

## **English 146 (A11): Introduction to Literary Genres, Themes and Styles**

**Classes** (with Dr. L. Shlensky): T/W/F 12:30-1:20 Clearihue A 211

**Labs** (with Dr. L. Shlensky): F 2:30-5:20 Clearihue A 302

CRN: 12581 (Sept-Dec 2012)

Office Hours: T/W/F 1:20-1:50 and by appt.

Dr. Lincoln Z. Shlensky

Office: Clearihue D 332

Email: [shlensky@uvic.ca](mailto:shlensky@uvic.ca); Phone: 721-6206

Website: [www.practa.com](http://www.practa.com); UVic Moodle: 2012-0912581;

MyCanadianCompLab.ca Course ID: shlensky56192

### **Course Description**

Welcome to ENGL 146. This course has three major goals. The first is to introduce the variety and pleasures of writing university-level literary analysis. To improve your skill at analyzing literature, you will practice critical reading and sharpen your knowledge of literary terminology. The second goal is to increase your knowledge of the four primary literary genres—short fiction, poetry, novels and drama—in order to improve your familiarity with the traditions of literary writing. Each of these four genres has its own set of conventions that writers follow—or know but refuse to follow—and creatively modify for all kinds of interesting reasons. Learning about how writers make use of or, alternately, refuse these conventions will allow you to become a more educated reader (thus making reading itself a richer and more engaging experience). Finally, the third goal of this course is to practice essay writing: ENGL 146 gives you the most thorough introduction to writing the literary essay of all of the first-year writing courses. Learning how to write a scholarly essay can help you succeed in other formal and informal contexts by improving your ability to develop, order, connect, and support your ideas in writing.

### **Course Organization: Classes and Labs**

ENGL 146 is divided into classes and labs. During classes you will be formally introduced to the components of the literary essay and the four primary literary genres. The labs are where you will review the basics of grammar and punctuation, hone your research skills, and complete exercises to reinforce your knowledge of the material introduced during classes.

### **Textbooks**

Coetzee, J. M. *Waiting for the Barbarians*. New York: Penguin, 2010.

Department of English, University of Victoria. *Academic Writing Essentials*. Toronto: Pearson, 2010. (Please avoid purchasing a used copy of this book; only new copies give you access to the MyCanadianCompLab software).

Gwynn, R.S, and Wanda Campbell, eds. *Literature: A Pocket Anthology*. 2<sup>nd</sup> Canadian ed. Toronto: Pearson, 2008.

## Assignments

2 short writing assignments (10% each; 1000 words total)	20%
In-class essay (50 minutes)	15%
Quizzes on the novel and play (5% each)	10%
Final essay (1000-1250 words)	20%
Final exam (pass/fail)	20%
Marks from lab assignments	
Diagnostic test	0%
Grammar and punctuation work and testing	5%
MLA-style Works Cited	5%
2 low-stakes Writing assignments (totaling 500 words)	5%
Lab subtotal	15%
<b>TOTAL</b>	<b>100%</b>

## Grading

Except for the quizzes, your work will be assigned both number and letter grades. These grades will be based on the quality, originality and organization of your ideas as well as on your use of the university essay form. The grading scale is as follows:

A+ (90-100)	B+ (77-79)	C+ (65-69)	D (50-59)	F (0-49)
A (85-89)	B (73-76)	C (60-64)		
A- (80-84)	B- (70-72)			

## N grades

Students who have completed the following elements will be considered to have completed the course and will be assigned a final grade:

- In-class essay
- Final essay
- Final exam

Failure to complete any of these three elements will result in a grade of "N" regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student's GPA as 0 (maximum percentage that can accompany an N on a transcript is 49).

### **Essay submission**

Please email your assignments to me at <[shlensky@uvic.ca](mailto:shlensky@uvic.ca)> by noon on the due date, *with your name, the assignment name, and "English 146" in the subject line* of your message. For example: "John Smith - short essay 1 - English 146." The electronic text file you send must be a .docx, .doc, .rtf, or .pages file (*not* .odt or .wpd or .pdf), and *you must include your last name as part of the document's file name* (e.g., "Smith-146-essay1.doc"). Please do not use any special characters (% , +, #, @, &, \*, ^) in the electronic document's file name.

### **Documentation Style**

All material handed in for grading must comply with MLA documentation style (7<sup>th</sup> ed., 2009), be double-spaced and utilize 12-point font. You can rely on the Purdue Online Writing Lab for citation guidance: <https://owl.english.purdue.edu/owl/resource/747/01/>

### **Late Penalties, Extensions, etc.**

All homework assignments must be sent to me at [shlensky@uvic.ca](mailto:shlensky@uvic.ca) *by noon on the due date* to be considered submitted on time. Late assignments lose one-third of a letter grade per day (i.e., a B+ will become a B if one day late and a B- if two days late). I do not accept papers that are more than two weeks late. Extensions will be granted only when supported by medical documentation.

### **Attendance**

Attendance is a vital part of participation, and so I ask that you attend all classes for this course. I understand, however, that there will be rare occasions when you cannot attend class for personal reasons; you need not let me know why you are absent on those days. More than three absences during the semester, however, will compromise your participation and will affect your final grade. If you must be absent for more than three classes due to medical or similar reasons, please bring documentation of these issues.

### **Academic Integrity**

Academic integrity reflects your interest in helping to build and support an intellectual community. Using someone else's ideas or writing without attribution (plagiarism), cheating, multiple submission, or other forms of academic dishonesty do harm to the community and may result in a student's receiving a failing grade for the course and further sanctions by the University. For further details regarding what constitutes plagiarism and multiple submissions, see the University Calendar. You can easily avoid plagiarism by putting in quotation marks any material taken directly from another person's writing and by acknowledging the source of any ideas or information you are paraphrasing.

