

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

ENGLISH 302A/B-L01
Introduction to Contemporary Theoretical Practices

Fall 2014/Winter 2015

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Office hours: Thursday 10:30 -11:30
Homepage/course website: via Desire2Learn

Welcome to ENGL 302.

This is a course about *why* people read, and *how* they read.

The course considers questions such as: what roles does literature play in culture? Where does literature's meaning come from and who creates it? How does language work, and how does our answer to that question affect our understanding of literature? What is a person "doing" while reading? Does it matter who wrote a literary work? Does it matter who is reading it?

You may have heard this course called "challenging." Most students find this is true. We only read one novel in the course. Most of our readings will contain arguments and ideas, rather than plots and characters. These arguments and ideas come with new terminology. This makes the course challenging, but also fascinating. Many previous students have found this is one English course that helps them make connections with other courses--not just in English but also across the University. So, this is a course that can be difficult, but also extremely worthwhile.

This Course Outline will be supplemented with a detailed Syllabus, including a reading and assignment schedule, to be made available via D2L before the term starts.

Prerequisite: Two half course equivalents of English and/or Comparative Literature, or consent of the Department.

To make the course as effective as possible, we will stay focused on the following course objectives. Here's what the ENGL302 will aim to do:

By the end of this course successful students will be able to:

- appreciate how far any reading activity is guided by ideas—ideas with their own history and context;
- identify and analyze the conceptual framework of a given piece of literary criticism;
- better understand the methods and ideas shaping literary study today;
- place these ideas in the context of intellectual history since 1900;
- explain the claims and basic assumptions of the theories studied;
- define key terms and theoretical concepts which will be used in senior level English courses;
- apply these concepts in discussing literary texts;
- enjoy increased confidence in working with these ideas in future study.

Students will also be able to discuss each others' ongoing efforts to understand and explain the course material, in a responsible and helpful way.

How are we going to learn all this?

It can be very helpful to try out more than one way of understanding difficult material, so variety will be one key to learning, understanding and retaining our material. It will be important to look at our readings and ideas from more than one angle, using more than one type of activity. For this reason, class meetings will mix large lectures, in-class writing, individual writing assignments (both formal and informal), one group project, and a lot of small group and class discussion in the tutorials. We will also rely on fairly frequent, but brief, in-class assessments to make sure you are staying on track in your understanding of key concepts in the course.

Making good use of the lecture and tutorials:

It's important to understand the different functions of the large lectures and the smaller tutorials. The lectures introduce key ideas, explain them, put them in context, and start to suggest how you can work with them. *Taking careful, thoughtful lecture notes is an important skill in this class.* At the end of each lecture you should have an outline of the main points covered, an explanation of each point *in your own words*, and a set of questions to follow up in the tutorial. Expect to leave each lecture feeling like some of the material is still not 100% clear. For each tutorial, you should prepare to explore the concepts in more detail; to work with them in understanding a literary text; and above all, to *ask all of your questions* about anything you feel you "don't get."

Finally, previous students have found that in this course in particular, it takes time before you start to feel on top of the material. This is why the course runs from September to April. It's important to be patient with your own learning process.

A Few Key Things:

This is an "ideas course" rather than a "books course." Each set of ideas builds upon the previous set. In other words, learning is *cumulative*. If you miss a chunk of material, or if you let it go by without really understanding it, you'll find it's very hard to catch up. This means attendance at each class is *essential*. Timely reading and preparation are also crucial. Most people find that *reading for ideas* can be slower than reading for plots, characters and imagery. Once again, if you get behind, you will have a very hard time catching up. Asking questions *right away* whenever anything is not clear is very important. Be sure to make good use of your tutorials, and of the office hours made available by your TA and your professor. It's very common for students to find that "everything starts to make more sense" after a few months. This is why the work in the Winter term counts for more, in terms of grades, than the Fall term.

Texts and readings:

1. Lois Tyson, *Critical Theory Today: A User-Friendly Guide*.

2. A course pack of readings available from the Bookstore.

3. Also, in order to have a common focus for applications of theoretical ideas, our literary text will be Seamus Deane's novel *Reading in the Dark*.

(All of the above are available at the bookstore).

Finally, literary study requires access to a good guide to literary terminology such as M.H. Abrams' *A Glossary of Literary Terms*.

NOTE: You should begin reading Seamus Deane's short and interesting novel as soon as possible.

EVALUATION:

Two group projects

(one each term, 10% each)

20%

Two mid-term tests on terminology and concepts (one each term, multiple-choice, 10% each):	20%
Fall term essay	15%
Winter term essay	15%
Essay format take-home final examination	30%
TOTAL:	100%

Important notes on grading and assignments:

There will be no final examination. Students must pass all assignments in order to receive a passing grade in the course. No extra-credit assignments will be given. Please read the attached statement on plagiarism.

Assignments submitted after the deadline will be penalized with the loss of a third of a grade (an A- to B+) for each week day [not class] on which the University is open, after the assignment is overdue.

*Note: You must submit assignments directly to the instructor, in class. If it is absolutely not possible to do so, first **notify the instructor**, and then take your assignment to SS1152 and place it in the drop-box. Your assignment will then be date-stamped and placed in your instructor’s mailbox. Please keep a copy of your assignment in case of loss by any cause. **Assignments cannot be returned by staff in the Department office.***

E-mail and electronic submissions policy: I am happy to reply to short, specific questions via e-mail, and will answer as promptly as possible. However I cannot guarantee that you will have a reply within any specific amount of time. Please keep in mind that email correspondence will not be used as a substitute for discussions in class or during office hours. *Essays and course work must be submitted on the due date, in printed form, unless other specific arrangements have been made. In particular, submitting work by e-mail without prior agreement is not an acceptable alternative to handing in work on time, in class.*

***Please include “ENGL 302” in the subject line of any email you send. Sometimes student e-mail gets “spam-filtered” and this allows me to check whether any course mail has been sent to the “junk” mailbox. For some reason Hotmail addresses in particular are likely to be filtered by the U of C system. Your ucalgary email address is the one most likely to work without problems.

Grading system:

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

The University of Calgary's four-point Undergraduate Grading System, as described in the Calendar (<http://www.ucalgary.ca/pubs/calendar/current/f-2.html>), will be used in this course.

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)

Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

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.

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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 smec@ucalgary.ca.

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: <http://www.enough.utoronto.ca/computeruse/eetiquette.htm>

Library and Research Support:

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboyn@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>.

Academic Accommodation:

It is the students’ responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

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 Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@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.