

This syllabus has been provided as a reference tool for students considering this course. It has been modified to follow Senate regulations. Current students enrolled in any undergraduate course must obtain the most recent syllabus from their course instructor or from their course website. This is not the latest version.



## Department of English & Writing Studies

### **Understanding Literature Today English 1020E (001) Fall/Winter 2013-14**

**Instructor:** Dr. M.J. Kidnie/Dr. John Leonard

**Date/Time:** Monday 10:30am-11:30am,  
Wednesday 10:30am-11:30am, plus tutorial

**Location:** University College 30

#### Prerequisites

Grade 12U English or permission of the Department. For part time students who have been admitted without the OSSD, this permission will be granted as a matter of course.

Antirequisite(s): English 1022E, 1035E.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

#### Teaching Learning Methods

This class meets twice a week for a one-hour lecture, and once a week for a tutorial. Students should come to lecture prepared to participate in group discussion: read the texts in advance of class, and always bring the right text(s) to class with you.

#### **Objectives:**

Successful students who complete the course will be better able to:

- Develop an appreciation of literature that unites historical observation and literary analysis;
- Hone analytical and critical skills in both oral and written work;
- Develop confidence and competence in research practice.

#### Course Materials

Texts and coursepack are available at the bookstore.

**Methods of Evaluation**

Poem analysis	10%
In-class test	10%
Meta essay	10%
Term paper 1	10%
Term paper 2	15%
Tutorial grade	10%
Final Exam	35%

A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%. Please note: The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade>.

**Timetable:**

**SEPTEMBER**

- 9 Course Introduction and John Keats, "On First Looking into Chapman's Homer" (coursepack)
- 11 Seamus Heaney, "Digging" and "Punishment"
- TUTORIAL: Robert Browning, "My Last Duchess" (coursepack)
- 16 W. H. Auden, "Musée des Beaux Arts"
- 18 Carol Ann Duffy, "Mrs Icarus" (coursepack), "Mrs Lazarus"
- TUTORIAL: Thomas Wyatt, "They Flee from Me"
- 23 Thomas Wyatt, "They Flee from Me", Edmund Spenser, "Amoretti 64", Shakespeare, Sonnet 130
- 25 John Donne, "A Valediction: Forbidding Mourning"
- TUTORIAL: from *Romeo and Juliet* (coursepack)
- 30 Katherine Philips, "A Married State", and Edna St Vincent Millay, "I, being born a woman"

**OCTOBER**

- 2 Wole Soyinka, "Telephone Conversation"
- TUTORIAL: Anne Sexton, "Her Kind" (coursepack)
- 7 Thomas Wyatt, "They Flee from Me" (ms and Tottel version), and Ben Jonson, "That Women are but Men's Shadows" (coursepack)
- 9 Philip Larkin, "Talking in Bed", Shakespeare, Sonnet 138, Keats, "On First Looking into Chapman's Homer"
- TUTORIAL: from *Romeo and Juliet* (coursepack), Shakespeare, Sonnet 130, Milton, "How Soon Hath Time", Duffy, "Mrs Hathaway" (coursepack)
- 14 Thanksgiving
- 16 Research Skills
- TUTORIAL: Research Skills, Scholarship, and Essay Presentation
- 21 Class test
- 23 Christopher Marlowe, *Tamburlaine*
- 28 Christopher Marlowe, *Tamburlaine*
- 30 Christopher Marlowe, *Tamburlaine*

NOVEMBER

- 4 Nourbese Philip, *She Tries Her Tongue Her Silence Softly Breaks*  
6 Nourbese Philip, *She Tries Her Tongue Her Silence Softly Breaks*  
TUTORIAL: Nourbese Philip, *She Tries Her Tongue Her Silence Softly Breaks*  
11 Jean Rhys, "The Day They Burned the Books"  
13 Jean Rhys, "The Day They Burned the Books"  
18 Derek Walcott, "Tales of the Islands" (coursepack)  
20 Derek Walcott, "Tales of the Islands", Andrew Marvell, "Bermudas"  
25 Kamau Brathwaite, "Nation Language", and Djanet Sears, *Harlem Duet*  
27 Djanet Sears, *Harlem Duet*

