

Course Packet

INTRODUCTION TO LITERATURE

GEN 205N

Professor B. Veech

Course Packet Contents

Worksheets: Make copies of these pages for class assignments

1. Reader's Response Worksheet (two pages)
2. Worldview Worksheet (one page)
3. Fiction Worksheet (two pages)
4. Writing About Fiction Worksheet (one page)
5. Context of Literature Worksheet (one page)
6. Critical Approaches to Literature Worksheet (one page)
7. Responding to a Story (three pages)
8. Poetry Analysis Worksheet (two pages)

Final Project and Essay Assignment

1. Critical Analysis Paper Rubric (include with paper)
2. Poetry Writing and Analysis Requirements

READER- RESPONSE WORKSHEET

Reader's Name: _____ Name of the Story: _____

As the reader, you bring your own unique set of circumstances, experiences, and viewpoint to everything you read. It is important to recognize that reading itself is a creative act. Dana Gioia and R. S. Gwynn note, "The practical problem then arises, however, that no two individuals necessarily read a text in exactly the same way." (*The Art of the Short Story*. 897) Continuing with this thought, Alison Booth and Kelly Mays, editors of *The Norton Introduction to Literature* (10th ed.) make this observation, "What we do with literature alters what it does to us." (11) Reading is an activity, and Christian readers must be keenly aware of this. Thus, there are two elements that must be observed by the reader when reading and responding to literature: 1) the **Gaps** and 2) the **Reading Process**.

With this understanding in mind, consider and respond to these questions. (You may choose to write on a separate paper if more space is needed.)

GAPS	
1. What personal religious, cultural, and social values affected your reading and understanding of this piece?	
2. What personal background experiences relevant to this topic or theme did you bring to your understanding of this piece?	
3. What personal applications did you gain from reading this piece?	
4. What current issues or topics occurred to you as you read this piece? How were the issues different at the time this piece was written	
5. What did the work fail to tell you about characters and/or events in the story? What imaginary or personal material did you use to supply what was missing?	
READING PROCESS	
6. What did the author intend for the reader to feel while reading and how did he/she make you feel it?	
7. What value judgments were you expected to make while reading? How did the author manipulate the plot and language to cause you to make certain judgments?	
8. What images or events in the story are you already conditioned to approve or disapprove?	

	Page 2 of 2
9. What was unsettling or uncomfortable in what you read? How did you adjust to it during the reading process?	
10. How would you explain the piece to a person who has not read it?	

Questions for Reflection

Fiction Worksheet (page 1 of 2)

NAME _____ **DATE** _____

Characteristics of Fiction	Name of Story:
THE STORY ELEMENTS: Explain how each element affects the story.	
Plot (Where does the story begin?) Exposition Rising Action Climax Dénouement/Resolution	
Characters Protagonist – Antagonist –	
Setting	
Narrator: Point of View	

Go to the next page →

FICTION WORKSHEET (PAGE 2 of 2)

THE STORY STYLE: Explain how the characteristic affects the style of the story.	
Tone – Mood	
Symbols	
Allusions	
Language Style	
THE STORY THEME (S): Why did the author tell this story?	
Theme (s)	

Writing About Fiction

On a separate paper, answer the following questions based upon the assigned reading.

- University of North Carolina: The Writing Center: Literature (Fiction): [Literature - Fiction](#)
- Hunter College Reading/Writing Center: [Guidelines for Literature Papers](#)
- *The Art of the Short Story*. "Writing About Fiction" pp. 863 – 377.

1. How can biographical information be “risky” when interpreting and analyzing literature? When and how can the biographical context of an author be enlightening and helpful in literary analysis?
2. Explain the difference between explication of a text and analysis of a text.
3. Identify and explain the three “different elements involved in the process” when writing an analysis of a text.
4. The Critical Analysis paper assigned for this course is 5 – 7 pages in length.
 - According to Professor Barickman of Hunter College, how many main controlling arguments can be successfully covered?
 - What does Barickman say is the main purpose in an essay about literature?
 - What does he caution should **not** be brought into a literary analysis?
5. Why is it important to use the “basic terms of the art” when discussing literature? What source is available in the textbook to help you understand key literary terminology?
6. According to the University of North Carolina Writing Center, there are nine steps to writing an analysis paper on fiction. Rewrite **each** of the nine steps in a one-sentence summary.

