

Dr. Greg McNamara
Clayton State University
Department of Language and Literature
Web: <http://a-s.clayton.edu/gmcnamar>

Office: Arts and Sciences 210-L
Phone/Voice Mail: 678-466-4557
E-mail: gregorymcnamara@clayton.edu
Office Hours: TR 11:00-12:45; 3:30-5:00

English 3100—Introduction to English Studies
Spring 2011: CRN 24316, Section 03—TR 5:00-6:15 PM

Course Content: Introduction to English Studies is a foundational course for English majors designed to introduce the student to advanced skills in literary analysis and facilitate the practice of these skills. Students will gain experience with primary literary texts representing several genres, secondary sources in a range of critical modes, and primary historical sources representing various cultural locations. Skills in bibliographic methods, close reading and critical analysis incorporating contemporary theory, and the research process and practical approaches for scholarly writing and presentation will be modeled and taught. Three credit hours.

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at the following web site:

<http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm>

Outcomes:

- Students will develop advanced skills in critical reading, literary analysis, and the research process as practiced in the humanities.
- Students will develop advanced composition and presentation skills through practical experience.
- Students will encounter and address a variety of textual problems and consider issues of textuality in specific and general contexts.

Required Texts*:

Baldwin, James. *Going to Meet the Man*. 1948. New York: Vintage, 1995.
Gibaldi, Joseph, ed. *The MLA Handbook for Writers of Research Papers*.
New York: MLA, Any edition 1999 or newer.
Jewett, Sarah Orne. *Country of the Pointed Firs and Other Stories*. New York: Penguin, 1995
O'Neill, Eugene. *Long Day's Journey Into Night*. New Haven: Yale, 1955
Williams, Terry Tempest. *Refuge*. 1991. New York: Vintage, 1992
Woolf, Virginia. *To the Lighthouse*. San Diego: Harvest/HBJ, 1927.

*One standard, heavy duty, black, one-inch, three-ring binder is also be required, and you will need access to a three-hole punch.

**All students are expected to have their books from the start of the semester, to bring the appropriate books to each class meeting, and to have books out and ready at the start of class. Students arriving to class without books will be dismissed and considered absent for the day. It is also particularly important that students acquire the editions listed above.

Graded Work*:	Homework and Participation	10%
	Research Statement/Abstract (500 wds)	10%
	Working Bibliography (10 sources)	10%
	Annotated Bibliography (7 sources @ ~200 wds/entry)	20%
	Panel Discussion (Group/Graded by Individual Contribution)	10%
	Research Paper (10 pp/~ 3000 wds)	30%
	English Studies Portfolio	10%

*These course components are described below and will be explained in further detail in class.

Written Work: All written work must be formatted with 12pt Times New Roman or similar font, 1” margins and standard header, neatly printed, and securely fastened. Very poorly formatted, sloppily printed, creased, unfastened, or otherwise untidy submissions will not be accepted.

Homework: The most essential aspect of the homework assignments is that I expect you to do them and turn them in neat, complete, and on time. The Homework assignments teach and reinforce skills fundamental to satisfactory performance in the course. Homework will be explained in class and all students are responsible for knowing the assignment. No late homework will be accepted. Any homework not turned in on the correct due date must be completed nonetheless (for no credit) and included in the English Studies Portfolio (where it will count toward that assignment). Homework will be graded Pass/Fail with one resubmit permitted—resubmits must be turned in not later than the start of next class period after the assignment is returned.

Research Statement: The Research Statement will be a formal document of approximately 500 words which articulates the direction you intend to follow in the Research Paper. The Research Statement should note the primary text or texts upon which you plan to base your analysis and suggest your theoretical or critical approach, offering some mention of your impression of the cultural and critical importance of your subject, and presenting a strong thesis with a view to your eventual conclusions. All of this will of course be tentative early in the semester, but assembling the Research Statement will require enough initial investigation and meditation to set your overall project in motion and keep it on track.

Working Bibliography: The Working Bibliography will cite ten scholarly sources you have consulted in developing the Research Statement and advancing your topic for the Research Paper. In most cases, these ten sources will be current critical essays drawn from journals and scholarly books—essays you have read and/or are reading and which reflect focused research on a coherent topic. The Working Bibliography is not to include your assigned literary text and it is not to include references to entire scholarly books but rather to individual chapters within those books. Generally speaking, encyclopedia entries or similar short documents are not appropriate to this document. The Working Bibliography should be assembled according to the principles of Preparing the List of Works Cited as outlined in Gibaldi.

