

## **English 100.1: Introduction to English Studies**

Spring 2020 Professor Jan Susina

Class Meeting: Tuesday & Thursday 11:00 a.m.-12:15 p.m.

Classroom: Stevenson 221-B

Office: Stevenson 402

Office Hours: Tuesday & Thursday 12:30—1:30 p.m.

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### **Tentative Syllabus:**

Jan. 14: Introduction & overview to the course.

Jan. 16: What is English Studies? What is offered in the ISU English Department?  
ISU English Department's "Mission Statement" from ISU English Department website and "English Department" from *ISU Undergraduate Catalog* (handouts).

Jan. 21. "Why Major in English," "Economists Say We Need More `Storytellers," "English by the Grim Numbers" "Want to Know Where PhDs in English Get Jobs?" "The Humanities' Fear of Judgement," & "Who Decides What's Good & What's Bad in the Humanities" (handouts).

Jan. 23: Bruce McComisky's "Introduction" in *English Studies*, pages 1-65. (website).

Jan. 28: Richard C. Taylor "Literature and Literary Criticism" in *English Studies*, pages 199-222.  
**Canon for English Majors Due (2-page).**

Jan. 30: Amy J. Elias's "Critical Theory and Cultural Studies" in *English Studies*, pages 223-274.

Feb. 4: Katherine Haake's "Creative Writing" in *English Studies*, pages 153-198.  
**Interview with an English Department Faculty Member Due.**

Feb. 6: Robert P. Yagelski's "English Education" in *English Studies*, pages 275-319.

Feb. 11: Janice M. Lauer's "Rhetoric and Composition" in *English Studies*, pages 106-152.  
**Resume Due (1-page).**

Feb. 13: Ellen Barton's "Linguistics and Discourse Analysis" in *English Studies*, pages 67-105.

Feb. 18: Elizabeth Brookbank & H. Faye Christenberry's *MLA Guide to Undergraduate Research in Literature* (chapters 1, 2, 5, 6, and 7).

**Elevator Pitch of your Critical Paper Due** (share in class & one notecard).

Feb. 20: Jean MacDonald, English Studies Subject Librarian, Milner Library.

Using Milner's databases @ Milner Library, Room

Elizabeth Brookbank & H. Faye Christenberry's *MLA Guide to Undergraduate Research in Literature* (chapters 3 and 4).

Feb. 25: *MLA Handbook* (chapter 1) & *MLA Guide to Undergraduate Research in Literature* (chapter 8) & The Missing Discipline: Jan Susina's "Children's Literature" in *Encyclopedia of Children and Childhood in History and Culture*, Paula Fass, ed. (website).

Feb. 27: Test Case: Lewis Carroll's *Alice's Adventures in Wonderland* (chapters 1-6).

Mar. 3: Test Case: Lewis Carroll's *Alice's Adventures in Wonderland* (chapters 7-12) and 'Alice' on Stage" in Haughton.

Mar. 5: First Draft: Lewis Carroll's *Alice's Adventures Under Ground* in Haughton & Original manuscript in the British Library (website) & Alice Liddell Hargreaves's "Alice Recollection of Carrollian Days" (website).

**Proposal for Critical Paper, Working Title, 1-2-page proposal, & Works Cited with Four Annotated Secondary Sources Due.**

Mar. 10: **Spring Break**—no class.

Mar. 12: **Spring Break**—no class.

Mar. 17: All Politics Are Local: George Orwell's "Politics and the English Language" (website).

Mar. 19: The Sequel: Lewis Carroll's *Through the Looking-Glass* (chapters 1-6) in Haughton.

Mar. 23: Lois Lenski Children's Literature Lecture: Ivan Brunetti, Columbia College-Chicago, "Comics and Graphic Novels for Young Readers," 7-8:15 p.m. ISU's Center for Visual Arts 151. **Example of an English Department sponsored event sponsored you can attend & write a response paper.**

Mar. 24: The Sequel: Lewis Carroll's *Through the Looking-Glass* (chapters 7-12) in Haughton.

Mar. 26: Words & Images: John Tenniel and Beyond: Other Illustrators of *Alice's Adventure in Wonderland*.

Mar. 31: Author & Photographer: Lewis Carroll's as Photographer.  
 "Category: Photographs by Lewis Carroll" & "Category: Photographs of Children by Lewis Carroll" (website)

Apr. 2: Alice in Pop Culture: Alice as Fashion Icon.

Apr. 7: Alice in Pop Culture: Alice in Music, Cartoons, and Comics.

Apr. 9: Imitations of Alice: Gilbert Adair's *Alice Through the Needle's Eye* (chapters 1-6).

