**English 240.01: Introduction to Literary Study**

**Fall 2018**

**TR 11:00-12:30**

**Patterson Hall 210**

**Instructor:** Dr. Kristianne Kalata
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724.946.7350
kalatak@westminster.edu

**Office Hours:** Office hours: M 1-2, W 10:30-11:30 & by appt.

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**Required Texts:**


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**Description:**

This introductory course invites students into the intellectual world literary critics inhabit, providing a foundation for advanced courses as well as an overview of literary tradition, history, and practice. This semester, our focus lies on *place*. What can literature teach us about the places and spaces we inhabit? In turn, what can those places and spaces teach us about ourselves? Join me as we journey through British literature with attention to sacred and haunted spaces; landscapes, exterior and interior; contested boundaries; and journeys through imagination and memory. These concepts will form our units of study. Additional questions we might consider along the way include: What kinds of narratives become associated with particular places, and why? What makes English literature (and speakers and characters) “English”—in the past, and now, in the face of Brexit? Which elements of place are underscored most in the texts we are studying, and why? How do readers’ experiences of place shape their understanding of a text?

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~Anne Bronte at age 13~
pencil sketch by her 17-yr old sister
Charlotte, dated 17 April 1833

~Arthur’s Tomb: The Last Meeting of Lancelot and Guinevere~
watercolour by Dante Gabriel Rossetti, 1854
Outcomes

Upon successful completion of ENG 240, you will have advanced your abilities to
1. discuss literature, including engaging in an exchange of ideas and offering and supporting insights;
2. sustain controlled, critical arguments that analyze and synthesize texts;
3. understand the craft of writing, including concision, diction, grammar, and syntax;
4. produce creative writing that shows an awareness of language, freedom from cliché, and an understanding of genre, style, and topic;
5. evaluate and integrate source material, and document sources accurately;
6. understand the literary tradition, the historical and cultural contexts of literature, and critical methods of reading; and
7. give well-planned, engaging presentations.

We will work toward these outcomes through the following course assignments.

Assignments & Corresponding Values:

15% **Paper 1: Close Reading & Analysis** (meets outcomes 2, 3, 5, & 6 above)
INSTRUCTIONS: Write a 4-5 page paper that offers an interpretive argument about the role of place or space in your choice of one text from Unit 1 or 2. Your first step should be to narrow the concept of place or space: how will you approach it, and why? Be creative, and support your insights with details from the text you have chosen. Your discussion should demonstrate how the text uses some aspect of place and/or space to generate meaning. The paper should be double spaced in legible 12-point font with 1” margins, and it should follow MLA style for parenthetical and bibliographic citations. Your only source for this paper should be the poem you are analyzing. Paper 1 will be graded on the following criteria: quality and organization of analysis; style and mechanics; and integration and documentation of source material. Please note: papers that omit parenthetical citations or a list of Works Cited cannot earn a passing grade.

10% **Creative Assignment** (meets outcomes 2-4, & 6)
INSTRUCTIONS: Write a 3-page paper—12-point font, double-spaced, 1” margins—that responds to one course text of your choice by imitating its content, form, or both. You might recast one of Agnes Grey’s interactions with young Tom Bloomfield in a 21st-century setting. You could craft the beginnings of your own ghost story, a la Gaskell. Alternatively, you could use one or more assigned poems as a template for your own landscape poem; or follow Barrett Browning’s method of inhabiting a perspective that is foreign to you. Regardless of your choice, you should, of course, be mindful to place. Follow your creative piece with a 1-2 page analysis of your writing choices: which author or text did you imitate and why? What decisions did you make as you wrote, and what were the consequences? What did you learn from this experience? Please type the creative work and your analysis of it into a single document. This assignment will be graded on the following criteria: innovation; awareness of genre, style, and language; and quality of analysis.

20% **Paper 2: Compare and Contrast** (meets outcomes 2, 3, 5, & 6)
INSTRUCTIONS: Write a 5-6 page paper that offers a focused comparative analysis of The Buried Giant and one other text of your choice from Unit 3 or 4. You might compare feminine and masculine depictions of unknown spaces; explore conflicting roles of
physical nature; or analyze settings that give rise to conflicting traits in human nature. Regardless, you will need to narrow your focus. The paper should be double spaced in legible 12-point font with 1” margins, and it should follow MLA style for parenthetical and bibliographic citations. Your only sources for this paper should be *The Buried Giant* and your choice of a second course text. Paper 2 will be graded on the following criteria: quality and organization of analysis; style and mechanics; and integration and documentation of source material. Please note: papers that omit parenthetical citations or a list of Works Cited cannot earn a passing grade.

