Instructor: Paul Sullivan
Office: Parlin 318
Office hours: MW 2-3:30 p.m. or by appointment
sullivan@mail.utexas.edu
471-8776

This Course Contains a Substantial Writing Component

Note: The course description, readings, and writing requirements are adopted directly from the same course taught by Professor Brian Bremen. The readings in the Xerox packet and the schedule for papers will vary somewhat from Professor Bremen’s course.

Description:

Designed for students planning a career teaching English, this course will introduce students to scholarship in literary studies that informs the teaching of literature today. Although it is not a methods course, E 360R will have a practical orientation: we will discuss 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 pursue how best to develop what Robert Scholes calls "Textual Power." Recognizing that "[t]exts are places where power and weakness become visible and discussable, where learning and ignorance manifest themselves, where structures that enable and constrain our thoughts and actions become palpable," this course will explore how the use of the study of literature can help students become better readers, writers, and thinkers.

Required Texts:

Finkel, Donald M. *Teaching With Your Mouth Shut.* (Boynton/Cook; 0-867-09469-9)
Hemingway, Ernest. *In Our Time.* (Scribner Classics; 0-68482-276-8)
Richter, David H. *Falling Into Theory: Conflicting Views On Reading Literature.*
   (Bedford Books; 0-312-20156-7)
   0-300-03726-0)
Shakespeare, William. *The Tempest.* (Bedford/St. Martin’s; 0-312-19766-7)
   (Bedford/St. Martin’s; 0-312-25706-6)
Packet of Xeroxes available at Jenn’s Copies at 2200 Guadalupe Street

Requirements:
Students will keep a dialectical reading journal and write three, short (2 page) papers, the first of which must be revised and resubmitted. Any subsequent essay may be revised and resubmitted before the next paper is due (note: all drafts must be submitted with re-writes). Grades will be based on reading journals, class discussion, and attendance (40%), and on writing assignments papers (60%).

Attendance will be taken. Students should contact the teacher about any absence.
Syllabus of Topics and Assignments

**Note on due dates:** Reading and the related journal writing (at least the right side) must be completed *before coming to class* on the date for which the reading assignment appears in the syllabus.

**Notes on three class formats listed in the syllabus:**

- **Faculty Meetings:** students will play assigned roles, making presentations on various pedagogical and theoretical approaches. Reading and journal writing must be done before the scheduled meeting.

- **Workshops:** students will play assigned roles as above, but using materials to be read in class.

- **Teaching:** students will teach the class as if it were a high school English class.

**Unit 1  Education by Poetry**

**Tuesday 19 January:** Introductions

**Thursday 21 January:**

- **Workshop: first writing assignments:**
  1. TEKS Results: due next Tuesday, January 26th
  2. High School Teacher Questionnaire: due Thursday, February 4

- **Faculty Meeting:** Role-playing discussion of the reading journal method and its relation to the two-page papers.
  - Gary Lindberg  “The Journal Conference” (Photocopy) and all instructions on the reading journal and the two-page paper.

**Tuesday 26 January**

- **Faculty Meeting (using your reading journal):** TEKS Requirements

**Thursday 28 January**

- **Teaching: summary and due emphasis**
  - Vladimir Nabokov  “Good Readers and Good Writers” (Photocopy)
  - Robert Frost  “Education by Poetry,” “After Apple Picking” (Photocopy)
Tuesday 2 February

Teaching: summary and due emphasis
Robert Mackey     Reading an editorial: “A Boom in the Financial Metaphor Market” (Photocopy)
Samuel Taylor Coleridge   from The Stateman’s Manual (Photocopy)
John Bunyan            from Pilgrim’s Progress (Photocopy)
Unit 2 Letting the Text Talk

Thursday 4 February

Teaching: shrewd reading
Nathaniel Hawthorne “Preface” from The House of the Seven Gables, “My Kinsman, Major Molineux” (Photocopy)

High School Teacher Questionnaire Results: Discussion
Schedule Initial Journal Conferences (February 10th - 12th)

Tuesday 9 February

Faculty Meeting: Mary McCarthy “Settling the Colonel’s Hash”
Workshop: Format for Discussion Board on David Richter, ed. Falling Into Theory: “Why We Read”

Talking Long Distance: Discussion Board on Richter 11 February to 16 February

Thursday 11 February

Faculty Meeting: Theoretical Approaches

Tuesday 16 February

Faculty Meeting: the Finkel model
Donald Finkel Teaching With Your Mouth Shut (pp. 1 – 50)

