



# ST. JEROME'S UNIVERSITY

Department of English

## Engl101A: Intro to Literary Studies

Fall 2020

Held Remotely

Weekly Content posted Mondays by 10:30 am (EST)

Instructor: Veronica Austen (she/her)

Email: [vjausten@uwaterloo.ca](mailto:vjausten@uwaterloo.ca)

Office Hours by appointment:

Standing availability: W 2:00-3:00 pm (EST);

Other appointment times available upon request

E-Café: M 11:00-11:30 am (EST) (unless we find another time is more feasible)

### Course Description

#### Calendar Description:

An introduction to the study of literature, covering such areas of enquiry as literary history, genre, criticism, analysis, and theory.

#### Detailed Description:

This course assumes that the study of literature is vital because it is through literature that we train our imaginations and emotions, become agile critical thinkers, and gain facility with interpreting language. Ideally, our study of literature in this course will be part joyful, part challenging, a little gut-wrenching, hopefully a bit exasperating, and with any luck, inspiring, even transformative.

Our course is designed to let you engage with an eclectic mix of texts so that you can see that the study of literature offers a diverse range of possibilities. Our literary texts, which include poetry, short stories, and one novel, are predominantly contemporary ones (with a few notable exceptions). Ideally, you'll find that our texts allow you to challenge yourself to reconsider our social world and the role literature and language plays in it. You likely will even find yourselves needing to think through "what is literature anyway (just wait until the sound poets at the end of term!)? And what can it do in these very complex times?" As well, our mix of texts will let us ask questions like "how does language/literature both empower and disempower?"; "how does language/literature both reflect and participate in various systems of power?"; and "how do reading practices differ according to the kind of text we're reading?"

As we address these questions and more, you will develop your abilities to analyse language and literature and to communicate your interpretations effectively. In order to enhance your close reading skills, you will be gaining skills in using literary terms and applying the tools of narrative

theory. You will, as well, gain experience in using literary criticism to enhance your own interpretations of texts. You will thereby also develop skills in using sources ethically and documenting them exactly. As you will see, your key goal throughout the term will be to flex your own intellectual and creative muscles so as to gain the confidence and skill to form your own insights about what we're reading, but part of the way you can do this is by considering what others say and subsequently finding a place for your own voice in the conversation.

Our aim in this course will be to develop a community of learning despite our pandemic-induced remoteness from one another. As such, be prepared to contribute actively to discussion boards each week. Further, there will be an utterly optional E-Café to start each week. It is meant as a means of social engagement rather than classtime, so I do not plan for it to be recorded (if class-related questions do arise, I can take notes and post the info for those who don't/can't attend); think about it as the moments before a lecture that you would usually have to gab with your colleagues (and me!) if we were f2f. And at the very least, in our distance from one another, if you do spill a coffee/tea during E-Café, you'll be spilling it only on yourself and your stuff instead of on a classmate and their stuff. #PandemicPositivity!

### **Course Goals and/or Learning Outcomes**

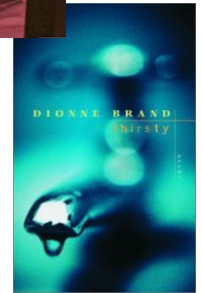
- Gain skills in literary interpretation by studying (and hopefully enjoying) interesting and challenging texts that let us explore the value of literature and literary studies in our contemporary world
- Develop the skills of close critical reading by gaining an introductory understanding of discourse analysis, the use of literary terms, and the tools of narrative theory
- Become knowledgeable about the socio-historical context of assigned texts, including aspects of literary history
- Build skills in written communication, including essay writing skills such as effective argumentation, structure, and grammar
- Gain an introductory understanding of using critical material, including developing an understanding of effective research skills.
- Achieve understanding and respect for matters of academic integrity, including the skills of ethical use of sources
- Participate in a community of learners wherein you can engage in conversation (for our course, written conversation) effectively, demonstrating understanding of how to communicate clearly, attract interest in your ideas, establish your credibility, and demonstrate respect for the ideas of others

## Required Texts

The majority of our required readings are to be found via Course Reserves (for anyone unfamiliar, Course Reserves can be accessed directly from the Library homepage, or follow the link on our LEARN site). Otherwise, there are two required texts that are available for purchase through the UW bookstore. Having an alternate edition is completely acceptable, but be aware that you might find it difficult to follow lectures if your page numbers are different from the edition assigned.



