

ENG 10 Introduction to Literary Study

Course Syllabus

Summer 2024

Class time: Asynchronous

Link: <https://ucsb.zoom.us/j/3239835225>

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Office Hours: F 8-10 am Zoom

(or by appointment)

Course Description

English 10 offers a gateway to the study of literature and the broader field of cultural production through literary criticism techniques. The course's main objectives include introducing basic concepts and principles of textual analysis, with an emphasis on practical critical frameworks and approaches widely used across the humanities and humanistic social science. The course is structured into two modules. The first module introduces a range of foundational literary terminologies and the second covers various schools of literary criticism. Each module pairs key concepts or critical methods with a selection of literary texts, demonstrating their application in productive textual analysis. The course also features a strong writing component, requiring students to demonstrate their critical thinking skills through one literary journal entry and an analytical essay.

This course fulfills both English major requirements and the General Education Program's requirements for "English Reading and Composition." The instructional format combines asynchronous lecture recordings with pre-recorded student presentation sessions.

Learning Objectives/Outcomes

- Gain familiarity with basic literary terminologies and common critical frameworks and methods
- Cultivate awareness of engaging literature and other cultural artifacts through historical and cultural discourse
- Be able to formulate evidence-based arguments using the concepts and critical methods introduced
- Be able to collaborate with peer students to discuss key theoretical concepts and give oral presentation to the class
- Demonstrate effective writing responses to works of literature

Required Course Materials

(available for purchase or rent on Amazon or other online bookstores)

- *An Introduction to Literature, Criticism and Theory* (LCT) by Bennett and Royle (5th ed)
- *How to Interpret Literature: Critical Theory for Literary and Cultural Studies* (CTLC) by Robert Dale Parker (3rd or 4th ed)
- *Literary Theory: A Very Short Introduction* (LT) by Jonathan Culler (1st or 2nd ed)
- Other readings will be posted on the course Canvas

Assignments

The class is assessed through the following criteria – all of which must be met to achieve a passing grade:

Weekly Posts (2% *12)

Each week (starting Week 1) you will be asked to post two separate commentaries on the Canvas discussion forum. Each should be 200-300 words in length.

- The first one will discuss one or two points of your interest regarding the material we are reading/watching/listening that week. This will be due **every Wednesday before midnight**.
- The other one will respond to a peer student's comment posted that week. This will be due **every Friday before midnight**.

This means that between weeks 1-6, you are required to post 12 total responses (2 per week) to lecture material/readings and peer students' comments. These responses can take on a variety of forms, but you must fulfil the following requirements:

- 1) 6 of your responses must be your own idea.
- 2) 6 of your responses must be made in response to the comment from another student.

Essays (20% + 40%)

The course will require two essays. The first will explicate a concept or a theoretical method of your choice (2-3 pages each, double-spaced, 12 fonts, Times New Roman) and the second will be a longer analytical essay on a piece of literature we read through this course (4-6 pages, double-spaced, 12 fonts, Times New Roman).

- For the explicating essay, choose a literary terminology or a critical concept/method we introduce during the course and discuss your understanding of the term/concept/method. You should also provide clear rationales about why the term/concept/critical method appeals to you and how you plan to use the term/concept/critical method in your final essay.
This essay will be due on **Friday of Week 3 (July 12) at midnight**.
- For the final essay, choose a piece of literature we read during the course and apply the term/concept/critical method we learn to make a sustained analysis or interpretation of the literature. A specific rubric will be provided at the time of the assignment.
The final essay will be due on **Sunday of Week 6 (Aug 5) at midnight**.
- Late paper policy: Please feel free to reach out to me if you need an essay extension. Otherwise, your grade will be reduced by a 5% increment for every day that your work is late. See the essay guidelines and sample papers on the Canvas for writing and formatting advice.

Group Presentation (16%)

At the beginning of the course, you will be asked to sign up for a reading (related to a

terminology/concept/theoretical method) for presentation. You will pair with another student to form a study group to research on the assigned material and prepare a 15-min oral presentation.

Grading Criteria and Feedback

Weekly Posts: For the weekly posts, you will be graded based on timely submissions and your close engagement with the lecture material and your peer students' comments.

Essays: The essays you will be crafting in this class will primarily center around your engagement with lecture and reading material and your capacity to articulate your critical thinking through your writing. Thus, instead of emphasizing copyediting and grammar, I will be offering feedback mainly on the structure and quality of your analysis and argument. Meeting the fundamental criteria for a writing assignment will merit a standard “B” score, whereas showcasing exceptional writing abilities and innovative original thinking will earn you an “A.” Any essays that fall short of the minimum requirements (such as length or format) will be deemed incomplete or missed work and will not be accepted.

I will assess the three essays by focusing on the following elements:

- Use of textual details and formal analysis to support your claims
- Use of the concepts or critical methods we learn from this course to ground or assist your argument

- A clear and well-defined thesis capturing the gist of your essay
- Demonstration of original insights (meaning that your perspectives are not merely a summary of the text or a rehashing of class discussion, but rather offer a fresh and unique perspective that illuminates the text in a new way).
- Fluent and polished prose delivery, and the ability to avoid simple grammar and syntax issues

Group Presentation: I will assess your group presentation by focusing on the following elements:

- Content: The extent to which the group presentation provides an accurate understanding of the key concepts and critical methods being discussed
- Organization: The structure and coherence of the presentation, including a clear and concise introduction, transitions between sections, and a logical conclusion.
- Delivery: The quality of the delivery, including effective use of visual aids
- Collaboration: The level of cooperation and communication between group members, including an equitable distribution of responsibilities and contributions.
- Time Management: The ability of the group to deliver the presentation within the allotted time, including efficient use of time during the presentation and adherence to the 15-min time limit.
- Critical Thinking: The level of insight and depth of analysis demonstrated by the group in their presentation, including the ability to integrate multiple perspectives and think critically about the topic.

