These notes, and the audio lectures which go with them, have been reproduced for the exclusive use of students registered in the above course through the Centre for Extended Learning at the University of Waterloo. These materials (both the notes and the audio files) may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, either in whole or in part, without first obtaining the written permission of the above instructors.
Introduction and Overview

English 251A surveys and elucidates theories of textual interpretation and makes available different strategies and vocabularies for the reading and analysis of texts. The course lectures focus on four related areas of interpretation: narrative, poetics, discourse, and rhetoric. Part One, focussing on narrative, considers story telling or narrative primarily in terms of narrator, character, and narrative time. Part Two, focussing on poetics, examines the language of poetry in terms of metrics, sound, stanza forms, diction and syntax, allusion, and other topics. Part Three, focussing on discourse, considers texts as language events exchanged in particular social contexts. Part Four, focussing on rhetoric, examines and evaluates texts as persuasive practices in terms of their situation, structures, and strategies, with a special emphasis on the topics of invention and figuration.

Objectives

The main goals and objectives of English 251A are to enable students to become perceptive, thoughtful and independent readers of both literary and theoretical texts, specifically by developing a technical vocabulary, skills to use it, and judgment for choosing the most appropriate terms to apply to particular texts. The theoretical texts compiled in Part One of the Book of Readings and available in electronic versions through the library provide challenging and useful notions to alert us to the ways in which the social practices of language exert a powerful hold on interpretation and comprehension.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs 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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm
Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
Academic Integrity Office (UW): http://uwaterloo.ca/academicintegrity/

From the Course Coordinator

Welcome to the course!

In ENGL 251A, students will familiarize themselves with a variety of well-established terms and techniques for literary and rhetorical analysis. After some concentrated reading and writing practice, students will gain enhanced skills as critical readers and will gain greater resources for making informed literary-critical arguments.

Success in ENGL 251A depends largely upon the amount and quality of self-driven work students are willing and prepared to complete. ENGL 251A is a challenging course, but it is an enriching course. Students who attend carefully to the assigned readings (all of which are identified in the chart entitled "Lecture Topics and Readings" or in the lecture recordings), and who illustrate they have done so by writing thoughtful, persuasive, and well-constructed written assignments, will succeed in this course.

Written assignments for the course are submitted through the electronic drop boxes accessible through UW-ACE no later than midnight on the designated due dates (Week 4, Week 8, and Week 12). Essays should be submitted to the UW-ACE electronic drop box for this course. Extensions must be negotiated at least a week beforehand with the course coordinator, except in the case of medical emergencies. Unless an extension has been granted, I will not accept any late assignments.

You will receive written feedback on all graded assignments no later than three weeks after the due date or, in the case of granted extensions, no later than three weeks after the date of submission. Please do not contact me about a grade before three weeks have passed. Please do not wait until the end of the term to follow up with me regarding an assignment that was submitted but never returned and/or for which no grade was posted.

You will not hear my voice in the audio lectures, but I will be marking your assignments and final examination with knowledge of lecture content, and I will be available to answer any questions you may have concerning the course, the lectures, and your grades. Since general course questions and assignment concerns repeat, I will post pertinent announcements on UW ACE designed to address any general concerns. I encourage all students to review my announcements on UW ACE before emailing me with questions, as I reserve the right not to respond to the same questions—or simply direct you to the relevant announcement—I have already addressed there.

Regards
Assessment and Marking Scheme

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Narrative (15%)</td>
<td>Wednesday of Week 4</td>
</tr>
<tr>
<td>Assignment 2: Poetics (20%)</td>
<td>Wednesday of Week 8</td>
</tr>
<tr>
<td>Assignment 3: Discourse/Rhetoric (25%)</td>
<td>Wednesday of Week 12</td>
</tr>
<tr>
<td>Final Examination (40%)</td>
<td>TBA</td>
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</tbody>
</table>

Assignment Feedback

I provide written comments on each assignment submitted. My comments are designed to address issues of both content and form. In regards to content, I consider matters of interpretation and argumentation. In regards to form, I consider matters of style, grammar and format.

