



Teaching College Literature

ENGL 5033

Professor Kirsten Lodge

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Office Hours: MW 1-1:50 and 3:30-4,
TR 11:10-12:10, and by appointment

This course will introduce graduate students to teaching literature at the undergraduate level, focusing primarily on classics of Western literature. Students will gain an understanding of frequently taught works and the principles of teaching “Great Books” used in the nationally acclaimed programs at Columbia University and the University of Chicago. Hands-on teaching demonstrations, research for pedagogical purposes, and participation in online discussions will be significant components of the course. Students will also write a syllabus, a close reading paper, and a Statement of Teaching Philosophy. By the end of the course, students will have a good grasp of a range of significant literary works, close reading and research skills, an ability to teach literature classes, and a coherent teaching philosophy.

Required Texts

Goethe, Johann Wolfgang von. *Faust, Part I*. Oxford, 2008.

Murata, Sayaka. *Convenience Store Woman*, tr. Takemuri. Grove Press, 2018.

Palmer, Chris. *College Teaching at Its Best: Inspiring Students to Be Enthusiastic Lifelong Learners*. Rowman & Littlefield, 2019.

Recommended Texts

Other required texts are linked in the syllabus, provided as a pdf on D2L, or easily found online. The linked translations are provided for your convenience, but in most cases they are not the best (because they are out of copyright). I recommend these:

Boccaccio. *The Decameron*, tr. McWilliam. Penguin, 2003 (on D2L).

Camus, Albert. *The Stranger*, tr. Ward. Everyman's Library, 1993.
Euripides, *Medea*. *Euripides I*, tr. Taplin. U of Chicago, 2013.
García Márquez, Gabriel. *Chronicle of a Death Foretold*, tr. Rabassa. Vintage, 2003 (linked).
The Homeric Hymn to Demeter, tr. Foley. Princeton UP, 1993.
Kafka, Franz. *The Metamorphosis and Other Stories*, tr. Crick. Oxford, 2009.
Ovid. *Metamorphoses*, tr. Raeburn, 2004 (on D2L).
Tolstoy, Leo. *The Death of Ivan Ilyich*, tr. Lodge. Broadview, 2016.

Please consult me if you wish to use a translation other than those that are recommended or linked.

Course Requirements

1. Zoom Meeting Attendance (10%). We will meet on Zoom on **Monday nights from six to seven p.m.** If you cannot attend a session, please let me know ahead of time or shortly after the missed meeting so that I may excuse your absence. I will stay after each session so that students may continue the discussion, provide feedback, and/or ask questions.

2. Teaching Demonstration (30%). You will sign up for a teaching demonstration at the beginning of the semester. I will start by giving two teaching demonstrations on Goethe's *Faust, Part I*. Please prepare for our discussions by thinking about the Study Questions I post on D2L. You should use my questions, research notes, and demonstrations as a model, which you may adapt to your own style. You must focus primarily on the work itself rather than the author. For your demonstration, you must research the text(s) you are presenting in sufficient depth to be familiar with the most famous passages and the major questions or issues raised by scholars, as evidenced by your research notes and Study Questions, although we may not have time to touch on everything during your actual demonstration. At least one of your Study Questions must require close reading. You will post your Study Questions for other students to think about on the Discussion Board and submit informal notes on your research to me through Dropbox by **the Friday before your demonstration at 11:59 p.m.** If you wish to use a presentation and/or a brief video, these may not exceed five minutes of teaching time in total. You should not lecture, but rather lead a discussion in a well-informed but open manner. If you have been assigned to teach more than one story or excerpt of a work, you may focus on stories or excerpts of your choice, but you should also be prepared to discuss all of the stories or excerpts.

If you wish to sign up for a different demonstration, you may exchange with someone in advance by mutual agreement. If you do so, you must inform me as far in advance as possible. If you do not show up for your teaching demonstration, you will get a zero for the assignment, except under extraordinary circumstances which you have discussed with me.

3. Feedback (15%). After each teaching demonstration, the other students will provide initial feedback on the Discussion Board by **the following Wednesday at 11:59 p.m.** Students must then go back to the Discussion Board, read everyone's feedback, and respond as appropriate by **the following Friday at 11:59 p.m.** D2L tells me how many discussion posts you have read, provided you read them on a computer and not through the D2L Pulse app. You will be graded on both the quality of your feedback and the number of discussion posts you have read. The presenter receiving the feedback for that week should respond to more comments than the other students.

