

**ENGL108F – The Rebel**  
**Course Instructor: Karen Ward**  
**Winter 2012**  
**MWF 11:30-12:20pm**  
**HH139**

Office Hours: Wednesdays 12:30-1:30pm and by appointment (PAS2216)  
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### **Course Description**

This course will examine a number of writings about rebels and the act of rebelling from various historical periods. We will cover a number of different types of writing including novels, poetry, and drama. Each class will include lecture, discussion, and ample opportunity for student participation. We will consider issues of authority, challenges to that authority, social expectations regarding what constitutes appropriate behaviour, and when rebellion can be justified. We will look at a number of different types of rebellion over the course of the term to get a sense of the various issues that cause it; social, political, class, familial, religious, racial and gender-based forms of rebellion will be considered.

### **Your Course Objectives**

- To attain an understanding of the historical, cultural, and material trajectory of rebel literature generally.
- To develop a critical awareness of genre, and be able to identify the defining generic characteristics of the rebel in literature.
- To develop critical reading skills
- To cultivate university-level writing techniques, including proper documentation style.
- To learn close reading skills and synthesize ideas from analysis.
- To learn how to defend arguments about primary sources using textual evidence to support claims made both verbally and in writing.
- To produce an essay which demonstrates the fulfilment of these objectives.

### **In order to achieve these objectives, you will:**

- Engage meaningfully with your peers and your instructor.
- Plan, research for, draft, and revise an 8-page paper that allows you to practice using reading and writing techniques and skills.
- Read all assigned texts deeply and critically, having reflected on them and having taken notes before the class during which we will cover them.
- Be present (both physically and mentally).

### **Required Texts (in the order in which they will be used)**

Chaucer, Geoffrey. *Canterbury Tales*. Penguin (978-0140424386)

York Cycle. "The Fall of the Angels." Available online at  
<http://www.reed.utoronto.ca/yorkplays/York01.html>

Milton, John. *Paradise Lost*. Penguin (978-0140424393)

Behn, Aphra. *Oroonoko*. Penguin (978-0140439885)

Austen, Jane. *Northanger Abbey*. Penguin (978-0141439792)

Wollstonecraft, Mary. "The Rights and Involved Duties of Mankind Considered." *A Vindication of the Rights of Women*. Available online at <http://www.bartleby.com/144/1.html>

Woolf, Virginia. "Women's Access to Education" from *A Room of One's Own*. Available online at <http://ebooks.adelaide.edu.au/w/woolf/virginia/w91r/chapter1.html>

Butler, Judith. "Subjects of Sex, Gender, Desire" from *Gender Trouble*. Available online at <http://site.ebrary.com/lib/oculwaterloo/docDetail.action?docID=10054731> (Sign into your library account before visiting this link in order to access this resource).

Chopin, Kate. *The Awakening*. Dover Thrift Editions (978-0486277868)

Orwell, George. *Nineteen Eighty-Four*. Penguin (978-0141036144)

Kerouac, Jack. *On the Road*. Penguin (978-0140042597)

Ondaatje, Michael. *The Collected Works of Billy the Kid*. Vintage Canada (978-0307397614)

Coupland, Douglas. *Miss Wyoming*. Vintage Canada (978-0679310747)

### Assignments

Class Participation	10%
Essay Outline (Due Friday, February 17)	10%
Essay (2500 words due Friday, March 9)	40%
Final Exam (during exam period)	40%

### Class Schedule

#### Week 1:

January 4, 6 – Course Introduction, **Defying Class** “The Miller’s Prologue” and “The Miller’s Tale” from *The Canterbury Tales*

#### Week 2:

January 9, 11, 13 – **Defying God** - Paradise Lost

#### Week 3:

January 16, 18 – Paradise Lost

January 20 – The York Cycle’s “Fall of the Angels”

#### Week 4:

January 23, 25, 27 – **Defying Enslavement** - Oroonoko

Week 5:

January 30, February 1, 3 – **Defying Genre** - Northanger Abbey

Week 6:

February 6, 8, 10 – **Defying Gender** – “The Rights and Involved Duties of Mankind Considered” from *A Vindication of the Rights of Women*. “Women’s Access to Education” from *A Room of One’s Own*, “Subjects of Sex, Gender, Desire” from *Gender Trouble*

Week 7:

February 13, 15, 17 – The Awakening

Week 8:

February 20, 22, 24 – Reading Week (No Classes)

Week 9:

February 27, 29 (yes, it’s a leap-year), March 2 – **Defying State** – 1984

Week 10:

March 5, 7, 9 – **Defying Societal Expectations** - On the Road

**Essay Due March 9**

Week 11:

March 12, 14, 16 – On the Road

Week 12:

March 19, 21, 23 – The Collected Works of Billy the Kid

Week 13:

March 26, 28, 30 Miss Wyoming

Week 14:

April 2 Exam Review

## **Important Notes**

### Attendance

Did I Miss Anything?

