

科目コード／科目名 (Course Code / Course Title)	自動登録／英語基礎演習 2f (Preliminary English Seminars 2f)		
テーマ／サブタイトル等 (Theme / Subtitle)	Kerouac Centennial II: Jan Kerouac		
担当者名 (Instructor)	マグラフリン(MCLAUGHLIN MATTHEW)		
学期 (Semester)	秋学期(Fall Semester)	単位 (Credit)	2単位(2 Credits)
科目ナンバリング (Course Number)	EAL2411	言語 (Language)	英語 (English)
備考 (Notes)			

授業の目標 (Course Objectives)

This English literature course aims to help students develop their English abilities in the four core skills of listening, reading, speaking, and writing through a combination of various texts, media and in-class activities. Students enrolled in this course will have the opportunity to enhance their abilities to analyze a text of literature through close reading of the original text, the provision of supplementary notes, letters related to the author, videos and audio materials to aid students in their reading and interpretation of the source text from various perspectives and thereby facilitate their overall understanding of Jan Kerouac as an important and still largely underrated woman beat writer.

In terms of skills related to English ability and proficiency, students will have the opportunity to improve their English listening skills through the interpretations of the text provided by their teacher in class, and listening to some other online lectures or videos on Jan Kerouac, presented by other professors, analysts, critics and fans, which will be recommended as a way to supplement their knowledge of the course. Pair and group discussions will be held in regular classes on questions directly related to the text and given to students beforehand to prepare. Presentations will also be conducted in class towards the end of the semester (around Week 12 of the course) to help students improve their written proficiency (in preparing for the presentation) and their spoken English proficiency when they give the presentation in class. Three written homework assignments will be assigned on three separate supplementary materials related to Jan Kerouac's life and her unfinished final novel, *Parrot Fever*. Some guidelines on how to complete these assignments will also be provided by the teacher, to help students improve their abilities in English written composition and expression.

Finally, for the course project which will run for the entire span of this 14-week course, students will be required to conduct some extensive reading on their own, by reading Jan Kerouac's second novel, *Trainsong*. Students will keep a journal on new vocabulary, interesting or favourite quotations, brief summaries of the reading content as they proceed throughout the semester and also make any comparisons (where applicable) to Jan Kerouac's first novel, the textbook, *Baby Driver*. Students will submit their course project at the end of the semester for evaluation. Although students are not required to complete an entire reading of this secondary text, students will be awarded more points according to how much extra extensive reading they have conducted (based on the 'evidence' provided in their journals).

Successful completion of this course should indicate an understanding of:

1. the historical background and contexts of the beat generation, 'post-beat' writers and many of the female beat poets and novelists associated with this 'movement' and its times;
2. the style, structure, aesthetics and aims of Jan Kerouac's prose, and how she has been situated within the field of women beat writers as a whole;
3. several ways of analyzing a text, through supplementary readings and slides provided in class.

This course also involves the development of the following skills:

1. the ability to interpret and discuss a text, based on its historical and cultural context
2. the ability to inform an original text through the use of secondary sources
3. the ability to interpret and understand the literary analysis of other critics and writers
4. the ability to present an argument or summary of one's opinion on a literary work

授業の内容 (Course Contents)

This course, predominantly conducted in English, will offer enrolled students the opportunity to read and discuss Jan Kerouac's first novel, *Baby Driver*. In addition, students will have the opportunity to reflect upon and share their thoughts on her second novel, *Trainsong*, which will be assigned as an extensive reading course project over the semester.

Much has been written on her father, Jack Kerouac's, prose (and poetry) by literary scholars and critics to date. However, relatively speaking, Jan Kerouac's work has been somewhat overlooked since her passing in 1996, even within the field of women beat writers. This year marks the 100th anniversary of Jack Kerouac's birth, the Kerouac centennial, and therefore offers a timely opportunity for students to read and discuss one of the most important female writers associated with the post-beat generation, Jan Kerouac. Therefore, some supplementary notes and commentary will be provided to assist students in their comprehension of the book. Most supplementary notes have been drawn from several biographies on Jack or Jan Kerouac, notably Gerald Nicosia's exhaustive Jack Kerouac biography, *Memory Babe*, which also fleetingly refers to Jan, as well as other books that have focused more on her own life, especially *Jan Kerouac: A Life in Memory* and *The Last Days of Jan Kerouac*, both by Gerald Nicosia, as well as an excerpt from her final novel, *Parrot Fever*. (Note: These 3 books will serve as the basis for the 3 respective assignments throughout the term). To further assist students in their elucidation of the text, key excerpts from letters or memoirs by those who knew Jan Kerouac will also be provided in class to provide some key background details. This is to ensure that students are equipped with a richer background on the difficult circumstances this woman faced during her life, living constantly under her father's giant shadow as a beat legend, a father she barely knew. Brief notes or annotations (based on the above secondary-source materials) will be provided to assist students as they navigate their way through the text. Finally, a few online videos on Jan Kerouac or other female beat writers will be included in this course to offer students the opportunity to hear other perspectives and opinions on the book from people who have experience analyzing these texts before.

