**ENL 2012 -03**

**Introduction to English studies**

As an English Major you will take on many different roles:

**Writer; Researcher; Reader; Analyst: Rhetorician; Teacher**

All assignments in this course are designed to give you experience with one or more of these roles.

**Instructor:** Alexa Doran

**Section Number:** 0003

**Day/Time:** Tu-Th 9:30-10:45 A.M.

**Room:** DIF 236

**Instructor’s Office:** WMS 329

**Instructor’s Office Hours:** Wednesdays 11-1 pm

**Instructor Email**: [aed16e@fsu.edu](mailto:aed16e@fsu.edu?subject=Regarding%201101)

**Class Website:** <https://aed16e.wixsite.com/2012doran>

**Course Description**

This course helps students think about what it means to be an English Major. It reviews the history of the discipline in ways that are accessible and meaningful to students and talks about current practices and areas of inquiry, including the broadening of categories of interest to other forms of writing and media. It will guide students through annotation and analysis, drafting, workshopping and revision, introduce the concepts of thesis and argument, and give students vocabulary for specialization.

**Course Objectives**

**Course Objectives and Outcomes**

* Identify the basic terms, conventions, and scholarly methods for literary, cultural, and media studies that form the traditional core of English Studies
* Develop an argument with a thesis statement, using appropriate terminology for the field, practicing close reading skills, analyses, and interpretation of texts.
* Create a minimum of 20-25 pages of graded writing, including close reading, interpretive, and researched essays, revisions, essay exams, and/or response papers.
* refine abilities to understand literature and other texts, in reading, in critical thinking, and in writing through:
* introducing the basics of humanities-based scholarly research, including a range of archival resources and databases, incorporating secondary sources into argument
* reading challenging, powerful, engaging literature and other texts with complex and nuanced meanings; introducing scholarly and disciplinary critical approaches and vocabulary for understanding literature, media, and cultural studies
* exhibiting flexibility and complexity of critical thought in analyzing, literature, culture, and media

**Required Textbook**

Rob Pope. *Studying English Language and Literature* 3e (New York: Routledge 2012)

Chris Baldick. *The Oxford Dictionary of Literary Terms* 4e (New York: Oxford UP: 2015)

Katherine O. Acheson. *Writing Essays About Literature* (Buffalo, NY; Broadview: 2010)

Toni Morrison. *Sula*. (New York: Alfred A. Knopf, 1973)

**Course Policies**

*Attendance*

FSU’s Composition Program maintains a strict attendance policy to which this course adheres: for fall courses, **students are in danger of failing if they miss more than four classes**. You are required to be an active member of the ENC 1101 classroom community, and if you do not attend class regularly, you cannot fulfill that requirement. You should always inform your instructor ahead of time when you will miss class. Save your absences for when you get sick or for family emergencies. **It is your responsibility to know how many absences you have accrued during the term**. Note, too, that **missing a conference counts as two absences.** I will not reschedule missed conferences.

**If you have an excellent reason for going over the allowed number of absences, you should call Undergraduate Studies** (644-2451) and make an appointment to discuss your situation with them. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis that resulted in you having to miss more than the allowed number of classes), Undergraduate Studies will consider the possibility of allowing you to drop the course and take it the following semester.

Important Note: FSU’s Composition Program Attendance Policy does not violate the University Attendance Policy that appears in the “University Policies” section later in this syllabus. The Composition Program Attendance Policy simply specifies the number of allowed absences, whereas the University Attendance Policy does not.

You must arrive at each scheduled class period on time. **Arriving to class after I have begun teaching is disruptive.**

*Participation & Decorum*

Participation

Participation is central to learning in this course, and you are expected to make a meaningful, good-faith contribution to the work being done in class. This work can take the form of group discussions, small group work, workshops, or individual writing. In any case, you are expected to contribute ideas and to analyze the ideas contributed by your peers. During full and small group discussions, you are expected to make thoughtful and substantive contributions. On workshop days, you are expected to provide critical, constructive feedback for your peers.

Facebook, Email, and Homework

We may occasionally send emails, analyze Facebook, or use the internet as part of our coursework and discussions. Using the internet during class time for anything other than class purposes or working on coursework for another course during our class time will result in an absence.

You must arrive each day prepared and with your homework completed. In addition, you must come to class with the materials necessary to participate. At minimum, you must have a notebook for taking notes and the course texts. Coming to class unprepared will result in an absence.

*Civility*

**In this course, we will discuss emotional, controversial, and personal issues**. Such conversations can become lively, and while I encourage you to express your ideas, you must *always* ***be respectful of your peers*.** No disrespectful, profane, abusive, or hateful language will be tolerated. Civility also applies to our treatment of one another in general. *Disrespectful behavior will result in your being asked to leave the class*, which will result in an absence.

*Conferences*

We will hold individual conferences during the fourth and ninth weeks of the semester. These conferences will allow us to discuss the drafts that you are working on and your progress in class. The conferences will be held in lieu of classes during those days and missing a conference will count as two absences.