A poem by Tom Wayman

Nothing. When we realized you weren't here  
we sat with our hands folded on our desks  
in silence, for the full two hours

Everything. I gave an exam worth

40 per cent of the grade for this term  
and assigned some reading due today  
on which I'm about to hand out a quiz  
worth 50 per cent

Nothing. None of the content of this course  
has value or meaning

Take as many days off as you like:  
any activities we undertake as a class  
I assure you will not matter either to you or me  
and are without purpose

Everything. A few minutes after we began last time  
a shaft of light descended and an angel  
or other heavenly being appeared  
and revealed to us what each woman or man must do  
to attain divine wisdom in this life and  
the hereafter  
This is the last time the class will meet  
before we disperse to bring this good news to all people  
on earth

Nothing. When you are not present  
how could something significant occur?

Everything. Contained in this classroom  
is a microcosm of human existence  
assembled for you to query and examine and ponder  
This is not the only place such an opportunity has been  
gathered

but it was one place

And you weren't here

### Procedures Regarding Assignments

Over the course of the term, we will have 7 pop quizzes. I will take the top 5 that you complete into consideration for your final grade. Pop quizzes will be unannounced until the day on which they will take place. Pop quizzes will focus on the reading material assigned for that day, and will test your knowledge of the text as well as your ability to comprehend and analyze it. Pop quizzes will be 10 minutes in length. Please make sure you are always equipped with a pen and paper for these short in-class assignments.

Late essays will have marks deducted. While writing is a process that may not fit arbitrary schedules, deadlines are a fact of life, and time management is one of the skills you should learn at university. Unless documentation of medical or other extenuating circumstances has been provided, marks will be deducted at a rate of 2% per day. Incomplete assignments will receive a mark of 0.

Assignments, particularly formal research essays, will require multiple drafts; students must schedule sufficient time for researching, reading, thinking, drafting, revising, and proof-reading. Students will be required to submit at least some of this rough material with the finished paper. I am available for consultation during class time and office hours to assist in this process. If you have questions or concerns about a grade I have assigned you, I would be pleased to discuss it with you during office hours. For this, I request that you make an individual appointment outside of office hours. I will not

accept requests for appointments that come any earlier than 48 hours after you have received the grade. This gives you the opportunity to consider the grade and my feedback carefully, and to document where and why you perceive a problem.

Students are often curious about evaluation criteria for participation. You will find my personal evaluation criteria appended to the end of this syllabus. Please refer to it throughout the term to ensure you are fulfilling your obligations to making our class a rigorous and interesting one.

#### Procedures regarding email

I am readily available for consultation via email. I should respond to queries within 24-48 hours of receipt. Please be aware that it is difficult for me to provide answers to questions requiring thorough or highly detailed responses over email. If it is a question that you think would take more than a paragraph to answer, it is probably best to visit me in my office, where I can give you loads of my time and provide great answers to all of your questions. If you'd like me to take a look at an outline or draft and provide pre-submission feedback, for instance, come and visit me. If it's a quick question you need answered, email away!

#### Writing

The Writing Centre provides consulting services to all students and is available to help you improve your writing. I encourage you all to finish your writing assignments early and make use of their guidance. Their website is <http://elpp.uwaterloo.ca/writingcentre.html> and they are located in the PAS building in room 2082 (very near my own office). The Online Writing Lab (OWL) at Purdue University offers some helpful tips on writing and MLA formatting. Their website is <http://owl.english.purdue.edu>. Please consult it when writing your final paper. I will distribute, either in class or by email, a more detailed outline of reminders for writing English papers closer to the due date of the term paper.

#### Academic Offences

The Faculty of Arts requires that I include the following information on the course outline. Plagiarism will not be tolerated.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm).

Discipline: A student is expected to know what constitutes academic integrity [check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)] to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline,

[www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Appeals: A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

## **INFORMED CONTRIBUTIONS/PARTICIPATION ASSESSMENT CRITERIA**

*Assigned material* refers to the reading set on the syllabus but also material presented in class. *Class activities* may include discussion in class; in-class or at-home written or practical exercises; discussion with professor in office hours.

