

WESTERN UNIVERSITY
LONDON CANADA
Department of English and Writing Studies
English 1022E, UW/001

2018-2019

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The following is a schedule of lectures, readings, assignments, and tutorial topics. **All readings should be done before the lectures and tutorials in which they are discussed.** The information regarding tutorials and assignments pertains to the tutorials for the Thursday, Friday and Monday following that week's lectures.* (Abbreviations: *NA* = *Norton Anthology of English Literature*; *SA* = *Supplementary Anthology*; *CWH* = *The Canadian Writer's Handbook*.)

DATE		LECTURES	TUTORIALS AND ESSAYS
September	6 (Th)	Introductory. Types of prose.	Introductory
September	11 (Tu)	Short story: Lawrence, "The Horse-Dealer's Daughter" (<i>NA</i>)	"The Horse-Dealer's Daughter" (<i>NA</i>)
September	13 (Th)		Point-of-view and word choice [TOPIC FOR ESSAY #1 ASSIGNED.]
<i>(CWH, Section 2: "Paragraphs")</i>			
September	18 (Tu)	Novella: Joyce, "The Dead" (<i>NA</i>) "The Dead" (<i>NA</i>)	[ESSAY #1 WRITTEN IN TUTORIAL]
September	20 (Th)		[ESSAY #2 ASSIGNED.]
<i>(CWH, Section 3: "Sentence Elements and Patterns")</i>			
September	25 (Tu)	Novel: Huxley, <i>Brave New World</i> <i>Brave New World</i>	"The Dead" (<i>NA</i>)
September	27 (Th)		<i>Brave New World</i>
<i>(CWH, Section 4: "Working with Sentence Elements to Create Variety and Emphasis")</i>			
October	2 (Tu)	<i>Brave New World</i>	Literary terms
October	4 (Th)	Workshop: essay writing	<i>Brave New World</i>
<i>(CWH, Section 5: "Common Sentence Problems")</i>			
October 8-12: FALL READING WEEK			
October	16 (Tu)	Essay: Orwell, "Politics and the English Language" (<i>SA</i>) Oration and humour: Swift, "A Modest Proposal" (<i>NA</i>)	Atwood, "Backdrop Addresses Cowboy" (<i>SA</i>)
October	18 (Th)		[ESSAY #2 DUE; ESSAY #3 ASSIGNED.]
<i>(CWH Sections 8, 9, and 13: "Verbs," "Agreement Between Subject and Verb" and "Connecting Words; Interjections")</i>			
October	23 (Tu)	Types of poetry: long poem <i>Sir Gawain and the Green Knight</i> (<i>NA</i>)	(Atwood, "Journey to the Interior" and "After the Agony" (<i>SA</i>))
	25 (Th)		
<i>(CWH, Sections 15-24: "Essentials of Punctuation")</i>			
October	30 (Tu)	<i>Sir Gawain and the Green Knight</i> (<i>NA</i>) <i>Sir Gawain and the Green Knight</i> (<i>NA</i>)	<i>Sir Gawain ...</i> (<i>NA</i>)
November	1 (Th)		
November	6 (Tu)	Dramatic monologue: Robert Browning "My Last Duchess" (<i>NA</i>) Workshop: poetry analysis	Poetry analysis, Arnold, "Dover Beach" (<i>NA</i>)
November	8 (Th)		
<i>(CWH Section 25: "Avoiding Common Errors in Punctuation")</i>			
*For example, the tutorials on point-of-view and word choice in which Essay #1 is assigned follow the lectures on "The Horse-Dealer's Daughter" and precede the lectures on "The Dead."			

DATE		LECTURES	TUTORIALS AND ESSAYS
November	13 (Tu)	Lyric: Shakespeare, Sonnets 73 and 116 (NA)	Shakespeare, Sonnet 18, Donne, "The Flea" (NA) Atwood, "You fit ..." (SA) Cohen, "For Anne" (SA)
November	15 (Th)	Donne, "Batter My Heart..." and "Valediction: Forbidding Mourning" (NA)	[ESSAY #3 DUE; ESSAY #4 ASSIGNED.]
(CWH, Section 26: "Formatting an Essay")			
November	20 (Tu)	Wordsworth, "Composed upon Westminster Bridge ..." and Keats, "When I have fears ..." (NA)	Wordsworth, "She dwelt ..." and "A slumber ..." (NA)
November	22 (Th)	Wordsworth, "Lines Composed ... above Tintern Abbey ..." (NA)	
(CWH, Section 28: "Capitalization" and Section 31: "Nunerals")			
November	27 (Tu)	Keats, "Ode on a Grecian Urn" (NA)	Atwood, "This is a Photograph of Me" (SA) and Cohen, "All There Is to Know about Adolf Eichmann" (SA)
November	29 (Th)	Dylan Thomas, "Fern Hill" (NA)	
(CWH, Sections 29 and 30: "Titles" and "Italics")			
November	4 (Tu)	Mixed genre: Michaels, <i>Fugitive Pieces</i>	<i>Fugitive Pieces</i>
December	6 (Th)	<i>Fugitive Pieces</i> [ESSAY #4 DUE]	
(CWH, Section 32: "Spelling Rules and Common Causes of Error")			
CHRISTMAS HOLIDAYS			
Note: There is No Examination (Midterm) in the Christmas Examination Period			
January	8 (Tu)	Drama: Shakespeare, <i>The Tempest</i> (NA)	<i>The Tempest</i> (Court Party)
January	10 (Th)	<i>The Tempest</i>	Review for in-class test [ESSAY #5 ASSIGNED.]
(CWH, Section 33: "The Research Plan")			
January	15 (Tu)	<i>The Tempest</i>	<i>The Tempest</i> (Prospero)
January	17 (Th)	[IN-CLASS TEST]	
(CWH, Sections 1 and 34: "The Writing Process" and "Writing the Essay")			
January	22 (Tu)	Epic: <i>Paradise Lost</i> (NA)	The narrator of <i>Paradise Lost</i> (NA)
January	24 (Th)	<i>Paradise Lost</i> , 1 (NA)	
(CWH, Sections 35 and 36: "Acknowledging Sources" and "Quotation...")			
January	29 (Tu)	<i>Paradise Lost</i> , 2 (NA)	Adam and Eve and the creation of Eve in <i>Paradise Lost</i> , 4:288-324 and 4:449-91 (NA)
January	31 (Th)	<i>Paradise Lost</i> , 3:1-134 and 9 (NA)	
(CWH, Section 37: "Documentation; the Name-Page Method [MLA Style]")			

