

ENGL 340-02 (2012-2013)

DEPARTMENT OF ENGLISH

FACULTY OF ARTS
UNIVERSITY OF CALGARY

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COURSE DESCRIPTION & GOALS

English 340 is a survey course of the most influential texts and writers of English literature from the Anglo-Saxon era to the twentieth century, or Beowulf to Virginia Woolf. Over 26 weeks, we will read texts by more than sixteen writers from all six volumes of the Norton Anthology of English Literature, 9th edition. We will make critical arguments about these texts and their sources, influence, performances, and adaptations.

By the end of this course, you will know the characteristic qualities and genres of every major period of English literary history, and be able to compare unfamiliar texts to those we have read. You will be ready to criticize the criteria that exclude texts and writers from this canon, particularly on the grounds of race, gender, and class.

A more detailed version of this document is on the course blog: <engl340.ucalgaryblogs.ca>.

Prerequisite(s) English 203 and 205, or consent of the Department

TEXTBOOKS

- The Norton Anthology of English Literature, 9th edition.

EVALUATION

Response Paper	(Nov 5)	15%	90 + %	A+	4.0
Midterm Exam	(Dec 7)	20%	85 – 89 %	A	4.0
Blog Posts (2)	(rolling deadlines)	10%	80 – 84 %	A–	3.7
Participation		10%	77 – 79 %	B+	3.3
Research Project	(Apr 8)	20%	74 – 76 %	B	3.0
Final Exam	(late April)	25%	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

Each component is graded on a percentage scale. At right are their letter-grade equivalents.

You must complete all four assignments to pass this course: Response Paper, Midterm, Research Project, and Final Exam.

RESPONSE PAPER (15%)

The Response Paper, due at 10:00 a.m. on November 5th, asks you to answer this question in 1000 words:

In Hell, Satan claims that his “mind is its own place, and in itself | Can make a Heav’n of Hell, a Hell of Heav’n” (1.254-55). A change in circumstances will not change his mental resolve. But when he arrives in Eden, his mind seems more vulnerable to external changes: “Which way I fly is Hell; myself am Hell” (4.75). Is Milton being inconsistent? Why or why not?

Guidelines

- Include at least four quotations from Milton’s Book 1 and 2. Use only the evidence of Milton’s text to make your argument; do not do external research.
- 1000 words is a strict maximum. Do not waste precious words on long introductions or conclusions, or on vague statements like “In this essay I will discuss...”. Plunge directly into your argument.

MIDTERM EXAM (20%)

The midterm (actually mid-year) exam will be in class on Friday, December 7th. It consists of two short essay questions on the five long texts we have read in the fall term (September to December).

A few weeks before, I will give you eight questions. Three will be on the exam, and you will choose two to answer. You can bring one letter-sized page of notes, and quotations from these five texts, to use in the exam.

BLOG POSTS (10%)

In September you will each get an account on the English 340 blog, at < engl340.ucalgaryblogs.ca >. You’ll write at least two 300-word blog posts, on dates noted in the schedule. (More details, and my rubric for these posts, are on the course blog.)

There are two post types:

Blog 1 is a response to a discussion question (or DQ in the schedule). Be provocative and interesting, and use a few quotations from the text. Remember that you’re not just discussing a topic, you’re making an argument -- i.e. one that could have a counter-argument. The goal of these posts is to take defensible positions that will provoke class discussions.

Blog 2 is a close reading of any passage you choose. Start by choosing a short passage from the text we are reading -- about 10 lines of prose, or 20 lines of poetry. (Don’t transcribe the passage; just give us the page number and finding aids, like line or paragraph numbers.) Which passage seems the most interesting, the most complex, the most beautiful? Your choice can be any passage we haven’t discussed in class, or haven’t discussed enough. Then discuss the passage in detail, including a lot of questions. There’s an advantage to writing these posts early, because you’re just not allowed to repeat the selections of any of your fellow bloggers that week.

I have randomly assigned you to one of eight (8) groups, {G1} to {G8}. Publish your posts before midnight on your designated dates in the schedule.

(So G1 has to publish a post on the discussion question about Beowulf by midnight on Friday, September 14th. Then on Monday the 17th, our discussion will be led by those responses.)

Each entry is worth 2.5% of your final grade.

PARTICIPATION (10%)

Your participation grade depends on your active and regular participation in class. That means you come to class regularly, always prepared to discuss the day's reading(s) with your peers. If there is a designated discussion question for that day, you have thought about it, and about how you would (at least) begin to develop an answer.

Half of your grade (5%) depends on your writing comments on other students' blog posts. You are required to post ten comments on ten different blog posts by other students in the course. (More details, and my rubric for these comments, are on the course blog.)

