

## ENG510: Literary Criticism and Theory

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

### Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

### Course Description and Outcomes



#### Course Description:

In this course, students will learn how to use the various theoretical lenses to develop coherent criticism of a literary text. An emphasis in this course will be not only to teach selected theoretical perspectives, but for students to write literary criticism based on the appropriate methodology that specifically pertains to that theory. The various theoretical lenses will include New Criticism, New Historicism, Structuralism, Deconstructionism, African American, Feminism, Marxism, Reader Response, Psychoanalytical, Gay and Lesbian, Ecocriticism, and Postcolonial.

#### Course Overview:

This course is a focused introduction to Literary Criticism and Theory—with an emphasis on close reading and textual analysis. Students are expected to develop skills to interpret and to analyze the major schools of literary thought and to demonstrate, through application and synthesis, skills in reading and writing using theoretical lenses. Students will read portions from the textbook, as well as selections from recommended readings. The course work will build from a thesis exploration through annotated bibliographies to an summative and evaluative paper. All work will be presented in a portfolio form, involving a cover letter, and including, but not limited to selections from the prior units.

#### Course Learning Outcomes:

1. Develop a comprehensive thesis and literature review that incorporates research and argues an informed academic position based on the current literature of literary criticism and theory.
2. Critically evaluate personal bias and the impact of race, class, and gender on the major theoretical approaches to literary criticism.

3. Critically evaluate the major theoretical approaches to literary criticism and be able to write critical assessments of those various approaches appropriately.
4. Critically evaluate how conventional literary themes are variously transformed by the different major theoretical approaches.
5. Critically evaluate how the four major literary genres are considered by the different major theoretical approaches.
6. Critically evaluate the historical and critical context from which the different major theoretical approaches and how that impacts the critical reading of literary texts.

## Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

## Course Materials



### Required:

Bressler, C. (2011). *Literary criticism: An introduction to theory and practice* (5th ed.). New York: Pearson.  
ISBN-13: 978-0205212149

Lynn, S. (2010). *Texts and contexts: Writing about literature with critical theory* (6th ed.). New York: Pearson.  
ISBN-13: 978-0205716746

### Suggested:

Harmon, W., & Holman, W. (2011). *A handbook to literature* (12th ed.). New York: Pearson.  
ISBN-13: 978-0205024018

## Course Schedule



### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"> <li>Chapter 1 &amp; 2 in <i>Literary Criticism: An Introduction to Theory and Practice</i></li> <li>Chapter 1 &amp; 2 in <i>Texts and Contexts: Writing about Literature with Critical Theory</i></li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Portfolio Project Milestone (20 points)</li> </ul>
2	<ul style="list-style-type: none"> <li>Chapter 3 in <i>Literary Criticism: An Introduction to Theory and Practice</i></li> <li>Chapter 3 in <i>Texts and Contexts: Writing about Literature with Critical Theory</i></li> <li>Metro State University. (n.d.). Denaturalizing New Criticism-Overview.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Critical Thinking (100 points)</li> </ul>
3	<ul style="list-style-type: none"> <li>Chapter 4 in <i>Literary Criticism: An Introduction to Theory and Practice</i></li> <li>Chapter 4 in <i>Texts and Contexts: Writing about Literature with Critical Theory</i></li> <li>Mitchell, D. (1993). Reader response theory: Some practical applications for the high school literature classroom. <i>Language Arts Journal of Michigan</i>, 9(1), 6.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Critical Thinking (100 points)</li> <li>Portfolio Project Milestone (20 points)</li> </ul>
4	<ul style="list-style-type: none"> <li>Chapter 5 in <i>Literary Criticism: An Introduction to Theory and Practice</i></li> <li>Chapter 5 in <i>Texts and Contexts: Writing about Literature with Critical Theory</i></li> <li>Payne, M. (1991). Canon: New testament to Derrida. <i>College Literature</i>, 18(2), 5.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Critical Thinking (150 points)</li> </ul>
5	<ul style="list-style-type: none"> <li>Chapter 9 in <i>Literary Criticism: An Introduction to Theory and Practice</i></li> <li>Chapter 6 in <i>Texts and Contexts: Writing about Literature with Critical Theory</i></li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Portfolio Project Milestone (20 points)</li> </ul>
6	<ul style="list-style-type: none"> <li>Chapter 6 in <i>Literary Criticism: An Introduction to Theory and Practice</i></li> <li>Chapter 7 in <i>Texts and Contexts: Writing about Literature with Critical Theory</i></li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Critical Thinking (100 points)</li> <li>Portfolio Project Milestone (20 points)</li> </ul>
7	<ul style="list-style-type: none"> <li>Chapter 7 in <i>Literary Criticism: An Introduction to Theory and Practice</i></li> <li>Chapter 8 in <i>Texts and Contexts: Writing about Literature with Critical Theory</i></li> <li>Ekonen, K. (2014). Kristeva before Kristeva: Gender and creativity in Russian symbolism. <i>Studies in the Literary Imagination</i>, 47(1), 149-166. doi:10.1353/sli.2014.0003</li> <li>Walzer, J. B. (2008). The breakthrough: Feminism and literary criticism. <i>Dissent</i>, 55(2), 103-109. doi:10.1353/dss.2008.0034</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Portfolio Project Milestone (20 points)</li> </ul>
8	<ul style="list-style-type: none"> <li>Anderson, L. (1991). Using reader-response theory in the introductory literature classroom. <i>College Literature</i>, 18(2), 141.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Portfolio (250 points)</li> </ul>

