Learning Objectives

We will attempt to stay true to this course’s official description in the Purdue catalog (on the left) by examining lots of different subjects, aided by a set of tools at COVE and Brightspace. You will learn:

- how to analyze different genres carefully through line-by-line annotation, thus enriching your reading experience
- how to research a historical or cultural topic and to share that research with others in a rigorous way
- how to understand theoretical concepts and to apply them to cultural artifacts like literature and film
- how to write a well-structured, well-argued argumentative essay
- how to create your very own sonnet

Purdue’s course catalog describes this course as an introduction to the field of English Studies that provides foundational liberal arts skills, including critical and creative thinking, reading and writing using a variety of historical and contemporary media from fiction, poetry, and drama to films, TV shows, and the Internet.
This class will be taught remotely; however, even before the novel coronavirus, I was developing tools to facilitate asynchronous learning through a platform called COVE. We will use it with Brightspace to achieve the learning objectives on the previous page.

Course texts and some tools will be provided through this platform for $10/student: https://www.navsa.org/members/join-navsa/#cove-only. Please also purchase a copy of Things Fall Apart online ($6; https://tinyurl.com/y6jtrn9v) and purchase or rent Critical Theory: The Key Concepts (CT below; https://tinyurl.com/yxrvc424). The COVE tools will allow us to create a “flipped classroom.” Wikipedia helpfully explains:

In the traditional model of classroom instruction, the teacher is typically the central focus of a lesson and the primary disseminator of information during the class period. The teacher responds to questions while students defer directly to the teacher for guidance and feedback…. Class discussions are typically centered on the teacher, who controls the flow of the conversation.

In a flipped classroom, by contrast, “students are actively involved in knowledge acquisition and construction.” Your goal will be to acquire, construct and share knowledge using the following tools at COVE: a map-builder, timeline-builder, gallery-builder and annotation tool.

Short video lectures at Brightspace will provide basic content. Class discussion and use of the tools above will instead focus on applying what you have learned to specific cultural artifacts.
Each section of the course will build on COVE and Brightspace to facilitate asynchronous learning while addressing the variety of subjects and approaches that have developed in English over the last century. We will also have a series of synchronous Zoom meetings, which will function not as lectures but as workshops. The schedule looks like this:

**Section 1 (Week 1-4): Close Reading 1—Poetry at COVE Studio**

- **M Aug 24** Introductions
- **W Aug 26** How to read a poem; “New Criticism” (CT)
- **F Aug 28** How to read a poem (the sonnet); “Digital humanities” (CT)
- **M Aug 31** W. Wordsworth, “The world is too much with us,” “Surprised by Joy”; “Nature” (CT)
- **Wed Sept 2** P. Shelley, “Lift not”; “England in 1819”; “Class” (CT)
- **F Sept 4** J. Keats, “If by these dull rhymes”
- **M Sept 7** EBB, *Sonnets from the Portuguese*, #22 and #32; “Feminism,” “Gender and Sex” and “Écriture féminine” (CT)
- **F Sept 11** C. Rossetti, “In an Artist’s Studio”
- **M Sept 14** J. M. Hopkins, “God’s Grandeur”; “Spring”
- **W Sept 16** J. M. Hopkins, “As kingfishers catch fire”
- **F Sept 18** J. Brown, “The Tradition” (2015); “Race” (CT)

**Section 2: (Week 5): Creative Writing—now do it yourself!**

- Sept 21-25 Yeats, “Leda and the Swan” and first drafts
Section 3 (Week 6-7): History and Culture at COVE Editions

Sept 28-Oct 9 Timeline, map, gallery projects (Intro, “LGBTQ,” “Intersectionality,” “Queer Studies,” “capital and capitalism,” “New Historicism and Cultural Materialism,” “Culture,” “History” [CT])

Section 4: (Week 8-10): Close Reading 2–The Novel at COVE Studio

Oct 12-16 Emily Brontë Wuthering Heights; “Compulsory heterosexuality,” “Heteronormativity,” “Patriarchy,” “Desire” (CT)


Oct 26-30 Chinua Achebe, “An Image of Africa”; Things Fall Apart; “Contact zone and transculturation,” “Globalization” (CT)

Section 5 (Week 11-15): Critical Theory and Pop Culture


Nov 9-13 Buffy: The Vampire Slayer, “Hush”; “Superego,” “Name of the Father,” “Father of Enjoyment” (CT) Žižek, For They Know Not and Looking Awry (6-8, 12-25, 39-43)


Nov 31-Dec 4 Openings of Recent Films
COVE Sign Up
https://www.navsa.org/members/join-navsa/#cove-only

COVE How-To Guides
https://editions.covecollective.org/content/how

Our COVE Editions Classroom (map-, timeline-, gallery-builder)
https://tinyurl.com/y3e2o9n5

COVE Studio (literary texts, annotation)
https://studio.covecollective.org

Brightspace at Purdue
https://purdue.brightspace.com/d2l/login

*Things Fall Apart* at amazon.com
https://tinyurl.com/y6jtrn9v

*Critical Theory: The Key Concepts* at amazon.com
https://tinyurl.com/yxrvc424
### ENGL 20200 ASSIGNMENTS & POLICIES

100-point scale as follows:

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<th>Points</th>
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**Annotation & Discussion (25 points):** Write two substantive annotations on the literature for each of the following weeks: Aug 31, Sep 7, Sep 14, Oct 12 and Oct 19. Explain one content element (a historical or cultural reference, a word you don’t know, an allusion, etc.) and one craft element (the reason for a caesura or enjambment or style choice). Take time to write two smart and full annotations each week and provide some interpretation of what you are discussing. Also, respond each week to the discussion prompts.

**Creative Writing (25 points):** Write a sonnet. It can follow any sonnet convention or depart from specific conventions; however, the logic of the departure should make sense and you must explain your choices in a one-page, single-spaced analysis that should accompany the poem on a separate page.

**COVE Editions Project (25 points):** Add one timeline element, one map element and one gallery image about race, class or gender/sex in the 19th century to our collective resources in COVE. Provide sufficient detail to explain the historical or cultural detail that you are presenting. Try to interlink the three objects.

**Research Essay (25 points):** Write an essay. Pick a scene from one of the films or tv shows on our syllabus and analyze it using the terms and methods we have showcased in class. Include three quotations from our theoretical readings (Žižek, Kristeva, Mulvey, Butler).

**Emergency Procedures**

In case of an emergency (for example, if I fall ill due to COVID-19), Alexander Long will provide you with guidance about completion of the semester: long205@purdue.edu.

**Late Policy**

I allow a one-week grace period on all assignments, if requested by email to felluga@purdue.edu; the grade is reduced by 1/3 of a grade each day beyond the grace period, so three days beyond grace equals one full grade (a B+ becomes a C+, for example).

**Plagiarism**

Any plagiarism (the undocumented use of another’s words, including purchased essays or material found on the Internet) will result in failure for the course and disciplinary action from the university.

**Accessibility**

Purdue strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.