Department of English Language and Literature
University of Waterloo
Fall 2009

Course Syllabus for English 108F, The Rebel

Instructor: Kevin Ziegler
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HH 138
T-Th 2:30-3:50

Course Description and Objectives:

This course is designed as a limited survey of the figure of “The Rebel” in English literature. Using a combination of lectures, discussions, and assignments, students will begin to answer some of the following questions: Who defines “The Rebel” and for what purpose? How is rebellion portrayed in literature and in society? What separates “The Rebel” from the status quo? Is the concept of rebellion legitimate or an intellectual fantasy? Has the definition of “Rebel” changed over time? Is it defined differently in different national literatures?

We may understand the act of rebellion to include straightforward political protest, but it may also include less-obvious techniques of resistance. These may include, for example, forms of feminist and postcolonial critique. For this course students are asked to adopt a broad understanding of the concept of rebellion to create their own working definition of “The Rebel”.

Main Texts:
(available at UW Bookstore – try to use the correct editions)

Brown, Chester. Louis Riel: A Comic-Strip Biography
Findley, Timothy. Not Wanted on the Voyage
Hitchcock, Alfred. Rope
Orwell, George. Nineteen Eighty-Four
Stevenson, Robert Louis. The Strange Case of Dr Jeckyll and Mr Hyde

Course Pack:
Armstrong, Jeanette. “History Lesson”
Crawford, Isabella Valancy. “Canada to England”
Dumont, Marilyn. “Letter to Sir John A MacDonald”
Emerson, Ralph Waldo. “Self-Reliance”
Roberts, Charles GD “An Ode for the Canadian Confederacy”
Scott, FR. “Laurentian Shield”
Woolf, Virginia. “A Room of One’s Own”
Recommended Texts:
The Little Brown Handbook

Course Breakdown:

Attendance and Participation (10%):
Students will be evaluated based on their attendance and participation in class discussions. There will also be a number of in-class writing assignments designed to accommodate the less-vocal students.

Mid-term Exam (15%):
A test conducted on Oct. 15th. Students will write an in-class essay about one of the assigned texts.

Short Essay (15%):
A short essay (3-4 pages) due Nov. 3rd. Essay topics will be distributed in class prior to the deadline. Students must avoid plot summary as much as possible. Essays must be argumentative and include a proper thesis statement and paragraph structure. Students will be evaluated both in terms of style and content. Remember, even the best arguments suffer when they are presented ineffectively.

Long Essay (30 %):
A longer essay (8-10 pages) due Dec. 1st. Essay topics will be distributed in class prior to the deadline. Secondary research is not a requirement for this assignment; however, students are encouraged to find secondary sources to help formulate their ideas. Remember to cite correctly using the proper MLA guidelines.

Final Exam (30%)

Late Policy

If you miss the mid-term you must provide medical documentation to substantiate your incapacity to write the test on the scheduled day.

The essay is due in class on the due date. Late papers will be penalized at a rate of 2% a day, including weekends, and will not be accepted more than 2 weeks after the due date. No extensions will be given except where there is a clear and verified medical reason for the delay. Please note that I do not grant extensions except in emergency circumstances (being busy with other courses does not count as an emergency).

Student Responsibilities

Attendance is mandatory. Students are expected to read all assigned material and be prepared to discuss the assignments thoughtfully and intelligently.

Electronic Device Policy

Electronic devices can be a nuisance in the classroom and disrupt the ability of other students to concentrate during lectures. With this in mind, students are asked to turn off
their cell phones and leave laptops and other electronic communication equipment outside the classroom.

**Contacting the Instructor**

Students are encouraged to meet with me to discuss their essays. This is one of the easiest ways to improve your grade because it requires you to plan yours essays in advance. I will answer e-mail questions, but there’s only so much I can explain in a short correspondence. Students should not expect e-mail responses immediately – assume it will take at least 48 hours and plan accordingly. The best way to get thorough feedback on the assignments is to come to my office hours and talk to me in person.