- Bottoms, J. (1995). Representing Shakespeare: Critical theory and classroom. *Cambridge Journal Of Education*, 25(3), 361.
- Harde, R. (2011). "The union of theory and practice": Using team-based learning in the feminist literary theory classroom. *Feminist Teacher*, 22(1), 60-75.
- Weekes, K., Tyler, J., & Cosgrove, S. (2005). Taking stock in live people: Using contemporary literary journals in the American literature classroom. *Pedagogy*, 5(3), 461-481.

## Assignment Details



This course includes the following assignments/projects:

### Module 1

#### **PORTFOLIO PROJECT MILESTONE (20 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Developing a Working Thesis (Exploring a Problem in Teaching Literary Theory in the Course Room)**

In Module 1, you are asked to review the assignment instructions for the Portfolio Project due in Module 8. For Option #1, you are to explore a particular problem related to teaching literary theory in the college course room and develop a working thesis. The working thesis should state a problem and a potential solution to that problem related to your topic. Your topic needs to be expressed and grounded in the literature. For this milestone, also begin working on your bibliography by citing 2-3 sources.

Requirements:

- Your written paper should be 2-3 pages in length, not counting the required title page and references page.
- Write in the third person.
- Assert your academic voice.
- Choose a **topic** related to a problem you would like to address; it is acceptable to ask a **question** about how to solve the problem. Answer the question by summarizing the problem, cause, and solution, which should then form the basis of a solid working **thesis**.
- As a part of your working thesis, describe why you made your final selection and discuss in a little more detail the key concepts you think are important to that particular topic.
- You need to cite 2-3 sources for this assignment. Two of these articles should come from the textbook. You will have to cite several other credible sources in your final Portfolio Project, so start exploring them now. In academic writing, it is always a "best practice" to cite credible sources, such as scholarly journal articles. The two articles that you select from the textbook are excellent examples of the type of peer-reviewed sources you should be referencing. The CSU-Global Library is a great place to find resources.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

#### **Option #2: Developing a Working Thesis (Exploring a Critical Approach for Teaching Literary Theory in the Course Room)**

In Module 1, you are asked to review the assignment instructions for the Portfolio Project due in Module 8. For Option #2, you are to explore a particular critical or theoretical approach to teaching literary theory in the college course room and develop a working thesis. The working thesis should identify the specific critical approach to teaching literary theory; develop your reasoning for using that critical approach; and demonstrate how it works to solve problems in the college classroom. Your topic needs to be expressed and grounded in the literature. For this milestone, also begin working on your bibliography by citing 2-3 sources.

Requirements:

- Your written paper should be 2-3 pages in length, not counting the required title page and references page.
- Write in the third person.
- Assert your academic voice.
- Choose a **topic** related to an approach you would like to address. The working thesis should identify the specific critical approach to teaching literary theory; develop your reasoning for using that critical approach; and demonstrate how it works to solve problems in the college classroom.
- As a part of your working thesis, describe why you made your final selection and discuss in a little more detail the key concepts you think are important to that particular topic.
- You need to cite 2-3 sources for this assignment. Two of these articles should come from the textbook. You will have to cite several other credible sources in your final Portfolio Project, so start exploring them now. In academic writing, it is always a “best practice” to cite credible sources, such as scholarly journal articles. The two articles that you select from the textbook are excellent examples of the type of peer-reviewed sources you should be referencing. The CSU-Global Library is a great place to find resources.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library’s homepage.

