Course: AP/EN 1001 3.0 M – An Introduction to Literary Study

Term: Winter 2017

Course credit exclusions: none.
Prior to Fall 2009: Course credit exclusions: AS/EN 1001 3.00.
Prerequisites: None

Course Instructors

Andy Weaver (Course Director)
Office: 333 Stong College  Office phone number: 416 736 5166 ext 30864
Email address: aweaver@yorku.ca  Office Hours: , or by appointment

Fabricio Andrade
Office: ________________________  Office phone number: _______________________
Email address: ___________________  Office Hours: ____________________, or by apt.

Benjamin Taylor
Office: ________________________  Office phone number: _______________________
Email address: ___________________  Office Hours: ____________________, or by apt.

Time and Location

Lectures:  T 1430-1600  DB 0016
Tutorial 1 (Weaver):  T 1600-1730  SC 214
Tutorial 2 (Andrade):  T 1730-1900  FC 103
Tutorial 3 (Taylor):  T 1600-1730  CB 129
Tutorial 4 (     ):  T 1730-1900  CB 122

Course Description

This course provides an introduction to the study of, and writing about, literature. Students learn to observe, understand and evaluate how literary texts work. Through specific attention to the technical language of literature, the mechanics of writing, the kinds of questions involved in critical reading, and the preparation of an essay, students learn to write effectively about literature.

Using examples from the shorter genres of literature (essays, stories, poems, and plays) from various historical periods, this course examines different modes of literary expression, with particular emphasis on elements and strategies of composition (including rhetoric, structure, genre, voice, audience, idiom, diction, and historical contexts). In doing so, it makes explicit and exemplifies effective skills in close reading and comparative analysis.

Lectures will examine different modes of writing with particular emphasis on elements and strategies of composition such as rhetoric, structure, genre, voice, audience, idiom and diction. Attention will also be paid to the relationship between text, subtext, context, and intertextuality (what the text is saying, what the text is implying, the cultural, historical, and biographical contexts in which the text was produced, as well as the text's relationship to other texts). Tutorials provide opportunities for students to practice and apply lecture material, and
also to explore the fundamentals of effective writing techniques. The course emphasizes close
textual readings (sight passages) and encourages students to explore different ways to
contextualize their own arguments. Some attention will be paid to grammar and language (style)
and how they can create both meaning and ambiguity.

Regular attendance in both lecture and tutorial is essential for success in this course.

**NOTE:** Students must receive a final grade of at least D (50%) in order to advance to EN 1002 and to become an English major.

**Learning Objectives**

- To develop students' abilities to read closely and analytically
- To introduce students to effective literary enquiry and research methods and sources
- To train students in writing about literature at the university level
- To introduce students to a broad sample of shorter works of literature from different genres

**Course Texts**

The following two (2) books are required for the course:


**NOTE:** the York Bookstore will likely bundle these two texts along with Mary Shelley’s *Frankenstein* (Norton Critical Edition), because *Frankenstein* is required for EN 1002. Students do not need to buy *Frankenstein* for EN 1001, but the bookstore will likely not separate the bundle.

These texts occasionally will be supplemented by texts available on the internet and by class handouts.

**Evaluation**

The final grade for students in this tutorial group will be based on the following items, weighted as indicated:

- Three in-class (held in tutorial) writing exercises (3 x 10% =) 30%
- Annotated Bibliography + Academic Integrity Checklist (due February 28) 10%
- 1500-word Research Essay + Academic Integrity Checklist (due March 28) 25%
- Tutorial Participation 15%
- In-class test (held in last lecture time slot of the term) 20%

**SPARK Academic Integrity Checklist**: All students must complete and include with each relevant assignment (see “Evaluation” above) the Academic Integrity Checklist, the link for which can be found online at http://www.yorku.ca/spark/academic_integrity/index.html under “Resources.” All students must hand in to the instructor a printed copy, which must be completed, signed, and dated. **Assignments will not be accepted without this page, and normal late penalties will accrue.**
**Academic Honesty Policy:** students must familiarize themselves with York’s Academic Honesty Policy, which can be found in detail at [http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/](http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/). In brief, there is a ZERO TOLERANCE POLICY in this course when it comes to academic honesty. All offenses will be brought to the official attention of York administration and will be punished to the fullest and severest extent possible.

