

ENGL 242 F: Reading Fiction: Transformations and Deformations
MTWR, 1:30-2:20
SMI 407

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Course website: <http://staff.washington.edu/paigecm/engl242/>
Office hours: Monday: 2:30-4:30 p.m., or by appointment

Course Overview: Literary Transformations and Deformations

This course is designed to create a critical conversation focused on the genre of fiction and the discipline of textual studies. We will focus particularly on two paths of inquiry throughout the quarter. The first will examine the flexibility of stories – in what ways may a single fictional story be altered intentionally or unintentionally over time, and what are the effects of these changes? For what purposes are stories changed and adapted; and what is the significance of changing (or attempting to change) a story’s primary audience? Finally, what constitutes the core or essential components of a story, and what elements may be judged as nonessential? For this unit, we will be examining a selection of fairy tales written or collected by Hans Christian Andersen, Jacob and Wilhelm Grimm, Charles Perrault, Ludwig Tieck, and Andrew Lang; as well as Mark Twain’s Huckleberry Finn, an American “fairy tale” whose content has been altered in a variety of ways in response to the controversy of its content.

Our second inquiry will center around the fictional book as a material object. We will continue our critical discussion of the way that fiction may be altered, and how a story’s integrity may be damaged or remain intact, but our focus will shift to the container of the physical book, and studying the choices that authors and publishers have made in order to alter the audience’s reception of the fictional work. Our main text will be Charlotte Bronte’s Jane Eyre, and we will be studying both a traditional critical edition as well as the recently published Penguin illustrated edition, which presents itself not as a novel, but as a “graphic novel.” How is the impact of a “classic” literary work altered when it is changed from a novel to a graphic novel? By the end of this quarter, you should be able to develop critical arguments about the significance of changes made, both to a text’s verbal and its physical states.

At the end of the quarter, you should be able to:

- Discuss the traditional structure and components of prose fiction
- Develop detailed and careful close readings of both prose texts, with regards to their structure and their relations (allusive, adaptive, or otherwise) to other texts.
- Evaluate a particular edition of a novel or short story, and develop critical observations about the editor/publisher’s goals.
- Discuss the ways in which the roles of the author and reader have developed and changed over a broad span of time.

Required Materials:

- Course Reader (available at The Ave. Copy Center, 4141 University Way)

- *The Adventures of Huckleberry Finn*. Mark Twain. Norton Critical Edition
- *Jane Eyre*. Charlotte Bronte. Norton Critical Edition
- *The Illustrated Jane Eyre*. Charlotte Bronte & Dame Darcy.
- Assorted online readings (see course website for details)
- A folder for storing handouts and assignments.
- Access to an in-depth dictionary, i.e. the Oxford English Dictionary (available to all UW students online through the library webpage)
- A UW email account (for the purpose of participating in the class email list and in Catalyst webtools). You cannot use gmail, hotmail, or other non-UW accounts to do this.

Grading:

One 5-7 page essay (30% of final grade)

E-post responses and postings, misc. short assignments, and reading quizzes (25% of final grade)

Two 2-3 page essays (25% of final grade)

Class participation (20% of final grade)

A reminder: this course qualifies for the “W” writing credit, and therefore involves an intense writing component. Though prior experience with ENGL 111, 121, or 131 is not required, it is strongly recommended.

This class will include the following types of assignments:

E-Post Response Papers: You will also be asked to respond to texts and discussion points through the Catalyst E-post system (more details available at the course website). E-post response assignments will vary in length from 50 to 350 words, and are designed to help you prepare for participating in class discussion: if you come to class with ideas written down in advance, it’s much easier to make statements and ask questions. For e-post assignments, the class will be divided into two groups, A & B. When the A group is assigned to post, the B group students will be assigned to respond to the posts, and vice-versa.

Reading Quizzes: Most weeks will include one reading quiz, given on a random day. The quiz should be simple if you’ve done the assigned reading – though occasionally, I may ask a non-traditional question designed to get you to think about the material from a new perspective. These quizzes are not graded particularly hard, but it is important that you participate in them. You may make up one quiz if you miss it.

Short Assignments: Occasionally I will give you short assignments, designed to help you understand a text, or the history behind it. These assignments will usually be 1-2 pages, and may involve brief research. Credit will be given based on participation, however, if your assignment shows an obvious lack of effort, I reserve the right to withhold points.

Essays: For this class, you will write one 5-6 page essay, which represents 30% of your final grade. Further details will be given in a separate assignment sheet. You will have

the opportunity to revise this essay once, in order to improve your grade. You will also write two 3-page essays, which together will constitute 25% of your grade. Neither of these two essays may be revised.