## Module 2

### **CRITICAL THINKING ASSIGNMENT (100 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Annotated Bibliography for Teaching Literary Theory**

In Module 1, you began conducting research for your final paper exploring a problem in teaching literary theory in the college course room. By now, you already have a developed research topic and a working thesis statement, along with a small bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:  
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this Critical Thinking assignment, complete the following:

- Add 2-3 credible sources to your original bibliography, for a total of 4-6 sources. The CSU-Global Library is a great place to find resources.
- Now annotate all 4-6 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.

- Use the appropriate levels of Bloom’s Taxonomy to ensure that you develop and annotate your sources fully.

### **Submit Your Annotated Biography**

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to *the CSU-Global Guide to Writing and APA Requirements*.

### **Option #2: Annotated Bibliography for Exploring Theoretical Approaches**

In Module 1, you began conducting research for your final paper exploring a particular critical or theoretical approach to teaching literary theory in the college course room. By now, you already have a developed research topic and a working thesis statement, along with a small annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:  
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this Critical Thinking assignment, complete the following:

- Add 2-3 credible sources to your original bibliography, for a total of 4-6 sources. The CSU-Global Library is a great place to find resources.
- Now annotate all 4-6 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom’s Taxonomy to ensure that you develop and annotate your sources fully.

### **Submit Your Annotated Biography**

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

## **Module 3**

### **CRITICAL THINKING ASSIGNMENT (100 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Classroom Writing Assignment**

There are some key questions that can guide your explorations using reader-response perspectives. These questions are:

1. How does the interaction of text and reader create meaning?
2. What does a phrase-by-phrase analysis of a short literary text, or a key portion of a longer text, tell us about the reading experience prestructured by (built into) that text?
3. Do the sounds/shapes of the words as they appear on the page, or how they are spoken by the reader, enhance or change the meaning of the word/work?

4. How might we interpret a literary text to show that the reader's response is, or is analogous to, the topic of the story?

Using one of these questions, create a short classroom writing assignment. Think of this assignment as requiring less than 15 but more than 5 minutes of student activity. Make sure that you create a prompt, select a work of literature to serve as the text, and create an outcome or outcomes for your exercise.

Your paper should meet the following requirements:

- Be 2-3 pages in length.
- Follow the *CSU-Global Guide to Writing and APA Requirements*.
- Be clearly and well written, using excellent grammar and style techniques. If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library.

### **Option #2: Classroom Lecture**

There are some key questions that can guide your explorations using reader-response perspectives. These questions are:

1. How does the interaction of text and reader create meaning?
2. What does a phrase-by-phrase analysis of a short literary text, or a key portion of a longer text, tell us about the reading experience prestructured by (built into) that text?
3. Do the sounds/shapes of the words as they appear on the page, or how they are spoken by the reader, enhance or change the meaning of the word/work?
4. How might we interpret a literary text to show that the reader's response is, or is analogous to, the topic of the story?

Using one of these questions, write a short classroom lecture. Think of this lecture as requiring less than 15 but more than 5 minutes of discussion activity. Make sure that you create a prompt, select a work of literature to serve as the text, and create an outcome or outcomes for your lecture.

Your lecture should meet the following requirements:

- Be 2-3 pages in length.
- Follow the *CSU-Global Guide to Writing and APA Requirements*.
- Be clearly and well written, using excellent grammar and style techniques. If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library.

