ENGLISH 2329: Introduction to Literary Study
Authors, Texts, and Contexts

Course Description
What is literature? How does it work? Why does it matter? In this course, intended for current or potential English majors, we will explore these questions by reading, discussing, and writing about texts in a variety of genres (poetry, novel, short story, essay).

We will practice close reading skills and working with specialized literary terminology. We will also reflect on what it means to study literature today by surveying the history of literary criticism and theory in conversation with works of contemporary literature.

Dr. Allison Dushane
adushane@angelo.edu
Office: Academic 019B

Office Hours
M/W 11:00am-1:00pm
And By Appointment

Graded Course Work

10% Essay #1: Sonnet Close Reading
15% Essay #2: Comparative Close Reading
20% Essay #3: Frankenstein in Context
15% Midterm Exam
15% Final Exam
15% Reading Quizzes and In-Class Work
10% Preparation and Active Participation

Required Books and Materials

Required Books:
  ISBN#: 978-0393283891
- Poems: A Concise Anthology (Broadview)
  ISBN#: 978-1554811472
- Shelley, Frankenstein, 3rd Edition (Broadview)
  ISBN#: 978-1554811038
- Atwood, Oryx and Crake
  ISBN# 978-0385721677

Blackboard:
- This course has a Blackboard website, where you can course materials, announcements, and dropboxes for turning in your writing assignments. Students are expected to be able to regularly access Blackboard.
I. LEARNING OUTCOMES and ASU CORE OUTCOMES

Learning Outcomes for ENGLISH 2329

- Students will gain an awareness of the history of literary studies and practice techniques for literary interpretation and through readings, lectures, essays and in-class discussion.
- Students will develop their close reading skills through careful analysis of literature, informing their study through consideration of the culture in which such literature was created and the critical debates surrounding specific texts.
- Students will learn the discipline-specific terminology and writing conventions that will be expected of them as English majors and strengthen their writing abilities.
- Students will work closely with literary and critical texts in order to learn how to develop their own interpretations of literature and to engage with the work of professional scholars.

ASU Core Curriculum Objectives for Sophomore Literature

Students in sophomore literature will practice the following core curriculum learning objectives in critical thinking, communication, social responsibility, and personal responsibility. Students will then demonstrate their capabilities in these objectives through reading quizzes, written analyses, reflections, or examinations.

- **Critical thinking** will be demonstrated in reading quizzes, written analyses, and examinations. Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content.
- **Communication** will be demonstrated in reading quizzes, written analyses, and examinations. Students will develop, interpret, and express ideas through effective written communication.
- **Social responsibility** will be demonstrated in students’ ability to engage with literary artists and the texts they create, and to reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences.
- **Personal responsibility** will be demonstrated in reading quizzes, written analyses, and examinations. Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples.
II. COURSE POLICIES

Attendance Policies
- I do not differentiate between “excused” and “un-excused” absences. Instead, you have three absences to use in cases of illness, appointments, family issues, work conflicts, or circumstances that might prevent you from attending. **You do not need to get my permission or e-mail me with an excuse to use your absences.**
- If you miss a class, you will need to determine what you missed during your absence by looking at the syllabus, checking Blackboard announcements, and asking your classmates for notes or seeing me during office hours if you have specific questions about the material. I will post any lecture slides that I use in class on Blackboard. I will not respond to email inquiries that simply ask: "what did I miss?" It is your responsibility to check the schedule and stay on track.
- Here is how absences will affect your course grade:
  - **Quizzes/In Class Work:** Blackboard will drop the three lowest grades from this category before calculating your final grade. **I do not give make up quizzes or replacements for in-class work.**
  - **Preparation and Active Participation:** I allow students three absences without penalty to this category. After your fourth absence, your absences will begin to affect the preparation and active participation grade. After six absences, students will receive a failing grade in this category.
  - If you intend to miss class to participate in a school-sponsored event or to observe a recognized holy day (see IV. Other University Policies below), notify me via e-mail prior to the absence.
- If you are experiencing significant challenges due to a chronic illness or disability, or have an illness or emergency that will prevent you from attending class for more than a week, you should let me know as soon as possible (before deadlines pass – unless the emergency prevents it) to request accommodations for your situation.
  - In these cases, following the ASU concerning attendance contained in OP 10.04 and OP 10.09 ([link to relevant ASU policies](#)), you will also need contact Student Affairs ([studentaffairs@angelo.edu](mailto:studentaffairs@angelo.edu)) for an official excuse. Once deadlines have passed and/or you have missed classes beyond the allowances outlined above, there is nothing I can do for you that will preserve fairness for the rest of the class.

