University of Waterloo  
Department of English Language and Literature  
Fall 2009

Course syllabus for English 101A, Sec. 002: Introduction to Literary Studies

Instructor: Professor Linda Warley  
Class Time and Place: Mondays and Wednesdays 1:00 – 2:20, HH 280  
My office: Hagey Hall 270  
My extension: 35379  
My email: lwarley@uwaterloo.ca  
Office hours: Mondays and Wednesdays 2:30 – 3:30 or by appointment

Note: This course is managed through UW-ACE.

Calendar Course Description: An introduction to the study of literature, covering such areas of enquiry as literary history, genre, criticism, analysis, and theory.

Detailed Course Description: Welcome! In this course we will develop methods of analyzing literary works from a range of nations, periods and genres. This course will prepare you for upper-level study in the discipline of English and my principle aim is to get you to think and work like literary critics. Thus, one focus of the course is on acquiring a strong knowledge of critical terms and concepts, so that you can apply the language of literary criticism and, eventually, literary theory to your study of literature. Along the way, I hope to demonstrate to you that detailed and nuanced study of individual literary works enhances our understanding and our enjoyment of them. We will also work on your English essay writing skills.

Course Objectives:
- To acquire and use the appropriate disciplinary vocabulary and a limited set of critical approaches and categories  
- To discuss and debate texts critically, including the practice of close reading  
- To articulate and support positions, through reasoned argument and the effective use of evidence  
- To integrate source material in your essay writing, and to document it correctly according to MLA style

Book List: (required)  
Gwynn, R.S and Wanda Campbell, eds. Literature: A Pocket Anthology, 2nd Canadian ed.

I also recommend that you use a good writing handbook. The bookstore stocks copies of the Little, Brown Handbook. The Purdue University Online Writing Lab (OWL) also
offers a wealth of writing advice, including instruction on using MLA citation style.
http://owl.english.purdue.edu/

Schedule of classes:

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings, topics, activities</th>
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<tbody>
<tr>
<td>Sept 14</td>
<td>Introduction and welcome to the course</td>
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<tr>
<td>Sept 16</td>
<td>Lecture: Is any narrative a story? Read: anthology “Introduction to Fiction” and Jamaica Kincaid “Girl”</td>
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<td>Sept 21</td>
<td>Lecture: What kind of story is this? Read: Edgar Allen Poe “The Cask of Amontillado” and Abrams “Gothic”</td>
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<td>Sept 23</td>
<td>Lecture: Who tells and how does she tell? Read: Katherine Mansfield “Miss Brill” and Abrams “Point of View”</td>
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<td>Sept 28</td>
<td>Lecture: Everybody’s got an attitude Read: Raymond Carver “Cathedral” and Abrams “Persona, Tone and Voice”</td>
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<td>Oct 5</td>
<td>Lecture: Oral and verbal literacies Read: Thomas King “A Coyote Columbus Story” and Abrams “Satire”</td>
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<td>Oct 7</td>
<td>Writing workshop I Read: anthology “Writing About Literature” pages 5-13 and Guy Vanderhaeghe “The Home Place”</td>
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<td>Oct 12</td>
<td>THANKSGIVING ~ NO CLASS</td>
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<tr>
<td>Oct 14</td>
<td>Lecture: Language and meaning Carol Shields “Words” and Abrams “Modernism and Postmodernism”</td>
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<td>Oct 19</td>
<td>Lecture: Deconstruction Read: Donald Barthelme “The Glass Mountain” and Abrams “Irony”</td>
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<td>Oct 21</td>
<td>IN-CLASS MID-TERM TEST</td>
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<td>Oct 26</td>
<td>Lecture: The cure for poetry phobia Read: anthology “Introduction to Poetry” pages 369-396, Abrams “Lyric” and bring a dictionary to class</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>Oct 28</td>
<td>Lecture: What kind of poem is this?</td>
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<td>Nov 2</td>
<td>Writing workshop II</td>
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<td>Nov 4</td>
<td>Lecture: What’s lyrical about a lyric poem?</td>
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<td>Nov 9</td>
<td>Lecture: Cadence</td>
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<td>Nov 11</td>
<td>Lecture: Sound devices</td>
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<td>Nov 16</td>
<td>Lecture: Tropes</td>
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<td>Nov 18</td>
<td>Lecture: When is a cigar more than a cigar?</td>
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<tr>
<td>Nov 30</td>
<td>Lecture: Blackening English poetry</td>
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<tr>
<td>Dec 2</td>
<td>Conclusion and exam preparation</td>
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**Assignments and due dates (more detailed descriptions below):**

- **Mid-term**: October 21, 20%
- **4 short quizzes**: random, 15% (top 3 marks)
- **Essay**: November 11, 25%
- **Final exam**: exam period, 40%
Course assignments:

1. Surprise quizzes
Throughout the course, there will be four in-class surprise quizzes. These will be short, quick, and fact-based. Questions may be on any of the course material—all anthology readings, literary terms, grammar & punctuation, MLA citation style and other writing issues. The three quizzes in which you score the highest marks will count towards your final grade. Together they are worth 15% of your course grade.

2. Mid-term exam
This in-class exam will evaluate your knowledge of the primary works, the lecture material, and the literary terms learned to that point in the course. It will require that you write your answers in short essay form. It is worth 20% of your course grade.

