English 108M: Youth and Adolescence
University of Waterloo Department of English Language and Literature

Winter 2007
Tues., Thurs. 8:30–9:50 a.m.
PAS 1241

Instructor: Julia Mamolo
Office: PAS 2215
Office Hours: Tuesdays 10-11 a.m.,
Thursdays 10:00 – 12 p.m., or by appt.
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CALENDAR DESCRIPTION
English 108M 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.

COURSE DESCRIPTION
English 108M is a single semester course focusing on the depiction of youth and adolescence in literature. During the course, we will consider youth and adolescence as constructed categories that reflect the different cultural and historical periods of the texts in which they are produced. The theme of youth and adolescence will be approached through a chronological survey of poetry, short stories, and novels that span the late eighteenth century through to the present day.

Through close readings of the literary texts, we will explore how each writer manifests the theme of youth and adolescence, addressing such questions as: how is youth represented in different texts? In what ways has youth been idealized or demonized in literature? How do the different genres differently present the notion and issues of youth?

Our goals for this course are to perform close readings that take into consideration the literary and historical contexts of the texts’ production, and to articulate the major themes surrounding the notion of youth and adolescence. You will also write academic essays (develop a thesis and support it with specific textual evidence).

REQUIRED TEXTS
English 108M Youth and Adolescence Readings (Course Package).

ASSIGNMENTS
Short Essay: 3-4 pages – due start of class 30 January – 15%
In-class Midterm: 15 February – 20%
Long Essay: 8-10 pages – due start of class 27 March – 35%
Final Exam: date to be set by UW administration – 30%
*Please see the “course policies” section below for important information on assignments.

Short essay: You will write a 3-4 page essay analysing one poem from the course. No secondary research is permitted; you will develop a thesis based on the assigned essay topic and use your own close reading of the primary text to construct a convincing argument.

Long essay: You will write an 8-10 page essay that compares and contrasts two works (or more if analyzing poems) from the course. You may not write on the same work that you used for the short essay. Secondary research is not required; if used, the number of sources can be no more than three. As with the short essay, your primary concern is to support your thesis statement with specific evidence from your primary sources. You will develop a thesis based on the list of suggested topics (to be distributed).

COURSE POLICIES
1. Plagiarism and Other Forms of Cheating
Plagiarism and cheating are serious academic offences. Plagiarism is defined according to the University’s Policy #71 as “the act of presenting the ideas, words, or other intellectual property of another as one’s own. The use of other people’s work must be properly acknowledged and referenced in all written material....Use of [source material] without complete and unambiguous acknowledgement...is an offence under this policy.” (“Definition of Plagiarism”, Avoiding Academic Offences web page, http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html).

The University of Waterloo Faculty of Arts requires the inclusion of the following statement on all 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://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). 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.”

Grievances: Students who believe they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance (http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm).

My policies on plagiarism and cheating: All suspected cases of plagiarism or cheating will be investigated and reported. Proven cheating and plagiarism cases result in an award of zero on the assignment and academic penalty, proportional to the extent of the infraction, which could include an official written reprimand from the Associate Dean that will be placed on your file, failure of the course, or expulsion.
Although we will be discussing proper citation of and use of sources in class, you are responsible for not plagiarizing and for contacting me if you have any questions about how to avoid plagiarism. I reserve the right to submit suspected cases of plagiarism to turnitin.com for verification. **It is your responsibility to understand what plagiarism and cheating is.** The Faculty of Arts website, “Avoiding Academic Offences”, offers helpful definitions (http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html).

2. **Attendance and Participation**
   Attendance is mandatory. You are expected to read the assigned course material in advance of the day it is to be discussed in class, to bring your textbook(s) to class, and to participate, which entails verbal engagement with me and other students in discussion of course material.

3. **Late and Absentee Policies for Assignments**
   You are expected to write tests and exams on the scheduled days and to hand in paper copies of your essays at the beginning of class on the scheduled due dates.

   **Missed Tests or Exams.** In the absence of a valid reason for missing a test or exam, your mark will be a zero. A valid reason constitutes a medical or other emergency, which requires adequate official documentation (for instance, a doctor’s note) and requires that you contact me via email before or, at the latest, on the day of the test/exam.

   **Late Essays.** No extensions for essays will be given unless there is a clear and verified emergency (medical or otherwise). This requires official documentation and requires that you contact me via email before (at the latest, the day before) the essay is due. If I do not hear from you via email, then your essay will be subject to the late penalty.

   **Penalty for Late Essays:** Late essays will be penalized 3% per day, including weekends, to a maximum of one week (at which point the essay will not be accepted for marking). Penalization begins on the day the essay is due in class (for instance, if you miss class but hand it in at the end of day, you will still be penalized 3%).

