

English 101A Introduction to Literature: SJ2 2007 4-5.20 Mon/Wed

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Email: [cgacton@uwaterloo.ca](mailto:cgacton@uwaterloo.ca) Please use this e-mail address (always include the course number in the subject heading and don't forget to put your name in the e-mail) to contact me outside class or come to my office hrs: Tuesdays 2-4 or by appointment. I encourage you to visit me during my office hours to talk about aspects of the course and to discuss essay writing and topics.

This course introduces you to studying literature through what we refer to in the study of English as 'close reading'. That is, we analyse texts for meaning paying close attention to the language and form writers use and how they use it. Language is transcendent and transformative. It is hugely powerful: it can be dangerously inflammatory and divisive or it can draw people beyond the boundaries of self to an empathetic identification with others. In this course we will consider how language works to take us beyond our own narrow sphere as we immerse ourselves in the writing. At the same time we will consider the different genres, poetry, drama and fiction, and think about how each of them offers us ways of thinking about what it means to be human.

The purpose of close critical reading is to allow you not only to develop your own response to the literature (literary criticism), but also to participate in what we call the 'conversation' around texts, allowing you to engage with other writers and critics and to develop your own critical thinking.

Participation: To bring this 'conversation' into the class each of you will be required to participate fully in in-class exercises and discussion related to the readings of that particular week. Learning to articulate your ideas in writing- writing critically- is equally important. This course will thus also focus on essay writing and developing the vocabulary you need to do this.

The following schedule may be subject to minor changes. I may add to it and/or provide other material in class. I will notify you if I will be making changes so please check your UW e-mail regularly. Please read the assigned texts before the class as preparation for analysis and discussion and again afterwards to reconsider the class analysis.

**NB Print off and bring to class the digital material and the material I have given links for in the schedule. For close reading you need to work with a hard copy.**

### **Required Texts**

(check online, in used bookstores, and at the UW used bookstore for possible cheaper copies of the texts – if buying online allow several weeks for the book to arrive)

Sylvan Barnet et al eds. *A Short Guide to Writing about Literature: Second Canadian Edition*

Plath, Sylvia, *The Bell Jar*

Russell, Willy, *Educating Rita*

The above will be supplemented with handouts, digital reserve and online materials – see links in the schedule

**Assignments:**

Three (3) short close reading assignments of approximately 3 pages each (printed hardcopy, double spaced, 11 or 12 pt font): 15% per assignment – total 45% - topics will be sent via e-mail. Each assignment is due in the Wed. class

Essay minimum 6 pages (double-spaced, 11 or 12 pt font) 35% - topics will be sent via e-mail in week 8.

Final in-class test: 20% **Dec 3**

Week 1 (Sept 10/12)

Clips from *Howl* -film and poem – the centrality of literature and language

Introduction to close reading: poems, Heaney, ‘Digging’

<http://www.poetryfoundation.org/poem/177017>; Hughes ‘The Thought Fox’,

<http://www.poemhunter.com/best-poems/ted-hughes/the-thought-fox/> Kennelly, ‘Down’

<https://wfupress.wfu.edu/poem-of-the-week/poem-of-the-day-down-by-brendan-kennelly/>

Rupi Kaur ‘My heartbeat quickens’, ‘when my mother opens her mouth’ (handouts); in-class writing response

Short fiction: Bobby Gentry ‘Ode to Billie Joe’ and Billy Joel ‘Piano Man’; Hemingway ‘A Clean, Well-lighted Place’ [http://www.url-der.org/a\\_clean\\_well\\_lighted\\_place.pdf](http://www.url-der.org/a_clean_well_lighted_place.pdf) ; in-class writing response; Readings from *A Short Guide*: 1 ‘The Writer as Reader’

Week 2 (Sept. 17/19) Reading short fiction: Joyce, ‘Araby’; King, ‘Borders’ (in textbook) (short response 1 topics)

Week 3 (Sept 24/26) Reading poetry: Introduction (some formal elements) Donne, ‘Batter my Heart’ <https://www.poetryfoundation.org/poems/44106/holy-sonnets-batter-my-heart-three-person-d-god> ‘The Good Morrow’ <https://www.poetryfoundation.org/poems/44104/the-good-morrow>; Barbauld, ‘The Caterpillar’ <https://www.poemhunter.com/poem/the-caterpillar-6> Blake, ‘The Sick Rose’ <https://www.poetryfoundation.org/poems/43682/the-sick-rose> Hopkins, ‘The Windhover’ <https://www.poetryfoundation.org/poems/44402/the-windhover>

Frost, ‘Design’ <https://www.poets.org/poetsorg/poem/design> Egan, ‘Bar Napkin Sonnet’ <https://www.poetryfoundation.org/poems/49272/bar-napkin-sonnet-11>; Patterson ‘Rain’ <https://www.poets.org/poetsorg/poem/rain-0> Thomas, ‘Do Not Go Gentle’

<https://www.poets.org/poetsorg/poem/do-not-go-gentle-good-night> handout extract from Fry on the sonnet etc; Readings: 5 ‘What is Literature?’ (**short response 1 due**)

