FOUNDATIONS OF THE ENGLISH MAJOR: TEXT

PROFS. BOVILSKY, PEPPIS, AND SAUNDERS

Description

The Foundations of the English Major is a three-course sequence (ENG 301, ENG 302, ENG 303) that introduces students to the discipline of English as it is practiced at the University of Oregon. The sequence provides English majors with a common intellectual experience and a foundation for future coursework in literary, media, and cultural studies and folklore.

ENG 303 is the third part of the year-long Foundations of the English Major series, and requires that students have taken at least ONE of ENG 301 or ENG 302. ENG 303 focuses on the close reading of particular text. We will study literary and visual texts with a focus on the following questions: how do the verbal, formal, and aesthetic elements of texts, and texts’ literal and figurative elements, generate their meanings? how do readers draw on those components to understand and argue for interpretations of these texts? how do our conceptions of form change over time and across media? The course will pursue these questions and their answers by reading closely a few texts chosen from the early modern and modernist periods and alternative comics.

Learning Outcomes

By the end of this course, students will have (1) gained a strong understanding of the importance and centrality of close reading to argumentation in the discipline of English, including (2) understanding how close reading differs from other argumentation techniques. Students will have (3) become familiar with a wide variety of close reading techniques and (4) gained a strong introductory understanding of how to apply such techniques variably to different forms and genres. Students will have (5) discussed, practiced, and begun refining these techniques in discussion and multiple writing assignments.

The course meets Tuesdays and Thursdays from noon-1:20 in Chapman 220, as well as for one hour of discussion section for each student.

Contact information and office hours for professors and GEs:

Prof. Bovilsky, PLC 246  Email: bovilsky@uoregon.edu
Office hours: Mondays 1-3, Thursdays 9-10, or by appointment.

Prof. Peppis, PLC 154 (Oregon Humanities Center)  Email: ppeppis@uoregon.edu
Office hours: Thursdays 2-5, or by appointment.

Prof. Saunders, PLC 273  Email: ben@uoregon.edu
Office hours: Fridays 2-5, or by appointment.
Required Course Materials and Texts

The following required texts are available at the Duck Store. Please use the specific editions listed below:

- Faulkner, *As I Lay Dying* (Vintage)
- Hernandez, *Perla La Loca* (Fantagraphics)
- Hernandez, *Esperanza* (Fantagraphics)

Additional course materials will be available on Canvas and/or distributed in class.

Useful Resources when Writing and Citing

The Purdue Online Writing Lab (OWL) offers extensive advice on grammar and usage, as well as clear guidelines for proper citation according to both MLA and Chicago formats. See https://owl.english.purdue.edu/owl

For unfamiliar words, https://www.merriam-webster.com offers the highest quality online dictionary. But for words whose meanings may have changed over time, use the *OED* (Oxford English Dictionary), which tracks such changes and can help you figure out what meanings are likely/possible/impossible in the text. On the library’s homepage, click on “databases,” then on the letter O, then on the *OED* (scroll down to ‘Oxford’) and use your DuckID to log in.

Course and Readings Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading References</th>
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<tr>
<td>Tuesday 4/2</td>
<td>Course Introduction</td>
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<tr>
<td>Thursday 4/4</td>
<td><em>PL</em> Book 1 entire. (Optional omission: lines 396-418 and 437-475)</td>
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<tr>
<td>Tuesday 4/9</td>
<td><em>PL</em> Book 2 entire; Book 3, lines 1-265</td>
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<tr>
<td>Thursday 4/11</td>
<td><em>PL</em> Book 4, lines 1-775</td>
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<tr>
<td>Tuesday 4/16</td>
<td><em>PL</em> Book 5, lines 1-128, 350-905; Book 7, lines 1-39; Book 8, lines 1-63, 249-650</td>
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Thursday 4/18 Guest Lecturer: Prof. Saunders
PL Book 9, lines 1-833.

Friday 4/19 Close Reading Exercise 1 due (2-3 pp.)

