Beth Flynn  
HU3517, Literary Theory and Criticism  
Fisher 127  
T. R 3:35-4:50 p.m.  
Spring, 2012  
Office: 310 Walker  
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E-mail: eflynn@mtu.edu  
Office Hours: T, R 2:00-3:20 p.m. and by appointment  
Class e-mail list: hu3517-r01-I@mtu.edu

Texts:

Supplies:
You'll need a file folder to hold your portfolio of responses, drafts, critique sheets, and graded papers. I'll bring in some used ones if you'd prefer not to buy a new one. I will be collecting response statements on the days they are due. I will collect drafts and critique sheets on the day formal essays are due and graded essays shortly after they are returned. Please have the file folder by Thursday of week one.

Purpose:
The course is described in the catalog as follows: A consideration of a variety of theoretical and critical approaches and methods of literary research in the study of British and American literature.

Writing Assignments:

Response Journal:
For selected readings indicated on the syllabus, you should submit in-class or out-of-class response statements of at least 100 words. Responses are informal reactions to the literature. They needn't be polished or fully-developed ideas.

Portfolio Analysis
Please prepare a portfolio analysis (at least a page long) that provides a commentary on responses, proposals, drafts, and final versions of the three assignments, and critique sheets. What are some strengths of your performance on these assignments? What are some limitations?

Proposals, Drafts, and Critique Sheets
Proposals are brief, tentative statements about how you intend to accomplish a particular assignment. They needn't be more than a paragraph long. The idea is to look at an assignment far enough in advance of the due date for the draft so that you can begin thinking and working on it. A draft is most useful if it is your best effort. A classmate will be critiquing it in class and providing you feedback. I will distribute critique sheets on the day of the critique (the day the draft is due). They are to be filled out and returned to the writer, then returned along with the draft the day the final assignment is due.

Formal Reading/Writing Assignments:

Assignment # 1 (5 typescript pages, double spaced, about 1,000 words)
Option # 1
In a unified essay that has a strong focus, explore a theme or themes in a work by Lawrence or Woolf. The works should not be one we are reading for class. You might want to link your analysis to the chapter in Eagleton on psychoanalysis, to Flynn's introduction, or to her discussion of Woolf.

Option # 2
Compare two or more short stories by Lawrence and Woolf. The LAWRENCE story:
the day of the critique (the day the draft is due). They are to be filled out and returned to the writer, then returned along with the draft the day the final assignment is due.

Formal Reading/Writing Assignments:

Assignment #1 (5 typescript pages, double spaced, about 1,000 words)

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In a unified essay that has a strong focus, explore a theme or themes in a work by Lawrence or Woolf. The works should not be one we are reading for class. You might want to link your analysis to the chapter in Eagleton on psychoanalysis, to Flynn's introduction, or to her discussion of Woolf.

Option #2
Compare two or more short stories by Lawrence and Woolf. The Lawrence story or stories should not be one we have discussed in class. What are some common themes? How are they similar or different? You might consider contexts such as gender, class, or historical period.

Option #3
Describe the process you employed as you read one or more assigned readings by Lawrence or Woolf or both. Some considerations might include: What thoughts did the work elicit as you proceeded through it? What associations did you make as you encountered different parts of the text? How did you visualize characters or scenes?

Option #4
Compare a work or works by Lawrence or Woolf to a filmic representation (or representations) of it or them. How are themes, characters, settings, etc. similar or different in each medium? What difference does the medium make in the representation? Which do you prefer? Why?

Assignment #2 (Interpretive reading, analysis of reading)

Do an interpretive reading (at least 5 minutes in length) of a work, or a passage from a work, by Joyce or Rich. It can be from a work discussed in class or from a different work. Then in a paper of at least 2 pages in length (about 400 words), reflect on your reading. You might include how you selected your passage, how you prepared for the reading, how you felt during the reading, and how you felt or what you thought after the reading. What was the relationship between your reading and your understanding of the themes of the passage?

Assignment #3 (research essay of from 5-10 pages or 1,000-2,000 words)

Do research, using MLA style, in which you investigate the scholarly reception of a particular work by one of the authors studied this term. It may be a work studied in class or one we have not discussed. Was there consensus in terms of the quality of the work? Were there disagreements? Try to account for the different reactions. Can they be explained by the different situations of the critics? by their different critical dispositions? Try to identify what those dispositions are. Be sure to use only scholarly, reputable sources. Encyclopedias and sites such as, Wikipedia, SparkNotes, CliffNotes, eNotes, eCheat, BookRags, megaessays, Wow Essays, GradeSaver, termpapers etc. can be useful in pointing toward scholarly sources but are not themselves to be used as sources. Be sure to include a list of works cited, and include appropriate information within your text such as page numbers when you are quoting or referring to specific passages from your sources.
Presentations:
You'll have an opportunity to present a version of assignment # 1 and assignment # 3 in five-minute presentations. The presentation should be based on the paper you have submitted but should be tailored for oral delivery. Please use at least one visual that provides an outline of your paper and a thesis statement. Please include a paper copy of the outline and thesis statement with your paper. Make sure to put a complete heading on the outline including your name, my name, the date, the course number, and the assignment number.

Group Work:
You'll have an opportunity to work in a group to brainstorm about possible research topics and to receive feedback on reports and the draft of your final essay.

