Prerequisite: Eng 111/111C, Eng 251, and at least 22 credits.

English, Humanities, and Arts majors only.

Please don’t attempt to take Eng 251 and 314 concurrently.

English 314 emphasizes literature-based expository and research writing. It requires analytical essays including explanation, literary analysis, interpretation, and resource reports totaling 8-10,000 words of edited and documented prose.

Overview:
The purpose of English 314 is to help you learn to write more clearly and convincingly, to understand and implement the practices of critical interpretation, and perhaps to help you enjoy writing.

Particular Objectives:
✓ To receive instruction and practice in pre-professional level writing in the humanities
✓ To deepen understanding of and appreciation for the terms, practices, and themes of literature
✓ To deepen understanding of critical theory and practice: Deconstruction, Psychological, Biographical/Historical/New Historical Criticism, to name a few.
✓ To receive instruction on how to write papers typical of English majors

Student Responsibilities:
1. You are responsible for reading, studying, and annotating all assigned readings prior to coming to each class.
2. You must carefully consider the writing assignments and their instructions.
3. You are required to participate in regular in-class workshops and discussion groups.
4. Although it is courteous to contact me by telephone or email if you’re going to miss class, I do not repeat missed class discussions. You must contact a classmate if you miss class to receive class notes or instructions.
5. You are responsible to turn in materials on time. I do not accept late work. (Emergencies will be carefully scrutinized; however, farewells, weddings, homecomings, family engagements, roommate wars, etc., etc., are not emergencies). I do accept e-mailed assignments if they reach me before class begins–use these sparingly and only for illnesses or emergencies.
6. All required assignments must be typed/word processed. I do not accept handwritten work of any kind unless it is an in-class writing.
7. Perhaps the most relevant responsibility is the responsibility you have for your own education (as in this is your education). Please learn to take responsibility for your weaknesses, your procrastination, your work or lack of work, your absences, your studies, and your health. Late nights and early mornings make poor bedfellows and great enemies.

Attendance: Our class work emphasizes your participation—both verbal and written—not my lecturing. I encourage your presence and preparation even though I don’t take roll. A pattern of missing class will adversely affect your grade.

Caveat: I reserve the right to make changes in course content and policy at any time during the semester or term.

Academic Honesty: “To be in compliance with the BYU Code of Honor, students are expected to be honest in all academic work and to help others fulfill the same responsibility. One serious form of academic dishonesty is plagiarism, i.e., presenting another person’s writings or ideas as if they were one’s own. To avoid plagiarism, care must be taken to accurately identify and credit information that is not original with the student.

“Minor offenses will result in an ‘F’ on the exam or assignment. It may also be necessary to repeat the work and still receive a reduced grade for the course.

Major offenses involving premeditated cheating will result in an ‘F’ for the course and action by the Dean of Students Office such as probation or dismissal from school. Some offenses may also have legal implications.

“Accused students will always have the right to know the specific charge, hear the evidence, and have an appropriate hearing, if needed.” (BYUI Catalog, 2002-03, p. 42.)

Special Limitations: To accommodate students with special learning, physical, emotional, mental, social, or other limitations, the student must notify me (the instructor) the first week of class. By law, BYU is only required to assist those students who make these issues known during the first week of class.

Summary of Graded Stuff:
Four Papers—implementing a different critical approach for each.
Poetry Explication
Research Paper
Proposal
Draft checks
Pre-writing Checks
Responses
Portfolio
Grading Sessions
Workshops
Oral Report
Reading and annotating checks

Collect and keep all your work—a 3ring binder works very effectively—occasionally I and the computer will make a mistake. Make sure to back up your work in more than one place; real pain happens when a student gets to the end of a semester and she loses a paper she intended for the portfolio.
## Tentative Schedule:

TIP = Theory Into Practice  
KHIV = King Henry IV, Part II  
KHV = King Henry Five  
HF = Hudson Fiction  
HP = Hudson Poetry  
BC = Bel Canto  

### January

6 T  Roll call and introduction to course; texts; papers; questions.  
The art of reading and annotating.  

8 Th  Read and annotate TIP pp. 1-14.  

13 T  KHIV Acts 1 and 2. TIP pp. 47-68.  
Psychological response due for class.  

15 Th  KHIV Acts 3 and 4.  

20 T  KHIV Act 5. Reader Response response due.  


27 T  Formalism TIP pp. 32-46. HP Shakespeare (all) and 2 Wordsworth poems on p. 28.  
Formalism response.  

29 Th  “A Valediction: Forbidding Mourning,” “To Autumn,” “My Last Duchess,” and the 3 Dickinson poems pp. 52 and 53.  

### February

3 T  “God’s Grandeur,” all of Yeats, “Mending Wall,” “13 Ways of Looking at a Blackbird,” “Sestina,” and “Love Calls us to the Things of This World.”  
Formalism response.  

5 Th  “Do Not Go Gentle Into That Good Night,” “A Blessing,” The Storm,” “The One Girl at the Boy’s Party,” “Lost Sister.”  
2-page Explication due.  


17 T  KHIV Act 5. Paper Two due.  


26 Th  BC pp. 161-262.  
March  

4 Th  Paper Three due.  


11 Th  HF--TIP 217–Barn Burning.  

16 T  HF–Cathedral. CNH response 2.  

18 Th  HF–Paul’s Case.  


30 T  HF–Sweat. Paper Four due.  

### April

1 Th  Spring Break–no classes.  

6 T  HF–How I Met My Husband.  

8 Th  HF–Hills Like White Elephants and A Rose for Emily. Portfolio grading schedule posted on door today at noon. Email, call, or sign up in person.  

12 M  Researched Paper and 2 Paper Portfolio due during your grading period this week.  

13 T  Portfolio grading.  

14 W  Portfolio grading.  

15 Th  Portfolio grading.  

16 F  Portfolio grading.  

19 M  Portfolio grading.  

20 T  Portfolio grading.  

### Paper Grading Procedure.

Responses: These are due on the day listed and when class begins. I will grade them and return them during the following week (usually). These will focus on a particular (assigned) theory which will arise out of our class discussions and readings. You’ll want to reach for 250-500 words, but the short version (250 words) should be a terrific effort–tight, brilliant, exciting, enthusiastic, sharp, and error free. The long version (500 words) allows for more problems. Odd, huh?

Papers: When a major paper comes due, you have two options: (1) sign up for a 15 minute conference with me, wherein we will grade your paper together, or (2) see a tutor in the Writing Center. I will receive from the WC a written confirmation describing your tutorial there; either of these options allows you full credit for the assignment–unless the tutor reports that your session was less than telestial (you know, like hell). This grading must be accomplished within a week of the paper’s due date.

You can then rewrite, revise, or rework your papers if they’re headed to the portfolio or shelve/forget them if not.

The 2-page Explication and the Research Paper Proposal cannot be considered or used in the Portfolio; I will collect them on the due date and return them the following week.

You may choose any critical theory as the basis for your papers; however, you must use a different theory/approach for each paper (no two will use the same theory).

The portfolio grading session will last 30 minutes and must be completed in my office (not the Writing Center) during the assigned times listed in this syllabus and on my door during the final week of the semester.