

**SYLLABUS**  
**EN 201.02 Major Writers: English**  
**GROWING UP MODERN**

Fall 2013 Dr. Osteen

**Office: HU 242B; Hours: TTH 9:30-10:30 am; 3-4 pm and by appointment**

**Phone: x2363; e-mail: mosteen@loyola.edu**

**COURSE SUMMARY AND AIMS:**

What makes modern childhood modern? What trials do children and adolescents experience on the path to adulthood? How do adolescents respond to authority? How do unusual people (such as the disabled or otherwise atypical) challenge or confirm convention definitions of normality? We'll examine these and other questions by reading selected texts and seeing films from the past two centuries. By the end of the course, students will have done the following:

- gained a greater appreciation for the depth and significance of literary works by major authors;
- built on the argumentation and writing skills learned in EN 101 and WR 100;
- acquired skills in literary research and applied them by producing a research paper;
- improved their ability to speak persuasively in class discussions;
- obtained a richer understanding of human development and maturation;
- learned new ways of comprehending disability and ability;
- read some terrific books and participated in lively, provocative discussions.

**REQUIRED TEXTS:**

William Wordsworth, Selected Poems (on Moodle)

Mary Shelley, *Frankenstein*. 1818/1831. Bedford/St. Martin's. 2<sup>nd</sup> ed. Ed. Johanna M. Smith, 2000.

Thomas Hardy, *Far From the Madding Crowd*. 1874. Penguin, 2000.

James Joyce, *Dubliners*. 1914. Ed. Margot Norris. Norton Critical Edition, 2006.

Mark Haddon, *The Curious Incident of the Dog in the Night-time*. Vintage, 2003.

David Mitchell, *Black Swan Green*. Random House, 2006.

Doris Lessing, *The Fifth Child*. Vintage, 1988.

Yann Martel, *Life of Pi*. Harvest/Harcourt, 2001.

Margaret Atwood, *Oryx and Crake*. Anchor, 2003.

Alice Munro, *Too Much Happiness*. Vintage, 2009.

**REQUIRED FILMS:**

Two of the following:

*Frankenstein*. Dir: James Whale. 1931.

*Young Frankenstein*. Dir. Mel Brooks. 1974

*Mary Shelley's Frankenstein*. Dir: Kenneth Branagh. 1994.

All of these

*Far From the Madding Crowd*. Dir: John Schlesinger, 1967.

*My Left Foot*. Dir: Jim Sheridan, 1989.

*Life of Pi*. Dir: Ang Lee, 2012.

## REQUIREMENTS:

**1. Daily Preparation.** Each student is responsible for all assigned readings. I expect every student to show up prepared for every class.

A. This course is designed primarily for discussion. Therefore, **participation** is a must. Obviously, **attendance** is necessary for participation. You are allowed one absence, no questions asked. After your first unexcused absence your grade will suffer. Please be **punctual**: late arrivals disrupt the class. If you're more than ten minutes late, I mark you absent.

B. **Moodle.** Course announcements and assignments are posted on the Loyola Moodle system. Check the weekly summary before doing your reading or preparation to see the study questions, assignments, links and details regarding writing assignments. Usually I post study questions to guide your reading no later than the day before class. **Please read the questions and be prepared to answer them**; some days I will ask you to write out answers and collect them.

C. **Quizzes.** Quizzes will generally cover the study questions. **I may quiz at any time.**

## 2. Films.

A. The required movies are all on reserve at Loyola/Notre Dame Library. They will form a part of each exam, and should figure into your reflection papers as well. To enable all students to view the required films, I have set up group viewings. Times and places are listed at the end of the syllabus. You are *not required* to see the films at the group screening, but *must see each film* by the due date, whether you do so at the library, rent or buy the DVD, or stream it.

B. I sometimes give extra credit for events on campus. To earn the extra credit, you must attend the event and write a three-paragraph commentary (I'll give specific assignments for each event).

**3. Presentation.** Each student will deliver, in a group of two or three, an oral presentation requiring research. You **must** confer with me a week before your presentation date to discuss topics. We will sign up for presentation dates and authors during the second or third class meeting.

### Presentation Guidelines:

A. The group is allowed a total of 20 minutes (5-7 minutes per person). If you go over your time by more than a couple of minutes, I will give you a minute's warning and then cut you off. It's in your interest to stay within the limit!

B. Each person must participate, but whether grades are given to the group as a whole or to each individual depends on the structure of your presentation. In any case, you should work together and coach each other: if one person talks for too long or has nothing much to say, the whole group's grade suffers.

C. A research bibliography containing at least **four** sources is due on the day of your presentation. These should be annotated: that is, you should describe the source's topic or thesis in a few sentences. Check with me before including any Internet sources; sources found on the library's research database are okay. The film versions do not count as sources.