Tuesday 4/23 PL Book 9, lines 834-1189; Book 10, line 1-228, 713-1105;
Book 11, lines 1-47

Section II Peppis, *As I Lay Dying*
Thursday 4/25 *As I Lay Dying*, pp. 3-46
Tuesday 4/30 *As I Lay Dying*, pp. 47-83
Thursday 5/2 *As I Lay Dying*, pp. 84-127
Tuesday 5/7 *As I Lay Dying*, pp. 128-168
Thursday 5/9 *As I Lay Dying*, pp. 169-213

Friday 5/10 Close Reading Exercise 2 due (2-3 pp.)

Tuesday 5/14 *As I Lay Dying*, pp. 214-261

Section III Saunders,
Tuesday 5/21 *The Girl From H.O.P.P.E.R.S*, pp. 149-281
Thursday 5/23 *Perla La Loca*, pp. 6-121

Friday 5/24 Close Reading Exercise 3 due (2-3 pp.)

Tuesday 5/28 *Perla La Loca*, pp. 122-282
Thursday 5/30 *Esperanza*, pp. 7-131
Tuesday 6/4 *Esperanza*, pp. 132-245
Thursday 6/6 Course conclusion and reflection

Monday 6/10 Final Paper due (5-7 pp.)
Participation

Come to class having read/reviewed the assigned material and prepared to discuss it with your instructors and peers. Please arrive to class on time, with appropriate materials on hand (course readings, paper and pen for taking notes) and ready to focus on the day’s activities. Lectures may not be copied, tapped, or videotaped in any manner unless you have a documented a communication-related disability and have received permission from the course instructors.

The participation grade (see “Grades” below) rewards students who take an active and engaged role in discussions, who are willing to contribute thoughtfully and constructively to the collaborative process of in-class dialogue, and who conduct themselves in a collegial and respectful way. Participation can take many forms: asking questions, offering ideas, making room for others to contribute, visibly paying attention. Conversely, you can hurt your participation grade by talking over others, not listening, not treating others with generosity and respect, or by distracting others.

We expect you to pay attention for the duration of lectures and discussion meetings and not prevent others from doing so. Because they have been shown to make students learn less and earn lower grades, laptops and tablets require special permission to use. If you wish to use one, please contact one of the professors. Turn off and put away cell phones before class begins. **NB: Students using phones who have not received permission will lose all participation points for the day.** Earbuds should be removed. Please bear in mind that it is difficult to lecture or follow a lecture over whispering or “cross-talking.” Any activity that disrupts or distracts others from course material is inconsiderate, and GEs will ask you to stop it. Please be considerate and respectful of those around you.

Attendance

Attendance of both lecture and discussion section is mandatory. More than two unexcused absences from lecture or one unexcused absence from section will result in your final grade being lowered (see below for details).

Documented illness and personal emergencies are excused absences: you will not be penalized for an excused absence. If you are ill, contact your GE in advance of any missed class to touch base and find out what you will need to make up before next class.

Two lecture absences are allowed. Your final course grade will drop by two points for each subsequent absence unless arrangements have been made in advance. (Example: a final course grade of 94 would drop to a 92; a grade of 88 would drop to an 86.)

One discussion section absence is allowed; your final course grade will drop by four points for each subsequent discussion section absence unless you have contacted your GE and worked out an agreement in advance on alternative arrangements. You are responsible for work due or assigned on days you are absent. (Example: with a second absence, a final course grade of 94 would drop to a 90; with a third it would drop to 86).
If you miss a Lecture or Discussion Section it is your responsibility to contact a fellow student to find out what you’ve missed.

**Grades**

A grade of **C or better** is required in the course for English major credit.

Final grades will be calculated as follows:

- 10% Participation in section discussion
- 20% Quizzes (5 best out of 6 quizzes)
- 39% 3 Theory Exercises (2-3 pages each, due 4/19, 5/10, 5/24)
- 31% Final Essay (5-7 pages, due 6/10)

**Late Work**

Assignments are due by the day/time indicated on the syllabus. Late assignments will be docked 3 points (approximately 1/3 of a letter grade) for each day they are late, unless explicit arrangements have been made in advance with your GE discussion instructor (see “Extensions” below). Assignments that are extended will be judged late as above if not handed in by the extended deadline.

**Extensions**

You may ask for an extension if the due date is more than 72 hours (3 days) later, and the earlier the better. When you contact your GE, please let them know how long an extension you are requesting. In case of a looming or unexpected disaster, consideration will be given if you keep your instructors in the loop and communicate in advance – i.e. even if the assignment is due in less than 3 days. Stay in touch.