Classroom Conduct and Technology Policy
- I expect that students will arrive to class on time with the assigned texts for the day, to be prepared for and actively engaged in class discussions, and to treat me each other with respect.
- To maintain an environment in which we can all focus on the readings and each other, cell phone, laptop, and tablet use is prohibited in class. **I require you turn off all electronic devices and put them out of sight.**
  - If you are expecting an important call or need to regularly have access to your phone due to caretaking or other responsibilities, please let me know before class; you should put your phone on vibrate and leave the class quietly to answer it.
  - If you need a laptop or other technology for a specific reason, let me know! I am happy to make exceptions to this policy if it is necessary to your learning process.
E-Mail and Communication

- You must use your ASU e-mail for official course communication.
- I will provide regular communications relevant to the course through e-mail, Blackboard Announcements, and feedback on your written assignments. I check e-mail from 9-5 Monday-Friday and less frequently on the weekends. I will typically respond to e-mail within 24 hours.
- I will notify the class of any class cancellations through Blackboard announcements and e-mail.
- Students should be mindful of professional etiquette when sending e-mail.
  - I am better able to help you if you include the course you are referencing in your e-mail, a clear and concise question, and some idea of the resources you have already consulted (syllabus, course materials, Blackboard help guide) to try and answer your question.
  - Remember to always include a professional greeting in e-mails to professors! Professor Dushane, Dr. Dushane, and Dr. D all work for me.

Office Hours

- You are welcome to drop by my regularly scheduled office hours at any time (no need to e-mail in advance or schedule an appointment) for help with assignments, to talk about the course material, or just to say hi.
- Some weeks I may have to cancel regularly scheduled office hours; if this happens, I will post it on Blackboard Announcements.
- If you have a conflict with regularly scheduled office hours and would like to make an appointment, please e-mail me and I will try to schedule a time that works for both of us.

Student Handbook Statement of Academic Integrity: Zero Tolerance Policy

- Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the ASU Code of Student Conduct.
- **I have a zero tolerance policy for academic misconduct, especially plagiarism.** To be clear: submitting work that is not your own on ANY assignment, no matter how small, in addition to committing other acts of academic dishonesty as outlined in the code, is a violation punishable by your immediate failure for the *course*, not just the assignment. If you have any questions about what constitutes plagiarism, you are responsible for asking the instructor in advance of the assignment.

ASU Writing Center

- If you need help with your written assignments, please visit the ASU Writing Center!
  - They can assist you with getting started, organization, MLA format, mechanics and style, and more.
  - In addition to M-F hours, they are open on Sundays and also have e-submission.
  - In-Person: Porter Henderson Library, 325 / E-Mail writingcenter@angelo.edu
  - Online: [https://www.angelo.edu/dept/writing_center/](https://www.angelo.edu/dept/writing_center/)
**Students With Disabilities**

I am sympathetic to all students with disabilities and chronic illness, and request that students who require accommodations work through the student life office to make sure that they receive the attention they need in accordance with University policy. (See Course Policies IV. Other University Policies below).

- Students with disabilities that may warrant academic accommodations **must contact the Student Life Office, located in room 112 of the University Center**, in order to request such accommodations prior to any being implemented.
- I encourage you to make this request early in the semester so that I can work with you to provide appropriate accommodations. In order to ensure fairness to all students, accommodations cannot be provided after an assignment due date has passed.

**Counseling Services**

I encourage students struggling with events in their lives or ongoing mental health issues to seek out the allies and resources available to them on campus (links to campus offices included).