Annotated Bibliography: The Research Paper will develop through the preparation of a significant Annotated Bibliography of sources related to your research topic. The Annotated Bibliography will isolate seven sources, all of which may come from the Working Bibliography, and present an insightful annotation of approximately 200 words for each source. This document should feature a clear and descriptive title and illustrate considerable familiarity with all of the texts annotated. Principles of formatting applicable to the Annotated Bibliography are the same as apply to the Working Bibliography (i.e., MLA standards). As with all other major graded work in the course, progress toward completion of the Annotated Bibliography should begin immediately at the start of the semester: this is a long-term project impossible to complete successfully without significant research, planning, source acquisition, reading, note-taking, and process writing.

Panel Discussion: Toward the end of the semester, when your expertise in your respective subjects has developed considerably and you are engaged in finishing your Research Papers, Panel Discussions will be presented by individuals working on the same Assigned Text. The format of the panel should be balanced, with each individual presenting approximately the same amount of information to the class. For example, if a panel has five members and the class meets for seventy-five minutes, it would be appropriate for each panelist to speak for ten minutes, leaving a twenty-five minute question period at the end of the session. Overall panel presentations, however many members a panel may have, should not be less than fifty minutes before the question period begins; panels must reserve at least ten minutes for questions. Content should be drawn from individual research projects and may adhere to a central theme or not. Power Point or other presentation modes may be used. The Panel Discussions should be polished and practiced, with all groups meeting in advance to plan and set the order of the panel. The Panel Discussions should be scholarly and professional, with all individuals contributing accordingly.

Research Paper: The Research Paper will be on an assigned work, but you will have much flexibility in determining your specific topic, approach, and source materials. Research Papers will be based on one of the literary texts assigned for the course, and it is expected that upon notification of your assigned text you will undertake to develop as complete as possible expertise about the text itself, the critical response to the text, and the cultural and theoretical implications of the text. The formulation of a 300-word Research Statement and the

preparation of the Annotated Bibliography will develop and focus your topic and build your knowledge base for the project. You will then, with my assistance, develop an essay of presentation length in multiple drafts which will be a very precise expression of your research and critical approach to the work. This assignment will require significant labor and will be graded according to its content, organization, and style.

Participation: Participation is an essential aspect of English 3100: all students are expected to be actively involved in every class meeting. I expect students to exhibit pronounced intellectual curiosity, autonomy, and responsibility. Naturally, I expect that everyone will be thoroughly prepared for each session and demonstrate that preparedness regularly. Your mark in this area will in large part be based on my perception of your command of the material, your personal initiative, and your overall positive contribution to class meetings. Basically, this all comes down to being well-prepared at all times and staying actively involved in class sessions and your individual projects.

English Studies Portfolio: All written work completed throughout the course of the semester is to be assembled in the English Studies Portfolio. Contents of the Portfolio should be presented in the order in which the work is assigned and completed. The Portfolio should have a Table of Contents noting the presence of each entry, and there should be a one-page cover letter introducing the contents of the Portfolio. Work missed at any point in the semester is expected to be included in the portfolio (i.e., if you missed a homework, you will need to make it up and ensure it appears in the portfolio). The Portfolio must be presented in a sturdy and neat, black, one-inch, three-ring binder with contents prepared by three-hole punch. Neatness counts.

Study Guides: Much of our reading for this course will be challenging, and you may sometimes wish to consult summaries and other study guides. But remember that reading a summary of a work of literature or notes to a work of literature is not a substitute for reading the literature itself. Study guides alone will not provide sufficient preparation for classroom discussion and graded assignments. Further, the most common form of academic dishonesty I encounter is plagiarism, and there is almost always a study guide involved in such cases. Finally, the experience of reading a study guide is in no way comparable to the experience of reading great literature. This statement is not intended to apply to consulting in good faith primary and secondary research sources and true scholarly works, which, while not always great literature themselves, can and often do significantly enhance the experience of reading literature.

Attendance and Requirements: I expect everyone to be present and on time for each class meeting. Being on time means being seated and ready for the session a few minutes before class formally begins. I hope that your interest in this course and in your own education will draw you to class each time, but students who accumulate excessive absences (beyond three) will find their final mark adversely affected. Students are permitted three absences: I will drop your mark one letter grade for each absence beyond three; students accumulating six or more absences will either be dropped from the course or earn an F for the course. I reserve the right to request that students in violation of the attendance policy prior to midterm be removed from the course. I do not distinguish between excused and unexcused absences, and students who are absent are responsible for all missed work and information distributed during class.