3. Essay
You will choose one of the assigned topics (see below) and write an 8-page essay. You are NOT required to take into consideration other critics’ opinions about the literary works. On the contrary, I am interested in seeing how you develop an independent analysis and present that analysis in a rhetorically effective way. The essay is due in class on November 11th. Hand in both a hard copy and an electronic copy (post a digital file to the “drop box” on UW-ACE). The essay is worth 25% of your course grade.

There will be some instruction in class about essay writing. On UW-ACE you will also find a downloadable document that gives general advice about writing good essays in English courses.

Essay topics and instructions
Choose one of the topics below and write an analytical essay of 8 double-spaced pages in 12-pt. font with 1-inch page margins. In the essay, you must develop an argument (a thesis) and present textual evidence from the literary works to substantiate and demonstrate your points. Use the literary critical terminology we are learning throughout the course and format your essay in strict observance of MLA style (see anthology pages 29-32). DO NOT make a separate title page—simply put your name, ID number, the course, my name, and the date on the top left corner of the first page. DO include a list of works cited, even if you have only referred to a literary work in the anthology.

NOTE: You must choose as your examples literary works that are on the course syllabus.

1. Choose five words from any one of the literary texts that you think are important to the work overall; look those words up in the Oxford English Dictionary (OED), which is available on-line through the UW Library web site. Pay particular attention to the etymology and history of the words and consider both their denotative and their connotative meanings. Write an essay in which you a) argue why these five words are crucial to the text and b) explain in detail how they contribute to its meaning.
2. Choose a poet whose work you like, and create a poem of your own in imitation of his or her style (your theme and general content can be different). Be sure to create a poem in one of the forms we are studying: lyric, sonnet, dramatic monologue, or glosa. Now write an essay in which you explain how your poem works technically to create meaning and how it is like or different from the poem you have chosen to imitate. In your analysis pay particular attention to the elements of poetic style we have studied (not necessarily all of them)—rhyme, meter, diction, tropes, tone, sound devices, stanza length, line breaks and other structural elements, etc. Your essay, including the poem, must be 8 pages in total.

3. Choose a literary text; find a visual text that seems to resonate with the literary work in some way. Write an essay in which you a) argue how and why the visual text you have chosen relates to the literary work and b) explain how they are both similar and different (other than the obvious—i.e. one is visual and one is verbal). For example, you could choose a visual image that treats a similar theme as the literary work but has a different tone. In that case, you would analyze how tone is created in each and explain why that difference in tone matters.

4. Every text creates literary personae—characters, narrators, or speakers of poems. Inhabit one persona who appears in one literary work and write an essay in which part is an imaginary journal ‘written’ by that persona and part is an analysis of what you have created. The purpose of this essay is to imitate the writing style of the original author; therefore, everything you create must be consistent in some way with the original. You can invent—indeed, don’t just copy the original!—but remember that your main job is to identify, analyze, and mimic a particular author’s style. Write 4 pages of invention; then write 4 pages in which you analyze your creation. In the second part of the essay, you must argue for the validity of your creation—i.e. you still need to create a thesis and use evidence from the original work to substantiate your claims.

4. Final exam
The exam will be scheduled during the exam period and will test material learned throughout the course. It is worth 40% of your course grade.

Course Policies:

Classroom work
Attendance is required, and you are expected to arrive in class on time and well prepared, having read and thought carefully about the material to be discussed that day. Most of the classes will be a combination of lecture and open discussion. Much of the success of the course depends on your full participation in it.

Late essays and missed exams
Medical or other emergencies will be taken into consideration if you must miss the midterm or the final exam. Official documentation of incapacity will be required. Quizzes, however, cannot be made up.
All essays must be handed in on the due date. I do not grant extensions except in
emergency circumstances (computer problems do not count as emergencies). Again,
official documentation will be required. If you decide to hand in your essay after the due
date, the late penalty is 3% per day, including weekends.

**UNBREAKABLE RULE: I do not accept any essays at all after the last day of
classes.**

University Policies

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. For more information please see
http://uwaterloo.ca/academicintegrity/Academic_Integrity/index.html

Please read this very clear and helpful document: “Avoiding Academic
Offences: http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Discipline: A student is expected to know what constitutes academic integrity, to avoid
committing academic offenses, and to take responsibility for his/her actions. A student
who is unsure whether an action constitutes an offense, or who needs help in learning
how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group
work/collaboration should seek guidance from the course professor, academic advisor, or
the Undergraduate Associate Dean. When misconduct has been found to have occurred,
disciplinary penalties will be imposed under Policy 71 – Student Discipline. For
information on categories of offenses and types of penalties, students should refer to

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,
http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

Appeals: A student may appeal the finding and/or penalty in a decision made under
Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy
71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 -
Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Note for students with disabilities
The Office for Persons with Disabilities (OPD), located in Needles Hall Room 1132,
collaborates with all academic departments to arrange appropriate accommodations for
students with disabilities without compromising the academic integrity of the curriculum.
If you require academic accommodations to lessen the impact of your disability, please
register with OPD at the beginning of each academic term. For more information, see
http://www.studentservices.uwaterloo.ca/disabilities/.