Department of English Language and Literature
University of Waterloo
Fall 2010
English 108F, The Rebel
DWE 3519
MW 10:00-11:20

Instructor: Kevin Ziegler
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Office Hours: W 11:30-1:30

Course Description and Objectives:
This course's primary goal is to provide an introductory survey of English literature by examining a common literary theme: “The Rebel.” Using a combination of lectures 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 for an intellectual fantasy? Has the definition of “The Rebel” changed over time?

Students should adopt a broad understanding of the concept of rebellion and create their own working definition of “The Rebel.” We may understand the act of rebellion as straightforward political protest, but it may also include less obvious techniques of resistance. These may include, for example, forms of feminist and post-colonial critique.

By the end of the term, students should be able to demonstrate some of the following abilities:

1. Discuss and debate texts critically, including the practice of close-reading.
2. Use appropriate disciplinary vocabulary and a limited set of critical approaches and categories.
3. Integrate source material in their writing (including quotations, paraphrase and summary).
4. Articulate and support positions, through reasoned argument and the effective use of evidence.
5. Edit for content, organization (e.g. effective introductions and conclusions; unified, coherent paragraphs; transitions between and within paragraphs), style (e.g. sentence rhythm; sentence variety; vocabulary; figurative language), and grammar.
7. Pre-write, plan, draft, and revise writing.

Course 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* (Class viewing)
Orwell, George.  *Nineteen Eighty-Four*
Stevenson, Robert Louis. *The Strange Case of Dr Jekyll and Mr Hyde*

**Course Pack:**
- Armstrong, Jeanette. “History Lesson”
- Atwood, Margaret. “Helen of Troy Does Counter Dancing”
- Dumont, Marilyn. “Letter to Sir John A MacDonald”
- Emerson, Ralph Waldo. “Self-Reliance”
- Livesay, Dorothy “Bartok and the Geranium” “The Three Emilys”
- Melville, Herman. “Bartleby, the Scrivener”
- Milton, John. *Paradise Lost* (excerpts)
- Purdy, Al. “At the Quinte Hotel”
- Williams, Carlos Williams. “The Red Wheelbarrow”

**Recommended Texts:**
*The Little Brown Handbook*

**Class Schedule**

Against Convention
- Sept. 13: Intro/Rebel Issues
- Sept 15: Emerson “Self-Reliance”
- Sept 20: Melville “Bartleby, the Scrivener”
- Sept 22: Grammar and Essay Writing

Against Society
- Sept 27: Orwell 1984
- Sept 29: Orwell 1984

Literary Innovation

Gender Issues
- Oct 6: Gilman “The Yellow Wallpaper”
- Oct 11: University Holiday

- Oct 18: **Mid-Term Exam**

The Grotesque and the Unnatural
- Oct 20: Stevenson *Dr. Jekyll and Mr. Hyde*
- Oct 25: Stevenson *Dr. Jekyll and Mr. Hyde*
- Oct 27: Coleridge “The Rime of the Ancient Mariner”

Of the Devil’s Party
- Nov 1: Milton *Paradise Lost* (excerpts)
Nov 3: Milton *Paradise Lost* (excerpts)/ Findley *Not Wanted on the Voyage*  
**Essay 1 due**

Nov 8: Findley *Not Wanted on the Voyage*

Nov 10: Findley *Not Wanted on the Voyage*

Nov 15: Comparison Essay Writing

The Canadian Rebel

Armstrong “History Lesson,” Scott “The Forsaken”

Nov 22: *Louis Riel*

Nov 24: *Louis Riel*

Nihilism and the Limits of Rebellion

Nov 29: *Rape* Screening

Dec 1: *Rape* Screening/ discussion

Dec 6: Review  
**Essay 2 due**

**Assignment 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. 18th. 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 long essay (5-6 pages) due Dec. 6th. 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 unless 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
Students should be prepared to discuss the assigned texts thoughtfully and intelligently. Attendance is mandatory and I encourage classroom discussion. In my experience, English courses are only successful when everyone is actively engaged. Try to read some of the shorter works multiple times in preparation for class.

Electronic Devices:
Electronic devices can be a nuisance in the classroom and disrupt the ability of other students to concentrate during lectures and discussion. I would prefer students to leave all their electronic communication equipment outside the classroom, but this is not a requirement. At the very least, please be respectful of your peers.

Contacting the Instructor
Students are encouraged to contact me if they have any trouble with the course material or if they want to discuss the essay topics. The best way to get thorough feedback is to come to my office hours and talk to me in person. I will, however, answer short e-mail questions. Students should not expect e-mail responses immediately — assume it will take at least 48 hours and plan accordingly.

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 website, “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,
http://www.acm.uwaterloo.ca/infosec/Policies/policy70.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.