English 105A
20th Century Literature in English 1900-45
- Spring 2004 -

Instructor: Veronica Austen
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Office Hours: Wednesdays 4-5 p.m., Thursdays 1:30-2:30pm, and by appointment
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Course Description:

English 105A will explore the writing of various great authors writing between 1900 and 1945. As a result of the great social upheaval at this time in Western culture, literature during this period often features individuals trying to come to terms with, and find a comfortable place within, their social worlds. As we will see, such a concern is often accompanied by innovation in literary forms. Using texts (novels, short stories, poetry, and film) from many cultures, we will explore through discussion and writing the themes and formal features of these texts that draw them together.

Required Texts:

Callaghan, Morley. Such is my Beloved.
Hemingway, Ernest. The Sun Also Rises.
Ross, Sinclair. As for me and my House.

Courseware Booklet: English 105A Readings

Recommended Text:


Note: A newer edition may be available. Also, please note that all royalties from the sale of this book go towards the English Department’s scholarship fund.

Assignments:

Creative Response Journal – 3 entries, 1-3 pages each – multiple due dates (see below) – 10%
Short Essay – 4 pages – June 16, 2004 – 20%
Major Essay/Creative Writing Project – 6-8 pages – July 21, 2004 – 35%
Final Exam – cumulative – date to be set by administration – 35%
Creative Response Journal:
This assignment requires you to submit 3 creative responses to 3 different texts on our course. You may choose what texts to use for your responses, but each response will be due at the beginning of the class in which we are scheduled to discuss that novel, story, or poem (the T.B.A. movie will not count for this assignment). An entry will not be accepted late unless you contact me immediately and provide a doctor’s note.

The aim of this assignment is to allow you to respond creatively to the texts we will be studying in class. Creative responses can take the form of a poem, a short story (or a segment of a short story), a drawing, a painting, computer animation, or any other form of creative expression as long as you check with me first. As with all assignments, your work must be your own and must be produced for this class alone.

As part of each entry, you must provide one written paragraph that explains how your creative response relates to the primary text – i.e. Have you delved further into a character’s history or psychology? How so? Have you used the style of the author in question? If so, how? Have you explored a theme that’s key in the primary text? How? In essence, what I want made clear in this paragraph is that your response is in fact based upon the primary text and that you’ve read the primary text and considered it closely. This paragraph should be organized so that your discussion is unified and coherent.

This assignment will be marked using a “+/−” scale with the “+” allowing you full credit and the “−” allowing you half credit for each of the 3 responses completed. It should be very easy for you to receive your full 10% of your course grade for this assignment as long as you complete all of the responses, follow the guidelines, and show that you’ve taken care in producing your work. I know not all consider themselves to be creative writers or artists, but this assignment is your chance to respond to the course texts free from the possible constraints of essay writing. Have fun with it!

Short Essay:
This assignment will require you to write a 4 page essay in which you conduct a close reading of a particular passage by one of the course’s first 5 authors. I will be selecting 5 passages from which you can choose. We will be discussing close reading in more depth during lecture on May 19th and you will receive the detailed assignment guidelines then.

Major Essay/Creative Writing Project:
This assignment will require that you either:
1. write a 6-8 page (approximately 1500-2000 words) essay that compares two works from the course. While not required, you may use secondary sources for this assignment, but the number of secondary sources can be no more than four. I will provide a list of suggested topics from which you can pick; or
2. write a 6-8 page creative writing project that draws inspiration from two works from the course. Unlike the Creative Response Journal, this creative project must be expressed through writing. This project will also require a 1-2 page essay that explains your project’s connection to the texts on which it is based.

More detailed guidelines will be distributed on June 23rd.
Important notes for essays:

1. These essays will be evaluated based on the quality of writing style and the quality of the argument. Essays must be formatted according to MLA format (we will discuss this in class, but see your Courseware Booklet, and/or MLA Handbook for Writers of Research Papers and/or The Little Brown Compact Handbook).

2. One of the most important things to remember is that I am interested in what you have to say about the material from the course. For these essays, I don’t want you to rely on what’s been said in class or, in the case of the Major Essay particularly, on what other scholars have said. Please don’t just reiterate the ideas of others; I’d like to hear your ideas.

Final Exam:
The final exam will be a cumulative examination of your knowledge of the course texts and lecture material. Exam format T.B.A.

Course Policies:

Attendance and Participation:
Although no mark is assigned based on your attendance and participation in class, both are musts. As you likely know, your experience of a course is enhanced only by your active participation in it. You may be able to find someone from whom to borrow notes, but notes cannot compare to your actually being in class. In our course, we only have 13 meetings, so missing one or two classes means you’ve missed a lot.