Apr. 14: Imitations of Alice: Gilbert Adair's *Alice Through the Needle's Eye*. (chapters 7-12)

Apr. 16: Film Adaptation of the *Alice* Books: Walt Disney's *Alice in Wonderland*

Apr. 21: Film Adaptations of the *Alice* Books: Tim Burton's *Alice in Wonderland*  
**Critical Paper Due**

Apr. 23: Jonathan Gottschall's *The Storytelling Animal* (chapters 1-3).

Apr. 28: Jonathan Gottschall's *The Storytelling Animal* (chapters 4-6).

Apr. 30: Jonathan Gottschall's *The Storytelling Animal* (chapters 7-9).

May 4-8: **Final Exam** (TBA).

### **Goals of the course:**

This course is intended to be a gateway course to the English department and offer English majors and minors a general introduction and overview to the multiple disciplines that make up the field of English Studies. The course will introduce students to some of the ways to approach, think, and respond to a wide variety of cultural texts. Students will be introduced to key issues in the various areas of English Studies and begin to develop skills in reading, discussing, researching, and writing about texts. While this course will cover the ways that different areas within English Studies approach and analyze texts, it will also reflect the scholarly interests of the instructor, which include Children's and Young Adult Literature, Victorian studies, Visual Culture, Adaptation Studies, Publishing Studies and the History of the Book.

### **Required Texts:**

Bruce McComisky, editor. *English Studies: An Introduction to the Discipline(s)*. NCTE.  
 Jonathan Gottschall. *The Storytelling Animal: How Stories Make Us Human*. Mariner.  
 Lewis Carroll. *Alice's Adventures in Wonderland* and *Through the Look-Glass*, editor  
 Hugh Haughton. Penguin.  
 Gilbert Adair. *Alice Through the Needle's Eye*. Evertime.

**Required Texts continued:**

The Modern Language Association of America. *The MLA Handbook: Eighth Edition*. Elizabeth Brookband & H. Faye Christenberry. *MLA Guide to Undergraduate Research in Literature*. MLA.

Additional reading will be available as handouts or on the class website.

**Course Format:**

The class will be reading and discussing the various disciplines that are found in English Studies and within the ISU English department. We will then attempt to see how these different disciplines might approach Lewis's Carroll's *Alice's Adventures in Wonderland* or *Through the Looking-Glass*. Students need to read the assignments **prior to class** and be prepared to discuss them in class. Everyone needs to participate in class discussion. While it is appropriate to disagree, we need to be civil and polite, even if you have a different opinion from others. The class will involve lectures, discussions, and small group work. Throughout the semester, students will be assigned a series of short writing projects and reading quizzes related to the assignments. Have a notebook and take notes from class discussions.

Word to the wise: Research has shown that comprehension and recall improve when students write out notes rather than typing them in class. Let's be honest: laptops can and often are used for other things besides taking notes during class. Don't distract yourself or others. Get a folder for retaining class handouts. Handouts are not garnish, but part of the class. Be sure to read them.

**Class Attendance:**

Class attendance is important and is intended to be a valuable experience. If you must miss class, you ought to have a good reason for your absence. Since you can't be two places at the same time, avoid scheduling other activities during class time. Students are expected to participate in class discussion and a portion of the course grade will be based on class participation and discussion.

If a student misses more than **three** class sessions, your class participation grade will be lowered one letter grade for each additional class missed. Students who miss a class or comes in late will not be allowed to make up an in-class writing assignment and/or a reading quiz.

Do not use cell phones, pagers, texting devices during class. Turn them off prior to class. All written assignments are due on the stated deadlines. Make arrangements ahead of time if you realize you will miss the deadline. All assignments should be submitted as a print copy. Late work will be lowered a letter grade for each day after the stated deadline.

## **Assignments:**

### **Participating in the Academic Life of the English Department outside of Class:**

In order to get a better sense of the range of activities offered by the English Department, each student will attend **four** events sponsored by the English Department. That means an event that is organized and sponsored by a member of the ISU English department. After each of these four events, students will submit a short (2-page page) discussion about the event and what they learned from it. The papers based on the event should be submitted the following class period after the event. All of these response papers must be submitted by or before April 23.

Throughout the semester, the instructor will announce various events that students can attend. Students can also consult the English Department schedule found on the English Department website to see various events sponsored by members of the department. If a student learns of an event that the instructor does not mention in class, check to see if it is appropriate event before attending and writing your response paper. These events will occur outside the scheduled meeting times of the class. Of the four events you attend and write about, at least three of them have to be sponsored by different disciplines within the English department.

### **Literature Canon for English Majors**

Literary canons are continually in flux. New texts are added, and older texts are removed. Each student will create a short canon of **five** texts that they feel should be read and studied by all English majors by the time that they complete their undergraduate degrees. Students will compose a short (2-page) essay that justifies the reasons for their selection of these texts.