*Assessed work* refers to in-class and at-home written assignments that are formally assessed.

### **A (8-10/10)**

- student's assessed work shows evidence of extra effort, excellent planning and timing, and, where relevant, incorporation of feedback from classes or professor
- student makes regular and enthusiastic contributions to class activities
- student's contributions show that reading of assigned material is complete and in-depth and there may be evidence of extra reading
- student's contributions show a grasp of key issues raised by assigned material, including complex approaches to that material
- student's contributions assist other students in their own understanding of assigned material or enthusiasm for course

### **B (7-7.5/10)**

- student's assessed work shows evidence of satisfactory planning and considerable effort
- student makes regular contributions to class activities
- student's contributions show that reading of assigned material is complete
- student's contributions show some grasp, if not complete understanding, of key issues raised by assigned material
- student is respectful of other students and the instructors

### **C (6-6.5/10)**

- student's assessed work is planned and/or timed poorly and shows evidence of minimal effort
- student makes only rare contributions to class activities
- student's contributions indicate some lack of comprehension of assigned material
- student is somewhat respectful of other students and the instructors

### **D (5-5.5/10)**

- student's assessed work shows evidence of carelessness and inadequate effort
- student makes almost no contributions to class activities
- student's contributions show that reading of assigned material is usually incomplete
- student's contributions indicate misunderstanding of assigned material
- student may not always be respectful of other students or the instructors

### **F (0-4.5/10)**

- student does not complete assessed activities
- student makes no contributions to class activities
- student may be disruptive or disrespectful to other students or the instructors
- student attempts to falsify attendance records or disrupts the attendance taking process

## ESSAY ASSESSMENT CRITERIA

### **A (80<)**

- thesis, argument, and content anticipate and accommodate complexity and contradiction in approach to the text(s); essay shows evidence of abstract, critical and even original thought; thesis statement provides a strong, critical argument
- careful, detailed, even creative close reading of key textual passages supports argument; essay does not merely describe the text(s) but rather performs a significant literary *analysis*
- secondary material (if required) is used critically and insightfully
- paragraphs and sections of the argument are structured and linked logically and fully integrated into overall argument; essay is structured as an argument, not as a summary or description of the text(s) under consideration
- writing is concise, even elegant, and unmarred by occasional errors; vocabulary is appropriate for the level of analysis
- MLA format is used correctly throughout the essay

### **B (70-79)**

- clear thesis, convincing argument, and content demonstrate understanding of text(s) and related issues; thesis statement is analytical, not merely descriptive
- effective close reading of the text(s) is evident; sufficient textual evidence is cited and analysed to support the argument; essay does more than correctly summarize or describe the texts under consideration
- any secondary material (if required) is used effectively, but not always critically
- paragraphs and sections of the argument are structured and linked logically, if not fully integrated into the overall argument; the essay is structured as an argument
- some minor difficulties with writing, but these difficulties (for instance limited critical vocabulary and some minor grammatical errors) do not prevent the essay from being readily (easily) readable
- MLA format is used with only a few minor errors and/or inconsistencies

### **C (60-69)**

- there is a thesis and an attempt at argument, but these and/or content suggest only a literal comprehension of the text(s) or issues related to text(s); or thesis statement is clear but does not offer more than a summary or description of the text(s) under consideration
- effective close reading of the text(s) is not evident; textual evidence is summarized rather than cited and analysed and/or there is insufficient quotation of texts; or texts are over-cited and citations lack sufficient literary analysis
- secondary material (if required) is not used effectively or displays a lack of comprehension of issues
- parts of the argument are discontinuous or linked illogically or incoherently
- some difficulties with fundamentals of writing; errors of syntax, grammar, punctuation, and poor word choice result in writing that is understandable with some effort
- effort to employ MLA format is evident, but usage is flawed

### **D (50-59)**

- there is an attempt at argument, but no thesis that will allow development of that argument
- there is very little use of the text at all
- secondary material (if required) is misunderstood or not included
- much of the argument is discontinuous or linked illogically
- there is considerable difficulty with fundamentals of writing
- effort to employ MLA format is very flawed

### **F (>50)**

- there is no attempt at argument, no effective use of text or secondary material, the argument has no logical structure, writing is incomprehensible, MLA formatting is not employed