ENGL 201: The Short Story  
Autumn 2009

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Office Hours: Tuesdays and Wednesdays 2-3 or by appointment  
Classes: Wednesdays, 4:00—6:50 in HH 1106

Course Description:  
This course will examine the literary genre of the short story through a thematic arrangement of stories to give students an overview of the genre. We will read fiction by authors from nearly all regions of the world, in English translations where required. The historical and cultural contexts of the stories will be provided, but the primary focus of the course will be an investigation of the formal elements of the short story as a genre. The course will therefore emphasize the development of analytical reading and writing skills, with class discussions being an important element to reach an understanding of the texts.

Course Objectives:  
By the end of this course, successful students should be able to identify and describe the stylistic and generic qualities of the short story and gain awareness of how this genre differs from similar forms of narrative (such as the *exempla* and the fable). In doing so, students should develop confidence in their ability to discuss and debate short stories using a critical vocabulary. Finally, as writing plays a major component in the evaluation of students, students should develop their understanding of the conventions of academic writing in the English discipline and apply that knowledge to their own written work, using the MLA format of referencing, and editing their written work for effectiveness.

Required Texts:  
ENGL201 Library Reserves @ Porter Library Circulation Desk (students are responsible for copies)

Recommended Resource Texts:  
*The MLA Handbook for Writers of Research Papers* (now in the 7th edition) or *The Little, Brown Handbook*  
*A Glossary of Literary Terms* (Abrams & Harpham) or *The Routledge Dictionary of Literary Terms* (Childs & Fowler)

Grade Distribution:  
- In-Class Participation 5%  
- Reading Responses 5%  
- Reading Quizzes 10%  
- Midterm Examination 20%  
- Essay 25%  
- Final Examination 35%

In-Class Participation (5%):  
Although the class will consist largely of lectures, your participation will be essential to the development of your own ideas and the ideas of your peers. Please come to class with the material read and prepared to offer your ideas during discussion periods. Consistent, thoughtful commentary will be required to fulfill this part of the grade. Furthermore, to achieve a full grade in this category, it is expected that you give your attention to the person speaking (use of cell phones or laptops is not permitted in class, unless you are using your computer for taking notes).
Reading Responses (5%):
Five times throughout the semester, you will be required to submit a one double-spaced typed page (250-300 words) formal response to the course readings. By formal response, I mean that the entries should not be in point form, and should include appropriate citations in MLA style, where necessary. These will be checked for acceptable completion and will be 1% each, for a total of 5% of the final grade. The responses have two purposes: they will encourage you to spend time thinking about the texts prior to class and therefore help prepare you for class discussion. It will also be a way for you to begin exploring ideas to use in your final paper.

You may choose to submit these responses at any point in the semester, with two conditions: they must be submitted at the beginning of a class and cannot be submitted at a separate time (such as during office hours) if you want it to count for that week. Additionally, you must focus on the texts for that week in your response (i.e. a submission for 7 October will be written about one of the texts for that day, not for stories from previous or future weeks previous). E-mail submissions will not be accepted.

For the responses, I may suggest a question about the text(s) for your consideration; you may also consider how the two (or three) texts compare with each other; consult the section on “Writers on Writing” or “Reviews and Commentaries” that accompany some of the readings, or pursue your own ideas; however, the responses should not be personal likes and dislikes.

Reading Quizzes (10%):
At the beginning of six classes throughout the semester (excepting the class of the midterm examination), a short reading quiz will be given. These quizzes will consist of between two and four short, basic questions about the texts assigned for that evening. If you have read the assigned readings in their entirety, you will have no problems in responding to the questions. The purpose of the quizzes is to ensure that everyone is keeping up with the assigned readings.

Each quiz will be worth 2% of the final grade; I will drop your lowest score to make this part of the course evaluation come to a total of 10% of the final grade. If you are absent or late for class, you will miss the quiz, and it cannot be made up. A missed quiz may be counted as the dropped mark. If you have legitimate, written documentation (i.e. no e-mails) for your lateness or absence, that will be taken into consideration for your final grade.

Midterm Examination (20%):
There will be an in-class midterm on Wednesday, 21 October. The test will cover all texts covered in class up to that point, excepting the first class. It will also require you to demonstrate understanding of material from lectures and class discussions. The purpose of the midterm is to assess your comprehension of the course material and provide you with feedback on your progress in the course to that point. The questions will include a passage identification section and two short essays; it will take approximately 90 minutes.

