English 108M: Youth and Adolescence
(Winter 2006, Section 01)
Draft -- 18 December 2005

Instructor: Mr. Kevin Magri
Email: ksmagri@artsmail.uwaterloo.ca
Phone: 888-4567 x2708
Drop Box: outside of HH 228C
Classes: Tuesday, Thursday 4:00-5:20 DWE 3519
Office Hours: Wednesday 1:30-3:30 PAS 2212 or by appointment

Catalogue Course Description
Youth and Adolescence studies the portrayal of young protagonists as they respond to the mores of adult society; their own physical, mental, and psychological development; and the expectations placed upon them by themselves and by others.

Section Course Description
We will explore themes of youth and adolescence in five major British works (one play and four novels) as well as in some shorter complementary pieces (poems, short critical prose, film adaptation). To understand the treatment in literature of young people and their worlds, we will read the works through a variety of complementary (and possibly discordant) approaches. We will consider the works through New Critical approaches (considering where useful plot/structure, character, narration, setting, genre, and specific literary techniques, conventions, and devices) and other pertinent critical approaches (such as Historicism, Gender studies, Textual studies, and other relevant approaches). We want to be able to appreciate and critique the works as individual texts and as texts within complex historical, social, and literary networks. Classes will consist of a combination of lecture, class discussion, group work, and individual activities.

Out-of-Class Meetings
Please feel free to contact me by email, if you wish, and I will reply as soon as I am able. I tend to receive a high volume of emails 48 hours before assignment deadlines, so I cannot guarantee that those emails will receive as timely a response. I also encourage you to come visit me during my office hours.

Assignment Submissions, Deductions, and Late Policy
Essays should follow MLA style (see the MLA Handbook for Writers of Research Papers), be typed, be stapled in the upper left-hand corner, and be submitted at the start of the assigned class. Staple an early draft of your essay to the final draft -- the draft will not be graded, but is required. Assignments which consistently do not conform to the outlined style will be penalised. Late submissions will receive 2% deduction per day including weekends (that is, -4% total for Saturday and Sunday) to a maximum of 14%. Essays 7 days overdue will not be marked.
In-class assignments (activities, test, and exam) must be written at the assigned times. Only a medical emergency, substantiated by a physician's note, will warrant exceptions.

Academic Offences
The University of Waterloo requires the following notes on course syllabi:

Note on avoidance of academic offences: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at <http://wwwadm.uwaterloo.ca/info/cur/UW/policy_71.html>). If you need help in learning how to avoid offences 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: On November 18/02, Senate passed a motion that all course outlines also contain the following reference to the student's right to grieve: "Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, http://wwwadm.uwaterloo.ca/infosec/Policies/policy70.html."

To understand plagiarism further, consult "How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors" at <http://watarts.uwaterloo.ca/~sager/plagiarism.html>, and the MLA Handbook for Writers of Research Papers. Those committing an academic offence will be punished with the possibility of expulsion. In other words, do us all a favour: play nicely!

Required Texts for Purchase

- Romeo and Juliet ( Folger)
- Northanger Abbey (Broadview)
- Frankenstein (1818 edition) ( Broadview)
- The Picture of Donian Gray ( Broadview)
- A Clockwork Orange (Penguin)

n.b. The listed editions for our section have been selected in some cases specifically for their appendices materials. You are permitted to use other editions if you do not mind missing page numbers in class and having to photocopy materials outside of class. Please use copies of the required editions for Essay #2 to help me better evaluate your sourcing. Some supplemental readings may be added to the required reading list.

Recommended Texts

- MLA Handbook for Writers of Research Papers, Ed. Joseph Gibaldi. (Our official style guide for essay writing. Use it to review the process of research and writing, avoiding plagiarism, the mechanics of writing, formatting research papers, and documenting in MLA style.)
- Oxford English Dictionary. (The most authoritative English dictionary in the world. The complete multi-volume set is available in print in most libraries, and in electronic form through the UW library website. Use the condensed and affordable Canadian Oxford Paperback Dictionary for home use.)
- The Little, Brown Compact Handbook. (Recommended by the English Department. Royalties from sales are donated to the English Department scholarship fund.)

Grade Distribution

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Essay #1</td>
</tr>
<tr>
<td>10%</td>
<td>Test</td>
</tr>
<tr>
<td>25%</td>
<td>Essay #2</td>
</tr>
<tr>
<td>15%</td>
<td>Attendance and Participation</td>
</tr>
<tr>
<td>30%</td>
<td>Exam</td>
</tr>
</tbody>
</table>

Assignments

**Essay #1** – Write a 750-1000 word (about 3-4 page) essay on the theme of 'youth and death.' Your instructor will supply you with a selection of poets and poems: choose two poets and write on a total of two to four poems. Compare and/or contrast the effectiveness of the writers' uses of at least one literary technique or convention.

