

FSENG 201  
 Spring 2011  
 Dr. D'Amico

Office: 231 Odd Fellows

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Office Hours: MWF. 10:50-11:50, Tues/Thursday 10:50-11:50, and Wednesday 1:30-2:30, and by appointment. If you can not meet during my scheduled hours, contact me and we will set up another time convenient for both of us.

**Course Description and Goals:** This course serves as an introduction to writing, speaking, and doing research in the discipline of English. This section of FSENG 201 focuses on three novels (*Wuthering Heights*, *Jane Eyre*, and *The Tenant of Wildfell Hall*) and the poetry of Emily Bronte. Additional readings, such as Jean Rhys's novel *Wide Sargasso Sea* and Polly Teale's play *Bronte*, are also included as examples of the many 20<sup>th</sup>-century responses and now 21<sup>st</sup>-century responses to both these novels and the lives of the sisters.

All sections of FSENG201 have the following goals for students:

To learn how to apply 3-4 critical approaches to a small number of literary texts.

To begin the process of developing research skills in the field of literature.

To learn how to read a scholarly article and to respond to it.

To learn how to formulate and develop an interpretative argument both in writing and speaking.

**Texts:**

C. Bronte, *Jane Eyre* (Bedford edition.) You will be reading some of the critical articles in this edition as well as the novel; therefore it is best to buy this edition.

E. Bronte, *Wuthering Heights* (Bedford edition) Again, buy this edition.

A. Bronte, *The Tenant of Wildfell Hall* (Broadview edition.) You will be reading material in the appendix; therefore buy this edition.

Bronte, *Best Poems of the Bronte Sisters*

Rhys, *Wide Sargasso Sea* (Norton Critical edition)

Murfin and Ray, *The Bedford Glossary of Critical and Literary Terms*

(I am assuming that in either FS 101 or 102, you bought a handbook such as Hacker's *Writer's Reference*. If not, plan on purchasing a copy.

Course Packet

**Readings and Paper Assignment Due Dates:**

Jan. 19: Introduction

Jan. 21: *Wuthering Heights*: chapters 1-6

Jan. 24: *Wuthering Heights*: chapters 7-15

Jan. 26: *Wuthering Heights*: chapters 16-21

- Jan. 28: *Wuthering Heights*: chapters 22-28
- Jan. 31: *Wuthering Heights*: chapters 29-34
- Feb. 2 : Reviews of *Wuthering Heights* (course packet)
- Feb. 4: **Paper # 1 due**  
 E. Bronte, School essays (course packet)  
 WH, "Biographical and Historical Contexts" pp.3-13  
 A Critical History of WH, pp. 333-347 *Wuthering Heights*
- Feb. 7: Psychoanalytic Criticism and WH, pp.348-364  
 Marxist Criticism and *Wuthering Heights*, pp.379-410  
 Feminist Criticism and *Wuthering Heights*, pp. 451-477
- Feb. 9: *Jane Eyre*, chapters 1-6  
 Bewick's Birds (course packet)
- Feb. 11: *Jane Eyre*, chapters 7-15
- Feb. 14: *Jane Eyre*, chapters 16-21
- Feb. 16: *Jane Eyre*, chapters 22-27
- Feb. 18: *Jane Eyre*, chapters 28-38
- Feb. 21: *Jane Eyre*  
 Contemporary Reviews of *Jane Eyre* (course packet)
- Feb. 23: Gender Criticism  
 Gilbert, "Plane Jane's Progress," pp. 475-501  
 Cultural Criticism  
 Michie, "White Chimpanzees and Oriental Despots," pp. 584-598
- Feb. 25: **Paper #2 Due**  
 Charlotte Bronte's response to her sister Emily  
     "Biographical Notice of Ellis and Acton Bell," pp. 15-21  
     "Editor's Preface to the New [1850] Edition of WH," pp. 21-24  
     "On the Death of Emily Jane Bronte", p. 15 in *Bronte Poems*
- Feb. 28: Emily Bronte, Poetry (a selection will be assigned)
- March 2: E. Bronte Poetry
- March 4: E. Bronte, Poetry