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>93-99</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
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**Academic Integrity**

The University of Oregon requires academic honesty. You are here to engage your own mind in rigorous intellectual work. All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. This includes ideas you get from your classmates (discussion and kicking ideas around is encouraged, so long as you document where discussion with a peer impacted your argument) and ideas you get from websites as well as books and other media. See the library...
website (under “How-To Guides” on the library homepage) for citation practices. You are not allowed to cut and paste from internet sites into your paper.

N.B. Most internet essays aimed at students are not written at the college level. Taking from this work, even in the case that you are not caught, often results in a lower grade.

In accord with English Department policy, **academic dishonesty (plagiarism or cheating) will minimally result in an automatic failing grade for this course.** All incidents will be reported to the Office of Student Conduct, as required by the University. Definitions of cheating and plagiarism are available in the “Student Conduct Code” section of the Student Life website (http://studentlife.uoregon.edu). Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism. Plagiarism is the use of another person’s words or ideas without due acknowledgment. It may be intentional or unintentional. To make sure you have avoided plagiarism in your work, you should:

- Accurately quote the original author's words if you are quoting.
- Enclose the quotation within quotation marks.
- Follow the quotation with an in-text citation.
- Introduce quotations with a phrase that includes the author's name (Baxter argues that...)
- **If you are paraphrasing someone else’s ideas or words rather than quoting, you must still cite the source** with in-text citation, footnote, or a phrase that includes the author’s name.
- Provide a list of references with full citation information at the end of the paper.

Please familiarize yourself with the above resources if you are not clear on what constitutes cheating or plagiarism. You are also welcome to contact any of us if you have any questions about these definitions. We are very happy to talk to you about this.

**Vericite is a plagiarism detection service employed by the UO that identifies potentially plagiarized or improperly cited text.** The service automatically checks submitted work against an index of online sources. It can be accessed through our Canvas course site. Your GEs will explain how to submit your written work.

Finally, if you are having trouble writing a paper or understanding what we are looking for, please contact one of us. We do not expect that you already know how to do what we are teaching you. Extra help is always available. There’s nothing wrong with getting something wrong; often it takes mistakes to learn, and this is not something to panic about. However, if you take ideas from elsewhere and pass them off as your own, you learn nothing – so the next paper will therefore be no easier – and risk extreme academic penalties.

**Inclusive Learning Environments**

This is an inclusive learning environment. Please notify one of the professors teaching this course by the end of week 2 if there are aspects of the instruction or course design that result in disability-related barriers to your participation so that we may make prompt changes. We also expect you to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoacc@uoregon.edu for additional resources and support.
NB If your work with AEC determines you may need accommodations related to attendance, you must meet with your GE or one of the faculty to discuss any anticipated absences and our attendance policy.

Course Content

You should be aware that the texts we will read this term deal with adult themes and subject matter. Some are critical of conventional religious, political, and social attitudes; some even traffic in the language of blasphemy and obscenity. Some use vocabulary and terms that many of us would be uncomfortable employing in our everyday lives; and some contain painful and distressing scenes of violence, including episodes of racial and sexual violence. Encountering, analyzing, and discussing aesthetic, political, and cultural differences—including differences that challenge and even offend current day beliefs and ideals—and learning about the histories of current urgent debates, struggles, and conflicts are essential aspects of the discipline of the English major and the work of majoring in English. We believe that cultivating these skills will help best prepare students to live as effective and ethical citizens. To develop these skills, we remind all of you that it is vital that each of you is able to take risks and explore arguments—arguments you may continue to revise or may move away from. Similarly, we ask each of you to be respectful of viewpoints with which you may disagree strongly.

Lecture Notes and Missed Classes

Should you miss a lecture or discussion, it is your responsibility to obtain notes from your colleagues, so get to know other students who can help you and whom you can help. In no case should you take notes regularly for another student, unless you obtain the professor’s approval. However, comparing notes with a study partner or a small group can assist you with the course; please feel free to collaborate as you learn.

Tutorial Help

The Tutoring and Learning Center offers useful programs, workshops, courses, tutors, mentors, and drop-in assistance to help you learn and write successfully. The TLC is located on the fourth floor of Knight Library and their website is http://tlc.uoregon.edu.