Your essay must have a pertinent introduction with a clear, precise, and manageable thesis statement; paragraphs with topic sentences, sufficient quotation from the 'primary texts' (the poems) to support your analyses, and topic summary statements; and, a pertinent conclusion. Your argument should demonstrate and integrate knowledge about relevant literary techniques or conventions: to do so, define any pertinent jargon by referring to a dictionary of literary terms such as Harmon and Holman's A Handbook to Literature. Including some appropriate historical context in your argument may be helpful. Additional 'secondary research' (research from sources other than the primary texts) is **not** required. The essay must follow MLA conventions.

Bring the best draft of your essay to the in-class writing workshop.
Test – The in-class test will ask you to demonstrate your knowledge of course materials, especially the themes, techniques, conventions, and contexts of the texts studied in class. The test will be one hour long (tentative). You may be asked to demonstrate your ability to “close-read” passages, to write short answers (a few paragraphs per question), and/or to write an essay (tentative).

Essay #2 – Write a 1000-1250 word (about 4-5 pages) essay on a topic of your choice, approved by your instructor. Your instructor will supply you with a selection of possible topics. Compare and/or contrast a relevant issue, theme, technique and/or convention in 2 or 3 of the following works: Romeo and Juliet, Northanger Abbey, Frankenstein, The Picture of Dorian Gray, A Clockwork Orange.

Your essay must have a pertinent introduction with a clear, precise, and manageable thesis statement; paragraphs with topic sentences, sufficient quotation from the ‘primary texts’ (the play and/or novels) to support your analyses, and topic summary statements; and, a pertinent conclusion. Your argument should demonstrate and integrate knowledge about relevant literary techniques or conventions: to do so, define any pertinent jargon by referring to a dictionary of literary terms such as Harmon and Holman’s A Handbook to Literature. Including some appropriate historical context in your argument may be helpful. Additional ‘secondary research’ (research from sources other than the primary texts) is required: the essay should include citations to at least 2 non-electronic academic sources (including books and/or book chapters and/or journal articles) researched from a university library; on-line sources will not count towards your required 2 sources. Your ‘secondary research’ should contextualise and/or support your argument in a productive manner. The essay must follow MLA conventions.

Attendance/Participation – I strongly encourage regular attendance and active participation in every class. If you are not attending, it is difficult to participate. Jot some notes as you read and think about the materials, and please bring the assigned texts thoroughly read before class: this will ensure more lively and useful discussion. Be respectful and helpful to your peers.

Activities will include a variety of individual and group exercises to be performed during class time. You may be required to do some minimal preparation outside of class time. Individual activities will be graded on a pass/fail scale. If an activity is completed on-time and with a good-try effort, it will receive a pass grade.

Exam – The out-of-class exam (scheduled for the exam period) will ask you to demonstrate your knowledge of course materials, especially the themes, techniques, conventions, and contexts of the texts studied in class. The exam will be two hours and thirty minutes long (tentative). You may be asked to demonstrate your ability to “close-read” passages, to write short answers (a few paragraphs per question), and/or to write essay questions (tentative).

Activity 1 (due 10 January 2005) – Copy and respond briefly to the following:

Your last name:
Your first name:
Your preferred name:
Your student number:
Your major and year (e.g. Geography 2C):
Other post-secondary literature, language, and culture courses you have taken:
Your telephone number or alternative way to reach you in an emergency:
(Optional) An interesting fact about yourself:

Send your responses by email to your instructor. Please use your UW email account (no hotmail accounts please). Type in the subject line “Engl 108M: Bio”.

3
n.b. Some minor revision to the schedule may be necessary throughout the term. Some supplemental readings may be added to the required reading list.

Week 1
03 January: Introduction
05 January: *Romeo and Juliet* (4 classes)

Week 2
10 January: *Romeo and Juliet* cont.
12 January: *Romeo and Juliet* cont.

Week 3
17 January: *Romeo and Juliet* cont.
19 January: Writing Workshop

Week 4
24 January: Essay #1 due + *Northanger Abbey* (4 classes)
26 January: *Northanger Abbey* cont.

Week 5
31 January: *Northanger Abbey* cont.
02 February: *Northanger Abbey* cont.

Week 6
07 February: Test
12 February: *Frankenstein* (4 classes)

Week 7
14 February: *Frankenstein* cont.
16 February: *Frankenstein* cont.

**READING WEEK**
20 - 24 February: no classes, no office hours

Week 8
28 February: *Frankenstein* cont.
02 March: *The Picture of Dorian Gray* (4 classes)

Week 9
07 March: *The Picture of Dorian Gray* cont.
09 March: *The Picture of Dorian Gray* cont.

Week 10
14 March: *The Picture of Dorian Gray* cont.
16 March: A Clockwork Orange (4 classes)

Week 11
21 March: A Clockwork Orange cont.
23 March: A Clockwork Orange cont.

Week 12
28 March: Essay #2 due + A Clockwork Orange cont.
30 March: Review

Exam Period
TBA (6 - 22 April): Exam