



**FACULTY OF ARTS  
Department Of English**

**COURSE OUTLINE**

**ENGL 251, L8 & T8: Literature and Society. Learning to Live: The development of self and others in literature**

**Winter 2022**

**Class Schedule (Mondays and Wednesdays/9:30-10.45/On Campus)**

<b>Instructor</b>	Elias Schwieler
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<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Office Hours:</b>	By appointment.

**Course description:**

The course explores the development of the self in literary texts. We will analyze how we can relate a fictional or poetic subject's personal transformation to our own lives, and how personal development and growth are represented in novels, short stories, plays, and poems. For example, we will investigate how the literary texts are structured around specific themes and what significance these themes have for the development of the main subject of the text. By close reading and critically writing about the literary texts you will develop skills to analyze and write about literature and poetry. You will also develop the ability to reflect on the relationship between fiction and reality, and what we can learn about ourselves, and how to live, by close reading and writing.

Prerequisites: Not open to students with credit in English 201 or 251.

**Course learning outcomes:**

Upon successful completion of this course, students will be able to:

- Critically read and analyze literary texts;
- Write logically, clearly, and persuasively;
- Relate secondary sources to primary texts;
- Situate their own scholarly analysis within larger academic discourse, both in relation to other students' ideas, and the wider academic world;
- Critically evaluate a literary text in terms of plot, themes, and structure.
- Articulate the importance of literary texts to our conceptions of ourselves and the society we live in.

## **Texts and readings:**

Conrad, Joseph. "The Secret Sharer." (e-text on D2L)  
Howard, Liz. *Infinite Citizen of the Shaking Tent*. McClelland & Stewart, 2015.  
Ishiguro, Kazuo. *Never Let Me Go*. Random House, 2010.  
Munro, Alice. *Dear Life*. Penguin, 2013.  
Stevens, Wallace. "How to Live, What to Do." (e-text on D2L)  
Williams, Tennessee. *A Streetcar Named Desire*. New Directions, 2004.  
Winterson, Jeanette. *Oranges Are Not the Only Fruit*. Grove Press, 1997.

***Additional texts will be made available on D2L.***

## **Learning technology requirements:**

This course is presented on campus, with classes occurring on Mondays and Wednesdays from 9:30 am to 10:45 am Mountain Time. Students are expected to complete assignment-related objectives asynchronously. There is a D2L site for this course, which contains additional required readings and other relevant class resources and materials (see D2L.ucalgary.ca).

## **Assessments and Evaluation:**

### **Group Presentation (15%):**

For this project, each group will choose one text from the course readings and discuss it in terms of how it explores the course theme "learning to live," and how that exploration fits with related criticism. The group will be required to integrate one appropriate critical secondary source into their analysis. Students may optionally use visual materials, such as PowerPoint, but they must support and highlight the group's central argument. The presentation must be 10-12 minutes in length (no longer). Each of the group members must actively present something during the presentation. There will likely be 4 to 5 students per group. Students in each group will be assigned a common grade.

### **Reflection Paper (25%)**

On the topic of your group presentation you will write a reflection paper of 750 words which addresses your contribution to the group presentation and how you think the presentation could be developed if you were given more time to work on it. For example, you could add insight into the close reading performed as part of the group presentation, or reflect on an additional secondary source. The reflection paper is submitted electronically on D2L.

### **Close Reading Research Paper (35%):**

Considering our own interpretations in the context of larger academic and critical conversations is an important step in formulating strong arguments. For this essay, students will pursue their

chosen lines of inquiry with reference to texts and authors covered in the course and related academic criticism. This essay of 1250 words will incorporate 2-3 secondary scholarly sources which will support and help build the student's own argument. Each essay will be accompanied by an MLA formatted bibliography listing both the primary and secondary texts consulted. The close reading research paper is submitted electronically on D2L.

### **Final Exam (25%):**

The final exam marks the culmination of all our work in English 251. It consists of a closed-book exam on the course topic. The course will have a registrar scheduled examination during the regular exam period. The registrar schedules all examinations; the instructor has no control over when ours will be held. The exam period runs between April 19 and April 29. The exam will follow the university regulations for examinations in campus courses.

### **TOTAL: 100%**

**All assignments have to be handed in to receive a passing grade on the course.** Students need not receive a passing grade on any particular assessment to be eligible for a passing grade in the course.

No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor. No feedback will be given on late assignments.

**There are no opportunities for extra credit available.**

### **Attendance and participation expectations:**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

### **Conduct:**

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Grading System:**

Assignments on the course are graded based on the percentage values as stated in the below table:

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

Students must reach the minimum percentage threshold for the grade range to receive that letter grade (e.g., to receive an A- a student will have surpassed the minimum threshold of 80.00% in the course).

### **Academic Integrity:**

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

### **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 Deferral of Term Work](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

### **Grade appeals:**

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the [University Calendar](#) and request advice from the English Department at [engl@ucalgary.ca](mailto:engl@ucalgary.ca). Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

### **[English Department Website:](#)**

For more information about courses, programs, policies, events and contacts in the Department of English.

**Scribe and Muse Club for English Students:**

The [Scribe and Muse Reading and Writing Club](#) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

**Writing support:**

[The Student Success Centre](#) offers both online and workshop writing support for U of C students.

[Academic regulations and schedules](#)**Student Academic Accommodations:**

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

**Program Advising and Student Information Resources** is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)  
Website: <http://arts.ucalgary.ca/undergraduate>

**Instructor's Intellectual Property**

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

**Sexual violence policy:**

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

**Other important information:**

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)

- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

**Universal Student Ratings of Instruction (USRI):**

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.