Attendance:
Attendance is mandatory. Much of the course involves conversation about course readings. If you miss those conversations, you will have missed a good deal of the course content. More than four unexcused absences will affect your grade.

Late Papers:
Since the course emphasizes the revision process and since it is important that presentations be based on finished essays, drafts and final essays must be submitted on time. Late papers will affect your grade.

Grades:
Your grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio (responses, proposals, critiques, drafts, presentation outlines, final papers, analysis)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment # 1</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment # 2</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment # 3</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation # 1</td>
<td>5%</td>
</tr>
<tr>
<td>Presentation # 2</td>
<td>5%</td>
</tr>
<tr>
<td>Group work</td>
<td>5%</td>
</tr>
</tbody>
</table>

Criteria for Evaluation:

A Papers and Presentations:
The author makes an original contribution so that the reader becomes involved and learns from the piece or presentation.
The central point of the essay is clear, and the parts of the essay have been connected effectively. The outline for the presentation is correct in form and effective.
Support for the point is appropriate for the intended audience and convincing.
The reader's or listener's needs have been taken into consideration.
There are few if any errors.

B Papers and Presentations:
The writing or speaking is clear, but the contribution does not seem especially original or new.
The central point is clear, but the parts of the essay or talk could be connected more effectively.
Support for the point is adequate for the intended audience and fairly convincing.
The reader's or listener's needs have been taken into consideration to an extent.
There are some errors.

C Papers and Presentations:

Takes some effort on the part of the reader or listener to get through the essay or talk. The paper or talk does not have a strong focus, and it is not always clear how the parts support the thesis. Support for the point is not especially appropriate for the intended audience and not especially convincing. The reader’s or listener’s needs have not always been taken into consideration.

There are a number of errors.

D Papers and Presentations:

The reader or listener cannot figure out what point the writer or speaker is trying to make. The central point is not at all clear, and the parts do not support it. Support for the point is inappropriate for the intended audience and not convincing. The reader’s or listener’s needs have not been taken into consideration.

There are many errors.

F Papers and Presentations:

The paper or talk does not respond to the assignment at all or has not been handed in or presented.

Other:

When papers are returned, most papers will have a letter grade on them. If you receive a grade lower than A, you may revise the essay and submit it no later than two weeks after it is returned. A few papers, though, will have an “R” on them. This means that the paper must be revised within two weeks of the time the paper was returned, and only the revision will be graded. I will usually suggest that individuals who receive Rs see me before revising. Please include the original paper with the revision!

Remember that your formal essay should have a title. Please leave at least an inch margin on the sides and top and bottom of the paper and remember to number the pages on papers. Label all work including presentation outlines. Include your name, my name, the course number and time, the date, and the course assignment. Be sure to indicate if the paper is a draft, a formal paper, or a revision. Please do NOT submit drafts and formal essays electronically.

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call the Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, department head or chair, or the Affirmative Action Office (7-3310).

MTU strives to offer equal opportunity to all of its employees, students, applicants for employment, and applicants for admission without regard to race, religion, color, national origin, age, gender, sexual orientation, height, weight, marital status, disabled veteran status, veteran status, arrest record, or disability. See http://www.admin.mtu.edu/admin/boc/policy/ch3p7.htm. The Affirmative Programs Office (commonly called the Affirmative Action Office, or AA) facilitates Michigan Tech’s development of an environment that is free from prejudicial discrimination or harassment and that is conducive to learning and individual growth for all campus members and visitors. Contact the Affirmative Programs Office, Room 207, Administration Building, Phone: 906-487-3310, Fax: 906-487-2842; e-mail Jill Hodges, Director, for more information.

It may be necessary to alter the syllabus as the semester proceeds in order to better meet the instructional needs of the class.

Plagiarism--using the ideas or words of others without acknowledging the source--is unethical and a violation of University policy. Plagiarism cases will be handled by the Dean of Students. Some consequences of
plagiarism could be failure of a paper or course. The University has subscribed to an anti-plagiarism service 
that can detect plagiarized material. If you have questions about the proper way to cite the ideas of 
someone else, please see me.

Academic Integrity: http://www.studentaffairs.mtu.edu/dean/udicial/policies/academic_integrity.html
Affirmative Action: http://www.admin.mtu.edu/aa/
Disability Services: http://www.admin.mtu.edu/urel/studenthandbook/student_services.html#disability

Please turn off all cell phones and laptops before class begins.

Course Schedule:

Week 1 (January 10-12)
T Introduction

Week 2 (January 17-19)

Week 3 (January 24-26)

Week 4 (January 31-February 2)
T Woolf, Chs. 4-6, Flynn, “Woolf’s (Anti)Modern Reading,” 57-76. Out-of-class response due.
R Assignment # 1 due. Presentations.

Week 5 (February 7)
R Winter Carnival

Week 6 (February 14-16)
T Joyce, Chs. 2 and 3. Out-of-class response due.
R Joyce, Ch. 4. In-class response.

Week 7 (February 21-23)
T Joyce, Ch. 5. Out-of-class response due.

Week 8 (February 28-March 1)


Week 9 (March 13-15)


R Interpretive Readings.

Week 10 (March 20-22)


Week 11 (March 27-29)


Week 12 (April 3-5)


Week 13 (April 10-12)


Week 14 (April 17-19)

T Assignment # 3 due. Eagleton, Afterword, 190-208.