculty, ensuring that future English majors have direct contact with regular faculty early in their programs.

The revised definition and description of the course reflect a greater emphasis on genre and medium, on close reading, and on formal aspects of literary study generally. They also provide for greater consistency among iterations of the course, establish expectations about the historical diversity of primary materials covered, and narrow the range of skills the course is expected to cover.

In order to counterbalance the literary-historical organization of other aspects of the literature concentration – the literature surveys (2201, 2202, 2290, and 2291), and the distribution requirements proposed for the concentration – 2298 as newly conceived is geared toward addressing primarily *formal* issues and concepts basic to literary study. All iterations of the course are therefore expected to include instruction in multiple genres including in all cases poetry, drama, and prose narrative, and in more than one medium, including in all cases print and film. They will also teach the basic concepts, methods, terms and critical issues associated with each of these genres and media, recognizing that treatment of these areas cannot and should not be exhaustive, but should rather give a preliminary sense of what would be encountered in upper level coursework.

Again in order to counterbalance the historical orientation of other elements in the curriculum, the material covered in 2298 should represent a range of historical periods and, if possible, national literatures; it cannot be confined to a single historical period, and must be in some measure eclectic as to date of composition or performance of the works assigned. It will also offer instruction in the basic critical tools appropriate to each genre and mode and to them all collectively. Again, it should be understood as preparing students for any and all upper-level coursework, and of benefiting all majors regardless of their particular interests.

While most iterations of English 2298 are likely to be organized around a theme, such themes are not to be pursued to the crowding out of the general purpose of the course, as described above, and must be designed in such a way as to embrace a wide generic and historical range of texts, and to provide an inclusive, general exposure to the discipline of literary studies.

Recognizing that the course cannot do everything that in the past it has been expected to do, some narrowing in the range of topics covered will enable the course better to do the things it most needs to do. Iterations of 2298 will therefore be expected to place primary emphasis on interpreting and writing about literary texts, rather than on research skills, bibliography, proper citation, and so on. Such skills, while invaluable in literary study, can be acquired with comparative ease elsewhere. This is not to suggest that 2298 is not (for example) the place to send students to the MLA Bibliography to identify and report on an article. Indeed, exposure to critical articles in one form or another would be a useful adjunct to teaching the literary-critical skills that are basic to aims of the course.

Similarly, while for most of us teaching literature will always involve literary-theoretical issues, and foregrounding these issues remains one of the functions that a course like 2298 can and should serve, the expectation that 3398 include a comprehensive introduction to the major movements and trends in “literary theory” creates the potential risk in practice of crowding out attention to skills that are developmentally prior. It is therefore stressed that 2298 is not to be a course about literary theory per se, and that literary theory courses are available at the upper level (and are recommended as part of the concentration in literature).

These expectations for 2298 will be published in the form of a concise description of the course on the English Department website and will be available to all students, faculty and staff.

Learning Outcomes. Individual sections of English 2298 will inevitably assign different texts and emphasize different aspects of literary study. All however should address a core set of learning outcomes. Students enrolled in the course will:

--learn the key issues and problems that have traditionally concerned literary critics and scholars, and some of the contemporary areas of study and controversy that currently drive literary-critical debate;

--acquire skill in the critical analysis of literary texts through some form of close reading;

--learn to identify the major literary genres and the methods appropriate to their analysis, including key terms and concepts;

--acquire skill in critical writing of the kind expected in upper-level literature classes.

Assessment. The course will be assessed during the first five years of its implementation by a committee comprised of members of the literature faculty in consultation with the Director of Undergraduate Studies. Methods of assessment will be as follows:

--SEI and discursive course evaluations will be reviewed and summarized in order to determine indirectly (through student perceptions) the success of the course in achieving its learning outcomes.

--In years three and five of the assessment, follow-up surveys will be conducted of students who have completed the course earlier in their college careers to evaluate longer-term perceptions of the success of the course.

--Random anonymous samples of written work produced by students in the class will be evaluated with a standardized grading rubric for evidence of the degree to which the course has met its learning outcomes.

--Instructors will be encouraged to administer a brief diagnostic exercise at the beginning and end of each iteration of the course to establish a baseline and measure to what extent students have met the learning outcomes.