**Grading, Assignment Submission, Lateness Penalties, and Missed Tests**

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). For a full description of the grading scheme, see “Academic and Financial Information” in the York Academic Calendar: [http://calendars.students.yorku.ca/](http://calendars.students.yorku.ca/).

**Assignment Submission:** a hard copy of each assignment must be handed in during your tutorial on the due date. The office staff in Stong 208 cannot accept, date stamp, handle, or return essays or other assignments.

**Extensions:** extensions without penalty will only be considered if the student supplies a doctor's or lawyer's note or equivalent documentation from some recognizable health care expert. The note must explicitly state that you were incapacitated and/or unable to do your work, and the note must also specify the total number of days that you were in that condition. No extensions can be given unless the note clearly specifies the number of days you were incapacitated and unable to complete your work. Notwithstanding this policy, leniency and/or enforcement remain essentially at the discretion of your tutorial leader.

**Late submissions and late penalty:** late assignments will receive a late penalty of 5% per day, to a maximum penalty of 25%. If you submit late, you must submit your assignment electronically to the tutorial leader. If your tutorial leader wants a hard copy as well, print it and submit it to your tutorial leader at the time and place she or he designates. Papers submitted late may not be returned to you at the same time as the other assignments that were submitted on time. Note that late submissions must also include the Academic Integrity Checklist. To avoid problems due to emails that might go missing, students must CC themselves on all late assignment submission emails; that way, if the original email goes missing, the student can forward the CCed email (which should include the date and time of the original email) to the instructor. The instructor will make every attempt to reply to every late assignment submission email within 48hrs; do not assume your assignment has been received until you have received email confirmation. If the student has not received an email within 48hrs from the instructor confirming receipt of the assignment, the student should forward the CCed email in her/his inbox to the instructor.
How to submit a late assignment:
Follow these submission instructions exactly; failure to do so will result in an automatic penalty of 5%:

- In the subject line of the email, put your full name, followed by the assignment number and the course number (i.e., John Smith, Assignment One, EN 1001).
- Send only one attached file; do not break up your assignment into two or more files (a Works Cited, for example must be in the same file as your assignment).
- Make sure that you CC yourself on the email; that way if there is an email mishap and the tutorial leader doesn’t receive your email, you can forward your CCed email, which will show the time and date of the original submission.
- Remember to attach your assignment as a Word document (a .doc or .docx file).
- The tutorial leader will respond to every email within 48 hours, thus ensuring that your late assignment has been received; if you do not receive such a response within 48hrs of sending your email, then forward to your tutorial leader your CCed email, which should have a time and date stamp in the body of the email.

Missed in-class assignments and/or final test: only students with a documented reason—such as illness, compassionate grounds, etc.—that is confirmed by supporting documentation (e.g., doctor’s letter) for missing an in-class assignment or the final test may request accommodation from the Course Director. Missed assignments or tests should be written within a week of the original due date, which means students must contact the Course Director—by email—at the earliest possible date. Further extensions or accommodation will require students to submit a formal petition to the Faculty. Please note that sleeping in, forgetting about the assignment/test, being too busy, or similar explanations are not valid reasons for missing an assignment/test and any students using these excuses to plead their case will not be allowed to makeup a missed assignment/test and will receive an automatic grade of 0% for the test.

Guidelines for all written assignments and essays
All written assignments and essays, unless otherwise stated, must follow MLA standards for formatting and citation. Students majoring in English should consider purchasing the MLA Handbook for Writers of Research Papers (8th edition). Copies are also available at Scott Library, and a good general overview of MLA rules for formatting and citation can be found online at http://owl.english.purdue.edu/owl/resource/747/01/.

Grammar, organization of ideas, and spelling count! Students are expected to be able to write grammatically correct sentences and to use paragraphing to organize their thoughts. Major grammatical, spelling, or organizational errors will result in lower grades, up to and including failure of the assignment. Style guides are available in the library; please ask the instructor for an appropriate guide if you have any questions.

