

Instructor: Dieter, Eric
Unique #: 35495
Semester: Spring 2017
Cross-lists: RHE 379C

Areas: IV – Language or Writing
Flags: Writing
Restrictions: None
Computer Instruction: No

Class Times: Tuesdays and Thursdays, 3:30 – 5P in Parlin 310.

Course Website: Canvas, <http://canvas.utexas.edu>

Course Description: Designed for students planning a career teaching English, this course introduces students to scholarship in literary studies that informs the teaching of literature today. Although it is not a methods course, E 360R has a practical orientation: we will explore the reasons for teaching literature, both historically and currently; we will examine some of the contemporary constraints on the teaching of English; and we will discuss how best to develop what Robert Scholes calls “textual power.” This course recognizes that texts are places where strength and weakness, learning and ignorance become visible, where structures that both broaden and narrow our thoughts and actions become palpable. This course recognizes the value of methodically and honestly discussing these issues. In that spirit, this course is about how the study of literature helps students become better readers, writers, and thinkers.

Prerequisites: Nine semester hours of coursework in English or rhetoric and writing.

Course Texts:

Du Bois, W.E.B., *The Souls of Black Folk*, Norton Critical Edition (ISBN: 039397393X)

Finkel, Donald, *Teaching with Your Mouth Shut* (ISBN: 0867094699)

Hemingway, Ernest, *In Our Time* (ISBN: 0684822768)

Lentricchia, Frank & Thomas McLaughlin, eds., *Critical Terms for Literary Study*, Second Edition (ISBN: 0226472035)

Orr, David, *The Road Not Taken: Finding America in the Poem Everyone Loves and Almost Everyone Gets Wrong* (ISBN: 1594205833)

Scholes, Robert, *Textual Power: Literary Theory and the Teaching of English* (ISBN: 0300037260)

Shakespeare, William, *The Tempest*, Case Study in Critical Controversy, Graff and Phelan, eds. (ISBN: 0312457529, Second Edition)

Additional readings via the Canvas course site. For this course you will also need a blank notebook.

Requirements & Grading: Students will keep a “dialectical reading journal” throughout the semester, and write three (3) two-page essays, the first of which must be rewritten and

resubmitted. Any essay may be rewritten and resubmitted as often as desired before the next essay is due. New grades will replace previous grades, assuming they are higher. To complete each rewrite, you must thoughtfully consider the comments you received on your previous submission, act on them, and go beyond them in order to improve your next submission. All previous submissions must be included with each subsequent rewrite. Do not be surprised if improvements, as reflected in grades, are incremental since this is the nature of revising writing.

All essays must be word-processed and submitted electronically to Canvas. Please use double-spaced lines, one-inch margins, and Times New Roman, with font size 12. You are expected, when applicable, to use the Modern Language Association's (MLA) style requirements for your in-text citations and Works Cited pages. You are not required to do additional research for your essays, but if you do, you are expected to provide me digital copies and online links.

Students are expected to attend at least one writing conference about the first essay with the professor. Additional conferences must be scheduled before submitting all subsequent rewrites. Similarly, students are expected to present updates and conclusions from their reading journals to the professor twice during the semester. The initial conference allows you to ask questions about the journal process, and to exhibit your progress up to that point. The final conference will allow you to present yourself as a critical reader and thinker, and how it might translate to your teaching and intellectual life. Your journal grade stems from these two conferences. All conferences will occur outside of class time.

Your output for the semester will look like this:

first two-page essay, with required rewrite (E1)	20%
second two-page essay (E2)	20%
third two-page essay (E3)	20%
reading journal & presentation (RJ)	25%
in-class participation (D)	15%

The final course grade will be calculated using the following algorithm:
 $(E1 \times .2) + (E2 \times .2) + (E3 \times .2) + (RJ \times .25) + (D \times .15) = \text{final course grade}$

This course follows UT's policy on grades, including the use of pluses and minuses when applicable. For details, see <http://registrar.utexas.edu/students/grades>. This course does not have a final exam.