CONTEXT OF LITERATURE WORKSHEET

Name _____ Date _____

Name of Story	Biographical Context What non-textual circumstances from the author's life supplement the meaning of the text?	Historical Context What is the specific or general historical background for this text?	Literary Context What is the genre of this story? What other authors wrote in this genre? What other authors may have influenced this author? What other writing styles or genres did this author use?	Ideological Context What seems to have been the author's intended ideological message? What ideology did the author base his story upon?

CRITICAL APPROACHES TO LITERATURE WORKSHEET

Name _____ **Date** _____

Select a type of criticism and analyze a story using that lens of critical literary analysis. You must use a different kind of literary criticism for each story. (Refer to the "Typical Questions" from the Purdue OWL resource for this assignment.)

Type of Criticism	Title of Literary Piece	Based on a type of Literary Criticism: Your Critical Analysis of the Literature

Reader's Name _____ Story _____

Responding to a Story

Page one of three

Reader-Response	
1. What personal religious, cultural, and social values affected your reading and understanding of the story?	
2. What personal experiences relevant to this topic or theme helped you understand the story?	
3. What gaps in the story, either as plot, context, or character development caused confusion or puzzled you?	
4. How did you reconcile this difficulty while you read or when you completed the reading?	
5. Were there any images or events that you disapproved or approved as you read?	
Worldview Questions	
6. Consider the Seven Worldview Questions in light of this story. Citing contextual evidence from the story, what may be the author's worldview?	

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Responding to a Story: Page Two of Three

Characteristics of Fiction 7. Summarize the plot in terms of: a. Introduction / Exposition b. Rising action / Conflict c. Climax d. Denouement/Resolution	
8. Identify the Major Characters a. Protagonist b. Antagonist	
9. How does the setting affect the tone of the story?	
10. Identify the narrator of the story.	
11. Identify symbols and allusions the author used in the story.	
12. Identify a theme of the story and explain how the theme is developed.	
Context of the Literature 13. Discuss the Biographical, Historical, Literary, and Ideological Contexts of this literature that directly influenced the author.	

Critical Approaches to Literature 14. Select a type of literary criticism and discuss this piece of literature.	Responding to a Story: Page Three of Three
15. Sources Cited or Referenced	<i>Identify where / how these sources may be used in the paper.</i>
16. Textual References – What references would you use from the text of the story to support your main point (thesis) of your paper.	

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This worksheet is two pages.

Poetry Analysis Worksheet

Your Name _____ Date _____
 Name of poem: _____ Author _____

BEFORE READING: WHAT DO YOU EXPECT THIS POEM TO BE ABOUT? WHY?

WRITE OUT THE POEM
(NUMBER THE LINES)

PARAPHRASE THE POEM
(BY LINES OR STANZAS)

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ANALYZE THE POEM: YOU MUST USE ANOTHER SHEET OF PAPER TO COMPLETE THIS.

I. LITERARY ELEMENTS
1. Narrator: Who is the speaker?
2. Audience: Who is the listener?
3. Events: What is happening?
4. Setting: Where is this happening?
5. Characters: Who are involved?
II. THEME
1. What Big Ideas are presented?
2. Why do you think this based on the context of the poem?
3. What images, objects, ideas, words or phrases are repeated ?
4. Does the direction of the poem change?
5. How does the poem end ?
III. LINGUISTIC STYLE
Identify the Style of Poem: (Sonnet, lyrical, dramatic monologue, elegy, etc.)
FIGURATIVE LANGUAGE
1. Irony:
2. Symbolism:
3. Metaphor or simile:
4. Anaphora
5. Other:
TONE & MOOD
1. How does the poem make you feel at the beginning?
2. Does the feeling change or turn at some point during the poem?
3. How does it feel at the end?
SOUND STRUCTURES
1. Rhyme: Identify the pattern of the rhyme scheme (if present):
2. Meter: Identify the meter of the poem (iambic, trochaic, spondaic, anapestic, dactylic):
3. Alliteration:
4. Assonance:
5. Caesura or Enjambment:
ALLUSIONS