- March 7: A. Bronte, Poetry (selections)
- March 9: Poetic Responses to the Brontes:  
 Dickinson, poem on "Currer Bell" (course packet)  
 Plath, "Wuthering Heights" (course packet)  
 Plath, "two Views of Withens" (course packet)  
 Hughes, "Emily Bronte" (course packet)
- March 11: Warner, "Emily" (short story in course packet)
- March 14: Bronte, *The Tenant of Wildfell Hall*, pp. 41-78
- March 16: **Paper #3 due**  
 Bronte, *The Tenant of Wildfell Hall*, pp. 78-174
- March 18: Bronte, *Tenant of Wildfell Hall*, pp. 175-259  
 Women's Education (Appendix C.)  
 Wives (Appendix D)
- March 21-25: Spring Break
- March 28: Bronte, *Tenant of Wildfell Hall*, pp. 259-352  
 Childrearing (Appendix E)
- March 30: Bronte, *Tenant of Wildfell Hall*, pp. 352-407  
 Temperance (Appendix F)
- April 1: Bronte, *Tenant of Wildfell Hall*  
 Contemporary Reviews of TWH (appendix B)
- April 4: Rhys, *Wide Sargasso Sea*, pp. 9-37
- April 6: Rhys, *Wide Sargasso Sea*, pp. 38-104
- April 8: Rhys, *Wide Sargasso Sea*, pp. 104-112
- April 11: scholarly essays on *Wide Sargasso Sea* in Norton Edition
- April 13: Teale, *Bronte*
- April 15: Teale, *Bronte*
- April: 18: Teale, *Bronte*
- April 20: Oral Presentations

- April 22: Oral Presentations
- April 25: Oral Presentations
- April 27: Oral Presentations
- April 29: Oral Presentations
- May 2: On this day you will be writing a brief self-evaluation.
- May 3: **Research paper due (11:00 a.m.** You must bring this paper to my office and give it to me personally.)

**Attendance:** Attendance is required. I accept only illness and family emergency as excuses for absence from class. However you have **three** unexcused absences, so to speak, before your semester grade is lowered. (You might consider saving these absences for days when you already know you will be absent.) Four unexcused absences will lower your semester grade a partial letter; in other words a C+ becomes a C. Five absences will lower your grade 2/3 of a grade; a B- becomes a C. Six will lower it even more. If you miss what amounts to more than two weeks of class, we need to talk.

Of course, cutting class the day you are to give your oral report is totally unacceptable.

**Daily participation** in class discussions and class work:

Since this is a course that is to stress speaking skills, I have a very high standard for class participation. To earn higher than a D for this portion of your work, you must actually speak in class in a way that contributes meaningfully; simply looking interested and being respectful of others will earn you only a D. I will often give small oral assignments for daily participation. For example, I may ask each of you to identify a passage for us to discuss or to prepare brief comments on a scene, or to do a bit of research in order to offer the class some bit of useful information. If you are regularly prepared when called upon, then you can expect a C for participation. If you expect higher than a C, then you need to go beyond these small assignments and voluntarily, so to speak, contribute to the daily discussions. (I do consider asking a perceptive question about the material a meaningful contribution.)

**Honor Code:** Read and reread the section in the honor code regarding plagiarism. Be certain that you understand that paraphrases must be cited properly in the text of your paper (not just in the list of works cited.) and make certain that you understand that paraphrasing requires that you use your own words and sentence structures. Simply

changing a word or two or varying the sentence structure will not do: that is still plagiarism. I assume that these issues were covered in FS 102.

**Paper deadlines:** Papers are due at the beginning of the class hour on the day specified. Papers must be submitted in printed form. Electronic submissions are not acceptable. If you turn your paper in later in the class hour or later that day, your grade will be lowered a partial letter; in other words a B- will become a C+. If the paper is a full day late, the grade will be lowered a full letter grade, and so on. If the paper is two days late, then the grade will be lowered two letter grades. I do sometimes accept requests for extensions on papers, but to be fair to the other students I expect that you will act responsibly. That means I expect that you will see me before the paper is due to discuss the problem.

**Graded Assignments:**

I will give more details regarding these assignments at appropriate points in the course.

Paper #1 10%

Paper #2: 20%

Paper #3: 20%

Paper #4: 30% (You must use appropriate secondary materials; in other words you will be doing some research.)

Formal Oral presentation: 10%

Daily class work and participation: 10%