Thursday 18 February

Teaching: Spencer Holst “The Zebra Storyteller”
Unit 3  Textual Power

Tuesday 23 February

1st Paper due in class (Group A)

Workshop: NCTE Guideline: Beliefs About the Teaching of Writing

Thursday 25 February

1st Paper due in class (Group B)

Faculty Meeting: Robert Scholes  Textual Power (pp. 1-73)

Tuesday 2 March

Workshop: Revising

Donald Murray  “The Maker's Eye" and "Interview Your Draft”

Beth Newman  "Responding to Students' Work" (Photocopy)

Thursday 4 March

Conceptual Workshop on “fun” with Hemingway

Ernest Hemingway  In Our Time

Tuesday 9 March

Rewrite of 1st Paper due in class (Group A)

Workshop: Responding to writing (and giving grades)

Thursday 11 March: Rewrite of 1st Paper due in class (Group B)

Mary McCarthy  “Settling the Colonel’s Hash” (Photocopy)

Donald Finkel  Teaching With Your Mouth Shut (pp. 86-110; 148-72)

SPRING BREAK
Unit 4  How We Read

Tuesday 23 March:

John Kilgore  “Why Teachers Can’t read Poetry” (Photocopy)
Laurence Perrine  “The Nature of Proof . . .” (Photocopy)
Helen Vendler  *Poems . Poets . Poetry: An Introduction and Anthology*  
pp. xli-xliv; 3-14; 27-61 (Sonnet 29, p. 64)

Thursday 25 March:

**Schedule Second Journal Conferences (Optional: March 29th - April 1st)**

Vendler  pp. 73-95 (Sonnet 130, p. 97); (“Ars Poetica,” p. 522; Sonnet 18, p. 581)  
pp. 107-34 (Sonnet 129, p. 137; “Mending Wall,” p. 144)

Tuesday 30 March:


Thursday 1 April:

David Richter, ed.  *Falling Into Theory: How We Read*

**Talking Long Distance: Discussion Board on Richter (April 1st - April 6th)**

Tuesday 6 April: Second Paper due in class today.

**Workshop: Teaching Discussion**

Wilbert J. McKeachie  “Facilitating Discussion” (Photocopy in Appendix)
C. Roland Christensen  “Premises and Practices of Discussion Teaching”

Thursday 8 April:

Francine Prose  “I Know Why the Caged Bird Cannot Read”
Unit 5  What We Read – Who We Are

Tuesday 13 April:

David Richter, ed.  *Falling Into Theory: “What We Read”*

Talking Long Distance:  Discussion Board on Richter (April 15th – April 20th)

Thursday 15 April:

Ralph W. Emerson  “Fate” (Photocopy)

Tuesday 20 April:

W. E. B. DuBois  *The Souls of Black Folk*

Thursday 22 April:

Langston Hughes  “The Negro Artist & the Racial Mountain,”

Countee Cullen  “Yet Do I Marvel” (Photocopy)

Joe Wood  “Who Says a White Band Can’t Play Rap?” (Photocopy)

Toni Morrison  “Unspeakable Things Unspoken” (Photocopy)

Unit 6  Putting It All Together

Tuesday 27 April: Third Paper due in class ( both groups)

Workshop:  Performance

Thursday 29 April:

William Shakespeare  *The Tempest*

Gerald Graff and James Phelan  “A Case Study in Critical Controversy”

Schedule Final Journal Conferences (May 3rd to May 5th)

Tuesday 4 May:

Performance Workshop (continued)

Thursday 6 May:

Summations. Course Instructor Surveys.
General Grading Guide:

A

• Students working at this level engage fully every assignment and demonstrate a willingness to examine their own thinking and assumptions. All work reflects a level of thinking far beyond the obvious and the superficial. Students come to class fully prepared to discuss assigned readings and to participate actively in all phases of the course. All assignments are submitted on time and all make-up work from authorized absences is managed in a timely fashion. Obviously, all work is the student's own.

• Students' essays contain few, if any errors in sentence structure and coherence, and they develop fully an interesting, insightful, tightly focused argument. They provide the reader with clear support and argumentation that fully justifies the author’s conclusions, and they are written in a style that is both felicitous and sophisticated. Their arguments are both complex and fully developed.

