

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

ENGLISH 203–01

Winter 2017

COURSE TITLE: Foundations: Literary Analysis
MW 14:00-15:15 SS1153

Instructor: Dr. David Sigler

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E-mail: dsigler@ucalgary.ca

Office hours: MW 12:00-1:30

Homepage/course website: just the D2L site

Course description:

A seminar emphasizing critical reading and writing. The course prepares students for advanced undergraduate studies in English. Anti-requisite: English 201. Note: Compulsory for, and limited to, English Majors and Minors.

New English majors usually arrive to University already loving to read, but at some point they have to learn how to read *like an English major*. It's a matter of developing fundamental skills in reading, writing, discussion, and analysis. Hence we have ENGL 203, the foundational skills- and cohort-building course for English majors at the University of Calgary. In a small seminar environment, you'll learn to read, write, discuss, and think in the ways that English majors do, so you'll be able to flourish in later coursework. You will learn new ways of thinking about novels, plays, poetry, criticism, and theory. You will learn how effective analytical literature papers work. You'll become familiar with critical terminology. You'll get a taste of what it's like to read historical literature, contemporary literature, and culture more broadly. You'll learn some theory basics. You'll master the give and take of class discussion and develop leadership skills. And we'll be reading some really amazing texts all the while, which is a nice side benefit.

Texts and readings:

There are two required books:

- Kelly J. Mays, ed. *The Norton Introduction to Literature*, **Portable 12th edition**. Norton, 2016. [please note: you will need the Portable 12th edition specifically—a lot of our readings weren't in the 11th.] ISBN: 9780393938937.
- Charles Dickens, *Great Expectations*. Ed. Edgar Rosenberg. Norton Critical Edition, 1999. [note: you will need this edition specifically]. ISBN: 9780393960693.

Note: the campus bookstore will be selling these books as a bundle—the Mays anthology wrapped with the Dickens novel. That may be the cheapest way to get these books, as the Mays text is new this year, so not many used copies will be floating around. The bundle will have its own ISBN: 9780393637601.

Electronic texts posted on D2L:

Jane Gallop, "The Ethics of Reading: Close Encounters"

Audre Lorde, “Coal”

Daljit Nagra, “Look We Have Coming to Dover”

Peer mentor: Nazer Muhmoodullah (nsmuhmoo@ucalgary.ca)

Nazer is a senior undergraduate English major at the University of Calgary. He will be serving as a peer mentor for ENGL 203, meaning that he’s there to work with you, help develop our active learning environment, and help you develop your skills. He will be attending our classes, occasionally leading parts of discussion or small group work, and will be available to meet one on one with you to help you develop your writing, research, and analytical skills. He will not have access to student grades. Information on the role and function of a peer mentor, and Peer Mentoring Program in the Faculty of Arts, can be found here:

<http://arts.ucalgary.ca/peermentor>.

Assignments and Evaluation:

5 reading quizzes: 4% total

During the first 5 minutes of some class periods, we will have unannounced short-answer quizzes, each with four or five questions, testing your basic familiarity with the assigned texts for the day. This will happen five times over the semester. We do this to encourage you to read carefully in advance of class, and to signal for us when students are struggling with reading comprehension. The quizzes also signal to you that we see your preparedness for discussion as foundational for your success in the course, and, by extension, as an English major generally. It’s best you train yourself into this habit now. Students absent for class or arriving late will not be permitted to write the quiz. But as it’s possible that you might be absent from class for one of the quizzes, unavoidably and by chance, we drop your lowest quiz score for the semester (e.g., a zero, the day you were by chance absent)—only your highest four quiz scores will count.

Hamlet assignment (c. 300 words + works cited): 5%

You will be provided with a short prompt about the play *Hamlet*, by William Shakespeare, and you will write about a page (double-spaced) in response to it. The assignment will aim to hone your analytical skills, your ability to formulate and develop an idea briefly, and your ability to find evidence to support your interpretation of a text.

Close reading of poetry assignment (c. 1300 words + works cited): 16%

This assignment will ask you to annotate a given lyric poem in three separate ways: for its diction, any intertextual allusions, and content; for its meter and rhythm; and for its figural language and tropes. You will then write an analysis in each of these categories outlining the interesting features that you have discovered and explaining what’s interesting about them.

Reading scholarly work assignment (c. 750 words): 10%

This is your chance for you to develop familiarity as a reader of academic critical writing and in finding appropriate secondary sources. There are several peer-reviewed scholarly essays in the back of our edition of *Great Expectations*. Your task is to choose two of them that look interesting, and then to find, outside of our book, a peer-reviewed article on *Great Expectations* and a chapter dealing with *Great Expectations* from a scholarly monograph. Your task will be to accurately and briefly summarize the main argument of these four texts and to identify the main reasons the scholar gives for making that argument. We imagine you keeping each of your four entries just under 200 words.

Dickens close reading assignment (c. 750 words + works cited): 10%

Using your close reading skills that you honed with poetry, but also paying attention to the form of the novel and its narrative structures, you will deliver a close analysis of a given passage from *Great Expectations*.

Abstract/proposal for final paper (c. 200 words), with annotated bibliography (3 entries): 5%

Two weeks in advance of your paper's due date, you will deliver an abstract of your final paper for the course, which will make a contestable interpretive claim about one or two of the works we've studied together in ENGL 203. You will append a list of three peer-reviewed secondary sources that you think are relevant to your work, and offer a brief discussion of each, summarizing the argument and explaining how your work will challenge, extend, or build upon that argument.

Final paper (1600-2100 words + works cited): 20%

A final research paper in which you will bring together all of the skills you have been developing—interpretation and argument, library research, historical contexts, close reading, marshaling evidence in support for your claims.