授業計画 (Course Schedule)

1. Introduction: Women Writers of the Beat Generation & Jan Kerouac
After explaining the syllabus, assignments (including presentations to be conducted in Lesson 12), the course project on Jan's second novel, *Train Song*, and other course requirements, this session will provide students with basic background information on the post-beat generation of writers, before moving on to Jan Kerouac's difficult life, as the daughter of Jack Kerouac, how her work has been situated within the fields of female beat writers and post-beat writers as well as her aims when she set out to write *Baby Driver* and her second novel, *Train Song*, which followed several years later. This class will also give a brief outline of some of the main characters who appear in the novel, including her father Jack Kerouac, her mother Joan Haverty, and other lovers and friends.
2. Chapters 1-3 (pp. 1-24)
In our second lesson together, we will discuss the opening chapters of Jan Kerouac's first novel, *Baby Driver*. Some groups will be asked to explain difficult words or elucidate certain passages in the text. Another group of students will also be assigned the task of providing a brief summary of what has happened in the novel so far. For students who took Preliminary English Seminar 1f in the spring semester, they will have an opportunity to discuss and compare her style of writing with that of her father, Jack Kerouac.
3. Chapters 4-6 (pp. 25-52)
In this third lesson, we will start by reviewing content from the previous week's lesson, before discussing new vocabulary and themes covered in the assigned reading chapters for this week, Chapters 4-6. One group of students will also be assigned the task of providing a brief summary of what has happened in the novel in the chapters assigned for this week's reading. Students will also receive their first assignment on *Jan Kerouac: A Life in Memory* (excerpts), which will be discussed briefly in class as well.
4. Chapters 7-8 (pp. 53-79)
This lesson will follow the same format as the previous week. After briefly reviewing the content of the previous lesson, including key vocabulary, and themes, some groups will be asked to explain difficult words or elucidate certain passages in chapters 7-8 for this week. Another group of students will also be assigned the task of providing a brief summary of what has happened in the novel so far. Students will also have an opportunity during class time to ask any questions on Assignment #1 if they wish to clarify any matters.
5. Chapters 9-10 (pp. 80-99)
This class marks the end of the first half of the novel. Students will once again discuss key vocabulary and certain passages of Chapters 9 and 10. There will also be a reminder to students to submit their first assignments at the end of this week. Assignment #2 on *The Last Days of Jan Kerouac* will also be distributed and explained in this week. Students are also encouraged to push ahead with their extensive reading course project during this week, as the following lesson is a review lesson, during which no new reading tasks from the textbook will be assigned.
6. Halfway Review
During this lesson, students will have a break from reading any new chapters of the novel. Instead, during this lesson we will focus on what we have read so far and students will have an opportunity to discuss such topics as Jan's life, experiences, and style of writing, among others. Moreover, during this lesson, the teacher will check with students on how they are progressing with their course project journals on Jan Kerouac's *Train Song* and also their topics on a female beat writer for their presentations coming up in Lesson 12.
7. Chapters 11-12 (pp. 100-124)
In the 7th lesson of the course, students will begin reading the second half of the novel. Classes will follow the same format as before: some groups will discuss key vocabulary, and themes, other groups will be