Essay (25%):
The major written component of the course will be an original and independent academic essay based on two of the texts from the course. It will have a word length between 1700 words and 2100 words (approximately 6-7 double-spaced pages). I will provide a list of questions that you may wish to answer, but you are encouraged to develop your own topic. There will be no expectation that you use secondary sources, but you are welcome to include them to enhance your argument.
The essay will be due on **Wednesday, 25 November**, at the beginning of class. **Late essays will be penalized at a rate of 3% per day, including weekends.** Essays will be returned the following week, or can be arranged to be returned by making an appointment with the instructor. There will be two in-class writing workshops to help you learn the conventions of academic writing in the English discipline (see class schedule for dates).

**Final Examination (35%)**:  
An examination to be written during the December examination period (9 December through 22 December) will be the final component of the course, and will cover all material from the course. Without official medical documentation, there will be no possibility of a deferral, and the examination cannot be rescheduled around any holiday plans that you might have.

**Course Policies:**  
* Course assignments will not be accepted after the due date, except in legitimate and documented circumstances. Any requests for extensions must be made in writing, one week prior to the due date, outlining the extraordinary circumstances necessitating additional time. **No extensions without penalty will be granted on or after the due date.**  
* In-class assignments (quizzes, midterm and final examinations) must be written at the assigned time, unless prior arrangements have been made.  
* **Grades in this course will be earned during the term. I will not alter final grades after the course is over.**

**University Policies:**  
**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 the OPD at the beginning of each academic term.”

**Plagiarism and Academic Offences:**  
“**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]  
**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.  
**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean.  
For information on categories of offenses and types of penalties, students should refer to Policy 71, Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.  
**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.
Class Schedule:
(page numbers given correspond to *The Norton Anthology of Short Fiction: Shorter Seventh Edition*)

**September 16**  Introduction to the Course and the Short Story
Selection from Giovanni Boccaccio’s *Decameron*, Ernest Hemingway’s “A Very Short Story”

**September 23**  American Romanticism
Nathaniel Hawthorn, “Young Goodman Brown” (325-334)
Edgar Allan Poe, “The Fall of the House of Usher” (661-674)
(recommended reading: “Writing About Fiction” pp. xv-xxiii)

**September 30**  Realism
James Baldwin, “Sonny’s Blues” (21-43)
D. H. Lawrence, “The Horse Dealer’s Daughter” (431-443)

**October 7**  Fin-de-Siecle Europe
Anton Chekhov, “The Lady with the Dog” (110-122)
Guy de Maupassant, “An Adventure in Paris” (511-516)

**October 14**  European Modernism
Franz Kafka, “The Metamorphosis” (386-418)
Thomas Mann, “Disorder and Early Sorrow” (467-489)

**October 21**  Midterm Examination

**October 28**  Oral Traditions
ESSAY WORKSHOP: CONTENT
Thomas King, “A Coyote Columbus Story” in *One Good Story, That One* (on library reserve)
*1001 Nights’ Entertainment*: Beginning to the end of the fourth night (on library reserve)

**November 4**  Turn-of-the-Century Women’s Writing
Kate Chopin, “The Story of an Hour” (123-125)
Charlotte Perkins Gilman, “The Yellow Wallpaper” (302-313)
Katherine Mansfield, “Bliss” (490-499)

**November 11**  Female Canadian Authors
ESSAY WORKSHOP: FORMAT
Margaret Atwood, “Death by Landscape” (8-20)
Alice Munro, “Royal Beatings” (569-585)

**November 18**  Postcolonial Narratives
Nadine Gordimer, “A Soldier’s Embrace” (314-324)
Jamaica Kinkaid, “Girl” (429-430)
Bharati Mukherjee, “The Management of Grief” (556-568)

**November 25**  Postmodernism
ESSAY DUE DATE
Jorge Luis Borges, “Pierre Menard, Author of the *Quixote*” (58-65)
Julio Cortazar, “A Continuity of Parks” (187-188)
Joyce Carol Oates, “How I Contemplated the World…” (591-602)

**December 2**  Alternatives
FINAL EXAMINATION REVIEW
Gabriel Garcia Marquez, “The Handsomest Drowned Man in the World” (297-301)
Yasunari Kawabata, “The White Horse” (426-428)
Ursula K. Le Guin, “The Ones Who Walk Away from Omelas” (454-458)