Persistently silent students are often the most intelligent and perceptive, who simply prefer not to speak in class. To avoid my presuming any less of you, write extra blog posts with your thoughts on the day's readings, questions, or anything else to do with the course. I encourage you to write posts of this kind, no matter how often you speak in class. (Don't wait for the end of the year!)

I expect you to have difficulty understanding the unfamiliar language and concepts in our readings, particularly when we begin new texts. My lectures aim, in part, to demystify these texts. But I also expect you to begin resolving these difficulties for yourself by looking up words in reference sources. Use custom-designed, edited sources like the Oxford English Dictionary. Using more sophisticated databases than a basic Google search will give you a better, more informed life.

RESEARCH PROJECT (20%)

Your Research Project will be a 2500-word essay on a major author we have studied in the course. It will require you to find, read, and cite at least three scholarly journal articles that have influenced your thinking.

I will circulate detailed guidelines and the essay questions before Reading Week (in February); the projects are due on April 8th.

FINAL EXAM (25%)

The final exam will be scheduled by the Registrar between April 19-30, 2013. Students must be available for examinations during the entire period.

The final exam will have two parts. The first part will be ten unattributed quotations (sight passages) from any of the texts we have read in either term of the course. You will identify the source, context, and significance of four of these passages.

The second part will consist of two essay questions on the eleven major writers we have read in the winter term (January to April). A few weeks before, I will give you eight questions. Three will be on the exam, and you will choose two to answer. You can bring one letter-sized page of notes, and quotations from these eleven authors, to use in the exam.

COURSE SCHEDULE

Read the assigned texts before every class, and be prepared to discuss them. Always bring your annotated copy of the Norton Anthology to class. [DQ = Discussion Question]

	READINGS	WRITINGS	
W1	Sept 10	Introduction	
THE MIDDLE AGES 1 :: BEOWULF			
	Sept 12	36 - 55 (l.661)	
	Sept 14	55 - 80 (l.1798)	Blog 1 {G1}
W2	Sept 17	DQ: How does the poet mix Christian and pagan elements, especially beliefs and habits?	
	Sept 19	80 - 108	Blog 2 {G2}
	Sept 21		
THE MIDDLE AGES 2 :: CHAUCER, THE CANTERBURY TALES			
W3	Sept 24	238 - 244 (l.42)	
	Sept 26	259 (l.671) - 263; 310 - 315 (l.174)	Blog 1 {G3}
	Sept 28	DQ: Compare the Pardoner's relics with his stories/advice.	
W4	Oct 1	315 (l.175) - 325	Blog 2 {G4}
	Oct 3		
	Oct 5		
THE C16 AND EARLY C17 1 :: MARLOWE, DOCTOR FAUSTUS			
W5	Oct 17	1106 - 1107; 1127 - 1163	
	Oct 19	DQ: Is all academic study a kind of necromancy?	Blog 1 {G5}
W6	Oct 22		
	Oct 24		Blog 2 {G6}
	Oct 26		
THE C16 AND EARLY C17 2 :: MILTON, PARADISE LOST			
W7	Oct 29	1897 - 1901; 1943 - 1945; Book 1 (1945 - 1964)	
	Oct 31- Nov 9	No classes; finish Response Paper on Paradise Lost, Book 1.	Response Paper due Nov 5th
W9	Nov 14	Book 4 (2003 - 2024)	
	Nov 16	DQ: Discuss the meanings of any of Milton's descriptions (of places or characters) beyond literal representation.	
W10	Nov 19	Book 9	
	Nov 21		
	Nov 23	Milton: When I Consider how my Light is Spent (1942) Donne: Holy Sonnets, 1 (1410 - 1411) Shakespeare: Sonnets 65, 73 (1176 - 1177) Drayton: To the Reader of these Sonnets (1015)	
THE RESTORATION AND C18 :: SWIFT, GULLIVER'S TRAVELS			
W11	Nov 26	2464 - 2466; 2487 - 2492	

	Nov 28	Part 1 (2492 - 2531)	Blog 1 {G7}
	Nov 30	DQ: How and why does Swift make this narrative plausible?	
W12	Dec 3	Part 4 (2587 - 2633)	Blog 2 {G8}
	Dec 5		
	Dec 7		Midterm Exam

THE ROMANTIC PERIOD 1 :: WORDSWORTH & COLERIDGE

W13	Jan 9	Preface to Lyrical Ballads (292 - 304)	
	Jan 11		
W14	Jan 14	270 - 272; Tintern Abbey (288 - 292)	
	Jan 16	The Prelude (349 - 351; Book 1, 356 - 370)	Blog 1 {G2}
	Jan 18	DQ: Do Wordsworth's poems reflect the principles of his	
W15	Jan 21		Blog 2 (on Prelude) {G1}
	Jan 23	437 - 439; Kubla Khan (459 - 462)	
	Jan 25	To William Wordsworth (484 - 487)	

