

Understanding English Literature 영어 문학의 이해 (W강좌)

Mondays 11:00-12:50 & Wednesdays 10:00-10:50 (Semester 1, 2020)

College of Education Main Building, Room 504

Instructor: Dr. Jai Young Park
Office: College of Education Building, Room 320
Contact: jaipark@chonbuk.ac.kr / Ka-talk: drjaipark / 063-270-2733
(I do not use a Naver email.)
Website: Google Classroom code: **yclkpgm**
<http://cafe.naver.com/DrJaiPark>

Description

- This course is an introductory course to English literature. Students read and analyze literary works, mainly short stories, and discuss them together in class. In order to help their reading, the class requires them to answer some questions related to the reading before class. Students learn literary terms, reading techniques, and rhetorical devices and indirectly experience British and American culture and society through their readings. The class employs the Chavrusa (Havruta) style, a student-centered education, which expands students' roles in class and encourages their active participation. Also, we use the Google Classroom, an online course site, via which you have access to course materials and submit your assignments. The class will be held only in English. This course is designated as a "Writing Course."

Prerequisite

- Spoken Classroom English 1 (교실영어말하기1), or English interview

Class Materials

- Kirsznar, Laurie G., and Stephen R. Mandell. *Portable Literature*. 6th ed. New York: Thomson, 2007.
- Rebecca Balcarcel's lectures on YouTube (<https://rebeccabalcarcel.com/>)

Requirements

- Response to the Study Questions (20 points/each): Students answer some of the questions given at the end of each story and submit it before class via the Google Classroom. This assignment will help students understand the reading and get ready for classroom discussion.
- One paper (20 points): Students write one paper discussing in depth one or two of the works that we have discussed in class. The length is five pages. This assignment will give students an opportunity to scrutinize some of the readings in depth and to expand their understanding of literature.
- Word quizzes: A word quiz is given for each story. The quizzes will help students boost up their vocabulary power.
- Miscellaneous small assignments: This is given randomly whenever necessary. This assignment will be given to motivate and encourage students to work harder.
- One self-introduction letter with your face photo and contact information: This letter will give students an opportunity to express and explain some private

peculiarities or situations, if they have, that the instructor should be aware of.

Policy

- No cheating, no plagiarism: Cheating and plagiarism are serious misconducts. The cheating student will **FAIL** the course and his/her name will be reported to the department.
- English only: The classroom is an English-only zone. Speaking other language results in losing 2 points as a penalty.
- No tardiness: Arriving later than the class time results in losing 1 point. The standard time is the time on the instructor's watch.
- Mandatory attendance: Three absences are allowed without any penalty. Thereafter, regardless of the excuse, each hour absence will be penalized by losing 3 points. Arriving ten minutes later than the class time is counted as one absence.
- No cellular phone ringing/ vibrating: Any phone sound results in losing 2 points.
- For the class purpose, you may use your cell phone or laptop in class. However, using it for other purposes results in losing 3 points.

Final Grades (on a 100% scale) - *No grade is given for free. Students have to earn one.*

A+=100-95, A=94-90, B+=89-85, B=84-80, C+=79-75, C=74-70,
D+=69-65, D=64-60, F=59-0

Class Schedule (subject to change)

Date	Reading
Mar 2, 4	Introduction; Punctuation Rules; Literary terms; Google Classroom
9, 11	Shirley Jackson, "The Lottery" (Kirsznier 273-281)
16, 18	Nathaniel Hawthorne, "Young Goodman Brown" (Kirsznier 302-13)
23, 25	Richard Wright, "Big Black Good Man" (Kirsznier 191-202)
Mar 30, Apr 1	John Updike, "A&P" (Kirsznier 128-34)
6, 8	James Joyce, "Araby" (Kirsznier 231-238)
13, 15	Alice Walker, "Everyday Use" (Kirsznier 282-89)
20, 22	Midterm Review
27, 20	Tillie Olsen, "I Stand Here Ironing" (Kirsznier 173-80)
May 4, 6	How to write an academic paper / Paper Evaluation Criteria Sample papers (Kirsznier 23-36) / Outline your paper 29 Due of the draft: 3 Due of the paper

11, 13	William Faulkner, "A Rose for Emily" (Kirsznner 113-22)
18, 20	David Michael Kaplan, "Doe Season" (Kirsznner 326-39)
25, 27	Charlotte Perkins Gilman, "The Yellow Wallpaper" (Kirsznner 372-384)
Jun 1, 3	Alberto Alvaro Rios, "The Secret Lion" (Kirsznner 412-416)
8, 10	Margaret Atwood, "Happy Endings" (Kirsznner 94-96) Final Review

Assignment Grade Criteria on a 20-point scale

Grade/ Point	Criteria
A+/22	Exceptionally good work; This grade is very rarely given. The assignment shows the student's <u>complete</u> understanding of the work and <u>thorough</u> analysis. It provides <u>ample</u> evidence for the student's arguments by quoting relevant words, phrases, and/or passages from the story. It <u>follows</u> the given format and the writing style (MLA) of the assignment. It is also written grammatically with <u>no</u> spelling <u>errors</u> .
A/20	The assignment shows the student's <u>complete</u> understanding of the work and <u>thorough</u> analysis. It provides <u>ample</u> evidence for the student's arguments by quoting relevant words, phrases, and/or passages from the story. It <u>follows</u> the given format and the writing style (MLA) of the assignment. It has <u>a few</u> grammatical and/or spelling errors.
A-/18	The assignment shows the student's <u>some</u> understanding of the work and <u>some</u> analysis. It provides <u>much</u> evidence for the student's arguments by quoting relevant words, phrases, and/or passages from the story. It <u>follows</u> the given format and the writing style (MLA) of the assignment. It has <u>several</u> grammatical and/or spelling errors.
B+/16	The assignment shows the student's <u>some</u> understanding of the work and <u>a little</u> analysis. It provides <u>some</u> evidence for the student's arguments by quoting relevant words, phrases, and/or passages from the story. It <u>does not follow</u> the given format and the writing style (MLA) of the assignment. It has <u>some</u> grammatical and/or spelling errors.
B/14	The assignment shows the student's <u>a little</u> understanding of the work and <u>little</u> analysis. It provides <u>a little</u> evidence for the student's arguments by quoting relevant words, phrases, and/or passages from the story. It <u>does not follow</u> the given format and the writing style (MLA) of the assignment. It has <u>many</u> grammatical and/or spelling errors.

