

Winter 2015: English 124 Literary Analysis

Class Section: G1 (MWF 10:00-10:50am)

Classroom: HC L1-2

Instructor: Dr. McNeill-Bindon

Email: susanm@ualberta.ca

Office: Humanities Centre (HC) 4-38

Office Hours: W and F 2:00-3:00pm

Seminar Section: H1 (MWF 11:00-11:50am)

Classroom: HC L1-10

Instructional Assistant (IA): Mahsa Toghray

Email: toghray@ualberta.ca

Office: Humanities Centre (HC) 4-38

Office hours: by appointment

Course Description: This course introduces students to post-secondary studies in English by developing skills in the close reading of language, genre, narrative, and poetic form. Rather than focusing on historical or cultural contexts (although these may come into play), this course concentrates on literary forms and structures, and on developing a critical vocabulary for literary analysis. Students can expect to encounter a variety of shorter genres in the literary tradition (the short story, poems, and essays) as well as film and other visual media. Materials, themes, topics, and genres will vary among instructors.

Writing Component: A minimum of 30% of class time will be devoted to writing instruction. This instruction can take many forms, including graded written assignments, informal writing exercises, writing workshops, stylistic analysis, research skills, peer editing, and ungraded but required writing (such as freewriting and inkshedding). Students will be required to write two essays that will be formally graded. Throughout the term, students will write at least 3000 words.

Required Texts:

- Langan, John, et al. *English Essentials: Canadian Edition* (McGraw-Hill)
- Leacock, Stephen. *Sunshine Sketches of a Little Town* (Broadview)
- Various readings available through the course eClass site

Course Objectives:

This course has three primary objectives:

1. Familiarizing:
 - a. Introduce you to the study of English as a discipline, especially through identifying different genres of writing (poetry, non-fiction, fiction, drama) and the characteristics specific to each genre and those that are common in multiple genres.
 - b. Prepare students for the expectations and challenges they can expect to meet in undergraduate courses in the Humanities at the University of Alberta.
 - c. Familiarize students with the major writing and argumentative styles and conventions commonly used in North America.
 - d. Explore and understand conventions, traditions, and other cultural aspects of life at the University of Alberta and the city of Edmonton.

2. Thinking:

- a. Develop the critical reading and thinking skills that will help you in your chosen fields of study and in the world-at-large.
- b. Model skills of literary analysis and facilitate students practising these skills
- c. Organize and develop analytical arguments
- d. Support argument claims with evidence from primary and/or secondary sources

3. Communicating:

- a. Develop and practice writing skills that clearly convey critical analysis in a grammatically proficient way.
- b. Practice constructing easily understood and grammatical sentences
- c. Emphasize the importance of clarity of expression over stylistic expression

Community Service-Learning (CSL):

CSL integrates community-based activities with classroom learning. Students in this course will participate in a CSL component and have part of their marks reflect their community-based learning. Students will attend four sessions of the University of Alberta I-Week program and prepare blog entries on the seminars they attend. These blog entries will be revised throughout the term and when completed they will be posted on the I-Week website as a record of student engagement in the conference. Students will spend 20 hours on participation and writing related to the event and relating it to class content and assignments. A representative from CSL will visit the classroom to speak about the program.

- Students can find out more about the program at the following website:
<http://www.csl.ualberta.ca/Students.aspx>
- Students can register for the CSL program using the CSL Portal:
<https://apps.arts.ualberta.ca/csl/Account/LogOn?ReturnUrl=%2fcsl>

Distribution of Term Grades:

In-class writing and homework (class and seminar)	5%
Library Assignment	5%
Completion of 2 Essay Drafts	5%
Class/Seminar participation	10%
CSL blogging project (writing, drafting, revising)	10%
Quizzes (x6)	15%
750-1000 word essay	20%
1000-1250 word essay	30%
	↓ 100%

Course Evaluation:

- Term work is totalled out of 100% and is subsequently converted to a 70% weight of your final grade.
- Term work is worth 70% of your final grade and the final exam is worth the remaining 30%.
- The final exam will cover material from the **entire** course.