**University Policies**

*University Attendance Policy*

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

*Academic Honor Policy*

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

*Americans with Disabilities Act*

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) [sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu) <http://www.disabilitycenter.fsu.edu/>

*Free Tutoring from FSU*

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

*Liberal Studies for the 21st Century*

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the Liberal Studies requirements for English and thus is designed to help you become a clear, creative, and convincing communicator, as well as a critical reader.

*Syllabus Change Policy*

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change.

*Plagiarism*

**Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated**. Any instance of plagiarism must be reported to the Director of College Composition and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: “Regarding academic assignments, violations of the Academic Honor Code shall include representing another’s work or any part thereof, be it published or unpublished, as one’s own.”

A plagiarism education assignment that further explains this issue will be administered in all ENC 2135 courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.

**Student Resources**

*Reading/Writing Center (RWC)*

What is the RWC?

Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Think of the RWC as an idea laboratory: it is a place to develop and communicate your ideas!

Who uses the RWC?

In short: everyone! The RWC’s clients include a cross-section of the campus: first-year students writing for composition class, upper-level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others.

Where is the RWC located?

As of Fall Semester 2015, the RWC currently has four locations: the newly remodeled Williams 222 location, the gleaming Johnston Ground location, the happening Strozier Library location, and the up-and-coming Dirac Library location. For students who are distance learners, online tutoring is available. Contact Dr. McElroy at smcelroy@fsu.edu for information.

What are the hours?

Hours vary by location. Check the online schedule for availability.

Who works there?

The tutors in the RWC are graduate students in English with training and experience in teaching writing, and undergraduate students who have completed a 3-credit English elective course in tutoring writing and who have been apprentice tutors in the RWC.

What happens in a RWC session?

Many things! You can come with a prompt and talk about your ideas with someone who will be an active listener and ask questions to help you figure out what you think. You can come with a few ideas jotted down, and you can talk through your organization with a tutor. Once you have written parts of a draft or a whole draft, you can see if you communicated your ideas clearly by having a tutor be your “practice audience.” They will listen as a reader, and explain to you what they are thinking as a reader. If they hear what you intended to communicate, hooray! If not, you have an opportunity to revise before you give your work to your actual audience. The tutors will even help you learn editing and proofreading strategies so you can independently communicate your ideas clearly.

How do I make an appointment?

The best way is by using our online scheduling website: http://fsu.mywconline.com Instructions for making an appointment can be found here:http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment. While we will accept walk-ins if a tutor is available, it is usually best to book ahead.

How much tutoring help can I have?

All FSU students can have 1.5 hours of tutoring a week FOR FREE! This includes all locations, i.e., NOT 1.5 hours in Williams, 1.5 hours in Strozier, etc. Students who opt to register for ENC 1905, REA 1905, or ENG 5998 may have more time depending on the number of credits they choose to take. Appointments are limited to 60 minutes/day.

*The Digital Studio*

What is the Digital Studio?

The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a website, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. The DS has both Macs and PCs, and some of the cool software available in the DS includes Photoshop, InDesign, Windows Movie Maker, iMovie, and more!

Who uses the DS?

Any FSU students who want to complete digital class assignments (e.g., for FYC or WEPO) or to improve overall capabilities in digital communication. Students also use the DS to make Prezis, business cards, flyers for their own student organizations, and more!

Where is the DS?

There are two DS locations: Williams 222 and Johnston Ground.

What happens in a DS session?

Like the RWC, think of the DS as an idea lab, only it is a place to explore ideas in digital texts and to learn new technologies to communicate ideas in those mediums.

How do I make an appointment?

The best way is by using our online scheduling website: http://fsu.mywconline.com The DS does accept walk-ins, but the DS gets booked by large groups and is very busy at the end of the semester, so it is best to plan ahead.

How much tutoring can I have?

You can use the DS as much as you’d like!

**Major Projects and Grading**

Close Reading Guidelines

For this assignment you may close read any poem you like. Your close reading should construct an argument about the poem’s meaning that is supported by specific lines from your poem, as well as a discussion of how the imagery, narrative, music, and form are working to generate this meaning. Your essay should be 5-6 typed pages, written in Times New Roman 12-point font, and make frequent use of the terminology we have gone over in class.

What roles do I fulfill in this assignment?

Reader\*Writer\*Analyst\*Rhetorician

How will I be graded?

**Thesis – 10 points**

Construct a clearly identifiable one-sentence thesis which asserts the possible meaning of the poem, as well as identifies which factors contribute to the meaning.

Ex. In “The Scoop” by Nada Gordon the poet uses x,y, and z to convey the idea that A.

**Imagery – 20 points**

Engage with the imagery in your poem and explore its role in the meaning of the poem. If there is an absence of imagery, address the lack and its role in the meaning.

**Narrative – 20 points**

Discern what the “story” of the poem is using examples to support your claim.