Assignments that do not follow MLA guidelines may be automatically docked 10 percent (10%).

Tutorial Participation Grade: According to York policy, students cannot be required to attend class. However, they are responsible for all course content and requirements that they miss during absence(s). Participation grades are perfectly legal, and instructors are not obliged to provide “catch-up” materials/assignments/deferments, etc. unless the student has made
arrangements in advance of the absence, or if the student provides credible (and legible) documented medical evidence of illness.

Students should realize that attendance includes completing the preparatory work needed to participate in each class. All readings must be completed before the relevant class, and attention should be focused on all lectures, class discussions, and group work; in-class writing may be assigned, in which students will be expected to think critically about course texts. A student’s participation grade is determined according to how s/he performs in all of these aspects; this mark is not simply a register of how many questions you answer or ask in class.

Students must take an active role in their education in this course; this means that they should contribute towards a positive academic atmosphere that is attentive to everybody’s learning needs and that they should treat each other with respect and courtesy. A classroom should be a place to learn and to debate, which means listening is as important as speaking. Furthermore, throughout this course we may be dealing with topics on which students may hold deep personal beliefs or opinions; all students must treat fellow students and their opinions with respect. This does not mean we must all agree (in fact, lively discussion and debate are greatly encouraged); it simply means that students should show respect and tact to each other when these differences of opinion arise. Students should maintain an open mind towards both their own views as well as the views of others in the classroom. At no point will sexist, racist, or homophobic language or ideas be tolerated. Please act appropriately.

Email policy: Students should expect a reply within 48 hrs to an email sent during the week; responses will occasionally arrive quicker than that, but at no time should you expect a response to take less than 48hrs. The instructor will not check email on weekends; this means that a response to an email sent on Thursday afternoon or Friday should not be expected until Monday. Students should also be aware that email correspondence in this course should not take the place of meeting with your instructor during office hours; students who have questions about readings, in-class discussion, or other non-urgent matters should discuss these matters with the instructor during office hours or, if the questions are easily answered, directly after class. Emails to the instructor should be in regards to matters that cannot wait until office hours, to notify the instructor about taking the essay extension, or to inform the instructor of illness or other happenings that will keep a student out of class.

Students with special needs: Students with special needs should familiarize themselves with York University’s Policy on Academic Accommodation for Students with Disabilities.

Course Schedule
Lectures will refer to at least several of the readings mentioned. Please note that material covered in the lecture will not necessarily be covered in tutorials; however, any material covered in lectures and/or tutorials is fair game for all tests. Additional readings may be assigned or recommended during the course.

Note: students can neither record nor disseminate course lectures or tutorials without the written consent of the instructor. All lecture and tutorial content is the instructors’ intellectual property.

Week One (Jan. 10)
Introduction; basic grammar overview
Week Two (Jan. 17)
Prose nonfiction
2. George Orwell, “Politics and the English Language” (google “Orwell politics and the English language” and print off from www.npr.org/blogs/ombudsman/Politics_and_the_English_Language-1.pdf and bring to class)

NOTE: Wednesday, January 18th is the last date to add a Winter term course without permission of the Course Director

Week Three (Jan 24)
Prose nonfiction
2. Lewis Thomas, “Notes on Punctuation” (google and print off from http://www-personal.umich.edu/~jlawler/punctuation.html and bring to class)

Week Four (Jan 31)  First in-class writing exercise (10%)
Prose fiction
1. Edgar Allan Poe, “The Cask of Amontillado”
2. Jamaica Kincaid, “Girl”
3. Gabriel Garcia Marquez, “A Very Old Man with Enormous Wings”
4. *They Say / I Say*: 3: “As He Himself Puts It”: The Art of Quoting

NOTE: Wednesday, February 1st is the last date to add a Winter term course with permission of the Course Director

Week Five (Feb 7)
Prose fiction
1. Kate Chopin, “The Story of an Hour”
3. Ernest Hemingway, “Hills Like White Elephants”
4. *They Say / I Say*: 4: “Yes / No / Okay, But”: Three Ways to Respond

