**I. General Education Review - Writing Course**

<table>
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<tr>
<th>Dept/Program Subject</th>
<th>English</th>
<th>Course # (i.e. ENEX 200)</th>
<th>ENLT 120</th>
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</thead>
</table>

**II. Endorsement/Approvals**

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Jocelyn Siler</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-4204/jocelyn.siler@mso.umt.edu</td>
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**III. Overview of the Course Purpose/Description:** Provides an introduction to the subject matter and explains course content and learning goals.

As an introduction to poetry for undergraduates from across the university this course seeks to give students a lasting appreciation for literature, and a grounding in the tradition out of which contemporary American literature has emerged. Through close reading, lecture, and discussion students will be introduced to major elements in our literary tradition. Lecture and discussion will focus on the historical, social, and political contexts of the writers and texts we study, as well as on literary form.

**IV. Learning Outcomes:** Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Explains how each of the following learning outcomes will be achieved.</th>
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<tbody>
<tr>
<td>Use writing to learn and synthesize new concepts</td>
<td>Students enrolled in ENLT 120 practice explication and analysis extensively in informal writing and group discussion as well as in formal writing assignments.</td>
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<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>Students are expected to take positions and defend those positions with evidence.</td>
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<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>Formal writing assignments are written for a professorial audience and have a persuasive purpose.</td>
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<tr>
<td>Revise written work based on constructive feedback</td>
<td>Students conference with the instructor and revise one paper based on specific feedback.</td>
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<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>Students are expected to use sources beyond the assigned textbook for the course.</td>
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<tr>
<td>Begin to use discipline-specific writing conventions</td>
<td>Students are instructed in the conventions of written literary analysis and are expected to follow those conventions.</td>
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<tr>
<td>Demonstrate appropriate English language usage</td>
<td>Students are graded on their use of standard, formal English as well as on the content of their written work.</td>
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**V. Writing Course Requirements Check list**

<table>
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<tr>
<th>Is enrollment capped at 25 students?</th>
<th>☐ Yes ☑ No</th>
</tr>
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<tbody>
<tr>
<td>If not, list maximum course enrollment.</td>
<td>This course has been capped at 30, in</td>
</tr>
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</table>
Explain how outcomes will be adequately met for this number of students. Justify the request for variance.

Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?

☐ Yes ☐ No

Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?

☐ Yes ☐ No

In-class instruction

Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?

☐ Yes ☐ No

Students are instructed in the conventions of written literary analysis. Students receive written handouts describing assignments.

What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?

Direct instruction in writing.

Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.

☐ Yes ☐ No

VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

Formal Graded Assignments

Final grades in the course are based on three formal papers; two imitative poems; and a comprehensive final exam, eighty percent of which is an analytic response.

Informal Ungraded Assignments

The fourteen page-long informal response papers in the course may help to boost a borderline grade.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Paste syllabus here.

_Syllabus ENLT 120, Introduction to Critical Interpretation_

_text: Norton Introduction to Literature, portable edition_

Jocelyn Siler; Office: LA 216; hours MWF 1-2
email:jfsiler@montana.com; phone: 243-4204

Purpose: As an introduction to poetry, fiction, and drama for undergraduates from across the university, this course seeks to give students a lasting appreciation for literature and a grounding in the tradition out of which contemporary American literature has emerged. Through close reading, lecture, and discussion students will be introduced to major elements in our literary
tradition. Lecture and discussion will focus on the historical, social, and political contexts of the poets and poems we study, as well as on literary form.

**Poetry**

**January 26th-January 30th** -- Two Romantic Poets: Blake and Coleridge.

**February 2nd-February 13th** -- Three Nineteenth Century Poets: Hopkins, Yeats, Dickinson. Memorization, due: February 13th. Writing Assignment: Explication, due: February 13th

**February 18th-February 27th** -- Three Modern Poets: Eliot, Williams, Stevens. Memorization, due: February 27th. Writing Assignment: Poem, due: February 27th

**Fiction**

**March 2nd-March 13th** -- Edgar Allan Poe, “The Cask of Amontillado” 
Writing Assignment: Analysis, due: March 13th

**March 16th-March 20th** -- Ernest Hemingway, “Hills Like White Elephants”


**March 30th-April 3rd** -- SPRING BREAK

**April 6th-April 17th** -- Graham Greene, The Quiet American. Writing Assignment: Analysis, due: April 20th

**Drama**

**April 20th-April 27th** -- Shakespeare, Hamlet.

**April 29th-May 2nd** -- Wilson, The Piano Lesson.

**Computer Literacy Policy**: All papers (with the exception of in-class writings) must be written on the computer.

**Revision Policy**: You will be permitted to revise one of your papers for a new grade.

**Attendance Policy**: All absences must be excused through email or phone. More than three unexcused absences will drop your grade one letter.

**Final Exam**: There will be a comprehensive final exam at the end of the semester.

**“Smart Responses”**: From time to time I will assign you brief, informal responses to our readings; your aim should be to write smart things that will impress me. Although these informal writings won’t be given grades, they may help to boost a borderline grade at semester’s end.

**Memorizations**: On Friday, February 13th and Friday, February 27th we will be doing presentations of memorized poems in class. You may choose any two poems from the Norton Introduction; however, one of the poems you choose must be at least fourteen lines long. In addition to presenting your memorization, you must do a brief oral report on the poet whose poem you are reciting. Be prepared to present one memorized poem on February 13th.