### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>V  Literary and Artistic Studies</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>English Literature</td>
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<tr>
<td>Course #</td>
<td>ENLT 120L</td>
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<tr>
<td>Course Title</td>
<td>Introduction to Critical Interpretation</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<tr>
<td>Credits</td>
<td>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>Instructor</td>
<td>Jocelyn Siler</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-4204 <a href="mailto:Jocelyn.siler@mso.umt.edu">Jocelyn.siler@mso.umt.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>Casey Charles</td>
<td></td>
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<tr>
<td>Dean</td>
<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

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 contents 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

| Courses cover a number of works in one or more of the various forms of artistic representation | Students enrolled in ENLT 120 read, discuss, and write in response to a number of literary works of poetry, drama, and fiction. |
| These courses also establish a framework and context for analysis of the structure and significance of these works. | ENLT 120 focuses on the historical, social, and political context of the literary works we study. |
| In addition, these courses provide mechanisms for students 1) to receive instruction on the methods of analysis and criticism, 2) to develop arguments about the works from differing critical perspectives. | Students enrolled in ENLT 120 receive instruction in explication and analysis. In addition, ENLT 120’s focus on historical, social, political, and aesthetic context centers discussion about the works, and written response to them, on differing critical perspectives. |

### 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
1. analyze works of art with respect to structure and significance within literary and artistic traditions, including emergent movements and forms. 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. develop coherent arguments that critique these works from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical. 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
January 23rd-February 1st --Three Romantic Poets: Blake, Coleridge, Shelley.


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.