Relevant matters of form—style, grammar, and format—are addressed/explained *The Little, Brown Compact Handbook* and other dependable handbooks. If you are unclear whether a chosen handbook is dependable, please contact me.

I routinely post announcements on UW ACE that address the most common/general issues of content and form that appear in any batch of assignments.

General Guidelines and Considerations for Assignment Preparation

1. Assignments should be formatted according to Modern Language Association (MLA) guidelines.
2. Assignments should develop an argument by way of a thesis that establishes scope, purpose, and critical position. This thesis should be informed by your understanding of pertinent course readings and lectures.
3. Assignments should reflect a well-developed structure consisting of an introductory paragraph containing a thesis, body paragraphs containing support for a thesis, and a concluding paragraph containing some assessment/summary of the consequences related to a thesis.
4. Assignments should include a balance of quotations and paraphrasing. Quotations should not be too lengthy or too cumbersome.
5. Assignments should include correct and consistent citation practices and a Works Cited page. The default citation practices in ENGL 251A is MLA format.
Lecture Topics and Readings

The following table includes *all mandatory readings* for English 251A. Where there is any discrepancy between this table and other course materials, take this table as being accurate. Some of these readings have been made available through Course Reserves to reduce the cost of the *Book of Readings*.

**Abbreviations:**

Text: *Story and Discourse: Narrative Structure in Fiction*, Seymour Chatman
BR = *Book of Readings*, University of Waterloo, 2010
NPEPP = *New Princeton Encyclopedia of Poetry and Poetics* (available in an electronic version through the library). After you "connect from home" on the library home page you might try the links posted.
RES = Course Reserves (available in PDF format in your UW-ACE course)