Essay Grading:

Essays will be marked according to the three course objectives:

- Conforming to the expectations of academic writing (Familiarizing)
- Strength of thesis and ideas and support for argument (Thinking)
- Clarity of ideas, grammar, organization, and style (Communicating)

Grading System:

This course will be graded according to the University of Alberta's letter grading system as described below.

Excellent	A+	4.0	Satisfactory	C+	2.3
	A	4.0		C	2.0
	A-	3.7		C-	1.7
Good	B+	3.3	Poor	D+	1.3
	B	3.0	Minimal Pass	D	1.0
	B-	2.7	Fail	F	0.0

Important Notes and Course Rules:

1. "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions in the [Code of Student Behaviour](http://www.uofaweb.ualberta.ca/governance/studentappealscheatsheet.cfm) (online: www.uofaweb.ualberta.ca/governance/studentappealscheatsheet.cfm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC SEP 2003)
 - a. Though we will discuss academic integrity in class, **it is fundamentally your responsibility** to learn the rules of acceptable conduct when writing, editing, and studying for this course. If you are unsure of the rules, please speak with me before you hand in the essay, as university policies do not make allowances for accidental plagiarism.
2. Students should consult the [Regulations Pertaining to First-year Courses](#) for information about appeals, reassessments, plagiarism, and external help with assignments. This document can be downloaded in PDF form on eClass.
3. ***Absolutely no discriminatory comments or behaviour (racist, sexist, homophobic, etc.) will be tolerated in this class or in the Instructional Assistant (IA)-led seminar.***

4. **Course Format:** This course combines lecture and discussion sessions. Lecture time is intended to provide you with the critical and historical contexts of authors and their works, as well as providing you with the fundamental skills necessary for writing successful essays. Discussions will allow you the opportunity to explore your interpretations of the literature being studied, and to compare and contrast these opinions to those of your classmates and your instructor. You can definitely use lecture notes and class discussions to begin your analysis when working on an essay, but essay arguments must always develop ideas more thoroughly and widely than the interpretations we generate inside the classroom.
5. **Assignment Formatting:** Essay assignments **must** be submitted according to the guidelines described in [Regulations and Formatting for English Essays](#). Papers not conforming to these guidelines will receive penalties. Here are some of the key guidelines:
 - a. All essay assignments must follow the MLA style manual. This information can be accessed using the [Purdue Online Writing Lab](#) and the [English Department's Handout on MLA style](#).
 - b. Assignments must be stapled or paper-clipped.
 - c. Assignments must not be written in first person (I or we) or second person (you)
 - d. Assignments **must not contain generalizations**
6. **Assignment Submission:** Essay and library assignments must be submitted in hard copy. I do not accept assignments via email.
 - a. *There is only one exception to this rule:* If you have finished your paper by the day it is due, but are either unable to make it to class to hand it in, or are having problems with your printer, etc. you can email (not fax) me a copy of your paper on the day it is due and avoid any late penalty. You **must**, however, still submit a hard copy of your paper to me by our next scheduled class.
7. **Class/Seminar Participation:** includes attendance, completion of non-graded writing assignments, coming prepared to discuss the text(s) with the material previously read, following the guidelines of class conduct (i.e. being attentive and focused on the material being covered in the class without distraction), and involvement in discussions and workshops. **Please note:** you do not need to email to tell me if you are going to miss a class; attendance will only affect your participation grade if you are absent on an ongoing basis (i.e. if your ability partake in the daily work of the class is routinely prevented).
8. **Class/Seminar Conduct:** All students are expected to conduct themselves according to high standards of respect in the classroom. To that end, students are asked to respect the following guidelines (failure to do so **will** impact class/seminar participation grades):
 - a. Turn off cell-phones and headsets before the start of class, and for the duration of the class (except for the break time). Note: this means **no texting** during class. The professor and/or the Instructional Assistant (IA) has the right to ask you to put your phone away if you are using it during class time but not in a productive and class-relevant way.