B-/12	The assignment shows the student's <u>little</u> understanding of the work and <u>little</u> analysis. It provides <u>little</u> evidence for the student's arguments by quoting relevant words, phrases, and/or passages from the story. It <u>does not follow</u> the given format and the writing style (MLA) of the assignment. It has <u>many, many</u> grammatical and/or spelling errors.
Late	Late submission is penalized by losing 2 points. Only two days is extended for a late submission. After that, your assignment is not accepted.
Incomplete	For an incomplete assignment, the grade is given in proportion to the completion of the assignment. Suppose your assignment received a B+ but your assignment was only 80% complete, then it would receive only 12.8 points (80% of 16 points) overall.

Grade	Understanding	Analysis	Evidence	Format/ Style	Grammar/ Spelling
A+	complete	thorough	ample	follow	none
A	complete	thorough	ample	follow	a few
A-	some	some	much	follow	several
B+	some	a little	some	not follow	some
B	a little	little	a little	not follow	many
B-	little	little	little	not follow	many, many

Study Questions

- Who are the main characters—protagonists and antagonists? What are their traits?
 - protagonist: a story's principal character
 - antagonist: someone or something presented in opposition to the protagonist
 - dynamic character: an evolving character through a story, opp. flat character
 - round character: a well-developed character, opp. static character
- Who is the narrator? What is the point of view?
- What are the settings—historical, geographical, and/or physical settings?
- What motifs do you find? What is their significance?
- What foreshadowing and/or symbols do you find?
- What irony do you find?
- What sentences do you find humorous, sarcastic, and/or satirical? Explain the reasons. (sarcasm: insulting others with irony // satire: criticizing social/political issues with sarcasm or irony)
- What are the most significant passages in the story? Find at least two passages and explain the reason.
- What is the (allegorical) theme? What/who are allegorical figures?

10. Determine three keywords about the story, explain the significance of them, and make a question for each.
11. Find three colloquial or idiomatic expressions and explain the meaning of them respectively.

Dr Jai Park's Courses (Undergraduate)

1st Semester

English Film Criticism 영어영화비평 (biennial, 2021) (year 2)
Understanding English Literature 영어문학의 이해 (year 2)
English Education Debate 1 영어교육토론1 (year 3)

2nd Semester

Classroom English Speaking 1 교실영어말하기1 (year 1) - Prerequisite
World Literature in English 세계영어문학 (biennial, 2019) (year 2)
English Fiction 영어소설 (biennial, 2020) (year 2)

Literary Terms

1. Point of view/ Narrator

- first person/ I, we
- third person
 - ① omniscient (revealing most characters' thought)
 - ② limited omniscient (revealing only one character's thought)
 - ③ objective (describing only what happens on the surface)
- cf. an unreliable narrator: when the narrator is insane or psychologically unstable

2. Characters

- dynamic character, who changes its character through a story <-> opp. flat character
- round character, who is well-developed <-> opp. static character

3. Setting

- historical setting
- geographical setting
- physical setting: the specific time and place of the story

4. Symbols

- a word/ words that present figurative meanings—ideas, feelings, etc.—in addition to literal ones
 - ① universal symbols, which are understood regardless of nationality and culture (eg. the red cross = medical personnel)
 - ② conventional symbols, which are understood in a certain culture and

tradition (eg. the reds = Koreans)

③ literary symbols, which are understood in context of literary works

5. Motifs

- recurring elements—words, images, phrases, etc.—in a story that have symbolic significance

6. Foreshadowing

- hints or clues to the event that will occur later in the story

7. Allusion

- reference to the sources outside the story (eg. biblical allusions)

8. Irony

- a discrepancy between what is said and what readers believe to be true
 - ① dramatic irony: when the narrator or character knows less than the reader does
 - ② situational irony: when what happens is at odds with what the reader has been led to expect
 - ③ verbal irony: when the narrator says one thing but actually means another (normally, the opposite)
- cf. sarcasm: insulting others with irony
satire: criticizing evil aspects of society with sarcasm or irony

9. Allegory

- a narrative that presents a doctrine, message, or moral principle with the characters that personify ideas, concepts, qualities or other abstractions
- a story with two parallel and consistent levels of meaning—one literal and one figurative; each element has only one equivalent
- allegorical figures: characters, objects, places, or events in the allegory

Example:

The Ant and the Grasshopper (by Aesop)

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper, "we have got plenty of food at present."

But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while

it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper regretted what he had done in the summer.

Narrative (literal)		Allegory (figurative)	
Plot	The Grasshopper which has no food to eat in the winter regrets that he had not worked hard in the summer like the Ant.	Theme (message)	It is best to prepare for the days of necessity.
Characters	<ul style="list-style-type: none"> • Ant • Grasshopper 	Figures	<ul style="list-style-type: none"> • Ant: One who prepares for the future • Grasshopper: One who does not prepare for the future