

Literature Journals

Requirements: Journals are to be a 1/2 to 1 full page, *single-spaced* response to the question/prompt for that week. Do not exceed 1 page. Though informal responses these journals should adhere to the rules of good writing. I'm looking for your personal responses/reactions to the works assigned. Thus, I don't expect the same amount of time spent on these as I do the papers you write, but do make your journals thoughtful. Your work must be titled following these models:

**AJ-1: Faulkner's Foreshadowing Technique in "A Rose for Emily" or
OJ-A: Thoughts on the Genre of Fiction**

Assigned Journals (AJ): Below, you will find an AJ topic for each week. You must choose among these and write three (3) AJ's throughout the semester. Identify these as AJ-1, AJ-2, and so forth in your main title and add a subtitle that captures the point you make in your response. AJs are due at the start of class and receive a score out of 10 possible points.

Open Journals (OJ): You are required to write four (4) OJs throughout the semester. Any topic or subject matter is fine as long as it relates to the course content. You might be inspired by a short story, a poem, a particular character, or some theme in a work we've covered. Title these journals OJ-A, like the example above. These are due on the assigned days below at the start of class (see also the Weekly Course Outline) and will be graded with a ✓+, ✓, ✓-.

WEEK 2	AJ 1: Despite the story's confusing sequence, many events are foreshadowed in William Faulkner's "A Rose for Emily." Give some examples of this literary technique. How does foreshadowing enrich the story?	WEEK 11	AJ-9: In Williams' <i>The Glass Menagerie</i> , what events or passages foreshadow Tom's decision to leave his family? Discuss & defend whether you think his flight is a sign of character strength or weakness.
WEEK 3	AJ 2: After reading "The Yellow Wallpaper," in your own words, describe the house and grounds, the room, and the wallpaper. What is it about each of these elements that upsets the narrator? Do you believe her descriptions of her setting are accurate? Why or why not? What do you think she sees, and what do you think she imagines?	WEEK 12	AJ-10: <i>The Glass Menagerie</i> is a play that focuses on the frailties of its protagonist, Laura Wingfield. Point out the ways that Williams makes manifest Laura's frailties. Then discuss what you think Williams is trying to say about individuals in society who are not strong, but, rather, dependent upon others.
WEEK 4	AJ 3: "Young Goodman Brown" employs several symbols to convey its theme. Identify 3 symbols and discuss fully what they represent.	WEEK 12	AJ-11: In <i>The Glass Menagerie</i> , do Amanda and Laura change (<i>i.e.</i> are they dynamic characters?) as the play proceeds? What do you think will happen to them after the action of the play is over based on evidence Williams provides about these characters?
WEEK 5	OJ-A Due (whole class) AJ 4: Traditionally, a quest is a journey in which a knight overcomes a series of obstacles in order to perform a prescribed feat. In what way is Phoenix's journey a quest in Welty's "A Worn Path"? What obstacles does she face? What feat must she perform? What is/are her quest(s)?	WEEK 13	OJ-C Due (whole class) AJ-12: Analyze Keats' poem "Ode on a Grecian Urn." <ul style="list-style-type: none"> • What does the urn seem to be "saying" to the speaker as he gazes upon its beauty? • Keeping in mind that this poem exists in the realm of the <i>imagination</i>, in what two ways do the images on the urn seem to be superior to real life? <p>Pay particular attention to the concept of time and the notion of permanence.</p>
WEEK 6	AJ-5: The initiation of a child into adulthood is a common literary theme. Kaplan's "Doe Season" presents hunting as an initiation rite. In what way is hunting an <i>appropriate</i> coming-of-age ritual? Consider the references to blood and whether there is an additional/alternate theme of initiation also/separately working in this story.	WEEK 14	AJ-13: Compare the attitudes that Dickinson and Hardy have on the subject of death in their respective poems, "Because I Could Not Stop for Death" and "The Man He Killed."
WEEK 8	AJ-6: Explain the moral you learn after reading <i>Oedipus Rex</i> ? How are you (in 2013) affected by the events that happen to Oedipus, Creon, Jocasta, and Tiresias?	WEEK 15	AJ-14: Analyze the last 2 lines of Shakespeare's Sonnet 130, "My mistress' eyes are nothing like the sun," in light of the first 12 lines of his poem. Reflect upon these last two lines' significance by comparing and contrasting them to the rest of the sonnet.
WEEK 9	AJ-7: A central theme in Miller's <i>Death of a Salesman</i> involves the pursuit of the "American Dream." What commentary does the playwright make about the American Dream through his dramatic portrayal of this typical American family living in the 1950s?	WEEK 16	OJ-D Due (whole class) AJ-15: Compare and contrast how the two poets represent the theme of love in Donne's "A Valediction: Forbidding Mourning" and Burns' "Oh, my love is like a red, red rose."
WEEK 10	OJ-B Due (whole class) AJ-8: Is Willy Loman in <i>Death of a Salesman</i> an innocent victim of the society in which he lives, or do you think he has character flaws that make him at least partially responsible for his own misfortune? Explain with specific textual references.		