Instructor: Professor Linda Warley
Class Time and Place: Mondays and Wednesdays 10:00 – 11:20, DWE 3522A
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 Compact edition 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/.
Throughout the course we will also be working closely with dictionaries. I recommend the *Oxford English Dictionary*, which can be accessed through the university’s library website (go to online reference shelf ⇒ dictionaries/thesauri/glossaries ⇒ Oxford English Dictionary)

**Schedule of classes:**

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<thead>
<tr>
<th>Date</th>
<th>Readings, topics, activities</th>
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<tr>
<td>Sept 13</td>
<td>Introduction and welcome to the course</td>
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<tr>
<td>Sept 15</td>
<td>Lecture: Is any narrative a story? Read: anthology “Introduction to Fiction” and Jamaica Kincaid “Girl”</td>
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<td>Sept 22</td>
<td>Lecture: Who tells and how does she tell? Read: Katherine Mansfield “Miss Brill” and Handbook “Point of View” and “Narrator”</td>
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<td>Sept 27</td>
<td>Lecture: Attitude, attitude, everyone’s got an attitude Read: Raymond Carver “Cathedral” and Handbook “Tone” and “Atmosphere”</td>
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<td>Oct 4</td>
<td>Lecture: Oral and verbal literacies Read: Thomas King “A Coyote Columbus Story” and Handbook “Satire”</td>
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<td>Oct 6</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 11</td>
<td>THANKSGIVING ~ NO CLASS</td>
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<tr>
<td>Oct 13</td>
<td>Lecture: Language and meaning Carol Shields “Words” and Handbook “Postmodernism”</td>
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<td>Oct 18</td>
<td>Lecture: Deconstruction Read: Donald Barthelme “The Glass Mountain” and Handbook “Irony” and “Parody”</td>
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<td>Oct 20</td>
<td>IN-CLASS MID-TERM TEST</td>
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<td>Oct 25</td>
<td>Lecture: How to analyze poetry: form Read: Shakespeare “Sonnet 30” and “Sonnet 73” and Handbook “Lyric” and “Sonnet”</td>
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<td>Date</td>
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| Oct 27 | Lecture: The sound of poetry  
Read: Andrew Marvell “To His Coy Mistress” and William Blake “The Tyger” and Emily Dickinson “[I had been hungry, all the Years—]” and Handbook “Rhyme, Rime” |
| Nov 1  | Writing workshop II  
Read: anthology “Writing About Literature” pages 13-19 and pages 24-29 and review Vanderhaeghe “The Home Place” |
| Nov 3  | Lecture: The pacing of poetry  
| Nov 8  | Lecture: Sound devices  
Read: Alfred Lord Tennyson “The Lady of Shalott” and Handbook “Alliteration” and “Consonance” and “Assonance” |
| Nov 10 | TERM ESSAYS DUE ~ NO CLASS* |
| Nov 15 | Lecture: Tropes  
Read: Pablo Neruda “In Praise of Ironing” and P.K. Page “Planet Earth” and Handbook “Figure of speech” |
| Nov 17 | Lecture: Personae in poetry  
Read: T. S. Eliot “Journey of the Magi” and Robert Browning “My Last Duchess” and Handbook “Dramatic Monologue” |
| Nov 22 | Lecture: What’s free about free verse?  
W.H. Auden “Musée des Beaux Arts” and Anne Sexton “Cinderella” and Handbook “Free verse” |
| Nov 24 | Lecture: Blackening English poetry  
Read: Kamau Brathwaite “Colombe” and M. NourbeSe Philip “Discourse on the Logic of Language” |
| Nov 29 | Lecture: Drama  
Read: Sharon Pollock Moving Pictures |
| Dec 1  | Lecture: Drama, contd.  
Read: Sharon Pollock Moving Pictures |
| Dec 6  | Conclusion to the course |

**Assignments and due dates (more detailed descriptions below):**

- **Mid-term**: October 20, 20%
- **4 short quizzes**: random, 15% (top 3 marks)
- **Essay**: November 10, 25%
- **Final exam**: exam period, 40%

*There is no class on November 10th because I have to undergo a medical procedure (yuck!). Your essays, however, are still due that day.*
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 and concepts 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 on November 10th. Hand in an electronic copy (post a digital file to the “drop box” on UW-ACE). Hand in a paper copy either to the English department drop box or to me in class or during my office hours. 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 texts—poetry, fiction, or drama—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 one of the written texts we are studying and then 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.

5. Choose one of the short stories or the play and create a different ending for it. For this essay, write four pages of prose or script that lead up to the end of the literary or dramatic text and ultimately close it. Then write four pages of critical analysis, explaining what your alternative ending achieves in terms of plot, characterization and theme—that is, do a close reading of your own creation and justify your literary or dramatic choices.

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 Policy 71 – Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm

**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.