- Brand, Dionne. *What We All Long for*. (ISBN: 9780735279872)  
Please note that this version is the one currently in print and includes a second novel *Love Enough*. The price of this combo version is just \$2 more than the price of *What We All Long for* alone (and it was apparently our only option anyhow). Unfortunately, its page numbers do seem to be quite different from prior versions.
- Brand, Dionne. *thirsty*. (ISBN: 97807717016448)



Note: **You should be marking up your texts substantially** – noting important themes or word choices, asking questions, etc. If you can do that kind of active reading with e-versions, then that's great, but if you're doubtful that you'd be an active reader while reading on a screen, I'd recommend using hard copies of the two Brand texts and printing your course reserves, conserving on paper as you are able, of course (I'd even recommend printing all your readings at the start of term and making yourself a folder or binder so that you have all your course materials together and ready to go).

## Recommended Texts:

**Grammar Handbook:** Any person who does a lot of writing (or even just a little) should have access to a grammar handbook. I would suggest the following:

*The Little, Brown Handbook* or *The Little, Brown Compact Handbook*

*A Canadian Writer's Reference*

Note: MLA will be our citation format of choice. MLA conventions for citations changed substantially in 2016 with the publishing of the 8<sup>th</sup> edition of the *MLA Handbook*, so be wary of older handbooks as sources for learning MLA formatting.

Purdue's Online Writing Lab is an excellent, up-to-date guide for many citation formats, including MLA: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

**Essay Writing Handbook:** As well, if you think you need a refresher on your essay writing skills and/or want to know more about writing in a literary studies context, I'd highly recommend the following:

Acheson, Katherine O. *Writing Essays about Literature: A Brief Guide for University and College Students*. (ISBN: 978-1551119922)

## Assignment Schedule

Except for the Take Home Exam, which is due on a Tuesday, all of our due dates are Fridays.

Assignments are due by 11:59pm on the due date.

|   | Assignment  | Due Date  | Weighting |
|---|---|---|-----------|
| 1 | Discussion Forum Contributions<br>(150-300 words per week)<br><br>Note: See below re: opportunity for bonus   | 2 required per week<br>(Weeks 2-9, 11-12)<br><br>Due on Fridays | 20%       |
| 2 | Critical Article Summary and Application  | Oct. 2  | 10%       |
| 3 | Close Reading   | Nov. 6  | 15%       |
| 4 | Anthology Project   |   |           |
|   | a) Proposal   | Nov. 13   | 5%        |
|   | b) Editorial Board Submission (this requires group work, but is graded individually; to facilitate the group work, we pause on lecture content the week that you're completing this assignment) | Nov. 20   | 5%        |
|   | c) Anthology  | Dec. 4  | 25%       |
| 5 | Take Home Exam  | Dec. 15 (Note that this is a Tuesday!)                          | 20%       |

## Assignment Descriptions

Please note that detailed assignment guidelines will be posted on LEARN. The following introductory descriptions are not sufficient for completing the assignments.

### Assignment 1

#### Discussion Forum Contributions

**Value: 20%**

**When: Weekly (Weeks 2-9, 11-12); Conversations close on Fridays at 11:59pm**

You will be randomly assigned a discussion group (7-10 people per group). Groups will likely be shifted at least once throughout the term.

Our lectures each week (Weeks 2-9, 11-12) will point you towards 4 different discussion opportunities. You are required to contribute to 2 per week to earn this grade (Per week word count should be approximately 200-300 words). For every week that you contribute to all 4 (an extra 200 words, no part-marks for bonuses. It's all or nothing!), you will earn a 0.5% bonus to be applied to your final course grade. (In other words, if you earned an 80% in the course but completed the bonus in 4 weeks of the course, then your final course grade will be 82%). The reason you have this opportunity for bonus is that, of course, you'll get the most you can out of the course if you're active in all the discussions, but discussion forums can be onerous, so you're not required to contribute to more than two, but if there are weeks where you can participate in all the opportunities available to you, then a bonus is in order.

### **Assignment 2**

#### **Critical Article Summary and Application (3 pages, double spaced)**

**Due: Oct. 2**

**Value: 10%**

This assignment requires that you summarize an assigned critical article. The assigned articles (there are four options) represent approximately 15-33 pages of reading (remember just because something is shorter doesn't make it easier!). Your main goal will be to demonstrate your ability to synthesize the most important aspects of your article and communicate this synthesis effectively/ethically. In addition, you will offer a brief discussion of one of our course texts from Weeks 3 or 4 wherein you apply the insights of your article. This assignment will allow you to practice and build skills regarding the effective use of scholarly articles (namely, quoting/paraphrasing, synthesizing, and applying).

### **Assignment 3**

#### **Close Reading (4 pages, double spaced)**

**Due: Nov. 6**

**Value: 15%**

This assignment requires that you conduct a close critical reading of an assigned passage from *What We All Long for* (there will be various options). By focussing your attention on the features of a short text (so, for example, significant repetitions or word choices, significant uses of figurative language, significant aspects of narrative point of view), you will be able to offer a detailed interpretation of the passage's significance. As such, this assignment will allow you to develop your interpretation skills and ensure that you are capable of forming in-depth analyses of literature.



#### **Assignment 4a**

**Proposal (Anthology Project) (2 pages, double spaced)**

**Due: Nov. 13**

**Value: 5%**

This assignment requires that you announce your intentions for the Anthology Project. Expect to identify the intended focus for your anthology, the course text that will be included and why, the genre of texts you will include and why, and your sense of where you'll find your texts. Your rhetorical goal for this assignment is to show that you are ready to begin the assignment itself AND that you'll be an effective contributor to your Editorial Board (see Assignment 4b).

#### **Assignment 4b**

**Editorial Board Submission (Anthology Project) (2-3 pages, double spaced)**

**Due: Nov. 20**

**Value: 5%**

For the week of November 16<sup>th</sup>, you will take part in an Editorial Board discussion regarding everyone's plans for the Anthology Project. Groups of approximately 5 people will be our aim. Submissions of this assignment will be individual, but each individual assignment does require a contribution from the other group members. Through group discussion (oral and/or written dependant upon the needs of your group), you will accomplish two tasks: 1. An assessment of the qualities of a sample text (an intro chapter from a published anthology); 2. Peer evaluation of your plans for your own anthology. Your submission will require that you provide responses based on your group's discussion of particular prompts.

#### **Assignment 4c**

**Anthology Project (page count will vary depending upon what you're including, but expect to have to write an introduction that is 5 pages, double spaced)**

**Due: Dec. 4**

**Value: 25%**

This project requires that you create an anthology out of literary texts that you locate. Of course, published anthologies are usually quite long and include a plethora of texts, so think about our assignment as producing a mini-anthology. The number of texts that you include will depend largely on the aims you have for your anthology, but expect that 5 longer texts (e.g., short stories; short plays) or 10 shorter texts (e.g., poems) should be the minimum length of your anthology. Your anthology will also include one text that you were assigned to read as part of our course; it serves as the seed out of which your Anthology will grow.

For this assignment, you will design a particular focus and/or aim for your anthology, and the texts that you choose will all fit within and contribute to that focus/aim. The Introductory Chapter that you will write will require that you define your focus/aim and

introduce your texts (expect to note how your texts contribute to the focus and to offer some interpretation of them). Your Introduction should also have the rhetorical goal of attracting a readership (in other words, make it interesting; give your readers a sense of why this is the anthology they should read). This assignment will let you build various skills, including skills in research, ethical use of sources (including an understanding of Fair Use), assessment of a rhetorical situation, argumentation, literary interpretation, and effective communication (including organization of ideas, clarity and accuracy in writing, etc.).

## Assignment 5

### Take Home Exam

**Due: Dec. 15**

**Value: 20%**

The Take Home Exam will be released on the last day of class (Dec. 7<sup>th</sup>). It will be cumulative and require that you show mastery of our readings and lecture material in part by demonstrating your comprehension and in part by demonstrating your ability to apply your knowledge. Expect the take home exam to include short answer responses and an essay question.

## Class Schedule

The week's lecture content will be **posted on Mondays by 10:30am.**

**Before engaging in the lecture content, you need to complete the week's readings.**

Since your key goal should be to formulate your own thoughts about our readings, having already considered our readings by the time you're working through the lecture content is vital for your ability to engage effectively in our lectures.


**All submissions are due on Fridays by 11:59 pm.**

Readings marked with an \* will be available via Course Reserves (see link on LEARN).

Also please note that I have done my best to anticipate what readings may require that you prepare yourselves for difficult subject matter. Where relevant, please see the parenthetical note accompanying the reading's listing below.



| Week | Date                          | Readings    | Submissions   |
|------|-------------------------------|-------------|---|
| 1    | Week of Sept. 8 <sup>th</sup> | Orientation | Introduce yourself (Ungraded, but Required, please) |

|   |                                |  |  |
|---|--------------------------------|--|--|
| 2   | Week of Sept. 14 <sup>th</sup> | <p><b>Introduction:</b></p> <p><b>a) A Three Part Approach to Literary Studies</b></p> <p><b>b) Effective Reading Strategies</b></p> <p>Twain, "A River Pilot Looks at the Mississippi"*</p> <p>Bressler, "Defining Criticism, Theory, and Literature" *</p>   | Weekly Discussion Forum 1  |
| 3   | Week of Sept. 21 <sup>st</sup> | <p><b>Language and/as Power:</b></p> <p>Stevens, "The Idea of Order at Key West" * (Note: don't get stuck on this one; it is tricky and we'll be listening to it during lecture)</p> <p>Lemay, "Calm Things" *</p> <p>Philip, "Meditations on the Declension of Beauty" *</p> <p>Coyote, "[Barber story]" (youtube) *</p> <p>Philip, "Discourse on the Logic of Language" *</p>                          | Weekly Discussion Forum 2  |
| 4   | Week of Sept. 28 <sup>th</sup> | <p>(Redux) Philip, "Discourse on the Logic of Language" *</p> <p>Dumont, "It Crosses my Mind" *</p> <p>Adichie "Danger of a Single Story" (TedX)</p> <p>Dumont, "Letter to Sir John A. MacDonald" *</p> <p>Scofield, "This is my Blanket" * (Note: this poem makes mention of rape)</p> <p>Finder-Koziel, "Collect: Living with the Things You Love" * (this is the text to which Scofield responds)</p> | <p>Weekly Discussion Forum 3</p> <p>Course Survey: Stop-Start-Continue (Optional)</p> <p><b>Critical Article Summary and Application</b></p> |
| 5   | Week of Oct. 5 <sup>th</sup>   | <p><b>Intro to the Short Story and Narrative Theory</b></p> <p>Olsen, "I Stand Here Ironing" *</p> <p>Selvadurai, "Pigs Can't Fly" *</p> <p>Robinson, "Queen of the North" * (Note: this story includes representation of childhood sexual abuse)</p>  | Weekly Discussion Forum 4  |
|  | Oct. 10-18                     | Reading Week   |  |
| 6   | Week of Oct. 19 <sup>th</sup>  | <p><b>Intro to Narrative Theory Continued and Developing Close Reading Skills</b></p> <p>Brand, <i>What We All Long for</i> (Note: this novel includes a scene of police violence against a Black man)</p>   | Weekly Discussion Forum 5  |
| 7   | Week of Oct. 26 <sup>th</sup>  | Brand, <i>What We All Long for</i>   | Weekly Discussion Forum 6  |



|  |                               |  |  |
|--|-------------------------------|--|--|
| 8  | Week of Nov. 2 <sup>nd</sup>  | <b>Introduction to Poetics</b><br>Purdy, "At the Quinte Hotel" *<br>Purdy, "On Being Human" *<br><br>Goyette, "I Know Women"; "Again to Be a Daughter";<br>"The Season of Forgiveness" *<br><br>Kiyooka, selections from <i>Pear Tree Pomes</i> (197, 199, 208, 221-22 *<br><br>Ginsberg, "Howl" * | Weekly Discussion Forum 7<br><br>Course Survey: Stop-Start-Continue (Optional)<br><br><b>Close Reading</b> |
| 9  | Week of Nov. 9 <sup>th</sup>  | Brand, <i>thirsty</i> (Note: this collection includes a scene of police violence against a Black man)  | Weekly Discussion Forum 8<br><br><b>Proposal (Anthology Project)</b>                                       |
| 10   | Week of Nov. 16 <sup>th</sup> | <b>Workshopping Final Projects</b><br><br>Note: As part of the Editorial Board Submission, you will read a sample introduction from an anthology   | <b>Editorial Board Submission (Anthology Project)</b>  |
| 11   | Week of Nov. 23 <sup>rd</sup> | <b>Confronting the Incomprehensible</b><br><br>Selections from The Four Horsemen (video) and other sound poetry<br><br>Carroll, "Jabberwocky" *  | Weekly Discussion Forum 9  |
| 12   | Week of Nov. 30 <sup>th</sup> | Selections from Philip, <i>Zong!</i> *<br>(note: you must download the .pdf vs. reading it in html; read the "Prologue" and then choose approx. 10 pages of this text to read)   | Weekly Discussion Forum 10<br><br><b>Anthology Project</b>   |
| 13   | Dec. 7                        | Course Wrap-up and Review  |  |
| <b>Take Home Exam</b><br>Due: Tuesday, December 15th |                               |  |  |