- [Campus Counseling Services]: 325-942-2171
- [Campus Police]: 325-942-2017
- Michelle Boone, [Title IX Coordinator]: 325-486-5367
III. ASSIGNMENTS: EXPECTATIONS and LATE POLICIES

Essay #1 (10%), Essay #2 (15%), Essay #3 (20%)
- Be sure to consult the specific assignment sheet, word count, and grading rubric provided for each assignment. All written assignments should follow MLA style for formatting and/or citation.
- Essays must be turned in via Blackboard via the SafeAssign dropbox by the due date and time specified in the syllabus/on Blackboard announcements. Essays must be submitted as a Word document or converted to .pdf format. If I cannot open the document via Blackboard, the essay will receive a 0. **I will not accept essays in hard copy or via e-mail attachment.**
- I will accept Essays up to 1 week beyond their due date with a late penalty. I will subtract -5 points for each period up to 24 hours past the due date. After 7 days/1 week assignment receives a 0. (Example: An essay due at 11:59pm on Sunday that is submitted at 10:00am on Tuesday will be penalized 10 points). **Students who fail to submit one of the major essays are highly likely to fail the course.**

Reading Quizzes and In-Class Work (15%)
- **You must bring the appropriate printed texts to class for every class meeting.** You also need to bring a notebook/paper and something to write with to every class meeting.
- On any day that an assigned reading is due, I may give a quiz that covers the reading and/or the assigned literary terms for the day. These quizzes are meant to be very straightforward and are designed to make sure you made a good faith effort to get through the material. Occasionally, these quizzes will be open book (even more incentive to bring your printed texts to class!).
- On many class days I will assign prompts for in-class reflections and small group discussions. I grade in-class reflections and group work on a scale of 1-5, but I also take their quality into consideration when determining your preparation and active participation grade. You will be encouraged to share and discuss your insights with the class.
- **I do not give make up quizzes or replacements for in-class work.** Instead, Blackboard will automatically drop the three lowest grades from this category before calculating your final grade.

Preparation and Active Participation (10%)
- Because this class includes discussion-based activities where all members depend on the input of others, you will be graded according to your participation. This will include, but is not limited to: your coming to class prepared and on time, your willingness to participate in class discussion, your readiness to volunteer when needed, and, most importantly, your overall level of engagement and attitude. Your preparation and active participation grade will be determined by all of these factors at the end of the semester.

Midterm Exam (15%) and Final Exam (15%)
- The Midterm and Final exams will be administered on the dates indicated in the syllabus.
- **No make-up exams will be offered** except in cases of documented emergency with an official excuse from Student Affairs (see “Attendance Policies” above).
IV. OTHER UNIVERSITY POLICIES

From Operating Policy 10.5 (Providing Accomodations for Students with Disabilities):

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. All students at Angelo State University must have the capacity and ambition to undertake, with reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

From Operating Policy 10.19 (Student Absence for Observance of Religious Holy Day):

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Title IX at Angelo State University:

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022 / michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix
**V. WEEKLY SCHEDULE**

*Subject to change: Be sure to check Blackboard regularly for any changes to the schedule. This schedule provides an overview of the semester so that you can plan around major assignment due dates, but I will post more detailed reading assignments, handouts, lecture slides and other important information to Blackboard announcements on a weekly basis.

Note: You are expected to have the reading done **before class** on the day it is listed.

## UNIT I: CLOSE READING

<table>
<thead>
<tr>
<th>T 1.14</th>
<th>Course Introduction</th>
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<tr>
<td>TH 1.16</td>
<td><strong>BB:</strong> Kusch, &quot;Introduction: Thinking About Literature&quot;</td>
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| T 1.21 | **BB:** Sidney, from *Astrophil and Stella*. Focus on #1, 2, 7, 20, 47, 107, 108  
**Essential Literary Terms:** Bring to class every day during Unit I |
|--------|---------------------|
| TH 1.23 | **Poetry:** William Shakespeare, Sir Thomas Wyatt, Lady Mary Wroth  
**BB Handout:** Concise Close Reading |

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<tr>
<th>T 1.28</th>
<th><strong>P:</strong> John Donne, &quot;The Flea&quot; and &quot;A Valediction: Forbidden Mourning&quot; + from <em>Holy Sonnets</em> #10 and #14</th>
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</table>
| TH 1.30 | **P:** Andrew Marvell, "To His Coy Mistress"  
Essay #1 Writing Workshop |