**20% Final Exam** (outcomes 2-3, 5-6)
The final exam will consist primarily of identification questions, which will require you to recognize, identify, and analyze a passage from assigned readings. It will also include 1 or 2 short essay questions. A study guide will be available one week in advance.

**15% Reading Quizzes** (outcome 6)
To motivate your reading, I will give six unannounced quizzes throughout the term, each worth 3% of the overall course grade. Your lowest score will be dropped. These will be short quizzes worth 10 points each; they will generally consist of a mix of objective and short answer questions. In most cases, quizzes will be administered orally at the beginning of class. I will not repeat questions for late students. Absent students automatically earn a score of zero unless they can provide valid documentation.

**15% Small Group Presentation** (outcomes 1-2, 5-7)
INSTRUCTIONS: Select a work from the anthology that 1) has something to do with place or space; and 2) that we have not read this semester. Devise a 15-minute presentation that offers an interpretive reading of the text, supported by evidence from the text itself as well as five reputable secondary sources, including 2-3 pieces of literary criticism. At least part of your presentation should analyze the significance of settings, landscapes, psychological spaces, or boundaries in the text. Be creative! You might, for instance, give us a Google maps tour of your text’s setting: what is its historical and cultural significance? What important sites surround it, and how might they factor into its writing and reception? Presentations will be given during the final period and will be graded on the following criteria: quality of content—including depth of analysis, accuracy of argument, and integration of sources; organization; and delivery. It is possible for students in the same group to earn different grades.

**5% Participation** (outcome 1)
Your active participation is central to the learning process in any English course. While I will do some lecturing, much of our class time will be spent in small group or circle discussions. As always, “active participation” means that you arrive to class on time with the assignment thoroughly completed. It also means that you remain engaged and make a concerted effort to contribute to class discussion. The basis for your participation grade will thus be your attendance percentage, which will then either be enhanced or reduced by the level and consistency of thoughtful speaking and engaged listening. Please note: inappropriately chatty students, text messagers, and/or sleepers cannot earn full credit in this category.
**NOTE:** You cannot pass the course if you do not complete each assignment.

### GRADING SCALE

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### Policies & Expectations:

- **Attendance.** Come to class. Every day. Excessive absences will directly affect your grade. You may miss two classes. After these two, you may lose 1/3 of a letter grade for each additional class you miss (e.g., an A- course grade can change to a B; a B+ course grade will change to a B-). Absences will be excused only in emergency situations, with appropriate documentation. Please be aware that “self-reported sick in room” notices from the Wellness Center will not change an absence from unexcused to excused. I reserve the right to mark text-messagers and sleepers absent.

- **Preparedness.** Come to class prepared and ready to discuss the day's reading assignments. All readings should be completed before the class during which they will be discussed. Similarly, all writing assignments should be submitted on time. Late papers will be penalized 5% per day late, including the first day and weekends. Computer problems do not justify late or shoddy work. Know that technology tends to fail us at the most inconvenient of times. Be prepared, backup your work, and you will have no problems.

- **Honesty.** The lasting reward of academic integrity is a good character and the ability to learn on your own. See the Academic Integrity Policy available online and in the Undergraduate Catalog. Note that failure to demonstrate academic integrity has serious consequences in the short term (grades) as well as for the rest of your life.

- **Respect.** Maintain a respectful attitude toward the course, your fellow students, and me; in turn, I will do the same for you. Know that disrespectful behavior—online or in class—can negatively affect your participation grade.

### IMPORTANT NOTES:

- **ACCESSIBILITY STATEMENT:** Westminster College actively strives for the full inclusion of all students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Resources, located on the 4th floor of Thompson-Clark Hall. Phone: 724.946.7192; e-mail: craigfa@westminster.edu.

- **ATHLETICS & EXTRACURRICULARS:** If you are involved in College athletics or other extracurricular activities that require you to miss class meetings, please notify me in advance of any class sessions you will miss. All work is to be submitted prior to the excused absence.