Tardiness and early departure are generally discourteous and distracting. Students who are habitually tardy or who are disruptive coming in late will be respectfully asked to correct the behavior, and I expect respectful compliance. Students exhibiting habitual and/or disruptive tardiness are in violation of the Student Code of Conduct and risk dismissal from class and loss of participation points. If on some rare occasion you must leave early, please do so in a polite manner; the same goes for if you are late arriving to class on some rare occasion. If your schedule and/or habits of mind and body do not permit you to make it to class on time and stay for the full session, see "Personal Problems" below and consider dropping the course. If your circumstances are special, please bring this to my attention so that we avoid any misunderstandings and you receive appropriate accommodations (see "Special Needs" below).

Student Conduct: As a Clayton State University student and as a student in this class, it is your responsibility to read, understand, and abide by the Student Code of Conduct, outlined in the Clayton State University Catalog as "Basic Undergraduate Student Responsibilities" at <http://a-s.clayton.edu/BasicUndergraduateStudentResponsibilities.htm>.

Classroom Department*: Our classroom should be a polite, intellectually stimulating, adult setting, so:

- I expect all students to behave responsibly and respectfully toward me and toward one another. I will not tolerate aggressive, rude, juvenile, or similarly trying behavior (including but not limited to context-inappropriate socializing, ostentatious displays of inattention or disregard, and the wearing of dress or accessories that inhibit eye contact and normal communication) in the classroom. I will respectfully ask students exhibiting such behavior to adjust themselves accordingly, and I expect any such request to be met with prompt and respectful compliance. Repeatedly or outrageously disruptive students will be dismissed from class and referred to the appropriate campus office (e.g., counseling, the police, etc.).
- All telephones and communications or entertainment devices must be turned off and put away before you enter the classroom and should remain turned off and put away during class time. If you must have a phone on or out for some special reason, I expect prior notification. I will respectfully ask any student with such devices on or out to turn them off and put them away; I expect any such request to be met with prompt and respectful compliance. If you wish to record the class with an appropriate device, that's something different: just ask me.
- Computers are to be turned off and stored away from the time you enter the classroom and remain turned off and stored away unless I indicate otherwise. As with telephones and entertainment devices, there should be no time when your computer is out or on during class unless we are using computers to complete an assignment. The conditions and expectations regarding telephones and entertainment devices apply here.
- Eating and drinking in class, provided that there are no posted prohibitions in the classroom itself, should be neat, discreet, and respectful of others. Please do not plan to eat meals in class or bring foods which create a distraction (e.g., hot food, messy food, food in noisy bags). The conditions and expectations for appropriate classroom behavior apply here.

*These few rules are neither inhumane nor hard to follow: please do not cause me to waste class time addressing behavior problems; given cause, I will address such issues directly for the good of the class. Reasonable suggestions as to how we might improve the classroom environment will be appreciated and given serious consideration.

Communication: For your convenience, I have noted my e-mail address and campus telephone number in the heading of this syllabus. If you need to e-mail me for any reason, please use your Clayton State University e-mail account and put your name in the subject line. Please ensure that your communications are polite and that you state your question, observation, or concern in clear and correct language to the best of your ability. I will show this same respect in writing to you and will endeavor to respond in a timely manner. The same basic idea applies to voice mail; however, I do prefer e-mail to voice mail, I check e-mail much more frequently, and you will likely get a faster response to e-mail than to voice mail. Please know the limits of e-mail and voice mail: find me at my office hours or schedule an appointment if you need extensive help or want to have a conference; further, please do not e-mail me about grades—see me in person.

Office Hours: I offer regular office hours on campus for your convenience, and I encourage you to consult me during those hours if you are in need of assistance in the course or want to have a conference about a specific, course-related issue or discuss your grade. If you need help, please don't wait until things are really bad before you come to see me, since problems are best solved early on. As with my e-mail and voice mail, I have noted my office location and office hours in the heading of this syllabus. You may either make an appointment with me or just stop by during my posted hours. Please do not be afraid to approach me: I am here to help you.

Special Needs: If you have a documented disability or special needs and require any assistance, please do not hesitate to speak with me as soon as possible. All information will be kept confidential. Students who suspect they have a disability that has not been documented or sufficiently accommodated for should contact the Disability Services Coordinator, Student Center 214, 678-466-5445, disabilityservices@clayton.edu.