- b. Refrain from reading newspapers/magazines/books and from doing work for other classes.
 - c. Only use laptops for note-taking. If it is clear that you are using a laptop for other purposes (Facebook, Twitter, email, etc.), the professor and/or the Instructional Assistant (IA) has the right to ask you to stop using your laptop in class.
 - d. Frame questions and differences of opinion in a constructive and professional manner.
 - e. Respect the rights of each student and of the instructor/IA to speak without having to talk over other voices.
 - f. Do not record lecture or class discussions without prior consent of the instructor.
9. **Seminar and Instructional Assistant (IA) Meeting Guidelines:** Please consult the IA Handbook posted on eClass for rules, regulations, and restrictions regarding meeting times with the IA.
10. **Quizzes:** there are a total of six quizzes on the course outline.
- a. These quizzes will take place at the beginning of the class or seminar.
 - b. These quizzes will test both reading comprehension and grammar.
 - c. Reading quizzes will test whether or not students have read the material and understand the major themes, characters, plot details, and/or setting.
 - d. Writing quizzes will address either common writing errors or grammar and punctuation. They will consist of a number of sentences or a passage in which students have to identify and correct the grammatical/punctuation/writing errors.
 - e. Students **may not** arrange to write the quizzes outside of class time
11. **Extensions:** you are expected to submit all work on the day assigned, at the beginning of class; however, extensions may be granted for extenuating circumstances. If you require an extension, *you must speak to me before the assignment is due* and provide an adequate reason for your request. Please note that having other deadlines **is not** a legitimate reason to be granted an extension.
- a. Extenuating circumstances/adequate reasons for extensions include serious illness and/or a death in the family.
12. **Late work:** material submitted after the due date will lose **1/3 of a letter grade per day** (e.g. B+ down to a B) including weekends, without a valid excuse. **In-class writing and homework assignments will only be accepted on the due date—No Exceptions.**
13. No term work will be accepted or considered for re-evaluation after the final exam.
14. Students wishing to consult previous exams for this course may access the university's [exam registry](#) site.

15. "Policy about course outlines can be found in Section 23.4(2) of the University Calendar."
(GFC 29 SEP 2003)

Important Dates and Deadlines:

January 4	First day of class
January 23	Draft of Essay One due
February 2	Final Copy of Essay One due
February 16-20	Reading Week (no classes)

March 2	Draft of Essay Two due
March 11	Final Copy of Essay Two due
March 20	Library Assignment due
April 10	Final Exam Review/last class
April 23	Final exam (9:00-11:00am)

Course Reading/Discussion Outline:

(This schedule is subject to additions and/or deletions)

January	5	Introduction to 124-G1
	7	Writing Instruction: writing essays at the University of Alberta
	9	Writing Instruction: understanding writing assignments
	12	Alice Munro, "Boys and Girls"
	14	Alice Munro, "Boys and Girls"
	16	Writing Instruction: practice thesis statements diagnostic
	19	Guy Vanderhaeghe, "Cages"
	21	Guy Vanderhaeghe, "Cages"
	23	John Wort Hannam, "Out Here" Essay 1 first draft due
	26	I-Week Photo Exhibit Presentation (Room: ECHA 2 140) Homelands: Experiences of 'Home' and 'Belonging' Dr. Pieter de Vos
	28	John Stackhouse, from <i>Timbit Nation</i>
	30	John Stackhouse, from <i>Timbit Nation</i>

February	2	Will Ferguson, "Chapter 4: Learning the Language" from <i>How to be a Canadian</i> Essay 1 revised draft due
	4	Will Ferguson, "Chapter 4: Learning the Language" from <i>How to be a Canadian</i>
	6	Himani Bannerji, "Geography Lessons: On Being an Insider/Outsider to the Canadian Nation" from <i>Dark Side of the Nation</i>
	9	Himani Bannerji, "Geography Lessons: On Being an Insider/Outsider to the Canadian Nation" from <i>Dark Side of the Nation</i>
	11	Brad Cran, "2010 Handbook for Entering Canada"
	13	Context on Stephen Leacock and <i>Sunshine Sketches of a Little Town</i>
	16	Reading Week, no class
	18	Reading Week, no class
	20	Reading Week, no class
	23	Stephen Leacock, <i>Sunshine Sketches of a Little Town</i>
	25	Stephen Leacock, <i>Sunshine Sketches of a Little Town</i>
	27	Stephen Leacock, <i>Sunshine Sketches of a Little Town</i>
Mar	2	Stephen Leacock, <i>Sunshine Sketches of a Little Town</i> Essay 2 first draft due
	4	Library Orientation class
	6	Writing Instruction: MLA citation style
	9	Marilyn Dumont, "The Devil's Language"
	11	Thomas King, "Borders" Essay 2 revised draft due

