

FSENG 201  
Spring 2012  
Dr. D'Amico

Office: 231 Odd Fellows

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Office Hours: MWF. 8:30-9:30, Tues/Thursday 10:50-11:50, and Wednesday 1:30-2:30, and by appointment. If you cannot 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. As you look over the syllabus, you will notice that I have set aside some time for us to focus on writing skills. You will also be required, occasionally, to present your work orally. And you will notice that we will be reading scholarly articles and devoting time to discussing the different critical approaches to the making of meaning out of the reading of novels and poems. This section of FSENG 201 focuses on three novels (*Wuthering Heights*, *Jane Eyre*, and *Agnes Grey*) and the poetry of Emily Bronte. We shall also read a few of the many 20-th century literary responses to the Bronte sisters. For example, we shall read two poems by Sylvia Plath and a short story by Sylvia Townsend Warner. Towards the end of the course, we will explore the developing and changing “myth of the Brontes.” Who were they and why are so many people fascinated by not only their books but their lives?

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.

*Agnes Grey* (Penguin edition)

Emily Bronte, *The Complete Poems* (edited by Hatfield)

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 to this course and Review of what you learned in FS102

Jan 24: *Wuthering Heights*, chapters 1-16

Close Reading: What do we mean by that phrase?

See Bedford Glossary

- Jan: 26: *Wuthering Heights*, chapters 17-22  
 Formalism: Let's begin to consider this approach to literature.  
 See Bedford Glossary
- Jan. 31: *Wuthering Heights*, chapter 23-29  
 Hafley, "The Villain in *Wuthering Heights*" (access through JSTOR)
- Feb. 2: *Wuthering Heights*, chapters 30-34  
 Writing Workshop
- Feb. 7: Reviews of *Wuthering Heights* (course packet)  
 Marxist Criticism and *Wuthering Heights*, pp.379-410
- Feb. 9: **Paper #2 Due** (on *Wuthering Heights*: setting)  
 Creating narratives of an author's life  
 E. Bronte, School essays (course packet)  
 WH, "Biographical and Historical Contexts" pp.3-13  
 Psychoanalytic Criticism and WH, pp.348-364
- Feb. 14: **Meet in the Library:** Bring your laptop if you have one. (There are only 12  
 computers available in the library classroom.)  
 Using MLA bibliography (finding articles on *Agnes Grey*)
- Feb. 16: Literature about the famous author:  
 Sylvia Plath and *Wuthering Heights* (3 poems in course packet)  
 Warner, "Emily" (short story in course packet)
- Feb. 21: *Agnes Grey*, chapters 1-10  
 Writing Workshop
- Feb. 23: *Agnes Grey* chapters 11-15  
 As we read *Agnes Grey*, remember that you will be finding a scholarly  
 article on this novel and preparing a brief oral presentation on the article you find.
- Feb. 28: **Paper #2 Due**  
*Agnes Grey*, chapters 16-20
- March 1: *Agnes Grey* chapters 21-25
- March 6: *Jane Eyre*, chapters 1-15  
*Bewick's Birds*: significance of a literary allusion (Course packet)
- March 8: *Jane Eyre*, chapters 16-21

- March 13: *Jane Eyre*, chapters 22-30
- March 15: *Jane Eyre*, chapters 31-38  
<http://www.bronte.info> (Explore Bronte Parsonage Museum website )
- March 19-23: **Spring Break**
- March 27: **Paper 3# Due on or before this date.**  
 Gender Criticism: Gilbert, "Plane Jane's Progress," pp. 475-501  
 Cultural Criticism: Michie, "White Chimpanzees," pp. 584-598
- March 29: Charlotte Bronte's response to her sisters  
 "Biographical Notice of Ellis and Acton Bell," pp. 15-21  
 "Editor's Preface to the New [1850] Edition of WH," pp. 21  
 Our response to the Brontes  
 "Haworth and the Brontes" (Course packet)  
 "The Brontes: the Parsonage, Haworth" (Course packet)
- April 3: Emily Bronte, poetry (Specific poems will be assigned.)
- April 5: Emily Bronte, poems  
 Writing workshop
- April 10: Emily Bronte, poems
- April 12: Emily Bronte, poems
- April 17: Oral Presentations (5 presentations)
- April 19: Oral Presentations (5 presentations)
- April 24: Oral Presentations (4 presentations)  
 As we do these presentations, if time allows, we shall also spend time addressing writing skills.
- April 26: Oral Presentations (4 presentations)
- May 1: On this day, you will be writing a brief self-evaluation or your class participation work in this course. And we will discuss any last minute concerns you have about the final paper.
- May 4: Final paper due** (I will specify a time for you to bring this paper to my office.)

**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 find a scholarly article on one of the novels. If you are regularly prepared when called upon, then you can expect a C or C+ for participation. If you expect higher than a C level grade, then you need to 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%