### **PORTFOLIO PROJECT MILESTONE (20 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Sources and Bloom's Levels for Teaching Literary Theory**

In Modules 1 and 2, you began conducting research for your final paper exploring a problem in teaching literary theory in the college course room. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:  
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this milestone, complete the following:

- Add another 2-3 credible sources to your original annotated bibliography, for a total of 6-9 sources.
- Now annotate all 6-9 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

#### **Submit Your Annotated Biography**

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

#### **Option #2: Sources and Bloom's Levels for Exploring a Theoretical Approach**

In Modules 1 and 2, you began conducting research for your final paper exploring a particular critical or theoretical approach to teaching literary theory in the college course room. By now, you already have a developed research topic and a working thesis statement, along with a small annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:  
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this milestone, complete the following:

- Add another 2-3 credible sources to your original annotated bibliography, for a total of 6-9 sources.
- Now annotate all 6-9 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

#### **Submit Your Annotated Biography**

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

## **Module 4**

### **CRITICAL THINKING ASSIGNMENT (150 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Modernity and Postmodernity Binaries Classroom Discussion**

Ihab Hassan argues that there are binaries that can guide our understanding of the tensions between modernity and postmodernity. These binaries are:

<b>Modernism vs. Postmodernism</b>
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<i>Modernism</i>	<i>Postmodernism</i>
romanticism/symbolism	paraphysics/Dadaism
form (conjunctive, closed)	antiform (disjunctive, open)
purpose	play
design	chance
hierarchy	anarchy
mastery/logos	exhaustion/silence
art object/finished work/logos	process/performance/antithesis
centering	absence
genre/boundary	text/intertext
semantics	rhetoric
metaphor	metonymy
root/depth	rhizome/surface
signified	signifier
narrative/ <i>grande histoire</i>	anti-narrative/ <i>petite histoire</i>
genital/phallic	polymorphous/androgynous
paranoia	schizophrenia
origin/cause	difference-difference/trace
God the Father	The Holy Ghost
determinacy	interdeterminacy
transcendence	immanence

Answer the following questions:

- With Hassan's observations in mind, how could you address concerns of understanding modernity and postmodernity?
- How best would you engage the class in a discussion about these concerns and tensions?

Your paper should meet the following requirements:

- Be 2-3 pages in length.
- Follow the *CSU-Global Guide to Writing and APA Requirements*.
- Be clearly and well written, using excellent grammar and style techniques. If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library.

### **Option #2: Modernity and Postmodernity Binaries Classroom Activity**

Ihab Hassan argues that there are binaries that can guide our understanding of the tensions between modernity and postmodernity. These binaries are:

<b>Modernism vs. Postmodernism</b>	
<i>Modernism</i>	<i>Postmodernism</i>
romanticism/symbolism	paraphysics/Dadaism
form (conjunctive, closed)	antiform (disjunctive, open)
purpose	play

design	chance
hierarchy	anarchy
mastery/logos	exhaustion/silence
art object/finished work/logos	process/performance/antithesis
centering	absence
genre/boundary	text/intertext
semantics	rhetoric
metaphor	metonymy
root/depth	rhizome/surface
signified	signifier
narrative/ <i>grande histoire</i>	anti-narrative/ <i>petite histoire</i>
genital/phallic	polymorphous/androgynous
paranoia	schizophrenia
origin/cause	difference-difference/trace
God the Father	The Holy Ghost
determinacy	interdeterminacy
transcendence	immanence

Using two of these sets, construct a classroom activity that engages a work of literature. As such, you will want to select a short story, poem, or some other work to use in the activity. Explain how the activity works and what the goals are for the activity.

Your activity should be explained in a paper that meets the following requirements:

- Be 2-3 pages in length.
- Follow the *CSU-Global Guide to Writing and APA Requirements*.
- Be clearly and well written, using excellent grammar and style techniques. If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library.

## Module 5

### PORTFOLIO PROJECT MILESTONE (20 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### Option #1: Final Sources for Teaching Literary Theory

In Modules 1, 2, and 3, you began conducting research for your final paper exploring a problem in teaching literary theory in the college course room. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:  
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this milestone, complete the following:

- Add another 2-3 credible sources to your original annotated bibliography, for a total of 8-12 sources.
- Now annotate all 8-12 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

#### **Submit Your Annotated Biography**

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

#### **Option #2: Final Sources for Exploring a Theoretical Approach**

In Modules 1, 2, and 3, you began conducting research for your final paper exploring a particular critical or theoretical approach to teaching literary theory in the college course room. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:  
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this milestone, complete the following:

- Add another 2-3 credible sources to your original annotated bibliography, for a total of 8-12 sources.
- Now annotate all 8-12 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