D. You must provide **two** questions for discussion. The questions should be photocopied and handed out or presented visually in class. **You should not ask discussion questions that you've already answered in your presentation.**

E. You must use a visual aide—a handout, film clip, photos, poster, paintings, PowerPoint or other visual source. Part of the presentation grade will be based on the quality of your visual aides.

F. Every student in the class will evaluate half of the other student presentations by completing an evaluation form that I'll hand out in class. Each student will be graded at the end of the semester on the helpfulness and accuracy of his or her evaluations; this grade will be included in the participation grade.

G. Your research paper, which is to be based on this presentation, is due **one week** after the presentation.

**4. Research Paper.** Each student will write a term paper of **5-8pp**, based upon the material and bibliography from his or her oral presentation. This paper is ***due one week after your presentation***. The paper need not cover exactly the same topic as the presentation, but must center on the author and text assigned for the presentation. Please discuss your topic with me before beginning to write.

A. It must be a **research paper** that substantially cites at least **three secondary sources**. **Check with me before using any Internet source.**

B. You must use **MLA style**, with parenthetical citations in the essay, and a **Works Cited** page at the end of the paper. Please review your copy of Diana Hacker's English handbook or Andrea Lunsford's *Easy Writer* for proper form. **Any student whose research is inadequate or who use the wrong documentation form will be graded down by a full letter grade.**

C. Literary research is an essential component of the English 200-level courses.

Therefore, each student **must complete the library research assignment**. I'll hand these assignments out in class during the second or third week of class. *You should turn these in to the library research desk, not to me.* To prepare yourself and learn how to acquire and use proper sources, you should visit the English Department's research paper wiki: <http://englishatloyola.wikidot.com/>; see also <http://snipurl.com/e-200-tutorial> (for question #2).

In this assignment, you will demonstrate your ability to:

- Find literary criticism using the library catalog and MLA International Bibliography, a literature database;
- Cite a book and journal article using MLA style;
- Recognize a book, chapter in a book, or journal article citation, and describe how you would locate the item.

The assignment is designed to prepare you for the research you'll conduct in this course. This assignment should take you about 1 hour to complete.

If you need further help, you may attend one Shortcuts to Literary Research session at the Loyola/Notre Dame Library. These sessions will be held on the following days and times:

Wednesday, September 25: 5:30-6:30

Sunday, September 29: 4:30-5:30

Monday, September 30: 12:00-1:00

Tuesday, October 1: 6:00-7:00

The library's help guide and video tutorial can be found at <http://guides.lndlibrary.org/en200>. You may also visit or call the library Reference Desk (410-617-6802), or email the Reference Dept. at [askemail@loyola.edu](mailto:askemail@loyola.edu).

E. In addition to being submitted in hardcopy, all research papers **must** be submitted to me electronically as an e-mail attachment, or on the Moodle site, where I have set up a "Research Paper" assignment. I check all papers for evidence of plagiarism.

**5. Reflection Papers.** During the semester you will write **two** short reflections that relate the course texts to your own experience of growing up modern. Both are graded. *These need not be submitted electronically.*

**6. Exams.** There will be a midterm, a final, and quizzes as needed.

**7. Deadlines.** Late assignments are **penalized one-third of a letter grade per day late**, beginning five minutes after class on the day it is due. Quizzes or short writing assignments may be made up only with an excused absence, no later than the week following the original assignment. Make-up exams are given only in case of dire emergency. If you know you must miss an exam, **make arrangements ahead of time**. All term grades are final.

**8. Percentages.** The final grade will be determined according to the following ratios:

Participation, daily preparation and reflections:	25%
Mid-term exam and quizzes:	20%
Term Paper and Presentation:	30%
Final Exam:	25%

### ACCOMMODATIONS NOTICE

To request academic accommodations due to a disability or any exceptional needs, please contact Disability Support Services (DSS), Newman Towers West 107, at [DSS@loyola.edu](mailto:DSS@loyola.edu) or call 410-617-2750/2062. If you have already registered with DSS and requested an accommodations letter (and DSS has sent the letter to your professors via email), please schedule a brief meeting to discuss the accommodations you might need in this class. If you have questions, please contact Marcia Wiedefeld, Director of DSS, at [mwiedefeld@loyola.edu](mailto:mwiedefeld@loyola.edu) or 410-617-2062.

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### HONOR CODE NOTICE

This course is covered by the Loyola College Honor Code. **All students guilty of plagiarizing or cheating on any assignment will fail the course, regardless of their grades on other assignments or activities.**

The English department regards plagiarism and other forms of cheating as the antithesis of scholarship, learning, collegiality, and responsible citizenship. The department defines plagiarism as any unacknowledged use of another's words or ideas. This definition applies to non-print media, including (especially!) the Internet, as well as to books, magazines, journals, newspapers, and other print media.