Contributions to class discussion, first half of semester: 5%

Contributions to class discussion, second half of semester: 5%

Context: the remarkable thing about ENGL 203, as a curricular structure, is its unusual small class size: the English department has gone out of its way, fending off pressure from every corner, to create a seminar experience for you in your first year. In a seminar, your voice really counts, you get to shape the discussion, and you get to know your classmates and a professor very well, as people. It's quite unusual for first-year classes to be this small, and that was a deliberate choice, because we think that it's essential for you to learn, right away at the beginning stages of the major, how to jump into discussion and help to shape it. This is a course built around discussion, not lecture—driving the train here will be your ideas, your interests, your voices. Therefore, everything depends on your having the readings completed and carefully thought through before coming to class, and have some ideas or questions that you want us to pursue as a group.

So: The participation grade is our way to assess your skills in this seminar environment. This isn't primarily a measure of your attendance in class, although obviously when you are absent, you can't participate, and so that gets factored in too. We are looking, in making this evaluation, for those who are consistently leading the way in our class discussions, those who are offering true insight in their readings and arguments, drawing their classmates into thoughtful discussion in an inviting and considerate way, and fluently situating their comments within the larger conversation the class is having. The A-range participator does this in nearly every class; the B-range participator will engage often, when it suits them; those who seldom speak up voluntarily in class meetings will earn a participation grade of C or lower. If you miss a lot of class or don't seem to be participating in good faith, you can expect an F in this category. Because you are just learning how to do this, we've broken the participation grade into two halves: that way, if you start out slowly as you figure out how best to do this, you might still, as you develop these skills, emerge as one of our consistent contributors in the second half of the course and receive real credit for those late-semester contributions.

Registrar-scheduled final exam (2 hours): 20%

Our exam will ask you to identify passages from our course readings, recognize literary features like metrical patterns, rhetorical devices, and tropes, and ask you to develop an impromptu analysis of a poem. The exam will be closed-book. Computers, cell phones, or other electronic devices may not be used during the exam (except as arranged through Student Accessibility Services). The exam will be scheduled by the Registrar, so students must be available for examinations up to the last day of the examination period (April 15-26).

Your written assignments will be submitted as a Word document or .pdf to D2L. They must use Times New Roman font at 12 point, and use 1” margins on all four sides of the page. Other formatting as outlined in MLA style. Assignments submitted after the deadline will be penalized with the loss of a third of a grade (an A- to B+) for each day, including weekend days, that the assignment is overdue. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor. There are no extra credit assignments possible. Students need not complete all assignments in order to receive a passing grade for the course.

Grading system:

The standard English Department grading scale will apply:

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality. The instructor has some leeway to round grades up or down at the end of the semester when the grade falls near the borderline of two categories (per University Calendar F.1), but this is an option very seldom exercised—normally, you can expect that the grade, exactly as calculated, will stand.

In this course, all essays, exams, and presentations will be marked on the University of Calgary’s four-point Grading System, as described in the Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/f-2.html>

A+/A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); F (0)

In two ways, students in ENGL 203–01 may be used as research subjects.

1. The Faculty of Arts is developing an instructional module relating to academic integrity, featuring an online component and facilitated discussion. The project is funded through the Taylor Institute for Teaching and Learning and is led by Roxanne Ross, the Director of the Student Success Centre. Our course will be used as a pilot as these materials are developed and tested. Students are asked to allow researchers access to completed online module responses and worksheet responses completed during the facilitated discussion class, and to allow researchers to conduct observations and take field notes of their table group discussions with other participating students during the facilitated class.

2. The peer mentor, Nazer Muhmoodullah, will be drawing on this experience as he develops a research project as part of his own coursework in EMCL 507 and EMCL 509. He will not have access to student grades.

Electronic devices policy: Although students are permitted the use of a laptop in class for note-taking purposes, we actually encourage you to take notes by hand instead, given research that shows that notes taken by hand significantly improve student learning (e.g., Mueller and Oppenheimer, 2014). Cell phones must be silenced during class time, including the vibrate function, and may not be used. Other electronic devices may not be used during class time. To read about this research, you might peruse the following links:

<http://pss.sagepub.com/content/25/6/1159.full?keytype=ref&siteid=sppss&ijkey=CjRAwmlURGNw>
<http://www.psychologicalscience.org/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html#.WEhLPpKSUUI>

Learning outcomes for the course:

1. Students exhibit knowledge of diverse literatures in English and the cultural and historical contexts in which these works were produced.
2. Students can discern and evaluate the aesthetic and formal qualities of various texts.
3. Students can write an analytic essay that exhibits both critical thinking and effective argumentation.
4. Students can write a research essay that exhibits effective deployment of secondary research.
5. Students can orally discuss literature in a meaningful, generous, and respectful way as part of a directed discussion and in small self-directed groups.
6. Students' writing exhibits correct usage of grammar and of MLA format and citation conventions.

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events <http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is smecuofc@gmail.com.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

Guidelines on e-mail Etiquette:

<https://gsa.ucalgary.ca/wp-content/uploads/2016/09/Email-Etiquette.pdf>

Library and Research Support:

Christie Hurrell, Interim Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: christie.hurrell@ucalgary.ca.

Find The English Pages research guide here: <http://libguides.ucalgary.ca/english>

Follow the Department of English on Facebook & Twitter:**Academic regulations and schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is

<http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>,

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available

at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Emergency Evacuation/Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>;

Freedom of Information and Protection of Privacy Act: <http://www.ucalgary.ca/legalservices/foip/>

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Arts Students’ Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Contact for Students Ombudsman’s Office: <http://www.ucalgary.ca/provost/students/ombuds>

Universal Student Ratings of Instruction (USRI):

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys."

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>) "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.