Attendance: Attendance will be taken at the start of each class. Engaged participation is necessary and expected, and thus will comprise a small percentage of the course grade. You are expected to attend class, to arrive on time, to prepare assigned reading, writing, and journaling before class begins, and to participate in all in-class discussions and presentations. **You will fail the course after the third unexcused absence.**

The only excused absences are those taken for religious holy days, federal duties (e.g., jury duty or guard service), and limited official University business with advance notice. After the second undocumented absence, an online absence/failing report will be filed with the Office of the Dean

of Students. By UT Austin policy, you must notify me of a pending absence at least fourteen (14) days prior to the date of observance of a religious holy day. If you must miss a class and/or any attendant classwork in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Excessive tardiness—chronically being more than five minutes late—will also adversely affect your grade. I will notify you if tardiness becomes a concern. Save any unexcused absences to use when you are sick, when you have an emergency, or, recognizing that you will have a heavy schedule to balance, when your schoolwork in other classes gets cumbersome. If you find that an unavoidable problem prevents you from attending class, please proactively discuss the situation with me.

Writing Flag: This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board. For details, see <http://www.utexas.edu/ugs/flags/faculty-resources/criteria/writing>.

Scholastic Honesty & UT's Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. For additional information on the Honor Code, see http://deanofstudents.utexas.edu/sjs/spot_honorcode.php.

Turning in work that is not your own, and any other forms of scholastic dishonesty, will result in a major course penalty, possibly failure in the course. A report of the incident will also be made to the Office of the Dean of Students. Any work submitted by a student in this course for academic credit, then, will be the student's own work. For additional information on Academic Integrity, see <http://deanofstudents.utexas.edu/sjs/acadint.php>.

Writing Center: I encourage you to use services offered by the University Writing Center (UWC). The consultants are trained to work with you to resolve your own academic concerns so that all your writing accurately reflects your growth as a writer. For details, and to make appointments, see <http://uwc.utexas.edu>.

Documented Disability Statement: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities from the Division of Diversity and Community Engagement's Services for Students with Disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone), or visit <http://ddce.utexas.edu/disability>.

Approval for Future Research: By remaining in the course, you give me your consent to use any of your E 360R coursework in any case study and/or research projects I might undertake. If your work is use for research purposes, every effort will be made to notify you. Work will be used anonymously in almost all instances. If you do not want to provide this permission, but wish to remain in the course, please speak with me before we begin producing classwork.

Spring 2017 Syllabus

Important Dates for Your Calendar:

- Friday, 10 February, 11:59P :: Essay One Due
- Wednesday, 15 February :: Essay One Writing Conferences
- Monday, 20 February, 11:59P :: Essay One Rewrite Due
- Wednesday, 22 February :: Initial Journal Conferences, Day One
- Thursday, 23 February :: Critical Terms Introduction Presentations
- Friday, 24 February :: Initial Journal Conferences, Day Two
- Friday, 10 March, 11:59P :: Essay Two Due (End of Essay One Rewrites)
- 13 – 17 March 2017 :: Spring Break
- Friday, 14 April, 11:59P :: Essay Three Due (End of Essay Two Rewrites)
- Thursday, 4 May :: Critical Terms & The Tempest Presentations
- Friday, 5 May, 11:59P :: End of Essay Three Rewrites
- Monday, 8 May :: Final Journal Conferences, Day One
- Tuesday, 9 May :: Final Journal Conferences, Day Two

UNIT I :: Education by Poetry

WEEK ONE

Tuesday, 17 January

Introductions

Syllabus, Policies, and Assignments

The Road Not Taken; The Poem Not Written

Thursday, 19 January

Gary Lindberg	The Journal Conference	Canvas
Vladimir Nabokov	Good Readers and Good Writers	Canvas
David Orr	The Road Not Taken	Book, pages 1-18

WEEK TWO

Tuesday, 24 January

Robert Frost	Education by Poetry	Canvas
David Orr	The Road Not Taken	Book, pages 19-64

Thursday, 26 January

Robert Frost	After Apple Picking	Canvas
David Orr	The Road Not Taken	Book, pages 65-98

WEEK THREE

Tuesday, 31 January

Samuel Coleridge	The Statesman's Manual (selection)	Canvas
John Bunyan	The Pilgrim's Progress (selection)	Canvas
Alexander Stern	When Analogies Fail	Canvas

Thursday, 2 February

David Richter	Falling Into Theory: Why We Read	Canvas
Mark Edmundson	Against Readings	Canvas

UNIT II :: Letting the Text Talk

WEEK FOUR

Tuesday, 7 February

Nathaniel Hawthorne	My Kinsman, Major Molineux + Preface from House of the Seven Gables	Canvas
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Thursday, 9 February

NCTE Beliefs about the Teaching of Writing	Canvas
Responding to Students' Work (We'll use each other's essays.)	Class Handouts

➔ **Paper One Due :: Friday, 10 February** (Upload all assignments to Canvas.)