**Music – 20 points**

Make use of the terminology discussed in class to point out sound devices, patterns, and instances of repetition or silence. Discuss how the music adds to, or complicates, the meaning.

**Form – 20 points**

Determine if the poem is in free verse or a pre-determined form. Discuss how the music adds to, or complicates, the meaning.

**Implementation of Vocabulary – 10 points**

Your essay should reflect a comprehensive understanding of the terms we have discussed thus far this semester.

\*Remember: there is no right or wrong in poetry, as long as you have the evidence to support your claim\*

Diversity-based Analysis

In this essay you will explore the role of race, gender, class, sexuality, age or ability in *Sula.*

What roles do I fulfill in this assignment?

Reader\*Writer\*Analyst\*Rhetorician

How will I be graded?

**Thesis 10 points**

Your thesis should be a strong, one-sentence argument that makes an assertion about the role of race, gender, class, sexuality, age or ability in *Sula.*

Ex.: Based on Toni Morrison’s use of the symbols x and y, her repetition of the words a and b, and several snippets of Sula’s dialogue, women are portrayed as xyz in the novella *Sula*”

**Diction 20 points**

Using examples discuss how word choice effects the role of race, gender, class, sexuality, age or ability in *Sula.*

**Imagery/Symbolism 20 points**

Using examples discuss how the imagery/symbols effect the role of race, gender, class, sexuality, age or ability in *Sula*

**Character 20 points**

Using examples discuss how the characters in the novella represent/misrepresent the role of race, gender, class, sexuality, age or ability in *Sula*

**Dialogue 20 points**

Using examples discuss how the dialogue effects the role of race, gender, class, sexuality, age or ability in *Sula*

**Conclusion 20 points**

Your conclusion should ask a question, or move the essay forward in some way – your conclusion should not simply repeat your thesis.

Research-based Analysis Guidelines

Time to argue again! This time with the experts and critics in your field. For this assignment you can focus on any poem or short story of your choice, as long as you can find four scholarly journals articles which engage the poem/story.

In order to complete this assignment, you need to have 8 sources:

1 poem or story, 4 scholarly journal articles, 3 additional credible sources (interviews, essays, articles, other poems/stories by your author, etc.).

Your essay should synthesize these sources in order to add to the critical conversation critics and experts are already having about the poem/short story of your choice.

What roles do I fulfill in this assignment?

Researcher\*Reader\*Writer\*Analyst\*Rhetorician

How will I be graded?

**Thesis 20 points**

Your thesis should be a strong, one-sentence argument that either agrees or disagrees with a point made in one or more of your scholarly journal articles.

Ex.: Despite Alanna Ridder’s claim in “Anne Sexton and the Idealization of Suicide in the poem “Wanting to Die”’ that Sexton idealizes suicide in this poem, a deeper reading, as well as a consideration of the points made by Michele Catalina in “XYZ” and George Beret in “ABC,” prove to readers that this poem warns about the dangers of, rather than idealizes, suicide.

**Properly Documented Support from All 7 Outside Sources 20 points**

You need to include properly formatted direct quotes from all 7 of your outside sources (no more than two block quotes).

**Properly Documented Support from Your Main Source 20 points**

In addition to orchestrating the voices you have found through research, you need to include your own voice and your own ideas about the text. Your ideas should be supported with properly formatted direct quotes from your main source.

**MLA Formatting and Works Cited 20 points**

You need to properly introduce each source, use proper in-text citations, and include a properly formatted Works Cited.

**Conclusion 20 points**

Your conclusion should ask a question or move the essay forward in some manner – Your conclusion should not be a repeat of your thesis.

Presentations

What roles do I fulfill in this assignment?

Reader\*Writer\*Researcher\*Teacher

Each student is expected to present two literary terms from the book, *The Oxford Dictionary of Literary Terms*. Each presentation covers 2-3 pages of material. You will be expected to provide your classmates with *an* ***accessible definition*** of your term, to provide your classmates with ***a visual aid*** (handout or Powerpoint), and to provide your classmates with ***an example*** (different from the example included in the text) of your term(s). You are welcome to supplement the Oxford definitions with information from other sources if you think it will help our understanding of the term (s).

*Grade Breakdown*

Close Reading (5-6 pages): 20%

Research-based Analysis (10-11 pages): 20%

Diversity-based Analysis (5-6 pages): 20%

Midterm 20%

Homework/Presentations: 20%

*Final Grades*

|  |  |  |  |
| --- | --- | --- | --- |
| A | 93 – 100 | C | 73 – 76 |
| A- | 90 – 92 | C- | 70 – 72 |
| B+ | 87 – 89 | D+ | 67 – 69 |
| B | 83 – 86 | D | 63 – 66 |
| B- | 80 – 82 | D- | 60 – 62 |
| C+ | 77 – 79 | F | 0 – 59 |

*Late Work*

Homework: **Any late homework assignments will be accepted at half credit.**

Projects: **Any projects will be accepted late with a 5-point deduction per day late**.