#### **Submit Your Annotated Biography**

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

## **Module 6**

### **CRITICAL THINKING ASSIGNMENT (100 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Lesson Plan**

Psychoanalytic criticism is another rich area to explore when teaching literature or literary theory. Some key questions to use in the classroom are:

- How can characters' behaviors, narrative events, and/or images be explained in terms of psychoanalytic concepts of any kind (for example, fear or fascination with death; sexuality, which includes love and romance, as well as sexual behavior, as a primary indicator of psychological identity; or the operations of ego-id-superego)?
- What does the work suggest about the psychological being of its author?
- What might a given interpretation of a literary work suggest about the psychological motives of the reader?
- Are there prominent words in the piece that could have different or hidden meanings?
- Could there be a subconscious reason for the author using these "problem words"?

With these questions in mind, craft a short lesson plan that involves psychoanalytic criticism.

Select one work that you feel your students could analyze using this lens. Post a sample analysis of the work.

Your paper should meet the following requirements:

- Be 3-4 pages in length, not including the cover page and references page.
- Follow the *CSU-Global Guide to Writing and APA Requirements*.
- Be clearly and well written, using excellent grammar and style techniques. If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

### **Option #2: Sample Analysis**

Psychoanalytic criticism is another rich area to explore when teaching literature or literary theory. Some of key questions to use in the classroom are:

- How can characters' behaviors, narrative events, and/or images be explained in terms of psychoanalytic concepts of any kind (for example, fear or fascination with death; sexuality, which includes love and romance, as well as sexual behavior, as a primary indicator of psychological identity; or the operations of ego-id-superego)?
- What does the work suggest about the psychological being of its author?
- What might a given interpretation of a literary work suggest about the psychological motives of the reader?
- Are there prominent words in the piece that could have different or hidden meanings?
- Could there be a subconscious reason for the author using these "problem words"?

Select one work that you feel your students could analyze using this lens. Post a sample analysis of the work.

Your paper should meet the following requirements:

- Be 3-4 pages in length, not including the cover page and references page.
- Follow the *CSU-Global Guide to Writing and APA Requirements*.
- Be clearly and well written, using excellent grammar and style techniques. If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library.

### **PORTFOLIO PROJECT MILESTONE (20 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

### **Option #1: Annotated Outline for Exploring a Problem in Teaching Literary Theory**

Submit an **Annotated Outline** in which you include the complete citations of the sources that you plan to use in your Portfolio Project. Your citations then form your annotations.

Model the outline after those at this link: <https://owl.english.purdue.edu/owl/resource/544/03/>.

For this milestone, complete the following:

- Ensure that you provide a summary, a paraphrase, and a direct quotation for each of your sources.
- Your **Annotated Outline** should be 2-3 pages in length, not counting the required title page and references page.
- Your outline must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

### **Option #2: Annotated Outline for Exploring a Theoretical Approach to Teaching Literary Theory**

Submit an **Annotated Outline** in which you include the complete citations of the sources that you plan to use in your Portfolio Project. Your citations then form your annotations.

Model the outline after those at this link: <https://owl.english.purdue.edu/owl/resource/544/03/>.

For this milestone, complete the following:

- Ensure that you provide a summary, a paraphrase, and a direct quotation for each of your sources.
- Your **Annotated Outline** should be 2-3 pages in length, not counting the required title page and references page.
- Your outline must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

## **Module 7**

### **PORTFOLIO PROJECT MILESTONE (20 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

### **Option #1: Exploring a Problem in Teaching Literary Theory Draft**

Work through the complete writing process to produce a rough working draft of your research paper.

As you compose the draft, follow the specifications in the Portfolio Project assignment, accessible from the Module 8 folder.

- Your working draft should be very close to the number of pages required for the final Portfolio Project (10-12 pages), including a title page and a references page.
- Your draft should cite at least eight credible sources. Support your analysis with the readings from the course and at least one scholarly journal article. The CSU-Global Library is a great place to find resources.
- Your draft should adhere to the *CSU-Global Guide to Writing and APA Requirements*.
- Note that for this milestone, you will not be graded on the quality and depth of your knowledge and critical thinking, as you will on the final Portfolio Project. Instead, you will be graded on proper completion of your

draft according to the specifications provided in this assignment description (per the Module 7 rubric provided in the Module 7 folder).

