



ENGL 302A LITERARY HISTORY OF BRITAIN: THE MEDIEVAL AND RENAISSANCE PERIODS  
(3 CR)

**PREREQUISITES:** Engl 102 or Engl 120 H or equivalent.

**302A INSTRUCTOR: Boulukos**

**COURSE DESCRIPTION**

The primary goal of this course will be to give students a clear sense of the history of British literature from its origins in the early medieval period through the end of the English Renaissance; this period also sees the development of the English language, from Old English to Middle English to Modern English. We will also develop students' analytical skills and give an introduction to English as a discipline by foregrounding interpretive strategies. In particular, we will place an emphasis on close reading as a basis on which to build interpretive arguments, and on "cultural studies" as a method for drawing attention to ways that literature functions in culture.

**COURSE REQUIREMENTS**

In addition to regular attendance, careful preparation, and participation in class, there are 2 major requirements for this class.

**Exams:** Midterm; final

**Papers:** 6 prep papers (2-3 pages) on assigned texts. These papers will be due the day the reading is due. See further explanation below.

Students will also be required to complete occasional in-class assignments to be completed in small groups. **Unannounced quizzes** will be added to the requirements if members of the class are not satisfactorily prepared.

**Grade Breakdown:**

2 exams: 65% (30, 35)

Prep Papers: 30%

Participation: 5%

**REQUIRED TEXTS**

Norton Anthology of English Literature, Vol A (Medieval) and Vol B (The 16th and Early 17th Centuries)  
ISBN 978-0-393-12934-2 (package)

ENGL 481 SPECIAL TOPICS - Young Adult Female Protagonists: A Study of the Representation of Female Characters by Authors from American and Around the World  
(3 CR)

**PREREQUISITES:** Engl 101 and 102; or Engl 120; or equivalent

**481 – 301 INSTRUCTOR: McClure**

**COURSE DESCRIPTION**

ENGLISH 481-301/Summer 2013 provides the framework for a study of Young Adult Literature as represented by novelists from different cultures writing about the lives of young women who face their worlds in many different ways. Novels will be studied in sets with each set focused on a major type of female protagonist and using a focus novel as the reference point for the discussion of the character type as well as related literary elements. For each set, students will be required to read the focus novel and 2 additional novels selected from the assigned list.

**COURSE REQUIREMENTS**

Assignments for ENGL 481 provide a variety of opportunities to interact with young adult literature in general and the assigned novels in particular. Assignments include: large and small group discussions; in-class group and writing activities; micro-themes (a brief writing assignment that requires students to demonstrate their understanding of a single, specific bit of information); a course portfolio (a well-organized, neatly bound collection of work that both you and I can use to gauge your performance and effort in this course, and to gauge the progress you have made in your ability to read and discuss literature in general and Young Adult Literature in particular); exams (midterm and final). Graduate students are required to complete additional activities, the specifics of which will be determined in discussion with the instructor.

**REQUIRED TEXTS**

TBA

<b>ENGL</b>	<b>493</b>	<b>SPECIAL TOPICS - WORDSWORTH'S LYRICAL BALLADS AND BLAKE'S SONGS OF INNOCENCE AND OF EXPERIENCE</b>	<b>(3 CR)</b>
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**PREREQUISITES: Engl 101 and 102; or Engl 120; or equivalent**

**493 – 301                      INSTRUCTOR: Collins**

**COURSE DESCRIPTION**

In this course, we will read and discuss representative selections from two of the most important volumes of poetry in English literature: William Blake's *Songs of Innocence and of Experience* (1789, 1795), and Samuel Taylor Coleridge and William Wordsworth's *Lyrical Ballads* (1798).

For undergraduate students, this course fulfills the requirement of a course in English literature before 1800. For graduate students, this course fulfills *either* the eighteenth-century *or* the nineteenth-century literature requirement.

With Blake's *Songs*, we have—perhaps uniquely in our literature—a collection of lyrics from a major poet devoted to exploring the boundaries, as well as the crossings-over, between childhood and adulthood. The combined *Innocence-Experience* volume of 1795 added the subtitle *Shewing the Two Contrary States of the Human Soul*, and with that word *contrary* Blake set a problem that has puzzled readers since. Are innocence and experience opposed to each other, and if so, what would this opposition mean for human happiness and social welfare? Or do innocence and experience stand together, antagonistic to some other state, which, if achieved (or even conceptualized), would show the

debilitating effects—personal, social, political—of our simplified binaries? One thing is clear: the simplicity of many of the poems is only apparent, while others are so lexically tangled that they seem to criticize our belief that we can “read” at all. Finally, with the *Songs* we have the rare opportunity to study relations between verbal and visual art, since Blake etched each poem, embedding it in a hand-colored illustration or series of illustrations. A central part of our two weeks on Blake will be devoted to tracing the ways he makes word and image clarify and complicate each other.

Wordsworth and Coleridge’s *Lyrical Ballads* is of course a landmark—many would say *the* landmark—of English Romanticism, with riches so great that we will be studying only Wordsworth’s contributions, which, according to Coleridge, proposed “to give the charm of novelty to things of everyday” (*Biographia Literaria*, chap. 14). Among these everyday things: a proud recluse, a female vagrant, an old woman seeking firewood and a young man who can’t get warm, a huntsman, a mad mother, an idiot boy, a forsaken Indian woman, and a convict. In his brief “Advertisement” to the volume, Wordsworth asked readers to try to let the poems challenge their notions of what might legitimately count as “poetry.” And certainly the poems have since retained their ability to make us “struggle,” as he wrote, “with feelings of strangeness and awkwardness.” He himself saw these “experiments” as re-editing the poet’s very lexicon, and in the second two weeks of the course we will be placing his verse and its subject-matter against its literary background, asking just where its originality lies.

### COURSE REQUIREMENTS

Timely and careful reading of the verse and any assigned supplementary material; regular attendance and active participation in class discussion; in-class writing and/or reading quizzes; several shorter papers (500 words each); a critical paper (5+ pages); and two examinations. Graduate students will also submit an evaluation of a scholarly or critical source chosen from provided titles.

### REQUIRED TEXTS

Blake, William. *Songs of Innocence and of Experience*. [1789-94]. Ed. Geoffrey Keynes. Oxford: Oxford University Press, 1977. ISBN 9780192810892. List price \$19.95.

Wordsworth, William, and Samuel Taylor Coleridge. *Lyrical Ballads*. [1798]. Ed. Michael Schmidt. London and New York: Penguin Books, 2006. ISBN 9780140424621. List price \$14.00.

Please note that these texts, in these specific editions, are required, not recommended.

**ENGL 581 PROBLEMS TEACHING ENGLISH (3 CR)**

**581 – 301 INSTRUCTOR: A. Joseph**

### COURSE DESCRIPTION

**TOPIC:** Creative Writing

This class is intended for poets and fiction writers who wish to gain skills in the teaching of creative writing. Though the focus of the course will be on the teaching of creative writing in a university setting,

we will also consider teaching populations that exist outside of university settings--such as children and adolescents.

SIUC's annual Young Writers Workshop, a residential writing workshop for high school-aged writers, will be incorporated into this summer session course.

**REQUIRED TEXTS**

*Power and Identity in the Creative Writing Classroom: The Authority Project* (New Writing Viewpoints) [Paperback], Anna Leahy (ed), Publisher: Multilingual Matters (11/16/2005), ISBN-13: 978-1853598463