### **Resume:**

Welcome to the gig economy. As you already know, you are constantly promoting yourself in any number of situations. Most college students are already digital natives and are already skilled at doing this with various social media. English Studies is slowly catching up. As an English major, you will need to have a resume for various scholarships, internships, job applications and/or application to graduate school. A resume is an example of short, but effective, writing (1-page). If you have already created a resume, this will be an opportunity to revise and improve it.

### **Interview with an English Department Faculty Member:**

In order to gain a better understanding of the responsibilities and workload of a faculty member in an English department, each student will select and interview a faculty member from the ISU English department and then write an essay based on your interview (2-3 pages). Were they an undergraduate English major? Find out where they went to undergraduate & graduate school. What other jobs did they have that helped prepare them to become a faculty member? Find out why they selected their specific area(s) of specialization. Ask about their areas of research and the courses they regularly teach. What do they do in addition to teaching classes as part of their responsibilities as a faculty member? What are the major academic journals in their areas? What do they find

to be most satisfying aspect of being a faculty member? What do they enjoy least about being a faculty member? What is the text they have produced as a faculty member that they feel best represents their research?

**Proposal for Critical Paper:**

In preparation for writing your critical paper on one of the *Alice* books or some aspect of Lewis Carroll's career, students will compose a short proposal for their longer research project. The proposal should be at least 2-pages in length and include a Works Cited section including at least **four** possible secondary sources. The proposal needs to conform to the format provide in *The MLA Handbook*. The proposal should have a working title, at least 1-page description of the focus of your paper, and a Works Cited page with at least **four annotated** scholarly secondary sources. Prior to submitting the proposal for your critical paper, students will provide a brief oral description of their proposed topic for your paper in class and submit a note card with a brief description of the topic you plan to research.

**Critical Paper:**

Each student will write a (7-10 page, typed, doubled spaced, 12-point type size) scholarly analysis of one of the *Alice* books, or some aspect of Lewis Carroll's career. Students should use one of the many methods of analysis which have been discussed in the class. Students will submit a proposal for their research paper, which will include a minimum of **four** secondary sources in their Works Cited section. Those sources need to be annotated. **Only half** of the secondary sources can be electronic sources.

Critical papers need to conform to the format that is outlined in *The MLA Handbook*. *The MLA Handbook* shows the appropriate method for citing material within papers and manner to create a Works Cited page. The Work Cited section of the critical paper must have a minimum of **six** secondary sources. These sources do not need to be annotated. **Only half** of those secondary sources can be electronic. Keep an extra copy of all your submitted papers for your records.

**Final Exam:**

All good things must eventually come to end, and this course will end with a final exam. It will be scheduled, according to the Spring 2020 Final Exam Schedule, when it is made available to faculty & students. The exam will include objective and short identification items as well as essay questions.

**Grades:**

Grades will be based on the following point scale: Grades for papers: A+=100, A=95, A-92, B+= 87, B=85, B-=82, C+=77, C=75, C-=72, D+=67, D=65, D-=62, F=59 or below. For the course grade, the following scale will be used A=90 and above, B=80 and above, C= 70 and above, D=60 and above, F=59 and below.

Students earn grades by performance, not negotiation. If you have a question concerning a grade on an assignment or exam, come by my office during my office hours to discuss it. Students should keep all graded assignments. The course grade will be based on the following assignments, which will be weighted as follows:

Interview with English Department Faculty Member 10%  
 Attendance & Report on 4 English Department Events 10%  
 Writing Assignments & Quizzes: 20%  
 Critical Paper: 30%  
 Class Attendance & Participation: 10%  
 Final Exam 20%

Given the unreliability of ReggieNet, I will not be using it for posting grades this course. You should keep copies of your graded assignments for your record.

**Plagiarism/Cheating:**

Please consult the Illinois State University policy in the *ISU Undergraduate Catalog* under "Academic Integrity" and in *The MLA Handbook*, "Plagiarism and Academic Dishonesty." Plagiarism and cheating are serious academic offenses and may result in failure on an exam, paper, or project and in some situations failure in the course. All written work submitted for this course must be your own and produced for this specific course.

**Student Access & Accommodation Services:**

Any student needing to arrange a **reasonable** accommodation for a documented disability should contact Student Access and Accommodation Services at 350 Fell, 309-438-5853, or visit [StudentAccess.IllinoisState.edu](http://StudentAccess.IllinoisState.edu). Students using this service, need to notify me and provide the appropriate credentials. If an exam needs to be sent to the Student Access office, students need to notify me a week before the scheduled exam.

**Julia N. Visor Academic Center:**

The Visor Center offers one-on-one writing assistance. They can offer assistance at various stages of your writing projects. If you need writing assistance for this class, or any class, this could be a very useful resource. The center is located at 012 Vrooman Hall, phone, 309-438-7100, See the website:

<http://universitycollege.illinoisstate.edu/help/> for additional information about their services.