WEEK FIVE

Tuesday, 14 February

Mary McCarthy	Settling the Colonel's Hash	Canvas
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➔ **Paper One Conferences :: Wednesday, 15 February**

Thursday, 16 February

Donald Finkel	Teaching with Your Mouth Shut	Book, pages 1-50
John Dewey	Thinking in Education (selection)	Canvas
Assign Critical Terms for Literary Study (One per partnership)		

WEEK SIX

➔ **Paper One Rewrite Due :: Monday, 20 February**

Tuesday, 21 February

Spencer Holst	The Zebra Storyteller	Canvas
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Thursday, 23 February

Frank Lentricchia Critical Terms: Someone Reading Book, pages 429-446
Discuss Critical Terms for Literary Studies (**Five-Minute Presentations**)

→ **Initial Journal Conferences :: Wednesday, 22 or Friday, 24 February**

UNIT III :: Textual Power

WEEK SEVEN

Tuesday, 28 February

Robert Scholes Textual Power Book, pages 1-38

Thursday, 2 March

Robert Scholes Textual Power Book, pages 39-73
Ernest Hemingway In Our Time Book, pages 9-35

WEEK EIGHT

Tuesday, 7 March

Ernest Hemingway In Our Time Book, pages 36-82

Thursday, 9 March

Ernest Hemingway In Our Time Book, pages 82-130

→ **Paper Two Due :: Friday, 10 March**

[Spring Break :: 13-17 March]

WEEK NINE

Tuesday, 21 March

Donald Finkel Teaching with Your Mouth Shut Book, pages 86-110
Ernest Hemingway In Our Time Book, pages 131-157

Thursday, 23 March

Wilbert McKeachie Facilitating Discussion Canvas
Roland Christensen Premises and Practices of Discussion Teaching Canvas
Is Hemingway “Fun?”

UNIT IV :: How We Read

WEEK TEN

Tuesday, 28 March

David Richter	Falling Into Theory: How We Read	Canvas
Laurence Perrine	The Nature of Proof...	Canvas

Thursday, 30 March

Helen Vendler	Poems, Poets, Poetry (selections)	Canvas
William Shakespeare	Sonnet 129	Canvas
Phillis Wheatley	On Being Brought from Africa to America	Canvas
Robert Frost	Mending Wall	Canvas

WEEK ELEVEN**Tuesday, 4 April**

Donald Finkel	Teaching with Your Mouth Shut	Book, pages 148-172
David Orr	The Road Not Taken	Book, pages 99-130

Thursday, 6 April

Francine Prose	I Know Why a Caged Bird Cannot Read	Canvas
David Orr	The Road Not Taken	Book, pages 131-172

UNIT V :: Letting Texts Talk to Each Other**WEEK TWELVE****Tuesday, 11 April**

Ralph Waldo Emerson	Fate	Canvas
W.E.B. DuBois	The Souls of Black Folk	Book, pages 5-33, 46-54

Thursday, 13 April

W.E.B. DuBois	The Souls of Black Folk	Book, pages 62-74, 105-129
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→ Paper Three Due :: Friday, 14 April**WEEK THIRTEEN****Tuesday, 18 April**

W.E.B. DuBois	The Souls of Black Folk	Book, pages 130-166
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Thursday, 20 April

Langston Hughes	The Negro Artist and the Racial Mountain + The Negro Speaks of Rivers & Morning After	Canvas
Countee Cullen	Yet Do I Marvel	Canvas
Toni Morrison	Unspeakable Things Unspoken	Canvas

UNIT VI :: Putting It All Together

WEEK FOURTEEN

Tuesday, 25 April

William Shakespeare	The Tempest, Acts I & II	Book, pages 10-50
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Thursday, 27 April

William Shakespeare	The Tempest, Acts III, IV, & V	Book, pages 51-87
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WEEK FIFTEEN

Tuesday, 2 May

Graff & Phelan	The Tempest, Critical Controversy	Book, pages 91-108
Safiya Sinclair	Gabble Like a Thing Most Brutish + Cannibal (selection)	Canvas

Thursday, 4 May

Apply Critical Terms for Literary Studies (**Five-Minute Presentations**)

William Stafford A Ritual to Read to Each Other

Complete Course Evaluations

→ **All Rewrites Due :: Friday, 5 May**

→ **Final Journal Conferences :: Monday, 8 or Tuesday, 9 May**