Weekly Patterns of Work

Day	Activities	Total Time
Monday	Watch Lecture (60 min) Readings (30 pages)	3-4 hours
Tuesday	Watch Lecture (60 min) Readings (30 pages)	3-4 hours
Wednesday	Watch Lecture (60 min) Weekly Response to Lectures Due at Midnight Readings (30 pages)	4-5 hours
Thursday	Watch Lecture (60 min) Readings (30 pages)	3-4 hours
Friday	Weekly Response to Peer Students Due at Midnight Optional Office Hours	1-1.5 hours
Weekly	4 Lecture Videos, 120-page readings, Two Posts	14-18.5 hours

Notice: There will be exceptions during the final week of the course. There will not be lectures for the last two days of our course (July 31 and Aug 1); instead, you will be asked to watch presentation recordings of other students and respond (a short video or a written post) to one presentation of your choice.

Readings and Schedules (Assigned readings corresponding to the lecture posted on that day)

Monday, June 24 Defining literary study and cultural study, genre, textual analysis	Introduction to the course. LT: “What is literature and does it matter?” p.19-43 “Literature and cultural studies,” p.43-56
Tuesday, June 25 Considering authorship, readership, the relation between texts and the world; Experiencing close reading	LCT: “The Beginning,” p. 1-9 “Readers and Reading,” p. 9-19 “The Author,” p.19-28 “The Text and the World,” p.28-35
Wednesday, June 26 Introducing basic literary devices, narrative, character, voice, figures and tropes	LCT: “Narrative,” p.54-63 “Character,” p. 63-71 “Voice,” p.71-80 “Figures and Tropes,” p.80-88 Post #1
Thursday, June 27 Theories of close reading (1): New Criticism and Formalism	CTLCS: “New Criticism,” p.11-42
Friday, June 28	Post # 2
Monday, July 1 Theories of close reading (2): Reader-response Theory	CTLCS: “Reader Response,” p.354-376
Tuesday, July 2 Theories of close reading (2): Textual analysis demonstration	Canvas: “Everyday Use” by Alice Walker

Wednesday, July 3 Structuralism and Deconstruction (1)	CTLCS: “Structuralism,” p.43-85 Post # 3
Thursday, July 4	Independence Day. No class.
Friday, July 5	Post #4
Monday, July 8 Structuralism and Deconstruction (2)	CTLCS: “Deconstruction,” p.87-122.
Tuesday, July 9 Structuralism and Deconstruction (3)	Canvas: “In A Station of the Metro” by Ezra Pound “Mending Wall” by Robert Frost LTS: “Me,” p.150-159 “Suspense,” p.270-279
Wednesday, July 10 Psychoanalysis (1)	CTLCS: “Psychoanalysis,” p.114-149 Post #5
Thursday, July 11 Psychoanalysis (2)	LCT: “The Uncanny,” p.35-44 “Desire,” p.250-260
Friday, July 12	Post #6 Explication Essay Due
Monday, July 15 Psychoanalysis (3)	Canvas: “A Rose for Emily” by William Faulkner
Tuesday, July 16 Marxism (1)	CTLCS: “Marxism,” p.229-266

Wednesday, July 17 Marxism (2)	LCT: “Ideology,” p.231-239 Canvas: “Barn Burning” by William Faulkner Post #7
Thursday, July 18 Historicism and Cultural Studies (1)	CTLCS: “Historicism and Cultural Studies,” p.268-295
Friday, July 19	Post #8
Monday, July 22 Feminism (1)	CTLCS: “Feminism,” p.151-188
Tuesday, July 23 Feminism (2)	LCT: “Sexual Difference,” p.211-220 Canvas: “The Yellow Wallpaper” by Charlotte Perkins Gilman Post #9
Wednesday, July 24 African American Criticism (1)	CTLCS: “Postcolonial and Race Studies,” p.325-350
Thursday, July 25 African American Criticism (2)	Canvas: “The Battle Royal” by Ralph Ellison
Friday, July 26	Post #10
Monday, July 29 Postcolonial Criticism (2)	CTLCS: “Postcolonial and Race Studies,” p. 297-322
Tuesday, July 30 Final Essay Guide	Canvas: Sample Essays
Wednesday, July 31	No lecture; Watch presentation recordings and draft response Post #11
Thursday, Aug 1	No lecture; Watch presentation recordings and draft response

Friday, Aug 3	Post #12
Sunday, Aug 5	Final Paper Due

Academic Integrity, or Plagiarism:

It is expected that students attending the University of California understand and subscribe to the ideal of academic integrity and are willing to bear individual responsibility for their work. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action. Cheating includes, but is not limited to, looking at another student's examination, referring to unauthorized notes during an exam, providing answers, having another person take an exam for you, etc. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is utilized, whether it be a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's "own" words, must also be acknowledged. Although a person's state of mind and intention will be considered in determining the University response to an act of academic dishonesty, this in no way lessens the responsibility of the student.

For UCSB regulations on student conduct please see:

<http://www.sa.ucsb.edu/regulations/students/student-conduct>

If you are in doubt as to what constitutes plagiarism – please ask!

Disability Accommodations:

If you require special accommodations, please register for services with the Disabled Students Program (<http://dsp.sa.ucsb.edu/>) as soon as possible. Then you and I can work out the details of any accommodation needed for this course. Please don't hesitate to contact me directly if you experience any difficulty or delay in registering for the appropriate accommodation.