DECEMBER

- 2 Djanet Sears, *Harlem Duet*  
4 Djanet Sears, *Harlem Duet*

JANUARY

- 6 Thomas Hardy, "On the Western Circuit"  
8 Thomas Hardy, "On the Western Circuit"  
13 Chuck Palahniuk, *Fight Club*  
15 Chuck Palahniuk, *Fight Club*  
20 Chuck Palahniuk, *Fight Club*  
22 Chuck Palahniuk, *Fight Club*  
27 Shakespeare, *Coriolanus*  
29 Shakespeare, *Coriolanus*

FEBRUARY

- 3 Shakespeare, *Coriolanus*  
5 Shakespeare, *Coriolanus*  
10 Pat Barker, *Regeneration*  
12 Pat Barker, *Regeneration*  
17-21 READING WEEK  
24 Pat Barker, *Regeneration*  
26 Pat Barker, *Regeneration*

MARCH

- 3 Milton, *Paradise Lost*  
5 Milton, *Paradise Lost*  
10 Milton, *Paradise Lost*, Books 1, 2, excerpts from 3 (lines 1-415), 4, 9  
12 Milton, *Paradise Lost*  
17 Milton, *Paradise Lost*  
19 Milton, *Paradise Lost*  
24 Aemilia Lanyer, "Eve's Apology"  
26 Aemilia Lanyer, "Eve's Apology"

APRIL

- 31 Edward Albee, *The Zoo Story*  
2 Edward Albee, *The Zoo Story*  
7 Review  
9 Review

**Assignments:**

Poem Analysis (10%): Due October 9

- Analyze any poem we have studied (500 words)
- Use NO secondary sources - that means no internet browsing!

In-Class Test (10%):

- Passage analyses (21 October)
- You will have the 50-minute hour to write an essay based on a passage from the course material given to you in class

The Meta-Essay (10%):

- Write an essay about writing an essay on a topic assigned in tutorial (1,000 words)
- Due in lecture, 4 December
- Your meta-essay will fall into three parts:
  - Introductory paragraph (2 x 80 words)
    - Write two introductory paragraphs
    - You can argue anything you like, but these paragraphs will set up essays that take opposed positions on the same question
  - Supporting evidence - primary analysis (2 x 300 words)
    - Which TWO passages from your primary reading would you use to support each of your separate arguments, and why?
    - Avoid extensive quotation of the primary reading; instead, focus on explaining the relevance of these lines or passages to your argument, and how they contribute to your argument's development
  - Supporting evidence - critical reading (200-250 words)
    - Locate one or two articles or book chapters in a refereed journal or book
    - Explain how you found the article(s): which Weldon databases did you use, and how did you navigate them (i.e., which search terms did you use? how did you narrow or widen your search?)
    - Explain how you would use it or them to support the argument in each of your two essays (if one critical reading would work for both essays, then explain how you would use it differently for each essay; alternatively, you may find two separate readings, each of which is well-suited to one essay)
- Please note that each section of this project should hold together as a well-organized and coherent set of thoughts, written in grammatically complete sentences
- The instructors will post an example of a meta-essay on the course website around the beginning of November, and you're invited to model the structure of your essay on this sample

Essay 1 (10%):

- Read through the feedback you've been given on your meta-essay; if possible, meet with your tutorial leader to discuss your work
- Take up one of the two positions for which you argued in December, and develop this meta-essay into a full-length term paper (1,200 words)
- Your essay will show good primary analysis of the text, and will be supported with relevant critical reading
- Due in lecture, 22 January

Essay 2 (15%):