Week Six (Feb 14)  Second in-class writing exercise (10%)
Prose fiction
1. Flannery O'Connor, “A Good Man is Hard to Find”
2. James Joyce, “Araby”
3. Franz Kafka, “A Hunger Artist”
Week Seven (Feb 21)  Reading Week (NO CLASSES)

Week Eight (Feb 28)  Annotated Bibliography due in tutorial (10%)
Poetry
1. Samuel Taylor Coleridge, “Metrical Feet”
2. W. B. Yeats, “The Second Coming”
3. W. H. Auden, “In Memory of W. B. Yeats”
4. Anne Bradstreet, “To My Dear and Loving Husband”
5. Edna St. Vincent Millay, “[I, being born a woman and distressed]”

Week Nine (Mar 7)
Poetry
1. Marge Piercey, “Barbie Doll”
2. Adrienne Rich, “[My mouth hovers across your breasts]”
3. Sylvia Plath, “Daddy”
5. Andrew Marvell, “To His Coy Mistress”

NOTE: Friday, March 10th is the last date to drop a Winter term course without receiving a grade. Students who do not officially withdraw from a Winter term course by this deadline will receive a grade for the course, even if they have not attended or completed course work.

Week Ten (Mar 14)  Third in-class writing exercise (10%)
Poetry
1. Ezra Pound, “In a Station of the Metro”
2. William Carlos Williams, “The Red Wheelbarrow”
3. William Shakespeare, “[My mistress’ eyes are nothing like the Sun]”
4. Harryette Mullen, “Dim Lady”
5. Marianne Moore, “Poetry”
6. They Say / I Say: 8: “As A Result”: Connecting the Parts

Week Eleven (Mar 21)
Drama
1. Sophocles, Antigone
2. They Say / I Say: 9: “Ain’t So / Is Not”: Academic Writing Doesn’t Always Mean...

Week Twelve (Mar 28)  Research Essay due in tutorial (25%)
Drama
1. Susan Glaspell, “Trifles”
2. Jane Martin, “Two Monologues from Talking With...”
3. They Say / I Say: 10: “But Don’t Get Me Wrong”: The Art of Metacommentary

Week Thirteen (Apr 4)
• In-lecture test (20%)
NOTE: Wednesday, April 5: last day to submit Winter term work (University legislated deadline)
Checklist for all take-home EN 1001 assignments

Have you

_____ reread and followed the “Guidelines for all written assignments” section in your tutorial syllabus?
_____ reread the section entitled “Grading, Assignment Submission, Lateness Penalties, and Missed Tests” in the tutorial syllabus?
_____ properly followed MLA citation (parenthetical citation and a Works Cited page)?
_____ properly followed MLA rules for the information and layout of the first page of your essay?
_____ carefully proofread your paper for errors in grammar, spelling, and logic?
_____ double spaced your assignment throughout (including all block quotations and the Works Cited)?
_____ set all four margins to 1 inch (2.54 cm)?
_____ indicated new paragraphs by indenting the first line of each paragraph by one tab (1/2 inch; 1.27 cm) instead of by putting an extra line between paragraphs?
_____ used Times New Roman 12 font throughout your essay?
_____ met the required length of the assignment (Remember that the Works Cited page does not count towards the page count)?

_____ Have you properly cited all secondary sources, whether you’ve used direct or indirect quotations?

Have you quoted properly? Have you

_____ placed short quotations (3 or less lines of verse, 4 or less lines of prose) in your text, surrounded by quotation marks?
_____ used a slash (/) to indicate lines breaks in a short quotation of verse?
_____ placed long quotations (4 or more lines of verse, 5 or more lines of prose) in block quotation format?
_____ indented all lines of a block quotation one inch from the left-hand margin?
_____ remembered that block quotations do not have quotation marks around them?

Have you properly used punctuation with your quotations? Have you

_____ placed periods after the parenthetical citation in a short quotation?
_____ placed periods before the parenthetical citation in a long/block quotation?

_____ Have you included a completed, signed, and dated Academic Integrity Checklist, stapled on the front of your assignment?