   Late essays must be signed and dated by one of the English department secretaries and then submitted in the departmental drop box (English Department, Hagey Hall, 2nd Floor).

4. **Essay Format**
   Essays must be formatted according to the MLA format (to be discussed in class); see also the *MLA Handbook for Writers of Research Papers* (6th edition 2003) or *The Little, Brown Compact Handbook* (3rd Canadian edition 2006).

4. **Email Communication**
   Email is an efficient way to contact me; I will normally respond within 24-48 hours of receiving your email. Most questions arising from class, however, will require discussion in person; if you are unable to attend my office hours, please email me to arrange an alternate meeting time. Please note that assignments submitted by email or as email attachments will **not** be accepted.
We will follow this schedule as closely as possible; however, topics may occasionally carry over into the next time slot. Please have all readings done for each class.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
<th>Assignments / Important Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Class 1: 4 January</td>
<td>No readings</td>
<td>Course introduction</td>
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<td>2</td>
<td>Class 2: 9 January</td>
<td>Wordsworth poems (<em>Favorite Poems</em>; course package)</td>
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<td>Class 3: 11 January</td>
<td>Wordsworth poems (<em>Favorite Poems</em>; course package)</td>
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<td>3</td>
<td>Class 4: 16 January</td>
<td>Browning poem (course package)</td>
<td>Essay workshop: MLA citation; literary terms; in-class close reading exercise</td>
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<td>Class 5: 18 January</td>
<td><em>Turn of the Screw</em>; introduction by Esch and Warren</td>
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<td>4</td>
<td>Class 6: 23 January</td>
<td><em>Turn of the Screw</em></td>
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<td>Class 7: 25 January</td>
<td><em>Turn of the Screw</em></td>
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<td>5</td>
<td>Class 8: 30 January</td>
<td>Poems by Hughes, Bishop, Ondaatje, and Roethke (course package)</td>
<td><strong>Short Essay Due</strong></td>
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<td>6</td>
<td>Class 10: 6 February</td>
<td>Excerpts from <em>The Classic Slave Narratives</em></td>
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<td>Class 11: 8 February</td>
<td>Conrad, “Youth” (<em>Secret Sharer and Other Stories</em>)</td>
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<td>7</td>
<td>Class 12: 13 February</td>
<td>“Youth”; poems by Collins and Reaney (course package)</td>
<td>In-class review</td>
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<td>Class 13: 15 February</td>
<td>No readings</td>
<td><strong>Midterm Test</strong></td>
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<td>8</td>
<td>Reading Week</td>
<td>No classes</td>
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<td>9</td>
<td>Class 14: 27 February</td>
<td><em>The Cure for Death by Lightning</em>; article on “Trickster” myth (TBA)</td>
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<td>Class 15: 1 March</td>
<td><em>The Cure for Death by Lightning</em></td>
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<td>Class 16: 6 March</td>
<td><em>The Cure for Death by Lightning</em></td>
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<td>Class 17: 8 March</td>
<td><em>The Cure for Death by Lightning</em></td>
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<td>11</td>
<td>Class 18: 13 March</td>
<td>No readings</td>
<td>Essay workshop: MLA review; in-class exercise comparing 2 texts; thesis statements</td>
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<td>Class 19: 15 March</td>
<td><em>Paddy Clarke, Ha Ha Ha</em></td>
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<td>Class 20: 20 March</td>
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<td><em>Paddy Clarke, Ha Ha Ha</em></td>
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<td>Class 21: 22 March</td>
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<td><em>Paddy Clarke, Ha Ha Ha</em></td>
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<td>Class 23: 29 March</td>
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<td>&quot;Boys and Girls&quot;, &quot;The Walker Brother's Cowboy&quot; (course package)</td>
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<td>14</td>
<td>Class 24: 3 April</td>
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<td>No readings</td>
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**Final Exam:** Date to be announced (exam period: April 9 to April 22)
Short Essay Assignment
15%  Due at the start of class, January 30
3-4 pages (approximately 80-1000 words, double spaced, 12 point Times New
Roman font, 1.25 inch margins)

Provide a close reading of one of the poems from the course package or from the
Wordsworth poetry collection, Favorite Poems, in which you analyze how the author
constructs the youthful character(s) or the theme of youth. How do the choices of poetic
diction, the use of dominant images and/or metaphors, and the use of narrative voice
construct a notion of youth?

Your essay must:
- have a clear thesis statement
- provide specific evidence from the poem to support your thesis
- present an organized analysis

Your essay should demonstrate a close reading of the text that leads to a coherent
assessment of how youth is constructed in the poem you have chosen to analyze. Your
essay must follow MLA conventions for citation and format, which will be discussed in
class. Secondary research is not permitted; you will develop a thesis based on the essay
topic and use your own close reading of the primary text to construct a convincing
argument.