- If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

Note that while this assignment requires that you cite a minimum of eight sources total, you are not required to include all sources that will be provided with the final version of your Portfolio Project. In other words, you may wait and add more sources to your work prior to the final delivery of the Portfolio Project at the end of Week 8.

## **Option #2: Exploring a Critical Approach for Teaching Literary Theory Draft**

Work through the complete writing process to produce a rough working draft of your research paper.

As you compose the draft, follow the specifications in the Portfolio Project assignment, accessible from the Module 8 folder.

- Your working draft should be very close to the number of pages required for the final Portfolio Project (10-12 pages), including a title page and a references page.
- Your draft should cite at least eight credible sources. Support your analysis with the readings from the course and at least one scholarly journal article. The CSU-Global Library is a great place to find resources.
- Your draft should adhere to the *CSU-Global Guide to Writing and APA Requirements*.
- Note that for this milestone, you will not be graded on the quality and depth of your knowledge and critical thinking, as you will on the final Portfolio Project. Instead, you will be graded on proper completion of your draft according to the specifications provided in this assignment description (per the Module 7 rubric provided in the Module 7 folder).
- If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

Note that while this assignment requires that you cite a minimum of eight sources total, you are not required to include all sources that will be provided with the final version of your Portfolio Project. In other words, you may wait and add more sources to your work prior to the final delivery of the Portfolio Project at the end of Week 8.

## **Module 8**

### **PORTFOLIO PROJECT (250 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Exploring a Problem in Teaching Literary Theory**

Explore and research a problem in teaching literary theory in the college course room. In preparing this project for submission, follow these guidelines exactly.

#### **Formatting Requirements:**

- The final essay must be 10-12 pages in length.
- You must include a minimum of 10-12 peer-reviewed, credible, authored sources; anonymous websites or sites like Wikipedia are not acceptable as one of your sources.
- Your essay must be double-spaced, and in 12-point Times New Roman font.
- Title Page: For an explanation of how to formulate a title page in APA, see The Purdue OWL (scroll down to "Title Page"), or use the APA template provided in the CSU-Global Library (titled, "Does Your Paper Look Like This?").
- Insert page numbers in the top right-hand corner.
- Include a References Page.
- Use the *CSU-Global Guide to Writing and APA Requirements* for correct APA formatting in the paper and on the references page.
- Your final paper will be graded not only for content, but also for the quality of your writing, syntax, and grammar. Be sure to pay special attention to the quality of your written work. It is highly recommended that you closely proofread your assignment prior to submission. In addition, you are again expected to provide support for your arguments based on both the required and recommended readings for the

course and on your research, and you should incorporate any relevant points culled from the discussion boards. Review the Portfolio Project Rubric, located in the Module 8 Materials folder.

### Option #2: Exploring a Critical Approach for Teaching Literary Theory

Explore and research a particular critical or theoretical approach to teaching literary theory in the college course room. In preparing this project for submission, follow these guidelines exactly.

#### Formatting Requirements:

- Your final essay must be 10-12 pages in length.
- You must include a minimum of 10-12 peer-reviewed, credible, authored sources; anonymous websites or sites like Wikipedia are not acceptable as one of your sources.
- Your essay must be double-spaced, and in 12-point Times New Roman font.
- Title Page: For an explanation of how to formulate a title page in APA, see The Purdue OWL (scroll down to "Title Page"), or use the APA template provided in the CSU-Global Library (titled, "Does Your Paper Look Like This?").
- Insert page numbers in the top right-hand corner.
- Include a References Page.
- Use the *CSU-Global Guide to Writing and APA Requirements* for correct APA formatting in the paper and on the references page.
- Your final paper will be graded not only for content, but also for the quality of your writing, syntax, and grammar. Be sure to pay special attention to the quality of your written work. It is highly recommended that you closely proofread your assignment prior to submission. In addition, you are again expected to provide support for your arguments based on both the required and recommended readings for the course and on your research, and you should incorporate any relevant points culled from the discussion boards. Review the Portfolio Project Rubric, located in the Module 8 Materials folder.

## Course Policies



### Course Grading

20% Discussion Participation  
45% Critical Thinking Assignments  
35% Final Portfolio Paper

### Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

**Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

**Citing Sources with APA Style**

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

**Disability Services Statement**

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

**Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.