It is the student's responsibility to understand what constitutes plagiarism and to avoid it in all assignments. Students should familiarize themselves with the *Loyola Undergraduate Catalogue*'s statement on "Intellectual Honesty," and with the section "Integrating Sources and avoiding Plagiarism" (pp. 197-202) in Lunsford's *Easy Writer*, the Loyola English Department's grammar and style handbook. Anyone having questions or uncertainties about plagiarism should consult with the instructor before submitting any assignment. When in doubt, err on the side of safety! Neither ignorance of the definition of plagiarism nor the lack of intention to deceive constitutes an acceptable defense in matters of scholarly dishonesty.

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## SCHEDULE OF READINGS: EN 201.02

September 3: Introduction to the course. Wordsworth, “We Are Seven” (Handout).

### I. “The Child is father of the Man”: The Romantic Child

September 5: Introduction to Romanticism. Wordsworth, “Lucy Gray,” “The Idiot Boy,” “My heart leaps up,” and “Ode: Intimations of Immortality.” These readings are posted on Moodle’s section for this week.

### II. Fathers and Monsters

September 10: Finish Wordsworth poems. Mary Shelley, Introduction (3-18); *Frankenstein* through Chapter IX. *Sign up for presentations.*

September 12: *Frankenstein*, to end.

*\*\*September 15<sup>th</sup> and 16<sup>th</sup>: Screenings of Frankenstein films (see end of syllabus).*

September 17: *Frankenstein* films and Presentation. **Reflection paper due:** *What is a monster?* Thomas Hardy, *Far from the Madding Crowd*, Chapters I-V.

### III. Natural Love?

September 19: Hardy, *Far from the Madding Crowd*, through Chapter XXI.

September 24: Hardy, *Madding Crowd*, Chapters XXII-XLIV.

*Sept. 25: Screening of Far from the Madding Crowd: Library Screening Room, 7 pm.*

September 26: *Madding Crowd*, to end. Quiz on novel and film. Presentation.

### IV. Initiation and Insight

October 1: James Joyce, *Dubliners*: “An Encounter” and “Araby.”

October 3: Joyce, “Eveline” and “The Boarding House.”

October 8: Joyce, “Two Gallants” and “A Little Cloud.” Presentation.

### October 10: Midterm Examination

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## **V. Curious Incidents: Disability and Maturation**

October 15: Lessing, *The Fifth Child* through p. 94.

October 17: *Fifth Child*, to end.

October 22: David Mitchell, *Black Swan Green*, through p. 141.

October 24: *Black Swan Green*, through p. 257.

October 29: *Black Swan Green* to end. Presentation.

October 31: Mark Haddon, *The Curious Incident of the Dog in the Night-Time*, through p. 124.

November 4: Screening of *My Left Foot*; Library Screening Room, 7 pm.

November 5: Haddon, *Curious Incident*, to end. Presentation. **Reflection paper due:** “*My Disability*.”

## **VI. Animals, Monsters, Humans**

November 7: Yann Martel, *Life of Pi*, through Chapter 45.

November 12: Yann Martel, *Life of Pi*, through Chapter 89.

November 13: Screening of *Life of Pi*, 7 pm.

November 14: *Life of Pi*, to end, plus film version. Presentation. Start Atwood, *Oryx and Crake*, through p. 68.

November 19: Atwood, *Oryx and Crake* through Part 8 (p. 218).

November 21: *Oryx and Crake*, through p. 296.

November 26: *Oryx and Crake*, to end. Presentation.

**November 28: No Class. Thanksgiving Break.**

## **VII. Playing Rough**

December 3: Alice Munro, “Wenlock Edge” (64) and “Deep-Holes” (95), from *Too Much*

*Happiness.*

December 5: Munro, “Dimensions” (3), “Child’s Play” (189). Presentation. Review for Final.

**December 13<sup>th</sup>, 6:30 pm: Final Exam.**

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**Film Viewings for EN 201.02. All except *Mary Shelley’s Frankenstein* will be shown in the library screening room.**

September 15<sup>th</sup> : *Young Frankenstein.*

September 16<sup>th</sup>: *Mary Shelley’s Frankenstein.* Library Auditorium.

September 25<sup>th</sup>: *Far from the Madding Crowd*

Nov. 4<sup>th</sup>: *My Left Foot.*

**FILM RESERVES EN 201.02 Fall 2013**

*Frankenstein* (Dir: James Whale). PN 1997.F735 2004 (DVD)

*Mary Shelley’s Frankenstein* (Dir: Kenneth Branagh). PN1997 .F7325 2004

*Young Frankenstein* (Dir: Mel Brooks). PN1997 .Y68 2006

*Far from the Madding Crowd* (Dir: John Schlesinger). PN1997 .F37 2009

*My Left Foot* (Dir: Jim Sheridan). PN 1997. M 9339 1998