	13	Thomas King, "Borders"
	16	Alistair MacLeod, "The Boat"
	18	Alistair MacLeod, "The Boat"
	20	John Wort Hannam, "Fisherman's Son" J.P. Cormier, "Great Harbour Deep" Library Assignment due
	23	James Joyce, "Araby"
	25	James Joyce, "Araby"
	27	Dar Williams, "When I was a boy"
	30	Marilyn Chin, "How I Got That Name"
April	1	Brad Cran, "In Praise of Female Athletes Who Were Told No"
	3	Good Friday, no class
	6	Easter Monday, no class
	8	Exam Structure Review Course Evaluations
	10	Exam Content Review
	23	Final Exam (9:00-11:00am) *It is your responsibility to verify the time and date of the exam once the exam planner is available on Beartracks

Mental Health Resources at the U of A
HELP IS AVAILABLE.
PLEASE ASK FOR HELP IF YOU NEED IT.

- 24-hour Edmonton Distress Line: 780-482-HELP (4357)
- U of A Counselling & Clinical Services: 780-492-5205 / Office: 2-600 SUB
- U of A Community Social Work Team: 780-492-3342
- U of A Interfaith Chaplains Association: 780-492-0339
- U of A Sexual Assault Centre: 780-492-9771 / Office: 2-705 SUB
- U of A Peer Support Centre: 780-492-HELP (4357) / Office: 2-707 SUB
- Helping Individuals At Risk (HIAR) Coordinator: Kris Fowler (780-492-4372)
http://disclosure.ualberta.ca/Helping_Individuals_at_Risk.aspx

Final details and notes to remember:

1. Keep an additional copy of any assignment that you hand in to be marked in case something happens to the original.
2. **The final word count of your assignment must be printed on the last page;** there are strict rules about the length of essays, so please carefully read the assignment regulations and word count requirements on each essay topic sheet.
3. While I make a great effort to clearly explain assignment regulations on all handouts, it is your responsibility to ask for clarification on any assignment rules that you do not understand. If you are unsure whether what you are doing is acceptable, you should come see me before the paper deadline and I'll be more than happy to help you.
4. **24 hour rule:** you must wait 24 hours after I return an assignment before coming to discuss it with me. This rule is intended to give you time to read all of the comments that I have made on your assignment, and to come prepared to discuss specific issues of concern in a professional manner.
5. The English department general office will **not** accept your papers if I am not around. They will not date stamp your paper, nor will they forward it to me. Getting the paper to me is your responsibility.
6. I take no responsibility for papers that are damaged by being slid under my office door.

(The Code can be found online, and can also be found in hard copy at the back of the Calendar)

30.3.2 Inappropriate Academic Behaviour

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2) a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2) b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(2) c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2) d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2) e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.2(3) Misuse of Confidential Materials

No Student shall procure, distribute, or receive any confidential academic material such as pending examinations, laboratory results or the contents thereof from any source without prior and express consent of the Instructor.

30.3.2(4) Research and Scholarship Misconduct

30.3.2(4) a No Student shall violate the University of Alberta Research and Scholarship Integrity Policy, as set out in § 96.2 of the GFC Policy Manual or any other University regulation concerning academic matters.

30.3.2(4) b Where a Student is charged with the academic offence of research and scholarship misconduct, the special requirements for communication and documentation imposed by § 96.2 of the GFC Policy Manual shall constitute part of the procedures outlined below.