- **CELL PHONES** generally should be kept out of sight and out of mind. If you are texting, facebooking, tweeting, etc., I count you absent because you're not really here, are you?

- **ACADEMIC SUCCESS CENTER:** Westminster’s Academic Success Center is located on the 4th floor of Thompson Clark Hall and is staffed by upper-class undergraduate tutors who offer help with writing assignments. While the Center will not proofread papers for you, its staff can help you with larger-order issues, including thesis statements, organization, and source integration. Call 724.946.6700 to schedule an appointment. Please prepare specific questions before going, so as to ensure the value of your session.

- **PAPER DRAFTS:** I encourage you to visit me during office hours so we can discuss your writing. You may also of course e-mail me specific questions about an assignment. In each case, though, please allow yourself sufficient time for the drafting process ("sufficient time" = one week before paper is due).
# Schedule of Readings & Assignments:

*subject to change at any time

**NOTE:** Please skim period and author biographies for all Norton assignments.

## Unit 1: Sacred and Haunted Spaces

### Week 1
- **T Aug 28**
  - Introductions and course overview. We'll discuss Thursday's assignment.

- **R Aug 30**
  - We'll look ahead to Tuesday’s readings.

### Week 2
- **T Sep 4**
  - Donne, Intro, “If Poisonous Minerals, and if that tree” + “The Sun Rising” and Blake, “There is No Natural Religion,” “The Marriage of Heaven and Hell” (Norton 1: 666-668, 672, 691; and Norton 2: 43-47, 67-73 only)

- **R Sep 6**
  - Gaskell, “The Old Nurse’s Story” (Norton 2: 694-709).
  - We’ll discuss the Paper 1 assignment and practice developing thesis statements about literature.

## Unit 2: Landscapes, Exterior and Interior

### Week 3
- **T Sep 11**

- **R Sep 13**
  - We’ll take a look at some Paper 1 examples.

### Week 4
- **T Sep 18**

- **R Sep 20**
  - Plus A. Brontë poems, “Lines at Thorp Green”, “The North Wind,” and “Memory” available here: [http://www.mickarmitage.staff.shef.ac.uk/anne/poems/p-memory.html](http://www.mickarmitage.staff.shef.ac.uk/anne/poems/p-memory.html)

**Paper 1 due to Dropbox by midnight**
Unit 3: Contested Boundaries

**Week 5**


**Week 6**


**Week 7**
T Oct 9  Begin A. Brontë, Agnes Grey, chapters I – VII (“The Parsonage” through “Horton Lodge”)

R Oct 11  Brontë, chapters VII – XIV (“The ‘Coming Out’” through “The Rector”). We’ll take a look at some creative assignment examples.

**Week 8**
T Oct 16  Finish Brontë, chapters XV – XXV (“The Walk” through “Conclusion”) plus Biographical Notice of 1850. Please attend tonight’s Bleasby Colloquium @ 7pm in Mueller Theater: Dr. Trisha Cowen

R Oct 18  Marie de France, Lanval (Norton 1: 120-34) plus literary criticism on D2L. Creative assignment due to Dropbox by midnight We’ll discuss Tuesday’s reading assignment.

Unit 4: Journeys through Imagination and Memory

**Week 9**

R Oct 25  Ishiguro, The Buried Giant, chapters 1-2. We’ll discuss Paper 2.
**Week 10**  
FALL BREAK  
R Nov 1  Ishiguro, chapters 3-6

**Week 11**  
T Nov 6  Ishiguro, chapters 7-10. We'll take a look at some paper 2 examples.

R Nov 8  **NO CLASS: I'll be out of town at a conference.** Read Ishiguro and work on Paper 2.

**Week 12**  
T Nov 13  Finish Ishiguro, chapters 11-17.

R Nov 15  We'll discuss the final presentation. **Paper 2 due to Dropbox by midnight**

**Week 13**  
**Happy Thanksgiving!**  

**Week 14**  
T Nov 27  **FINAL EXAM**

R Nov 29  Meet in McGill Library: Presentation workday

**Week 15**  
T Dec 4  Presentation preparation and review

R Dec 6  Presentation preparation and review

M Dec 10  Final Period from 3:00-5:30: **PRESENTATIONS**