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 2 | Narrative | RES: Shlomith Rimmon-Kenan, "Focalization"  
RES: Erich Auerbach, "Mimesis: The Representation of Reality in Western Literature" |
| 3 | Narrator | Text: Seymour Chatman (146-58, 228-37) |
| 4 | Character and Event | Text: Chatman (107-38, 178-209) |
| 5 | Story and Discourse | Text: Chatman (62-95) |
| 6 | Three Readings | BR: Robert Browning, "My Last Duchess" (293-94)  
BR: Katherine Mansfield, "The Garden Party" (254-62)  
BR: James Joyce, "Clay" (247-53) |
<table>
<thead>
<tr>
<th>II</th>
<th>Poetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 7:</td>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>BR:</td>
<td>T. S. Eliot, &quot;Tradition and the Individual Talent&quot; (1-3)</td>
</tr>
<tr>
<td>BR:</td>
<td>W. H. Auden, &quot;The Poet and the City&quot; (4-9)</td>
</tr>
<tr>
<td>RES</td>
<td>Winifred Nowottny, &quot;Diction&quot;</td>
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<tr>
<td>Lecture 8:</td>
<td><strong>Poetic Form</strong></td>
</tr>
<tr>
<td>BR:</td>
<td>Annie Finch, &quot;Meter, Meaning, and the Metrical Code&quot; (10-14)</td>
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<tr>
<td>BR:</td>
<td>Derek Attridge, chapter 1 from <em>Poetic Rhythm</em> (15-25)</td>
</tr>
<tr>
<td>RES</td>
<td>Ernst Haublein, &quot;Definitions of the Stanza&quot;</td>
</tr>
<tr>
<td>Lecture 9:</td>
<td><strong>Continuation of Form and Other Technical Devices</strong></td>
</tr>
<tr>
<td>BR:</td>
<td>Derek Attridge, chapter 2 from <em>Poetic Rhythm</em> (25-35)</td>
</tr>
<tr>
<td>BR:</td>
<td>John Hollander, &quot;Sense Variously Drawn Out: On English Enjambment&quot; (36-48)</td>
</tr>
<tr>
<td>BR:</td>
<td>Margaret Ferguson, &quot;Poetic Syntax&quot; (58-68)</td>
</tr>
<tr>
<td>Lecture 10:</td>
<td><strong>Rhyme and Other Sound Effects, and Figurative Language</strong></td>
</tr>
<tr>
<td>BR:</td>
<td>John Hollander, &quot;Rhyme and the True Calling of Words&quot; (49-57)</td>
</tr>
<tr>
<td>RES:</td>
<td>Winifred Nowottny, &quot;Metaphor&quot;</td>
</tr>
<tr>
<td>Lecture 11:</td>
<td><strong>Literary Conventions</strong></td>
</tr>
<tr>
<td>BR:</td>
<td>Eleanor Cook, &quot;Introduction&quot; (90-94)</td>
</tr>
<tr>
<td>BR:</td>
<td>Barbara Hernstein Smith, &quot;Poetry and Speech,&quot; (95-98)</td>
</tr>
<tr>
<td>BR:</td>
<td>Dylan Thomas, &quot;Notes on the Arts of Poetry,&quot; (99-104)</td>
</tr>
<tr>
<td>RES:</td>
<td>John Hollander, &quot;Figure of Echo&quot;</td>
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<thead>
<tr>
<th>III</th>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 12:</td>
<td><strong>Introduction to Discourse and Literary Analysis</strong></td>
</tr>
<tr>
<td>BR:</td>
<td>John Donne, &quot;The Good Morrow&quot; and selected Holy Sonnets (267-68)</td>
</tr>
<tr>
<td>Lecture 13:</td>
<td><strong>A Functional Model for the Analysis of Literary Texts as Discourse</strong></td>
</tr>
<tr>
<td>BR:</td>
<td>M.A.K. Halliday, &quot;Context of Situation,&quot; &quot;Functions of Language,&quot; and &quot;Register Variation&quot; (121-41)</td>
</tr>
<tr>
<td>Lecture 14:</td>
<td><strong>Continued: A Functional Model for the Analysis of Literary Texts as Discourse</strong></td>
</tr>
<tr>
<td>BR:</td>
<td>G. Stillar, &quot;Tables,&quot; (151-54)</td>
</tr>
<tr>
<td>Lecture 15:</td>
<td><strong>Applications and Example Analyses: Walt Whitman</strong></td>
</tr>
<tr>
<td>BR:</td>
<td>Walt Whitman, &quot;A Noiseless Patient Spider&quot; (301)</td>
</tr>
<tr>
<td>BR:</td>
<td>Ronald Carter and Walter Nash, &quot;Language and Style&quot; (103-14)</td>
</tr>
<tr>
<td>BR:</td>
<td>R. Fowler, &quot;Studying Literature as Language&quot; (115-20)</td>
</tr>
<tr>
<td>BR:</td>
<td>Ruqaiya Hasan, &quot;A Framework for the Study of Verbal Art&quot; (142-50)</td>
</tr>
<tr>
<td>Lecture 16:</td>
<td><strong>Applications and Example Analyses: Raymond Carver</strong></td>
</tr>
<tr>
<td>BR:</td>
<td>Raymond Carver, &quot;Viewfinder&quot; (244-46)</td>
</tr>
</tbody>
</table>
Textbooks

Required Textbooks


Suggested Textbooks


Final Examination

Final Examination (40%)

I will provide detailed information and about the final exam—both the content for which you will be responsible and the exam structure—in the weeks leading up to the date of the exam. I will post an announcement on UW ACE once I finalize the content and structure.
Guidelines on Use of Waterloo Computing and Network Resources

Preamble

Computing and network resources are important components of the University infrastructure. These Guidelines govern the appropriate and ethical use of these resources, inform users of expectations and responsibilities assumed in the use of Waterloo computing and network resources, and clarify the context.

