ENGLISH 201, section 01, fall 1999
The Short Story

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“The first step in becoming an active, critical reader is to realize that reading is not a passive activity: as readers, we are not simply sponges absorbing information and knowledge situated outside us in the text. Rather, as critical readers we create meaning by interacting with a text.” (Rehner 3)

Course Description:
This version of ENGL 201 aims to help students develop critical reading, thinking, and writing strategies for “interacting” with a range of short stories. After familiarizing ourselves with the tasks and strategies outlined in Rehner’s text, we focus our critical attention on short story collections by two popular N. American writers: Ernest Hemingway (U.S.) and Alice Munro (Canada). We then examine a cluster of short stories composed by writers whose backgrounds are not N. American.

Required Texts:
4. Sabatini, Sandra. Selections*
5. Solomon, Barbara H. Other Voices Other Vistas.

*Sabatini selections available for photocopying through Porter Library

Recommended Texts:

Course Requirements:
1. Essay #1 (20%)
2. Essay #2 (40%)
3. Final Exam (40%)

WEEKLY SCHEDULE

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>September 16</td>
<td>Introduction to Course</td>
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<tr>
<td>September 23</td>
<td>Rehner: Practical Strategies for Critical Thinking (1-60) Sabatini: “The Light That Fell Behind Him”</td>
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<td>September 30</td>
<td>Rehner: Practical Strategies for Critical Thinking (61-112) Sabatini: “Clean Hands”</td>
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<td>October 7</td>
<td>Rehner: Practical Strategies for Critical Thinking (113-174) Sabatini: “The One With the News”</td>
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<td>October 14</td>
<td>Hemingway: In Our Time (Essay #1 Due)</td>
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<td>October 21</td>
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<td>October 28</td>
<td>No Class</td>
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<td>November 18</td>
<td>Solomon: Other Voices, Other Vistas. (selections TBA)</td>
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<td>November 25</td>
<td>Solomon: Other Voices, Other Vistas. (selections TBA)</td>
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<td>December 2</td>
<td>Conclusion to Course (Essay #2 Due)</td>
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GRADING SCHEME

1. For a numeric scale of letter grades (A, B, C etc.), see University of Waterloo Undergraduate Calendar.

2. The following are brief explanations of the various letter grades a student can earn:

   "A" papers distinguish themselves by including some fresh or original approaches and insights to assigned topics and by developing them in well-written formal/scholarly prose.

   "B" papers satisfy assignment requirements in an effective manner, both in building and supporting primary assertions/arguments and in formal/scholarly writing performance.

   "C" papers are adequate in terms of satisfying assignment requirements, but they have notable weaknesses in formulating primary assertions/arguments, developing and providing adequate support for assertions/arguments, or in formal/scholarly written expression.

   "D" papers are barely adequate in terms of satisfying assignment requirements. Such papers contain flustered ideas and/or inadequate argumentation and support, and they frequently include prominent misfires that interfere with clear expression of main ideas and assertions.

   "F" papers reveal a significant lapse in argumentation and/or support. Such papers often illustrate incomplete work, a misunderstanding of the assignment requirements, and a writing which departs too dramatically from the expectations of formal/scholarly prose.

"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 accordance with Policy #71 (Student Academic Discipline) which is supplied in the Undergraduate Calendar. 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."

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Request For Unexplained Extension

I. ____________________________, request an unexplained extension of ONE week (6 days) from the due date cited in the ENGL 201 "Weekly Schedule" for Essay # _______. By submitting this request, I understand the following:

1. I will be granted only one extension.

2. I will submit this form on/before the due date of the essay in question.

3. I will submit formal documentation to explain additional extensions.