- asked to explain difficult words or elucidate certain passages in chapters 11–12 for this week. Another group of students will also be assigned the task of providing a brief summary of what happened in the novel in the pages covered this week.
8. Chapters 13–14 (pp. 124–146)
Students will carry on reading the novel, this week focusing on Chapters 13 and 14. Classes will follow the same format: some groups will discuss key vocabulary, and themes, other groups will be asked to explain difficult words or elucidate certain passages in chapters 13–14 for this week. Another group of students will also be assigned the task of providing a brief summary of what happened in the novel in the pages covered this week. Students will be given a reminder that they are expected to turn in **Assignment 2 at the end of this week. Assignment 3** (excerpts from Jan Kerouac's final uncompleted novel, *Parrot Fever*) will be distributed and briefly explained in this week.
 9. Chapters 15–16 (pp. 147–167)
In this class, students will discuss key vocabulary, and themes, other groups will be asked to explain difficult words or elucidate certain passages in chapters 15–16 for this week. Another group of students will also be assigned the task of providing a brief summary of what happened in the novel in the pages covered this week. Now that students have read $\frac{3}{4}$ of the novel, a new activity will be introduced: students will be asked to predict how the novel might end, through discussions with their classmates.
 10. Chapter 17 (pp. 168–185)
For this week, students will only be required to read one chapter, Chapter 17, but will continue to discuss key vocabulary, and themes, other groups will be asked to explain difficult words or elucidate certain passages in this chapter. Another group of students will also be assigned the task of providing a brief summary of what happened in the novel in the pages covered this week. Following on from last week's activity in which students were asked to predict how the novel might end, students will have an opportunity to confirm or revise their predictions here.
 11. Chapters 18–19 (pp. 186–208)
In Lesson 11, students will read and discuss the closing chapters of *Baby Driver*. In the previous two lessons, students were asked to make predictions on how the novel might end. Here they can discuss how close or far their predictions were to the actual ending of the novel. If time permits, students will briefly discuss and evaluate the novel as a whole, as well as give a summary of main characters and the plotline, which will help them prepare for questions that might appear on the final exam in Lesson 14. Finally, students will be given a reminder to submit their final written assignment on *Parrot Fever* (excerpts) at the end of the following week (Week 12).
 12. Presentations (on Female Beat Writers)
Now that students have finished reading and discussing *Baby Driver*, they will have a chance to present on one female writer of the beat generation or post-beat generation. Students will be required to provide a 3-minute brief presentation on the topic of their choice, followed by a short 1–2-minute Q&A session to follow each presentation. Students may present on Jan Kerouac herself or another female poet or novelist associated with the beats. (Students will be provided with a list of 'candidate' topics as early as Lesson 1 or 2, so that they will have ample time to prepare). (*NOTE: Presentations may be carried over into Lesson 13, depending on the total number of students enrolled in the class.)
 13. Review & Mock Exam
In our penultimate class for this course, we will look at a few select passages from *Baby Driver*. The mock exam will follow the exact same format as the final examination. To prepare for the possible essay topics (Section III of the exam), students will form groups, share ideas and then present a short group summary to the class. Students should take notes during this time, which they can draw upon during the last section (the essay question) of their final examination. There will also be a reminder to students to try and finish their extensive reading course projects within the next week.
 14. Final Examination
The final examination will cover all parts of the text covered under this syllabus and supplementary materials covered throughout the semester. Students will be given 95 minutes to complete the exam (essentially the full 100 minutes will be used but with a 5-minute break between Session 1 (Sections 1 & 2) and Session 2 (Section 3) of the exam). Please be prepared for multiple-choice questions, short-answer questions on key themes, motifs or quotations from *Baby Driver* or supplementary texts (such as the assignments), and a final essay question. The final examination will follow the exact same format as the mock exam conducted in the previous lesson, Lesson 13.

授業時間外(予習・復習等)の学習 (Study Required Outside of Class)

Students should be prepared to analyze the readings using a variety of resources. It is essential that students have read the assigned reading sections before attending each class. Supplementary materials (notes, letters, analysis, MP3 audio files and videos) will also be provided by the teacher and reading, viewing or listening to these extra materials will offer students a chance to enrich their understanding of the primary text. Three homework tasks and one course project will be assigned and students are expected to submit them on time.

成績評価方法・基準 (Evaluation)

最終テスト(Final Test)(30%)/Assignment 1: Jan Kerouac A Life in Memory(10%)/Assignment 2: The Last Days of Jan Kerouac(10%)/Assignment 3: Parrot Fever (excerpt)(10%)/Presentation: Women Beat Writers(10%)/Course Project (Trainsong)(10%)/In-class activities & participation(20%)

テキスト(Textbooks)

1. Kerouac, J.. 1981. *Baby Driver*. St. Martin's Press (ISBN:978-0312063764)
2. Kerouac, J.. 1988. *Trainsong*. Henry Holt & Co. (ISBN:978-0-805-00590-5)

参考文献(Readings)

1. Knight, B.. 1998. *Women of the Beat Generation: The Writers, Artists and Muses at the Heart of a Revolution*. Conari Press (ISBN:978-1573241380)
2. Nicosia, G.. 2022. *Memory Babe: A Critical Biography of Jack Kerouac*. Self-published
3. Nicosia, G.. 2009. *Jan Kerouac: A Life in Memory*. Noodlebrain Press (ISBN:978-0-615-24554-6)
4. Nicosia, G.. 2016. *The Last Days of Jan Kerouac*. Noodlebrain Press (ISBN:978-0-692-77586-8)
5. Kerouac, J.. 1994. *Excerpts from Parrot Fever*. Pica Pole Press

その他(HP等)(Others(e.g.HP))

Slide presentations (used during each lecture) and some supplementary notes on the assigned weekly reading sections will be provided, on an ad hoc basis, to students by e-mail to help them review the text, grasp the relevant background information and facilitate their understanding of the text.

注意事項(Notice)