1. *Historical, Literary, or Artistic:*

CRITICAL ANALYSIS PAPER RUBRIC

Criteria Category	Definition Of Category 8 POINT SCALE [0 – NOT EVIDENT] [1 - 2 = BELOW ACCEPTABLE STANDARDS] [3 – 4 = NEEDS DEVELOPMENT] [5 – 6 = MEETS STANDARDS] [7 – 8 = EXCEEDS STANDARDS] 2 POINT SCALE [0: DOES NOT MEET REQUIREMENT] [1: MARGINALLY MEETS REQUIREMENT] [2: MEETS OR EXCEEDS REQUIREMENT]	Score
Introduction		
1. Identify the literature	The name of the author and the text are established within the introduction of the paper. The author is referred to as: first name & last name. Then, subsequently, may be referred to as “the author” or by last name.	0 1 2
2. Summary	A brief summary of the literature is provided. This piece (story/poem) is about . . .	0 1 2
3. Thesis	A thesis statement establishes the student’s reflective and thoughtful idea about a topic concerning the literature. This is the focus of the paper. The thesis goes beyond liked/didn’t like it. It should be about an idea.	0 1 2
4. Background information	Background information relating to the thesis is provided. Explain your purpose and/or reason for discussing this topic.	0 1 2
5. Author Information	Pertinent biographical facts about the author that contribute to a deeper understanding of the thesis are briefly related and explained. Do not retell the author’s life story.	0 1 2
Body		
6. Analysis of Literary Characteristics	The various characteristics of the literature are thoroughly analyzed and explored. There should be some discussion of Elements (narrator & point of view, plot, characters, setting), Style (tone, symbols, allusions, language style), and Theme (big idea).	0 2 4 6 8
7. Analysis of Context	The context of the text is explained and applied.	0 2 4 6 8
8. Analysis and Textual Criticism Application	The text is analyzed based on one or more forms of Formal Literary Criticism.	0 2 4 6 8
Conclusion		
9. Thesis Restated and Logical Conclusion Reached	Closure is reached as the thesis is revisited or restated and main points are summarized.	0 2 4 6 8
Assignment Standards		
10. Writing Style	The writing style of the paper conforms to academic standards.	0 2 4 6 8
11. Sources	A minimum of three academic sources was integrated and cited using in-text citation (MLA Format).	0 2 4 6 8
12. Sources Cited	All sources were cited in a Works Cited page at the end of the paper.	0 2 4 6 8
13. Mechanics	Grammar, spelling, and punctuation conform to academic standards .	0 2 4 6 8
14. MLA Format	Paper conforms to the details of the MLA format .	0 2 4 6 8

STUDENT SCORE: _____ / 82 = _____ %

POETRY – WRITING & ANALYZING GUIDELINES

Writing Your Poem

1. The poem is written with at least twelve lines.
 - a. The line breaks make poetic sense.
 - b. The line breaks add to the poem visually, rhythmically, and/or logically.
2. The poem uses some kind of figurative language that intends to evoke an emotional response.
3. The poem conceals a theme that is revealed upon consideration.
4. The poem is written in a specific linguistic poetic style.
5. The poem is written in a tone of voice that reflects or enhances the poetic mood.
6. The poem is written with specific poetic sound structures.

Analyzing Your Poem

- ☐ A two page typed paper explaining the poetic elements used in the poem must be submitted with the poem.
- ☐ Use the ideas and criteria from the “Poetry Analysis Worksheet” as you write the analysis of your own poem.