Reading Literature Like a Professor Name:

Consider the following elements from *How to Read Literature Like a Professor* as they apply to a specific novel, play, poem, or short story. Be prepared to discuss your observations in class.

| Title & Author: | | | | | |
|--|--|---|--|--|--|
| Chapter from Professor | Element | Observation & Significance (What do you notice?) & (Why is it important?) | | | |
| htroduction 'Now, Where Have I Seen Her Before" (5) | Memory, Pattern, Archetype "Life and books fall into similar patterns. [] Literature is full of patterns." "This intertextual dialogue deepens and enriches the reading experience, bringing multiple layers of meaning to the text." | | | | |
| "Geography Matters" (19) "So Does Season" (20) | Setting & Geography Time, season Place, space, shape | | | | |
| " Marked for Greatness" (2.1) "He's Blind for a Reason, Y ou Know" (2.2) "It's Never Just Hart Disease" (2.3) "And Rarely Just Illness" (2.4) | Physical Characteristics "The hero is marked in some way." "So if a writer brings up a physical problem or handicap or deficiency, he probably means something by it." Indiana Jones principle: "If you want your audience to know something important about your character (or the work at large), introduce it early, before you need it." "When a writer employs [disease or sickness] directly or indirectly, he's making a statement about the victim of the disease." | | | | |
| ery Trip is a Quest (Except en It's Not)" (1) T er O T er s s f | Duest The real reason for a quest is always elf-knowledge." Some days I just drive to work – no dventures, no growth. [] Sometimes olot requires that a writer get a haracter from home to work and back gain. That said, when a character hits he road, we should start to pay ttention." | | | | |

| "Nice to Eat with You: Acts of Communion" (2) | "It's All About Sex" (16) "Except Sex" (17) | Communion "Whenever people eat or drink, it's communion." | |
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| Vampires & Ghosts "Ghosts and vampires are never only about ghosts and vampires." "As long as people act toward their fellows in exploitive and selfish ways, the vampire will be with us." | | and vampires are never only hosts and vampires." g as people act toward their in exploitive and selfish ways, | |
| "Now, Where Have I Seen Her Before?" (5) "When in Doubt, It's from | Shakespeare" (6) "Or the Bible" (7) "Hanseldee and Greteldum" (8) "It's Greek to Me" (9) | Allusions • Biblical • Mythological • Fairy Tales • Shakespeare • Other | |
| "It's More Than Just Rain or Snow" (10) "46 chord competition 142 | n "It | /ater /s never just rain." she comes up, it's baptism." | |
| Violence Character-on character: "Violence is one of the most personal and even intimate acts between human beings, but it can also be cultural and societal in its implications. [] It may be a metaphor." Violence without agency: "corruption," "innocence to experience," "What does this type of misfortune represent thematically?" | | er-on character: "Violence is the most personal and even a acts between human beings, n also be cultural and societal in cations. [] It may be a or." e without agency: "corruption," nce to experience," "What does e of misfortune represent | |
| 'Is That a Symbol?" (12) | Symb • Obju • Even • Colo • Nan • Oth | pol ect nt or ne | |
| ۱t's All Political" (ع) | Soci "Dicken unique b because in us and that the through | cal Statement al Issues s picks Scrooge not because he's out because he's representative, e there's something of Scrooge d society. We can have no doubt story is meant to change us and us to change society." | |
| Yes, She's a Christ Figure, Too" (14) | "Perhap of the cl someho | t Figure is the parallel deepens our sense haracter's sacrifice if we see it w similar to the greatest e we know of." | |

| | Flight | | |
|----------------------------|--|---|---------------|
| ۍ ^۳ | "Flight is freedom [but] irony trumps | | |
| Fan | everything." | | |
| ts of | / - 5 | | |
| "Flights of Fancy" (15) | | | |
| | Historical perspective | | |
| 'es" | "Don't read from your own fixed | | |
| r Ey | position in the Year of our Lord two thousand and some. Instead try to find | | |
| Yot | a reading perspective that allows for | | |
| with | sympathy with the historical moment of | | |
| ead | the story, that understands the text as | | |
| Don't Read with Your Eyes" | having been written against its own social, historical, cultural, and personal | | |
| Dor | background." | | |
| | Irony | | |
| ~ | "Irony – sometimes comic, sometimes | | |
| othe | tragic, sometimes wry or perplexing – provides additional richness to the | | |
| D pu | literary dish. And it certainly keeps us | | |
| 'Is He Serious? And Other | readers on our toes, inviting us, | | |
| riou | compelling us, to dig through layers of possible meaning and competing | | |
| le Se | signification. We must remember: irony | | |
| "Is F | | | |
| | Textbook Element | Relevant elements from the chapter introduction present in the text: | Significance: |
| | | ···· ··· ··· ··· | |
| | (Plot & Structure, Characterization, Point of View, Theme, Symbol, | | |
| | Allegory, Fantasy, Humor & Irony) | | |
| | Allegory, Fantasy, Homor & Hony) | | |
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| Special Focus | | | |
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Other notes & considerations: