English 1115 WDF: Foundations of Literary Study

Course Location: Zoom

Class Times: Monday and Wednesday, 7:00-8:30pm EST

Prerequisites: None.

Notes: Students who have previous credit in English 1100, 1102, 1111 or 1112 may not take English 1115 for credit.

To our Student: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

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Instructor Information

- Instructor: Dr. Holly Morgan
- Office: N/A
- Telephone: N/A
- Email: hmorgan@lakeheadu.ca
- Office Hours: Wednesdays 5:30-6:30pm or by appointment.

Course Description/Overview

An introduction to literary study, focusing on texts from the major genres (drama, poetry, prose) within their historical and cultural contexts. Emphasis will be given to the development of skills in critical analysis, research, writing, and documentation. Together, we will examine literature from a wide range of periods and locations and learn about some of the major literary movements as well as some key ways to analyze and interpret texts.

Course Objectives and/or Learner Outcomes

Students in this course will:

- read texts of all kinds critically, and assess their rhetorical, ideological and aesthetic strategies.
- write well (grammatically correct, clear, effective prose).
- communicate ideas effectively and coherently, in both the persuasive essay, and a variety of other forms.
- identify the conventions of a variety of genres, both general (such as poetry) and specific (such as the sonnet), and to identify ways in which individual texts work within, or expand the definitions of, that genre.
- analyse specific literary devices and explain how those devices contribute to the meaning of a literary text.
- explain how a text is produced by, and produces, its historical and cultural context.
- use library resources to research a topic and use what they discover to illuminate a text.
- think independently and critically about literature and the issues raised by texts

Course Resources

Required Course Text*(s)*

- *The Broadview Introduction to Literature, Concise 2nd Edition*
- *Funny Boy* by Shyam Selvadurai
- *Silas Marner* by George Eliot
- Selected articles or websites provided to you via MyCourseLink

Course Website

- Desire2Learn (or myCourseLInk)[i]

Course Schedule

Below is the intended course schedule. Minor changes may be made when your instructor deems it necessary for optimal learning, in the case of absence, or by mutual agreement.

1	(Jan 10) **Welcome Lecture!** • No assigned readings.
	(Jan 12) **Introduction to the Study of Literature** • "The Study of Literature," Broadview • "Poetry: Introduction," Broadview
2	(Jan 17) **Introduction to Literary Genres: Poetry** • Marlowe, "The Passionate Shepherd to His Love," Broadview • Shakespeare, "Sonnet 18," Broadview • Shelley, "Ode to the West Wind," Broadview.
	(Jan 19) **Poetry and Form** • Cummings, "in Just –," "anyone lived in a pretty how town" • Abel, Excerpt from *The Place of Scraps*, Broadview • Wong, "Nervous Organism," Broadview.
3	(Jan 24) **Grammar, Research, and Writing Skills** • Cassell, "Punctuation's Rhetorical Effects," Link on D2L • Stedman, "The Annoying Ways People Use Sources," Link on D2L
	(Jan 26) **Contemporary Poetry: Margaret Atwood, Jackie Kay and Adrienne Rich** • Kay, "In My Country," "Her," Broadview • Rich, "Diving into the Wreck," Broadview • Atwood, "Death of a Young Son by Drowning," (Broadview)
4	(Jan 31) **Reading and Writing about Drama** • "Drama: Introduction," Broadview, 239-247
	(Feb 2) **Shakespeare's *Twelfth Night*** • Shakespeare, *Twelfth Night*, Acts 1 and 2 (Online access through Broadview) **Note:** This play features themes of death, grief, homophobia, transphobia, and violence
5	(Feb 7) **Shakespeare's *Twelfth Night*** • Shakespeare, *Twelfth Night*, Act 3
	(Feb 9) **Shakespeare's *Twelfth Night*** • Shakespeare, *Twelfth Night*, Acts 4 and 5
6	(Feb 14) **Pollock, "Blood Relations."** • Pollock, "Blood Relations." Act 1, Broadview **Note:** This play addresses themes of murder, abuse, and distress.
	(Feb 16) **Pollock, "Blood Relations."** • Pollock, "Blood Relations." Act 2, Broadview
	READING WEEK – NO CLASS!
7	(Feb 28) ***Silas Marner* and the novel** • Eliot, *Silas Marner*
	(March 2) ***Silas Marner* and the novel** • Eliot, *Silas Marner*

8	(March 7) ***Silas Marner* and the novel** • Eliot, *Silas Marner*
	(March 9) **The Short Story: Katherine Mansfield's "The Garden Party"** • Mansfield, "The Garden Party," Broadview • Introduction to Short Fiction, Broadview **Note:** This story discusses death. **NOTE: Friday March 11th is the final date to withdraw with a grade of W.**
9	(March 14) **Short Stories Cont'd** • Achebe, "Dead Men's Path," Broadview • Murakami, "On Seeing the 100% Perfect Girl On Beautiful April Morning," Broadview. **Note**: Achebe's work discusses death and colonial violence; Murakami's work discusses stereoptying.
	(March 16) **Contemporary Fictions: *Funny Boy*** • Selvadurai, *Funny Boy*, "Pigs Can't Fly," and "Radha Aunty," **Note:** This novel contains depictions of racism, violence, homophobia, and sexual violence.
10	(March 21) ***Funny Boy*** • Selvadurai, *Funny Boy*, "See No Evil, Hear No Evil," and "Small Choices"
	(March 23) **Concluding *Funny Boy*** • Selvadurai*, Funny Boy*, "The Best School of All," and "Riot Journal: An Epilogue."
11	(March 28) **Rohinton Mistry's "Squatter"** • Mistry, "Squatter," Broadview **Note:** This story addresses notions of identity, belonging, and racism and includes numerous references to bodily functions.
	(March 30) **Working with Graphic Texts** • McCloud, "Understanding Comics," Broadview.
12	(April 4) **Indigenous Short Fiction** • King, Thomas. "A Short History…." Broadview • Simpson, "Big Water," Broadview **Note:** Today's lecture will cover topics related to racism and colonialism.
	(April 6) **Review Lecture** • No reading!

Assignments and Evaluation

Each assignment for ENGL 1115 has its own set of instructions and guidelines. Topics and instructions for each task will be provided via the D2L folder under the tab "Syllabus and Assignment Instructions" a few weeks before the task is due.

Table of Assignments

Quizzes, Posts, and Homework	Ongoing, 1-3 tasks per week	12% (averaged between all tasks, lowest 1 task dropped)
In-Class Discussion	Ongoing	2% (a combination of self and instructor assessment)
Poetry Response Paper	Feb 7	20%
Proposal for Major Research Paper	Feb 28	10%
Reading Response Assignment	March 14	10%
Major Essay	April 4	21%
Take-home Exam	Exam Period (due date to be announced)	25%

Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively.
- Assignments are due by 11:59pm on the dates indicated. All assignments should be submitted in the appropriate folder on MyCourseLink. Assignments submitted via other means are not typically accepted.
- If you require an extension of more than two days, you must ask for one BEFORE the due date. All students will be given a 2-day grace period on major assignments during which time late penalties are not applied.
- No extensions will be granted on homework or quiz tasks, as these tasks are designed to support the learning of a specific concept. These tasks are equally weighted and your single lowest mark in the homework and quizzes category will be dropped.
- Unless you ask for (and receive) an extension, late formal assignments will be penalized by 3% per day after the grace period (to a maximum of 30%), and will not be accepted more than 12 days late. Assignments will also not be accepted after 11:59pm on April 8th.
- The final exam cannot be accepted past the deadline. There is no grace period and the due date and it may be a different time of day than other assignments.
- All assignments must be in MLA format, double spaced, with 1” margins, and in 12 point font.
- Exceptions to these policies are allowed only with a doctor’s note or other appropriate documentation.

Writing Support Syllabus Statement

Your ability to write clearly and with purpose is crucial to your academic success. Because the writing process takes time and expectations vary across disciplines (and from one instructor to another), it is important to manage this process carefully. The following guidelines will help you do that:

1. Start early – The writing process involves several steps: prewriting, drafting, revising, and editing. You will do your best work when you follow all the steps. Prewriting involves thinking about what you've learned on a topic, often assisted by note-taking, so that your reflections become your writing. It is often the longest and most important step!

2. Read the guidelines – Every assignment has a specific purpose, audience, length, and format. Pay close attention to these specifications and revisit them as you work on the assignment. Also, remember that different academic disciplines use different styles of documentation. In this course, we will use MLA, information about which may be found at https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html .

3. Seek support – Writing is hard work, but you are not alone. Your instructor is there to help you. Don't be afraid to ask for guidance or drop in during office hours.

4. Put in the time – Writing is a valuable skill, and any time spent developing your writing ability will contribute to your success, both in university and in your personal career.

5. Visit the Academic Support Zone – The Academic Support Zone's writing coaches will work with you at any stage of the writing process from interpreting the guidelines and finding sources to composing and editing drafts. Rather than editing your work for you, writing coaches will engage you in conversation about your writing and help you develop your skills in alignment with assignment expectations and course objectives.

Find Lakehead University's free writing support at https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone[ii] and visit mysuccess.lakeheadu.ca[iii] to book an appointment.

Marking Standards

All assignments will be marked in accordance with the English Department Marking Standards[iv].

In ENGL 1115, each assignment has a specific rubric which has been designed with these standards in mind. These are posted alongside your assignment instruction on MyCourseLink no later than one week before assignments are due. Students are encouraged to read the specific assignment rubric for each task.

Collaboration/Plagiarism Rules

Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty, including collaborating on individual assignments, will be reported and infractions penalized as required by the Student Code of Conduct - Academic Integrity[v]

Course Policies

- Students are expected to attend class regularly (via Zoom) and to engage using microphones and the chat feature.

- I endeavour to answer emails in a timely manner, but sometimes receive a high volume of inquiries. It can take me up to two business days to respond to your questions, so please budget your time accordingly. If you have not heard from me after two business days, feel free to get in touch again.

- Resubmissions of assignments will not be accepted and there are no make up tasks. Please read assignment instructions carefully and ask questions well in advance of deadlines.

University Policies

- Students in this course are expected to conform to the Student Code of Conduct[vi].

- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the Ontario Human Rights Code[vii]. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS)[viii] and register as early as possible.

This course outline is available online through the English Department homepage[ix] and/or the Desire2Learn or My Courselink[i] site for the course.

[i] https://mycourselink.lakeheadu.ca/d2l/home

[ii] https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone
[iii] https://mysuccess.lakeheadu.ca/home.htm
[iv] https://www.lakeheadu.ca/programs/departments/english/marking-standards
[v] https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/node/51239
[vi] https://www.lakeheadu.ca/students/student-life/student-conduct
[vii] http://www.ohrc.on.ca/en/ontario-human-rights-code
[viii] https://www.lakeheadu.ca/students/student-life/student-services/accessibility
[ix] https://www.lakeheadu.ca/programs/departments/english