Guiding Principles

- Waterloo encourages the use of computing and network resources to enhance the working and learning environment of its members.
- These resources are provided primarily to support and further the mission of Waterloo.
- Waterloo values and strives to provide its members with an environment of free inquiry and expression. Freedom of expression and academic freedom in electronic format have the same latitude as in printed or oral communication.
- Members of the Waterloo community are responsible and accountable for their actions and statements, which includes exercising reasonable restraint in the consumption of shared resources. Users of computing and network resources are expected to be aware of and comply with applicable provincial and federal laws and pertinent Waterloo policies [e.g., Ethical Behaviour #33; Extra-University Activity (Faculty Members) #49; Use of Proprietary Software #64; Conflict of Interest #69; Student Discipline #71; Intellectual Property Rights #73].
- Waterloo strives to protect the privacy of system users and to provide reasonable security for Waterloo computing and network resources. A system user's account is normally accessed only with the user's informed consent. However, circumstances may arise that justify access absent the user's consent; examples include where security is at issue, or apparent breach of applicable laws or Waterloo policies and procedures.

Rights/Responsibilities

Contained within and following from the Guiding Principles are rights and responsibilities of both the user and the University. Some of these are presented below.

Waterloo Rights and Responsibilities:

- To allocate the use of and access to Waterloo computing and network resources.
- To define access privileges of Waterloo users and, for just cause, to revoke such privileges.
- To inform Waterloo users of their rights and responsibilities in the use of Waterloo computing and network resources, and to communicate clearly the terms and conditions under which access to and use of such resources are provided.
- To ensure reasonable safeguards to protect the privacy of Waterloo users.
- To ensure reasonable security for Waterloo computing and network resources and to act upon complaints.
User Rights and Responsibilities:

- To a presumption of reasonable privacy in the use of the computing resources assigned to them.
- To use University computing and network resources in a manner which does not unduly interfere with the study, work or working environment of other users.
- To be accountable for the use of computing and network resources assigned to the user.
- To seek permission from the appropriate University authority to use Waterloo computing or network resources for purposes different from those for which they were allocated or acquired.

Privacy/Adjudication/Disciplinary Action

When circumstances arise that would appear to justify accessing a user’s account absent consent (e.g., suspicion of criminal or inappropriate use), the appropriate course of action will be determined by the supervisor(s) of the user in question, in consultation with the appropriate member(s) of UCIST. When criminal behaviour is suspected, Waterloo Police will provide advice on how to proceed. If the person requesting access is the user’s supervisor (directly or indirectly), then his/her supervisor will make the determination. When agreement on a course of action cannot be reached, the issue will be escalated to the next supervisory level, with the final link in the escalation path being the Provost or his/her delegate. The Provost’s decision is final. When there is doubt as to what action is appropriate, advice should be obtained from the Associate Provost, Information Systems & Technology and/or the Secretary of the University, who may in turn seek legal advice.

When a user’s account is accessed, there must be two persons present (one to serve as witness; individual to be dictated by circumstance; likely manager’s manager).

Misuse of the University's computing and network resources may result in disciplinary action within the University. Any such action undertaken will be governed by relevant Waterloo policies [e.g., Staff Employment #18; Ethical Behaviour #33; Student Discipline #71] and the Memorandum of Agreement. Disciplinary measures resulting from alleged infringements of Waterloo policies may be appealed under the grievance processes for staff (Policy 36), students (Policy 70), and faculty (Article 9 of the Memorandum of Agreement).

Approved by UCIST, August 7/09
Staff Relations Committee, July 7/09

The set of examples that illustrate the application of this document can be found at: http://www.adm.uwaterloo.ca/infocist/use2006examples.htm

1 Users should be aware that normal system maintenance procedures, such as regular backups or routine troubleshooting, may involve access without users’ consent. In such cases, files are not viewed and personal data are not collected.

2 Users should be aware that certain information (login records, network traffic, services used and by whom, etc.) is gathered routinely, and may be used during investigations of possible inappropriate computer or network use.

3 University Committee on Information Systems & Technology
The following statement is required for inclusion in all course outlines at the University of Waterloo:

All University of Waterloo students 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 Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy 71 (Student Discipline) which is supplied in the Undergraduate Calendar or online by clicking the link. 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.