- Write a 2,000 word term paper on a topic assigned during tutorial
- Your essay will show good primary analysis of the text, and will be supported with relevant critical reading
- Due in lecture, 9 April

Final Exam (35%)

Tutorial Grade (10%). Grade based on:

- Informed weekly participation
- Memorizing and reciting in tutorial any 14-20 lines from a poem on the course. If reciting lines in front of the class makes you feel self-conscious, you may make an appointment to see your instructor for a private performance.
- Idea cards (described below) submitted every Wednesday in lecture to your tutorial leader

Idea Cards

The 3x5 inch index cards (no substitutes allowed) are a place for you to write

- A thought
- An idea
- A question...

that somehow relates to what we have discussed in class, or what you thought about while you read the material for class, or something you saw, read, heard that relates to something that connects to class. The cards are a place for your odd thoughts, your ponderings, your musings.

A good card will go beyond simply asking a question and will make connections between what you're thinking about, what we're talking about, and things you see in the outside world. An example of a thoughtful card about Nabokov might be,

Your Name    Tutorial 40 (TA's name)    September 26, 2012

"What would Nabokov have made of hypertext? I think that he would have said...

OR one on Marlowe might read,

Your Name    Tutorial 38 (TA's name)    February 27, 2013

"Marlowe seems incredibly relaxed about same-sex desire, even though he's writing the usual boy-meets-girl story. I've been learning about Stonewall on another course, and what interests me about Marlowe in relation to twentieth-century politics is

Important notes about Idea Cards:

- No card is worth a "mark", and they will not be returned to you. Your tutorial leaders and professors will read the cards every week, and at the end of the year the twenty-five cards you have submitted will contribute to your tutorial grade.
- You must submit your ideas on 3x5 inch index cards (any light colour; package of 100 costs about \$1.75). No substitutes are accepted (including paper cut to 3x5 inch size).
- Only you may submit your idea cards, and they must be submitted to your tutorial leader. A friend or family member may not hand it in on your behalf, and it may not be submitted to the English Department: office or drop-boxed. You have to be there in class to submit an idea card.

- The first Idea Card is due in tutorial the first week of class, and thereafter they must be submitted to your tutorial leader at the beginning or end of the Wednesday lecture.

**Late Paper Policy:**

Grace days. You are each given six “grace days” in a full-year course which you can use all at once, or allocate them between your various term assignments (first essay, second essay, or whatever). These “grace days” are intended to accommodate the accidents that commonly happen (got writer’s block, had computer problems, couldn’t get books, ran out of toner, dog ate notes, kid sister drew all over essay, overslept, etc. etc). Grace days are not transferable, nor do they have any value if unused. Grace days include only “academic days” - that means that Saturdays and Sundays are free.

A wise course is to save your grace days until you really need them, particularly in second term when you will probably be under a lot more pressure than in first term. When your Grace Days are gone, they’re gone, and you’re faced with a late assignment (see next section). Students requiring further extensions based on medical or compassionate grounds must apply, with documentation, for academic accommodation to the Academic Counselling office of their home Faculty. Academic accommodation cannot be granted by the instructor or department.

Late assignments. If you submit a paper after the due date (plus whatever grace days you have remaining) but within two weeks of it, the paper will be counted as late and the following procedures will apply:

- The paper will not be read until all the assignments handed in on time have been read and returned (all papers are read in order of receipt).
- The paper will be read and a grade given, but **NO COMMENTS OR CORRECTIONS** will be made on it.
- The grade will be reduced by a penalty of two marks (2%) for each calendar day that it is late. Note that when a paper is late, every day counts (including weekends); however the arrangements for date-stamping essays in the Department of English essay box are accepted for late essays.

**PAPERS WILL NOT BE ACCEPTED IF SUBMITTED MORE THAN TWO WEEKS AFTER THE DUE DATE UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE.**

### Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at

[http://uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

### **Downloadable Student Medical Certificate (SMC):**

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

### Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

### **Plagiarism Checking:**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

### Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.