Week 4 (Oct 1/3 and 12) Drama: *Educating Rita*; Readings 11 ‘Writing about Drama’; 13 ‘Writing about Film’; in-class writing response

Thanksgiving break (no classes Mon, Tues, Wed – no office hrs this week) Wed timetable on Fri 12<sup>th</sup> (Film 12<sup>th</sup> and 15<sup>th</sup>)

Week 5 (Oct 15/17) *Educating Rita*; in-class writing response (short response 2 topics)

Week 6 (Oct 22/24) The novel: *The Bell Jar*; Readings: 6 ‘What is Literature’; 7 ‘What is Evaluation’; 10 ‘Writing about Fiction’; in-class writing response

Week 7 (Oct 29/31) *The Bell Jar* (**short response 2 due**)

Week 8 (Nov 5/7) Poetry: Plath ‘Daddy’

<https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2>

‘Lady Lazarus’ <https://www.poetryfoundation.org/poems/49000/lady-lazarus> ‘Ariel’

<https://www.poetryfoundation.org/poems/49001/ariel> ‘You’re’

<https://www.poetryfoundation.org/poems/49010/youre> Barbauld ‘To a little invisible being’

<https://www.poetryfoundation.org/poems/43617/to-a-little-invisible-being-who-is-expected-soon-to-become-visible> Duffy, ‘Valentine’

<http://www.scottishpoetrylibrary.org.uk/poetry/poems/valentine> ; Jernigan,

<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=46718> ; Jamie, ‘Moon’

<http://www.scottishpoetrylibrary.org.uk/poetry/poems/moon>

Essay topics + essay writing 1 (Short response 3 topics) Readings: 12 ‘Writing about Poetry’; 2 ‘The Reader as Writer’; in-class writing response

Week 9 (Nov 12/14) short stories: William Trevor, ‘An Afternoon’

<http://www.newyorker.com/magazine/2006/05/01/an-afternoon-2>; SJ Butler, ‘The Swimmer’;

Kirsty Logan, ‘The Rental Heart’ (digital reserve) essay writing 2

Week 10 (Nov. 19/21) Heaney, from *The Government of the Tongue* (handout);

Blake, ‘London’ <https://www.poetryfoundation.org/poems/43673/london-56d222777e969> Owen,

‘Dulce et decorum est’, [http://lornshillacademy.org.uk/wp-content/uploads/2014/12/Dulce-et-](http://lornshillacademy.org.uk/wp-content/uploads/2014/12/Dulce-et-Decorum-est.pdf)

[Decorum-est.pdf](http://lornshillacademy.org.uk/wp-content/uploads/2014/12/Dulce-et-Decorum-est.pdf) ; ‘Futility’ [https://www.poetryfoundation.org/poems/57283/futility-](https://www.poetryfoundation.org/poems/57283/futility-56d23aa2d4b57)  
[56d23aa2d4b57](https://www.poetryfoundation.org/poems/57283/futility-56d23aa2d4b57)

Auden, ‘Musee Des Beaux Arts’ <http://english.emory.edu/classes/paintings&poems/auden.html>

'Refugee Blues' 'Funeral Blues' (Stop all the clocks')

<https://web.cs.dal.ca/~johnston/poetry/stopclocks.html> ; in-class writing response

**(short response 3 due)**

Week 11 (Nov 26/28) King, 'A Short History of Indians in Canada'; Maracle: Preface and 'Laundry Basket' (digital reserve); review; in-class writing response (**essay due**)

Week 12 (Dec 3) Final class Mon Dec 3<sup>rd</sup> – In-class test

Essay writing guidelines and citing sources:

Each assignment should provide a bibliography at the end of the assignment that includes any sources used in the assignment. In addition, quotations from primary sources and quotations and paraphrasing from secondary sources must be recognised by in-text citations. See the resources below on how to do this appropriately. The textbook includes guidelines. You may use either MLA form or Chicago Manual of Style. In addition to the textbook see Trent U website below or the St Jerome's essay writing help site which includes links to forms of citation:

<http://www.sju.ca/services/campus-services/library-archives/write-it-right/essay-writing-made-easy>

Online writing help – includes a sample English essay: Trent University's online Academic Skills Centre: <http://www.trentu.ca/academicskills/>

Further writing help and one on one tutoring is available through the University of Waterloo's Writing Centre: <https://uwaterloo.ca/writing-centre/>

You can request short extensions on essay due dates without penalty, provided you consult with me via e-mail at least 24hrs before the due date. Otherwise late assignments will be penalised at a rate of 2% per day. For your own convenience and time management, however, I urge you to complete assignments on time.

Plagiarism: this is defined as trying to pass off work or ideas that are not yours as your own. There are severe penalties for this, including an F- on the assignment and other academic penalties. All sources, whether library, Web based or other must be clearly identified in a bibliography as noted above. Please see below for University of Waterloo/St Jerome's regulations.

### **Important Information**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges 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 [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 \(Student Discipline\)](#).

**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. Students who decide to file a grievance 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 University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome’s University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services \(AS\) Office](#), 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 AS Office at the beginning of each academic term.

#### **Mental Health Services:**

##### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

##### **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. Extended Assessment Unit Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at 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