## Course Policies:

### Correspondence:

If you need to contact me by email, be sure to use my [vjausten@uwaterloo.ca](mailto:vjausten@uwaterloo.ca) address. In most cases, I will respond to emails within 24 hours, though I can't guarantee that I'll check email on weekends. Remember too that a university is a professional environment, so **you should use your UW email addresses** for all correspondence.

### **A Note on Ethics in Writing:**

Although you may, of course, discuss your work with others, your assignments must reflect your own abilities. Remember that “study help” sites are not your friends. **Your job in our course is the creation of knowledge, not the regurgitation of what others have already thought and communicated.** So, do your own thinking!

Furthermore, while peer-review can (and often should) be part of any writing process, soliciting someone “to correct” or “edit” your writing is NOT allowed. There is a fine-line between peer-review and academic misconduct (peer reviewers point out potential problem spots and make suggestions that the writer can then take or discard; peer-reviewers should not do the “correcting” for the writer). If you have any questions about ethics in the preparation of assignments, please ask!

### **Late Assignments:**

Late assignments will be penalized at the rate of **three percent (3%) per day**, including weekends (e.g. an assignment due on Oct. 2<sup>nd</sup> that is submitted on Oct. 7<sup>th</sup> is 5 days late; hence, that assignment will be penalized by 15%).

Weekly Discussion Fora close at 11:59pm on Fridays. No late submissions to the Discussion Fora will be accepted without appropriate documentation, hence accommodations having been secured.

### **Extensions:**

All extensions must be requested **by the Monday** of the assignment’s due date. A request made after the Monday, will be granted only if accommodations are secured through proper processes (e.g., self-declaration of illness, VIF, other relevant documentation). Remember that a request for an extension may be denied. Without documentation, no extension will be granted after the original due date has passed.

### **Assignment Format and Submission:**

All assignments are to be submitted via LEARN (Discussion forum contributions, of course, are submitted via the Discussion tab; otherwise, assignments are to be submitted via the appropriate dropbox on LEARN).

All essays must follow MLA format as described in *The MLA Handbook for Writers of Research Papers* (8<sup>th</sup> ed.). Some details regarding MLA formatting will be discussed in class, but you should as well consult the MLA Handbook yourself (Owl@Purdue is a great source for information re: MLA formatting).

Specified page lengths for assignments/essays are approximate and based on proper MLA formatting (1 inch margins, Times New Roman (or equivalent) 12 point font). Exceeding the page limit by up to approximately one page is acceptable. Not meeting the specified page length is not acceptable and most often can significantly affect the quality of your assignment.

## Other Important Information

### 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.

**[Academic Integrity Office \(UW\)](#)**: A resource for students and instructors.

***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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the University of Waterloo Policy 70 (Student Petitions and Grievances). For information on categories of offenses and types of penalties, students should refer to the St. Jerome’s University Policy on Student Discipline.

***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. For students who decide to file a grievance, students should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome’s University.

***Appeals:*** A student may appeal the finding and/or penalty in a decision made under the St. Jerome’s University Policy on Student Discipline or the St. Jerome’s University Policy on Student Petitions and Grievances if a ground for an appeal can be established. In such a case, read [University of Waterloo Policy 72 \(Student Appeals\)](#).

### Note for students with disabilities:

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 AS office at the beginning of each academic term.

### Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

#### On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

#### Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880

- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

## Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo/St. Jerome's University. Intellectual property includes items such as:



- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo/St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

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