Student Discipline (Policy 71)

Student offences punishable by disciplinary action are described in Policy 71 (Student Discipline). Refer to the section at the end of Policy 33 for a list of on-campus individuals, services/facilities available to advise students of their rights under this policy and to advise on the procedures to be followed.

Academic offences shall include, but shall not be limited to, the following:

- Infringing unreasonably on the work of other members of the University community (e.g., disrupting classes or examinations; harassing, intimidating or threatening others)
- Violation of safety regulations in a laboratory or other academic setting
- Cheating on examinations, assignments, work term reports, or any other work used to judge student performance
- Impersonating another student or entering into an arrangement with another person to be impersonated for purposes of taking examinations or tests, or carrying out assignments
- Plagiarism, which is the act of presenting the ideas, words or other intellectual property of another as one’s own
- Obtaining by improper means examination papers, tests, or similar materials, or using or distributing such materials to others
- Falsifying academic records, including tests and examinations, or submitting false credentials
- Oral or written misrepresentations (e.g., fraudulent health claims) which may have an effect on academic evaluations
- Submitting an essay, report, or assignment when a major portion has been previously submitted or is being submitted for another course without the express permission of all instructors involved
Disciplinary Penalties. One or more of the following disciplinary penalties may be imposed:

- A reprimand or warning to the student that her/his behaviour has been unacceptable
- Submission of a failing grade in an examination, test, assignment, or course, or in a term
- Disciplinary probation for the balance of the period of registration at the University in the degree program in which the student was registered at the time of the offence
- Restraining orders in the case of threats to individuals or restitution for property or other damages
- Expunging grades or revoking degrees
- Suspension of a student from the University, which shall not exceed three years
- Expulsion, which shall be permanent

Please Note: The full text of Policy 71 is available electronically on the Web. Copies can also be obtained from the Secretariat (Needles Hall, Room 3060C); the Coordinator, Ethical Behaviour and Human Rights (Mathematics and Computer Building, Room 4049); and the Ombudsperson (Student Life Centre, Room 2128). Refer to the section at the end of Policy 33 for a list of on-campus individuals, services/facilities available to advise and assist students.

Summary

In discussion boards, you can post messages and read the messages others have posted. During this online course, you will have access to discussion boards dealing with your specific course. In some cases, messages regarding assignments, readings, and discussion questions may be posted by the instructor. In the same way, you will have the opportunity to share information, opinions, and insights with your classmates. Discussion boards may also be used to facilitate group work.

Tips for Successful Discussions

- Online Discussions: Tips for Students
- Netiquette Home Page

UW Statement on the Use of Computing and Network Resources

Given that online components of this course are hosted on a UW server, there is a Statement on the Use of Computing and Network Resources that you should be aware of. The Statement sets out what the University views as the appropriate and ethical use of computing resources. Misuse of the University’s computing and network resources may result in disciplinary action within the University. Any such action undertaken will be governed by relevant University of Waterloo policies and procedures.
Centre for Extended Learning

The Office for Persons with Disabilities works with the Centre for Extended Learning (CEL) to:

- provide course materials in alternative format (e.g. large print, text on tape, Braille)
- provide alternate examination arrangements

Requirements

- Students must be registered with the Office for Persons with Disabilities and have submitted documentation of their disability from a qualified professional.
- All documents are considered confidential and kept on file at the OPD.
- To register, contact Ruth Huard ext. 35082.

Procedures

- When you sign up for an extended learning course:
- Download and submit the Office for Persons with Disabilities Information Form to the OPD.
- Without this form, we cannot arrange your accommodations with the CEL.
- Download and submit the Proctor Declaration Form to the Centre for Extended Learning if a home proctor is required.
- Update the Centre for Extended Learning and your OPD advisor of changes in your condition.
- First time students will be assigned an OPD advisor while returning students will continue with their present advisor.

Accommodations

- Students must contact Ildiko Denes ext. 32362 for all accommodations.