## I. ASCRC General Education Form

<table>
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<th>Group: IX American and European Perspectives</th>
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<tr>
<td>Dept/Program: English Literature</td>
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<tr>
<td>Course #: ENLT 120L</td>
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<tr>
<td>Course Title: Introduction to Critical Interpretation</td>
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<tr>
<td>Prerequisite: None</td>
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<td>Credits: 3</td>
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## 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>Jocelyn Siler</td>
<td></td>
<td>9/16/08</td>
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<tr>
<td>243-4204</td>
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<tr>
<td><a href="mailto:Jocelyn.siler@mso.umt.edu">Jocelyn.siler@mso.umt.edu</a></td>
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<td>Casey Charles</td>
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<td>Jon Thomkins</td>
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## III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

[http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

As in 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 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 authors and works we study, as well as on literary form.

## IV. Criteria:

Briefly explain how this course meets the criteria for the group. See:

[http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

Courses focus on either area and can be comparative in content or approach. The courses are broad in theme, geography, or chronology. They are foundational and prepare students for further study by raising core questions of an academic discipline. ENLT 120 provides a grounding in the tradition out of which contemporary American writing has emerged.

## V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
1. Demonstrate informed and reasoned understanding of American and/or European historical and contemporary behavior, ideas, institutions, and culture.

Students enrolled in ENLT 120 practice explication and analysis extensively in informal writing and group discussion as well as in formal writing assignments. Following the philosophy of the course, these assignments always emphasize literary context as well as structure.

2. Analyze and evaluate what is distinctive about the American and/or European experience and legacy.

Students in ENLT 120 are encouraged and expected to respond to the works they encounter by focusing on historical, social, political, and aesthetic contexts.

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

**Syllabus ENLT 120, Introduction to Critical Interpretation**

*(text: Norton Introduction to Literature, portable edition)*

Jocelyn Siler; Office: LA 216; hours MWF 3-4
email:jfsiler@montana.com; phone: 234-4204

**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**


**Fiction**

March 3rd-March 14th — Edgar Allan Poe, “The Cask of Amontillado” **Writing Assignment: Analysis, due: March 14th**

March 17th-March 21st — Ernest Hemingway, “Hills Like White Elephants”

March 22nd-March 30th — SPRING BREAK

April 7th-April 11th—Graham Greene, The Quiet American.

Drama
April 14th-April 21st—Shakespeare, Hamlet. Writing Assignment: Analysis, due: April 18th

April 23rd-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.

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

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.