Personal Problems: Please remember that your professors are primarily responsible for helping you master specific subject matter within certain legal, professional, and ethical guidelines. If you are experiencing personal problems—including intellectual or social frustrations and/or attitude problems—and need help, there is a counseling service available on campus in addition to various offices addressing health and public safety. These services are for your benefit and are freely available to you and confidential. Counseling Services is located in 245

Student Center and can be reached by phone at 678-466-5406. The instructor of this course cannot be held responsible for lack of preparedness, inability or undocumented disability, or unwillingness on the part of any individual student to master course content and/or adhere to course policies.

Academic Dishonesty: In accordance with University policy, academic dishonesty will not be tolerated. All students are expected to understand and avoid plagiarism. Briefly stated, plagiarism involves copying another person's words or ideas without citing the source through appropriate documentation. Cheating includes such practices as having your eyes on someone else's exam paper, intentionally deceptive behavior related to quizzes or any other assignment, or other forms of socially and ethically incorrect and/or parasitic academic performance. Students caught cheating or plagiarizing will fail the course and risk further disciplinary consequences at the University level. Please see the Student Code of Conduct for further information: <http://adminservices.clayton.edu/judicial/>. If you do not understand an assignment or feel incapable of adequate performance on an assignment or examination, seek legitimate academic support through me or through the Center for Academic Success.

Late Work: All work is due at the start of class on the scheduled date—anything else is late. Generally speaking, I do not accept late work. If your situation is exceptional, persuade me in advance, not on the day the work is due. In the rare cases that I do accept late work, I reserve the right to drop a letter grade for each day the work is late.

Electronic Submissions: I do not accept electronic submissions of any written work without prior approval. All written submission must come in the form of hard copy, properly formatted, neatly printed, and securely fastened.

Midterm Grades: Midterm grades will be posted for all students before the midterm date noted on the University Calendar. Midterm marks will represent performance on approximately 30% of the total course requirements.

Disclaimer: There may be minor revisions to this syllabus over the course of the semester. Any changes will be announced in class and given with reasonable notice.

Schedule of Assignments

January 11	Introduction to the course.	March 5-12	Spring Break—class will not meet.
13	Introduction to the Course continued. Overview of Course Texts. The Research Process. Methods and Resources.	15	Read O’Neill, <i>Long Day’s Journey Into Night</i> , Acts One and Two.
18	Read Gibaldi “Research and Writing” (Sections 1.1-1.7). Also Read Section 2 on Plagiarism. Discussion of course structure. Continue The Research Process. Methods and Resources.	17	Read O’Neill, <i>Long Day’s Journey Into Night</i> , Acts Three and Four.
20	First Homework Due (Citation). Use Gibaldi, “Documentation: Preparing the List of Works Cited” as a reference (Section 4 or 5, depending upon your edition). Descriptive versus Annotated bibliographies.	22	Continued Discussion of <i>Long Day’s Journey Into Night</i> .
25	Second Homework Due (Description). Primary and secondary sources. Discussion of Assigned Course Texts.	24	Read Williams, <i>Refuge</i> (1-75).
27	Read Jewett, <i>The Country of the Pointed Firs</i> (5-37).	29	Read Williams, <i>Refuge</i> (76-152).
February 1	Third Homework Due (Summary). Read Jewett, <i>The Country of the Pointed Firs</i> (37-75).	31	Read Williams, <i>Refuge</i> (153-232).
3	Research Statement Due. Read Jewett, <i>The Country of the Pointed Firs</i> and “A White Heron” (76-102; 103-11).	April 5	Read Williams, <i>Refuge</i> (233-90).
8	Fourth Homework Due (Key Concept/Analysis). Read Woolf, <i>To the Lighthouse</i> (3-54).	7	Panel Discussion: Jewett.
10	Working Bibliography Due. Read Woolf, <i>To the Lighthouse</i> (54-111).	12	Panel Discussion: Woolf.
15	Fifth Homework Due (Critical Perspective). Read Woolf, <i>To the Lighthouse</i> (112-43).	14	Panel Discussion: Baldwin.
17	Read Woolf, <i>To the Lighthouse</i> (145-209).	19	Panel Discussion: O’Neill.
22	Read Baldwin, “The Rockpile” and “The Outing” (13-25; 28-57).	21	Panel Discussion: Williams. Research Papers Due.
24	Read Baldwin, “Previous Condition” and “Sonny’s Blues” (82-100; 101-41).	26	Portfolio Evaluation (Group A).
March 1	Annotated Bibliography Due. Read Baldwin, “The Morning, This Evening, So Soon” and “Come Out the Wilderness” (143-225).	28	Last day of class. Portfolio Evaluation (Group B).
3	TBA.	May 4-10	Finals week. Portfolios Due.