All assignments should be in 12 pt. Times New Roman, double-spaced, with 1-inch margins. All assignments must be stapled – I do not accept assignments with folded corners or paperclips. If the assignment sheet specifies that the assignment is due through the Catalyst system, then you must use the Catalyst system to turn the assignment in (i.e., you may not simply email it to me.)

Late Work Policy: All assignments are due at the beginning of class. I do not accept papers via email. Late work earns a .3 deduction for each day: if your paper is a 3.6 and is two days late, your grade will be a 3.0.

Participation and Class Format: While this class will include lectures designed to provide you with important background information for reading and understanding the texts, we will spend much of the class discussing the literature assigned for the day. It is important that you read the assigned work in advance, and come prepared to participate – to ask questions about the texts, and to respond to issues raised by your classmates.

All of your actions in the classroom affect your participation grade, but in particular, I calculate it based on the following criteria:

- Your ability to focus during class time.
- Bringing your course reader, textbook, or printed reading to each class period.
- Your contributions to class discussion and group activities (see “Discussion Questions” below).
- Your ability to turn assignments in on time.
- Your demonstration of respect for me and for your classmates.

In order to succeed this quarter, you will need to be willing to discuss the texts we read, and to talk about the choices you make when you write, and the choices you see your classmates making. One of the best ways of learning is asking questions – and it is equally valuable to try to answer a question, even if you are not sure that your answer is right. (Many questions have more than one right answer).

Even if you are nervous about talking in class, I encourage you to make the effort to speak, even if it is less than other students. You can also earn participation credit by coming to office hours, and discussing subjects with me on a one-on-one basis.

Discussion Questions: As you do each day’s reading, you should develop potential discussion questions for the texts. Often, I will ask you to post these questions online on a message board. And though you may not be certain, you should develop a potential answer to your question as well. On many days, I will call on 2 or 3 students at random, and ask them to share one or two discussion questions, and potential answers, in order to help generate class discussion.

Classroom Environment and Etiquette: Studying literature involves developing interpretations about specific texts – what they mean, and why they are helpful or important. Interpreting literature involves, and even requires that people have different ideas – and so you are not expected to agree with me or with your classmates all of the time. I encourage you to ask questions, or suggest alternate ways of looking at texts. However, it is vital that you respect the opinions and ideas raised by others, and treat them with the same courtesy that you expect to be treated.

Attendance: No official grade is given for attendance; instead, it is tracked as participation credit, as described above. It is your responsibility to check with classmates in order to get copies of handouts or find out what else you may have missed in class. You may also use the class mailing list (engl242f_sp08@u.washington.edu) for this purpose. It is your responsibility to make decisions about attending class. You will need to decide when you are well enough to attend class or too sick and need to stay at home. Please be considerate of your classmates, and of me, when you make these decisions. If you have the stomach flu, please stay home.

Office Hours and Communication: I have two office hours each week, on Mondays from 2:30 to 4:30 p.m. Don't hesitate to stop by if you have a question about class or want to get feedback on an idea for an assignment, or simply want to chat. I enjoy teaching, and I'll be delighted to get to know you over the course of the quarter. If neither of the scheduled office hours work are convenient, you can email me to make an appointment for a different time. Office hours are held in Padelford A2J. To get to Padelford A2J, enter the west side of the building, take the elevator to the "PL" level, and go through the first door on your right.

Plagiarism Policy: Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own, without citations. In your writing for this class, you are encouraged to refer to other people's thoughts and writing -- as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

Accommodations: Please let me know if you need accommodation of any sort. I will work with the UW Disabled Student Services (DSS) to provide what you require (this will require you to register with Disabled Student Services). I am very willing to take suggestions specific to this class to meet your needs. This syllabus is available in large print, as are other class materials. You can contact Disabled Student Services via email at uwdss@u.washington.edu.

Important Contacts: If you have any concerns about the course or me, please see me about these concerns as soon as possible. If you are not comfortable talking with me or not satisfied with the response that you receive, you may contact Miceal Vaughan, the Director of Undergraduate Education, at miceal@u.washington.edu.

The following campus writing centers may provide useful help as you work on your essays:

Odegaard Writing Center: Odegaard Library Rm. 326

Hours: Sunday-Thursday, 7-10 p.m.

Appointments at owrc@u.washington.edu

CLUE Writing Center: Mary Gates Hall Gateway Center

Hours: Sunday-Thursday 7p.m.-midnight

More info at: <http://depts.washington.edu/clue/writing.htm>

English Department Writing Center: Padelford Hall B-12

Hours: Monday-Friday 10:30a.m.-5:30p.m.

More info at: <http://depts.washington.edu/wcenter/>

Counseling Center: The Counseling Center is a place where currently enrolled UW students can get help with study skills, career decisions, substance abuse, and personal problems such as relationship difficulties, anxiety, or depression.

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