THE ROMANTIC PERIOD 2 :: SHELLEY & KEATS

W16	Jan 28	748 - 751; To Wordsworth (752); Ozymandias (776)	
	Jan 30	Ode to the West Wind (791 - 793); To a Sky-Lark (834 - 836)	Blog 1 {G4}
	Feb 1	DQ: How does Shelley use nature to define the poet's craft?	
W17	Feb 4	901 - 903; The Eve of St. Agnes (912 - 922)	Blog 2 (on St. Agnes){G3}
	Feb 6		
	Feb 8	Ode to a Nightingale (927 - 929)	

THE VICTORIAN AGE 1 :: TENNYSON

W18	Feb 11	1156 - 1159; Idylls of the King (1236 - 1259)	
	Feb 13		Blog 1 {G6}
	Feb 15	DQ: How is Arthur like or unlike the other kings we have read about?	
W19	Feb 18-22	Reading Week	
W20	Feb 25	The Lady of Shalott (1161 - 1166)	Blog 2 (on Shalott) {G5}
	Feb 27		
	Mar 1	Ulysses, Tithonus (1170 - 1174)	

THE VICTORIAN AGE 2 :: EVOLUTION

W21	Mar 4	Darwin (1560 - 1573)	
	Mar 6		
	Mar 8	Reactions (1573 - 1580)	

THE C20 AND AFTER 1 :: PROSE

W22	Mar 11	Woolf, Mrs. Dalloway (2155 - 2264)	
	Mar 13		Blog 1 {G8}
	Mar 15	DQ: Why does Woolf add details like street names and full names for (even) minor characters?	
W23	Mar 18		Blog 2 {G7}
	Mar 20		
	Mar 22		

THE C20 AND AFTER 2 :: POETRY

W24	Mar 25	Eliot (2521 - 2524): The Love Song of J. Alfred Prufrock (2524 - 2527)	
	Mar 27		
	Mar 29	Auden (2677 - 2678): The Shield of Achilles (2693 - 2694)	
W25	Apr 1	Thomas (2697 - 2698): Fern Hill (2701 - 2703)	
	Apr 3-5	No classes.	
W26	Apr 8	Heaney (2951 - 2952): Digging (2953); The Forge (2953 - 2954); The Grauballe Man (2954 - 2955)	Research Project due
	Apr 10	DQ: What do these poems have in common with Heaney's Beowulf?	
	Apr 12		
	Apr 19-30		Final Exam (Registrar scheduled)

LAPTOP & MOBILE POLICY

Computers will be allowed in class only if you use them to take notes, to follow along with classroom demonstrations, or to use them for other course-related purposes. Those who cause a distraction by using them for other purposes will have this privilege withdrawn. Simply put, there is no need for any internet-connected program to run on your computer during class.

Set your mobile phone to vibrate and put it away. Do not use it in class, except in case of real emergencies.

SUBMISSION POLICY

Each student is permitted one extension, on either the Response Paper or the Research Project, of one day without penalty.

Beyond these provisions, I penalize late assignments—submitted after class ends on the due date—at a rate of 5% daily for the first two days, and 1% daily thereafter, excluding weekends and university holidays. I do not give any other extensions. Writing assignments must be submitted no later than one calendar week after the due date. Any later, and you will receive a zero grade on that assignment.

The only legitimate excuse for late submissions is a documented medical emergency—as opposed to less drastic misfortunes like the deaths of beloved family pets. Last-minute technological problems (e.g. printers, mail servers, corrupted files) are your own responsibility. Prevent them from costing you marks by finishing before the due date.

Make every effort to submit printed papers directly to me, in class. If that is impossible, take your paper to the Department office (SS1152) and put it in the drop-box, where your paper will be date-stamped and placed in my mailbox. Always keep a copy in case of loss. Electronic submissions will not be accepted. Papers will not be returned by office staff.

ACADEMIC INTEGRITY

Using any source whatsoever without clearly documenting it is a serious academic offense. If you submit an assignment that includes material (even a very small amount) that you did not write, but that is presented as your

own work, you are guilty of plagiarism. The consequences include failure on the assignment or in the course, and suspension or expulsion from the university. For details, see www.ucalgary.ca/pubs/calendar/current/k-2-1.html

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/content/scribe-and-muse-reading-and-writing-club>

Our email address is smrwc@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>.

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>

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>

GUIDELINES ON E-MAIL ETIQUETTE:

<https://www.ucalgary.ca/it/help/articles/email/etiquette>

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 a student’s responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and if you have not registered with the Disability Resource Centre, please contact their office at 220-8237. Your academic accommodation letters should be provided to your instructor no later than fourteen (14) days after the commencement of this course. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. <http://www.ucalgary.ca/drc/>

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 OMBUDSMANS OFFICE: <http://www.ucalgary.ca/provost/students/ombuds>

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.