• Reading journals indicate not only the questions and problems a student has while working with a text, but also an honest attempt at logical answers and solutions. In addition, the journals provide a full and rich argument on the student's reading of the text and go well beyond the minimum requirements of the course. Finally, the conference about the journals is consistently focused on the reading skills emphasized in class.

• All conferences are led by the student and are focused on the reading or writing skills identified in class.

B

• Students working at this level competently engage every assignment and consistently attempt to examine their own thinking and assumptions. The majority of the student's work reflects a level of thinking beyond the obvious and the superficial. Students come to class fully prepared to discuss assigned readings and to participate actively in all phases of the course. Most assignments are submitted on time and most make-up work from authorized absences is managed in a timely fashion. Obviously, all work is the student's own.

• Students' essays contain few, if any, errors in sentence structure, and they develop a clear, coherent argument. Support and explanation of that argument, however, are insufficient either to convince the reader completely or to make clear how the author reaches his or her conclusions. The essays’ arguments may also be somewhat general and/or incompletely developed.

• Reading journals indicate not only the questions and problems a student has while working with a text, but also some attempt at logical answers and solutions. In addition, the journals provide an adequate argument on the student's reading of the text and go
beyond the minimum requirements of the course. Finally, the conference about the journals is somewhat focused on the reading skills emphasized in class.

• All conferences are primarily led by the student and are focused on the reading or writing skills identified in class.

C

• Students working at this level do not yet engage every assignment and inconsistently demonstrate a willingness to examine their own thinking and assumptions. Only a minor portion of the student's work reflects a level of thinking beyond the obvious and the superficial. Students come to class minimally prepared to discuss assigned readings and to participate actively in all phases of the course. A majority of assignments are submitted on time and most make-up work from authorized absences is managed in a timely fashion. All work is the student's own.

• Students' essays are fundamentally sound at the level of sentence structure and diction, but their arguments rely too heavily on assertion. Specific support is either unclear or missing, and the focus of the essay may stray from its stated argument to make a more general and unrelated point. There may also be problems in coherence, complexity, or in the overall development of arguments.

• Reading journals often indicate the questions and problems a student has while working with a text, but make only minor attempts at logical answers and solutions. In addition, the journals provide only an opinion of the text, not a supported argument on the student's reading, and they don’t go beyond the minimum requirements of the course. Finally, the conference about the journals is not fully focused on the reading skills emphasized in class.

• All conferences are led by the student with some help, but lack consistent focus.

D

• Students working at this level seldom engage any assignment and consistently demonstrate an unwillingness to examine their own thinking and assumptions. The student's work reflects a level of thinking that is obvious and superficial. Students come to class ill-prepared to discuss assigned readings and to participate actively in the course. Some assignments are submitted late; some assignments are missing completely. Make-up work from authorized absences is missing or seriously late. Obviously, all work is the student's own.

• Students' essays contain problems at the level of sentence structure and diction. They are marred by repeated mechanical errors and/or awkward constructions that obscure the
essay’s meaning. Argumentation here relies almost completely on assertion, with no clear support or development, and gives little or no analysis. Paragraphs contain weak or no coherence and/or focus.

• Reading journals might indicate the questions and problems a student has while working with a text, but seldom attempt logical answers and solutions. They often deal with only a portion of the text or address the entire text on only a surface level (perhaps offering a plot summary or personal connections to a story line or character). In addition, the journal provides only broad judgmental statements on the text, not a supported argument on the student's reading of the text, and they are less than the minimum requirements of the course. Finally, the conference about the journals is unfocused and ignores required discussion of particular reading skills.

• Required conferences are sometimes ignored by the student or the student is not prepared to discuss the reading or writing skills identified in class.

F

• This level of work is obviously unacceptable. Work is often not submitted, or the student may completely ignore the requirements of the assignment, or the student is in violation of The University of Texas at Austin academic integrity policy.

Scholastic dishonesty: Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, including possible failure of the course. A report of the incident will be made to the Office of the Dean of Students. Do not use editing services other than those offered by the Undergraduate Writing Center (FAC 211) or the Learning Skills Center, where approved tutors are trained to help you resolve your own problems so that all your writing reflects what you have learned.

Research and citation: You are not expected to use any additional sources or research for your papers, but if you do, you must provide me with photocopies or printouts of all sources you use. If you have any questions about the use you are making of sources for your assignments, see me before you turn in the paper.