Late Assignments:
Assignments will be due at the beginning of the class on the dates specified above. All late assignments will be penalized 3% per day, including weekends (i.e. Saturday and Sunday = 6%). If you must submit a paper late, please submit it to the drop box in the English department (HH 2nd floor by HH228), but, when possible, have one of the English Department secretaries sign and date it first. Please note that I will not accept essays after the term’s last day of classes (Friday, July 30, 2004).

Extensions:
Except in exceptional circumstances, all extensions must be requested by the Friday of the week prior to the assignment’s due date. A request made after the Friday, will require appropriate documentation (e.g. a doctor’s note).

Missed Exam:
A missed exam requires you to notify me immediately (no later than the day of the exam). Appropriate documentation (e.g. a doctor’s note) will be required in order for you to write a make-up exam. The make-up exam will be scheduled as soon as possible at a time mutually agreed upon. Though the make-up exam will follow the format of the original exam, I reserve the right to alter the exam questions to ensure that a student writing later does not benefit from other students’ knowledge of the exam.
Academic Offenses:

Plagiarism and cheating are serious academic offenses that carry grave consequences: at the very least an automatic zero on the assignment/exam, but failure of the course, or worse, could result.

Plagiarism involves one appropriating the work of another and claiming it as one’s own. Common incidences of plagiarism include copying or downloading published essays, or parts of published essays; copying or downloading essays, or parts of essays, by other students; and purchasing essays on-line. But remember too that plagiarism can result from a misuse of sources: for example, a failure to indicate material from other sources by using quotation marks; a failure to offer proper in-text documentation of sources (author and page references); and a failure to provide a works cited page. Please be sure to review your papers carefully to ensure that you have used sources fairly and documented them appropriately. Although we will discuss proper use of sources in class, if you have any additional questions when it comes time to writing your papers, please email or come and see me. Don’t let carelessness lead you to a serious academic offense. For additional information about plagiarism please see “How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors” at http://watarts.uwaterloo.ca/~sager/plagiarism.html or ‘Handouts for Students’ at http://www.library.ualberta.ca/guides/plagiarism and consult the University of Waterloo’s policy regarding academic offenses (see below).

The Dean of Arts Office requires the inclusion of the following statement on all undergraduate course outlines:

“Note on avoidance of academic offenses: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy #71 (Student Academic Discipline) which is supplied in the Undergraduate Calendar (p. 1: 11). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.”

Note: p. 1: 11 of the Undergraduate Calendar is also available at http://wwwadm.uwaterloo.ca/infoucal/UW/poUcy_71.html
**Schedule:**
We will follow this schedule as closely as possible, but occasionally one week’s topic may carry over into the next week. Please have all the reading done before each class so that you will be able to participate fully in class discussions.

Note: * = found in Engl105A Readings booklet

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<th>Date</th>
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<th>Important Notes</th>
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<td>May 5</td>
<td>Orientation</td>
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<td>May 12</td>
<td>Wharton, “Madame de Treymes” *</td>
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<td>May 19</td>
<td>Eliot, “The Love Song of J. Alfred Prufrock” *</td>
<td>Short Essay guidelines distributed and Essay Writing Workshop (general essay writing skills and close reading)</td>
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<td>May 26</td>
<td>Woolf, “The Mark on the Wall,” “The Society,” and “Solid Objects” *</td>
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<td>June 2</td>
<td>Hemingway, <em>The Sun Also Rises</em></td>
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<td>June 9</td>
<td>Callaghan, <em>Such is my Beloved</em></td>
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<td>June 16</td>
<td>Zitkala-Ša, “School Days” *</td>
<td><strong>Short Essay due</strong></td>
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<td>Black Elk, “The Great Vision” *</td>
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<td>June 23</td>
<td>Hughes, “Cora Unashamed,” “Home,” “Passing,” “Poor Little Black Fellow,” and “Father and Son” *</td>
<td>Major Essay/Creative Writing Project guidelines distributed</td>
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<td>June 30</td>
<td>Hurston, <em>Jonah’s Gourd Vine</em></td>
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<td>July 7</td>
<td>Poetry – Imagism (selections from H.D. Pound, Williams, and Stevens) *</td>
<td>Essay Writing Workshop (comparison essays)</td>
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<td>July 14</td>
<td>Poetry – Caribbean (selections from McKay, Marston, Bennett) *</td>
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<td>July 21</td>
<td>Movie – T.B.A.</td>
<td><strong>Major Essay/Creative Writing Project Due</strong></td>
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<td>July 28</td>
<td>Ross, <em>As for me and my House</em></td>
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