4. Participation in Teaching Demonstrations (15%). Everyone must be prepared and participate in teaching demonstrations in the role of “students.” You are encouraged to voluntarily contribute further on the Discussion Board following the timeline described above for providing feedback. Doing so may improve your participation grade for any given demonstration.

5. Final Project: Syllabus (10%). You will submit an original ADA-compliant syllabus for a college-level literature course of your choice. The syllabus should include a brief description of the course, requirements, and a class schedule. In addition, you should write up a one-page rationale for the course. You should discuss your planned syllabus with me in advance via Zoom, by email, or in person. Please submit drafts of all of your final projects by **Apr. 30 at 11:59 p.m.** for peer review. All final projects are due on **May 12.**

6. Final Project: Close Reading Paper (10%). You will submit a close reading paper of 2-3 pages on a passage of your choice from a text discussed in this class. I must approve your selected passage by **Apr. 28** at the latest.

7. Final Project: Statement of Teaching Philosophy (10%). You will submit a Statement of Teaching Philosophy of 1-2 pages.

Course Policies

Plagiarism and Academic Dishonesty: Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. If you plagiarize on any assignments or engage in any other form of academic dishonesty as defined by the MSU Student Handbook, you will get a zero on the assignment.

AI Use: I understand that AI can be a useful tool, and I am not against AI as such; however, the goal of this course is to teach you critical thinking, research, and pedagogical skills, and therefore the use of AI is not permitted. This includes Grammarly and similar applications that use AI.

Note that there is no uniform policy on AI use at MSU (and other universities). Make sure that you understand the policy for each course you are taking.

Email Communication: The only way I can communicate with you is through D2L email. You should set up D2L so that D2L emails are delivered to your email account. You are responsible for checking your email or D2L daily for any reminders, clarifications, or other communications from me.

Safe Zone Statement: This classroom is a “safe zone” in which all students will be treated and will treat one another equally, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Diversity of thought is encouraged.

Academic Accommodations: If you require special accommodations, please contact Disability Support Service, 168 Clark Student Center, 397-4140, at the beginning of the semester so that appropriate arrangements can be made. Arrangements cannot be applied retroactively.

Course Schedule

- Jan. 27** Introduction
Reading: Palmer, *Introduction* and chapters 1, 2, and 6-8
Please sign up for a teaching demonstration and participate in the ungraded introductory discussion board on D2L.

Professor Teaching Demonstrations

- Feb. 3** Goethe, *Faust: Part I* (1808): Scenes 1-9 (through *A Witch's Kitchen*)
Please use the edition published by Oxford UP.
- 10** *Faust*, Scenes 10-28

Student Teaching Demonstrations

- 17** Anonymous, *Homeric Hymn to Demeter* (c. 7th-5th c. BCE)
- 24** Euripides, *Medea* (5th c. BCE)
- Mar. 3** Ovid, *Metamorphoses* (8 CE): Book 1, lines 1-747; Book 3, lines 131-251 and 339-520; Book 6, lines 1-145 and 411-674; Book 10, lines 1-297; Book 13, lines 740-895; Book 15, lines 745-878 (pdf on D2L)
- 10** No Class: Spring Break
- 17** Boccaccio, *Decameron* (1353): Prologue; Day 1, Introduction; Day 2, Story 10; Day 3, Story 1; Day 4, Story 1; Day 5, Story 8; Day 8, Story 7; Day 10, Story 10; Day 10, Conclusion; Author's Epilogue (pdf on D2L)
- 24** Poe, "The Fall of the House of Usher," "The Masque of the Red Death," "The Black Cat," "The Tell-Tale Heart," "The Pit and the Pendulum" (1830s-40s)
- 31** Douglass, *Narrative of the Life of Frederick Douglass, an American Slave* (1845)
- Apr. 7** Tolstoy, *The Death of Ivan Ilyich* (1886)
- 14** Kafka, *Metamorphosis* (1915)
- 21** Camus, *The Stranger* (1942)

28 García-Marquez, *Chronicle of a Death Foretold* (1981)

Other Reading: Palmers, chapters 3-5 and 9-13 (chapter 13 in particular has good examples of Teaching Philosophies).

May 5 Murata, Sayaka. *Convenience Store Woman*

Drafts of all final projects due for peer review

12 Final projects due (close reading paper, syllabus, and Statement of Teaching Philosophy)