**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.

**Weekly Schedule (may change slightly)**

<table>
<thead>
<tr>
<th>Class#</th>
<th>Date</th>
<th>Texts for Class Discussion</th>
<th>Important Notes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 15</td>
<td>N/A</td>
<td>Discussion: Introduction to instructor, course, course issues</td>
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<tr>
<td>2</td>
<td>Sept. 17</td>
<td>N/A</td>
<td>Essay writing. MLA. Grammar Jeopardy</td>
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<td>4</td>
<td>Sept. 24</td>
<td><em>Paradise Lost</em> Book 4 (excerpt)</td>
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<td>5</td>
<td>Sept. 29</td>
<td>Emerson</td>
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<td>6</td>
<td>Oct. 1</td>
<td>Stevenson</td>
<td>Distribution of Essay Topics</td>
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<td>7</td>
<td>Oct. 6</td>
<td>Stevenson</td>
<td></td>
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<td>8</td>
<td>Oct. 8</td>
<td>Crawford, Roberts, and Scott</td>
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<td>9</td>
<td>Oct. 13</td>
<td>Gilman</td>
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<td>10</td>
<td>Oct. 15</td>
<td>N/A</td>
<td>Mid-term Exam</td>
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<td>11</td>
<td>Oct. 20</td>
<td>Woolf</td>
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<td>12</td>
<td>Oct. 22</td>
<td><em>1984</em></td>
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<td>13</td>
<td>Oct. 27</td>
<td><em>1984</em></td>
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<td>14</td>
<td>Oct. 29</td>
<td>Dumont and Armstrong</td>
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<td>15</td>
<td>Nov. 3</td>
<td>Not Wanted on the Voyage</td>
<td>Short Essay Due</td>
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<td>16</td>
<td>Nov. 5</td>
<td>Not Wanted on the Voyage</td>
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<td>17</td>
<td>Nov. 10</td>
<td>Not Wanted on the Voyage</td>
<td>Distribution of Essay Topics</td>
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<td>18</td>
<td>Nov. 12</td>
<td>N/A</td>
<td>Essay writing.</td>
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<td>19</td>
<td>Nov. 17</td>
<td>Louis Riel</td>
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<td>20</td>
<td>Nov. 19</td>
<td>Louis Riel</td>
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<td>21</td>
<td>Nov. 24</td>
<td>View: Rope</td>
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<td>22</td>
<td>Nov. 26</td>
<td>View: Rope</td>
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<td>23</td>
<td>Dec. 1</td>
<td>Discussion of Rope</td>
<td>Final essay due</td>
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<td>24</td>
<td>Dec. 3</td>
<td>Review of course</td>
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<td>TBA</td>
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<td>FINAL EXAM</td>
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**Essay Formatting**

When formatting your essays, conform to MLA style. This includes the following:

- In the top left-hand corner of the first page, list on four separate lines, flush with the left margin: your first and last name and student number, my name, the course name and number, and the date on which you submit the essay. Do not include a separate title page.
- Following the identifying information, provide a title for your essay and centre it.
- Use one-inch margins (except for page numbers), and indent each paragraph.
- Use 12-point Times New Roman font or equivalent.
- Double-space all text, including your identifying information, the title, and any quotations.
- Number all pages of your essay (numbering the first page is optional) in the top right-hand corner, one-half inch from the top of the page and flush with the right margin. Your last name should precede the page number.
- Include a Works Cited on which you list all the sources you’ve used, including the primary text. Guidelines for Works Cited format will be discussed in class.

**Academic Integrity**

The Faculty of Arts requires that I make you aware of the following: “Students are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offence, or who need help in learning how to avoid offences (e.g., plagiarism, cheating) or about ‘rules’ for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Assistant Dean. For information on categories of offences and types of penalties, students should refer to
Policy #71, Student Academic Discipline,  
http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm

The Internet has made plagiarism and other forms of cheating much more tempting; it has also made it easier to detect. I will investigate and report to the Associate Dean all cases of suspected plagiarism. Proven cases will result in academic penalty, proportional to the extent of the infraction, and could include an official written reprimand from the Associate Dean that will be placed in your file. Please consult the following web site, “Avoiding Academic Offences” for a comprehensive explanation of plagiarism and how to avoid it http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve: refer to Policy #70, Student Grievance,  