Orienting to College
This course explores recurrent themes within Gothic fiction to examine the relationship of this fiction to the dominant and subversive culture of the nineteenth century. Within the course, we also focus on current literary scholarship to explore representations of violence; the significance of fantasy and fear; and the role of gender, race, class and sexuality in this body of work. Through its interdisciplinary approach, the course introduces students to current practices and mores of literary studies.

Course Profile
• Serves as a VE course.
• Meets English Department’s genre requirement.

LEEP Learning Outcome 1: To gain foundational knowledge in literary analysis and the ability to employ these skills to understand crucial world issues.

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<th>STUDENT BEHAVIORS</th>
<th>EXPLORE</th>
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<td>Gain knowledge of skills particular to literary analysis through an immersion in the literary Gothic—language, tropes and form, and sociopolitical context.</td>
<td>Further explore literary terms and concepts of literary criticism of the Gothic to gain competence and confidence in interpreting Gothic literature.</td>
<td>Recognize divergent interpretive readings of texts within the larger body of literary scholarship and assist students in joining that community of scholars.</td>
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FOUNDATIONAL/ HIGH IMPACT EXPERIENCES
Practice the foundational skill of literary engagement through an explication of a passage within a Gothic novel, developed through class discussion and revised through class writing workshops.
Experience the National Theater's production of Frankenstein to deeply explore the novel Frankenstein's form and tropes and its socio-political value concerning the issues of humanness and liberty.
Write an interdisciplinary seminar essay positioning themselves among scholarly interpretations within a discipline of interest, allowing students to recognize the interdisciplinary nature of literary engagement and their place within this community of scholars.

LEEP Learning Outcome 5: To develop creativity and imagination and the ability to collaborate and to manage complexity through the engagement with literary texts.

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<td>Recognize that the meaning of text is defined by a community of interpreters.</td>
<td>Help students to build their voice and knowledge to facilitate participation with a larger group of readers.</td>
<td>Understand the broader implications of collaboration in becoming familiar with bodies of scholarship and theoretical approaches to texts.</td>
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FOUNDATIONAL/ HIGH IMPACT EXPERIENCES
Engage in close readings of texts as a group to emphasize the possibility of divergent readings.
Allow students to explore the divergent meanings within imaginative works by participating in a role-playing game on Frankenstein that intervenes in the novel imaginatively.
Help students understand the dialogic nature of literary texts, facilitate a class debate on the merits of a particular scholarly approach or conclusion to a literary text.

Support Networks
- Teaching Assistant’s Workshops on course skills
- Academic Adviser, LEEP Adviser, other Advising services, i.e., Disability Services
- Higgins School for the Humanities Presentations
- Writing Center
- English Department Community -- Social and Informational Activities
- Higgins School for the Humanities Presentations

Learning Community
• Course built on dialogue model in which textual meaning is explored and developed through class discussion.
• Course incorporates writing workshops in which students collaborate on writing assignments.
• Collaborative project includes a digital role-playing game in which students take on a textual role.
• Course includes a group trip to a showing of a dramatic production of a Gothic novel to experience an imaginative intervention with a literary text.