| T 2.4 | Essay #1: Sonnet Close Reading Due in BB Dropbox @ 11:00am  
**BB:** Alexander Pope, *An Essay on Man*, Epistle I  
**P:** William Blake, “The Tyger” and “The Lamb” |
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<td>T 2.6</td>
<td><strong>P:</strong> Thomas Gray, &quot;Elegy in a Country Churchyard&quot;</td>
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| T 2.11 | **P:** Samuel Taylor Coleridge, “The Aeolian Harp” and “Frost at Midnight”  
**P:** John Keats "Ode on a Grecian Urn" |
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<td>TH 2.13</td>
<td><strong>P:</strong> Christina Rossetti “Goblin Market”</td>
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| T 2.18 | **P:** Robert Browning, "Porphyria's Lover" and "My Last Duchess"  
Essay #2 Writing Workshop |
|--------|---------------------|
| TH 2.20 | **P:** T.S. Eliot, “The Love Song of J. Alfred Prufrock”  
**P:** William Butler Yeats: “Leda and the Swan” |

| T 2.25 | **P:** Haryette Mullen, “Dun Lady”  
Midterm Exam Review |
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<td>TH 2.27</td>
<td>Midterm Exam</td>
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<td>Time</td>
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<tr>
<td>T 3.3</td>
<td>Essay #2: Comparative Close Reading Due in BB Dropbox @11:00am</td>
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<td></td>
<td>Mary Shelley, <em>Frankenstein</em> Volume I: Preface, Letters (pp. 49-63)</td>
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<td></td>
<td>• Appendix I: Introduction to Shelley’s 1831 Edition</td>
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<td>TH 3.5</td>
<td>WRITERS CONFERENCE: NO CLASS MEETING</td>
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<td><strong>SPRING BREAK</strong></td>
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<td><strong>UNIT II: HISTORICISM</strong></td>
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<td>T 3.17</td>
<td>Mary Shelley, <em>Frankenstein</em> Volume I: Chapters I-IV (pp. 64-88)</td>
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<td>TH 3.19</td>
<td>Mary Shelley, <em>Frankenstein</em> Volume I: Chapters V-VI 8(pp. 8-110)</td>
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<td>• Appendix B: The Education of Victor Frankenstein (pp. 239-249) – Darwin and Davy Selections</td>
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<td>T 3.24</td>
<td>Mary Shelley, <em>Frankenstein</em> Volume II: Chapters I-V (pp. 111-131)</td>
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<td>• <strong>BB</strong>: The Sublime</td>
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<td>TH 3.26</td>
<td>Mary Shelley, <em>Frankenstein</em> Volume II: Chapters V-IX (pp. 131-160)</td>
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<td>• Appendix A: The Education of Mary Shelley (pp. 223-238) - Wollstonecraft selections</td>
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<td>T 3.31</td>
<td>Mary Shelley, <em>Frankenstein</em> Volume III: Chapters I-IV (pp. 161-189)</td>
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<td>• Appendix A: The Education of Mary Shelley (pp. 223-238) - Godwin selections</td>
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<td>TH 4.2</td>
<td>Mary Shelley, <em>Frankenstein</em> Volume III: Chapters V-VII (pp. 189-221)</td>
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<td>T 4.7</td>
<td>Essay #3 Writing Workshop</td>
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<td>TH 4.9</td>
<td>Essay #3: <em>Frankenstein</em> in Context Essay Due in BB Dropbox @11:00</td>
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<td></td>
<td>Oryx and Crake (bring to class)</td>
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<td></td>
<td><strong>BB</strong>: Literary Criticism and Literary Theory (bring to class every day during Unit III)</td>
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## UNIT III: THEORETICAL APPROACHES

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<thead>
<tr>
<th>T 4.14</th>
<th>Margaret Atwood, <em>Oryx and Crake</em> 1-3</th>
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<tr>
<td>TH 4.16</td>
<td>Margaret Atwood, <em>Oryx and Crake</em> 4-6</td>
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<tr>
<td>T 4.21</td>
<td>Margaret Atwood, <em>Oryx and Crake</em> 7-9</td>
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<tr>
<td>BB:</td>
<td>Freud, “The Uncanny” (please print out and bring to class) + Study Guide</td>
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<tr>
<td>TH 4.23</td>
<td><em>Oryx and Crake</em> 10-13</td>
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<tr>
<td>T 4.28</td>
<td>BB: “Why Study English?”</td>
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<td>TH 4.30</td>
<td>Final Exam Review</td>
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### FINAL EXAM

**Tuesday, May 5th @ 10:30am-12:30pm**