### **Computers in the classroom**

I have found that computer use during class is often a source of distraction. If you feel you must use a computer when the instructor has not specifically requested

that you do so, please use it only for class-related activity, and refrain from activities such as checking mail, Web browsing, or visiting social media sites during class.

### **Learning environment**

The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe working and learning environment for all its members. We, students and faculty members, are all expected to adhere to the UVic human rights policy. Please let me know if something is going on in the classroom that makes you feel personally uncomfortable.

### **About me**

It may be helpful for you to know a little about me. I am American-born and did my graduate work at the University of California, Berkeley, in Comparative Literature. My MA focused on the Enlightenment French philosophes, Rousseau and Diderot. My PhD dissertation was a comparison of the writing of two late-modernist/postmodernist writers, Aharon Appelfeld, an Israeli author who writes in Hebrew, and Edouard Glissant, a francophone writer from Martinique. I have since continued to work in both Caribbean and Jewish studies, writing about the francophone and, increasingly, the anglophone Caribbean, as well as about Hebrew literature and Middle Eastern topics. I am currently working on a research project on Glissant. I teach and have research interests in film and semiotic theory, which was the focus of my undergraduate degree at Brown University. Just so you'll know, I have a two-year-old toddler who I expect will someday understand why I must spend so much time at the university during his childhood!

### **Suggestions for Succeeding in Engl 146**

- Come to class. It does not guarantee success, but it helps enable it!
- Do the readings before class so that you understand lectures and can follow discussions.
- Even if you are shy, try to participate in class discussions on occasion; participating keeps you engaged and alert, which keeps you learning.
- Ask questions when you do not understand something. Others appreciate it!
- Make use of my office hours to discuss feedback you don't understand, or to ask about assignments. That is what office hours are for.

## Course Outline

Wednesday, September 5: Introduction to the course and syllabus review.

### Unit One: Short Fiction

Friday, September 7: Kate Chopin, "The Story of an Hour" (Gwynn & Campbell 88-91).

Lab 1: Diagnostic essay due.

Tuesday, September 11: Introduction to the genre of the short story. Chopin, cont'd.

Wednesday, September 12: Writing workshop #1: introduction to the scholarly essay and paragraphing.

Friday, September 14: Writing workshop #1, cont'd. First writing assignment handed out.

Lab 2: Lab exercises due.

Tuesday, September 18: James Joyce, "Araby" (123-8).

*Last day for 100% reduction of tuition fees.*

Wednesday, September 19: Joyce, cont'd. **Writing Assignment #1 due via email at noon** (500 words).

Friday, September 21: Writing workshop #2: introductions and thesis statements. Second writing assignment handed out.

Lab 3.

Tuesday, September 25: Writing workshop #2, cont'd.

Wednesday, September 26: Class cancelled (recognized religious holiday).

Friday, September 28: Margaret Atwood, "Happy Endings" (281-4).

Lab 4.

Monday, October 1: **Writing Assignment #2 due via email at noon** (500 words).

Tuesday, October 2: Writing workshop #3: A closer look at evidence, analysis and paragraph organization.

Wednesday, October 3: Writing workshop #3, cont'd.

Friday, October 5: Thomas King, "A Coyote Columbus Story" (293-7).

Lab 5.

Tuesday, October 9: King, cont'd. *Last day for 50% reduction of tuition fees.*

Wednesday, October 10: Writing workshop #4: conclusions and loose ends.

Friday, October 12: Writing workshop #4, cont'd.  
Lab 6.

Tuesday, October 16: Review of short fiction.

Wednesday, October 17: Prep exercises for in-class essay.

Friday, October 19: **In-class essay.**  
Lab 7.

### **Unit Two: Poetry: Standard and Free Verse**

Tuesday, October 23: William Shakespeare, Sonnet 18 (414). Introduction to the genre of poetry.

Wednesday, October 24: Christina Rossetti, "Goblin Market" (479-95).

Friday, October 26: E. E. Cummings, "pity this busy monster;manunkind" (543).  
Lab 8.

Tuesday, October 30: John Ashbery, "Paradoxes and Oxymorons" (603-4).

Wednesday, October 31: Adrienne Rich, "Diving into the Wreck" (handout)  
*Last day for withdrawing from first-term courses.*

Friday, November 2: Dionne Brand, "Blues Spiritual for Mammy Prater" (692-3).  
Lab 9.

### **Unit Three: The Novel**

Tuesday, November 6: J. M. Coetzee, *Waiting for the Barbarians*—quiz and introduction to the genre of the novel.

Wednesday, November 7: *Waiting for the Barbarians*.

Friday, November 9: *Waiting for the Barbarians*.  
Lab 10.

Tuesday, November 13: Reading Break.

Wednesday, November 14: Reading Break.

Friday, November 16: *Waiting for the Barbarians*.  
Lab 11.

Monday, November 19: **Final essays due at noon.**

#### **Unit Four: Drama**

Tuesday, November 20: Tomson Highway, *The Rez Sisters*—quiz and introduction to the genre of drama.

Wednesday, November 21: *The Rez Sisters*.

Friday, November 23: No class today.  
No Lab today.

Tuesday, November 27: *The Rez Sisters*.

Wednesday, November 28: *The Rez Sisters*.

Friday, November 30: Course review.  
Lab 12.