DATE		LECTURES	TUTORIALS AND ESSAYS
February	5 (Tu)	<i>Paradise Lost</i> , 9 (NA)	<i>Paradise Lost</i> 12: 637-
February	7 (Th)	<i>Paradise Lost</i> , 12: 466-636 (NA)	[ESSAY #5 DUE; ESSAY #6 ASSIGNED.]
(CWH, Appendix: "Checklist for Use in Reviewing, Editing and Proofreading")			
February	12 (Tu)	Mock epic: Pope, <i>The Rape of the Lock</i> (NA)	<i>The Rape of the Lock</i> (NA)
February	14 (Th)	<i>The Rape of the Lock</i> (NA)	
(CWH, Section 37: "Documentation; the Name-Page Method [MLA Style]")			
February 19-22: SPRING READING WEEK			
February	26 (Tu)	Christina Rossetti, "Goblin Market" (NA)	"Goblin Market" (NA)
February	28 (Th)	Robert Browning "Childe Roland..."(NA)	
(CWH, Section 37: "Documentation; the Name-Page Method [MLA Style]")			
March	5 (Tu)	Conrad, <i>Heart of Darkness</i> (NA)	<i>Heart of Darkness</i> (NA)
March	7 (Th)	<i>Heart of Darkness</i> (NA)	
(CWH, Appendix: "Checklist for Use in Reviewing, Editing and Proofreading")			
March	12 (Tu)	Eliot, <i>The Waste Land</i> (NA)	<i>The Waste Land</i> (NA)
March	14 (Th)	<i>The Waste Land</i> (NA)	[ESSAY #6 DUE.]
March	19 (Tu)	<i>The Waste Land</i> (NA)	<i>The Waste Land</i> (NA)
March	21 (Th)	<i>The Waste Land</i> (NA)	
March	26 (Tu)	Ross, <i>As for Me and My House</i>	<i>As for Me and My House</i>
March	28 (Th)	<i>As for Me and My House</i>	
April	2 (Tu)	Harrison, <i>Black Daisies for the Bride</i> (screening)	REVIEW
April	4 (Th)	Harrison, <i>Black Daisies for the Bride</i> and "The Mother of the Muses" (SA)	
April	9 (Tu)	REVIEW	

April 11-30: **FINAL EXAMINATION PERIOD**

LENGTH AND VALUE OF ASSIGNMENTS:

1. Essay written in tutorial, September 20-24 (approximately 400 words)	2%
2. Essay assigned in tutorial, September 20-22 (approximately 500 words)	3%
3. Essay assigned in tutorial, October 18-22 (approximately 750 words)	5%
4. Essay assigned in tutorial, November 15-19 (approximately 750 words)	8%
5. Essay assigned in tutorial, January 10-14 (approximately 1200 words)	12%
6. Essay assigned in tutorial, February 7-11 (approximately 1500-2000 words)	18%

Policy on late assignments:

Anyone who has a valid reason for not meeting the assignment deadline must give the tutorial leader his/her reason before the due date and arrange for an extension. Otherwise, late assignments will be penalized at a rate of 2% a day to a maximum of 10 days, including weekends, after which they may not be accepted.

Value of in-class test, tutorial grade, and final examination:

The in-class test on January 17 and the tutorial grade are worth 12% and 10% respectively and the final examination 30% of the final grade. The tutorial grade will take account of attendance and preparedness as well as frequency and quality of contributions. You are reminded of the English Department's policy that a student must pass both the term work and the final examination to receive credit for a course.

Other matters:

You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees. These decisions cannot be appealed.

Academic accommodation:

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth (either alone or in combination) 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 Student Medical Certificate (SMC) can be found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf

The full policy is set out at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth> for a complete list of options about how to obtain help.

Academic Integrity:

Students must write their essays and assignments in their own words. Whenever students take an idea or a 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** (see the Scholastic Offences policy in the Western Academic Calendar [here](#)), and instances of it may entail serious penalties and lasting consequences.

Plagiarism checking: Western University uses software for plagiarism checking. Students may be required to submit their written work in electronic form for such checking.

The principal aims and intended outcomes of English 1022E are: (1) to give students an overview of English literature from the Middle Ages to the present, with some attention to recent Canadian writers; (2) to introduce students to a variety of literary genres, historical perspectives, and critical approaches; (3) to permit students to strengthen their writing and research skills and to apply them to the study of literature; and, last, but by no means least, (4) to enable students to deepen their interest in and enjoyment of the study and use of English.