

In this

Instructor and GTA information

Course Description

What and How are We Going to Teach and Learn in this Course?

What Are We Going to Read for this Course?

Why This Course Design, Why These Readings?

How Will Grades Be Earned and Learning Assessed in this Course?

Official Stuff You Need to Know for this Course

ENGL 2220F Studies in Narrative Theory

Department of English

Faculty of Arts and Humanities

Western University Canada

Fall 2014

Tuesdays 7-10pm, KB-K103

This course fulfills 0.5 credits towards the honors, major, and specialization requirements of 1.0 credits from the following suite of course: English 2200F/G, 2210F/G, 2220F/G, 2230F/G, 2240F/G, 2250F/G

Antirequisite(s):

Prerequisite(s): At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both English 1027F/G and 1028F/G, or permission of the Department.

Corequisite(s):

Pre-or Corequisite(s):

Extra Information: 3 hours, 0.5 course.

Instructor: Professor D. Palmateer Pennee, PhD

Office:

Office Hours: Tuesdays Noon to 1:00pm; 4:00-

Course Description:***In brief:***

This course provides an introduction to the study of narrative theory, primarily through a semiotic (Saussurian) approach to understanding language and a semiotic and narratological approach to understanding narrative and narrativity.

Narratives require close study because stories structure the meanings by which a culture lives. Our culture depends upon numerous types of narrative: novels, short stories, films, television shows, myths, anecdotes, songs, music videos, d

The structure of the course and individual classes will provide as much opportunity as possible for:

reading closely to discover, identify, and explain the components of semiotics, textuality, and narrativity at work in selected short stories and two novels

applying semiotic and narrative theory in detailed analyses in in-class work and discussion

demonstrating your knowledge and comprehension of, and ability to apply, a limited range of semiotic and narratological terms in class and in out-of-class work

applying and synthesizing components of semiotics and narrative theory in short out-of-class essays and / or for those students who wish it, in one short in-class oral presentation instead of one short out-of-class essay (see Types and Weights of Assessment below)

activity does not determine your grades; it is designed to help everyone improve their writing and self-editing skills, through the defamiliarizing practice of writing on the same topics)

Following on these methods for building your knowledge of and facility with concepts of how narratives work, you will have the opportunity in the final examination

to demonstrate and synthesize your course learning on a work of

bookstore or through on-line vendors.

Gaunce, Julia et al., eds., *The Broadview Anthology of Short Fiction*. Second edition. Peterborough, ON: Broadview, 2012.

Lemire, Jeff. *Collected Essex County*. Atlanta and Portland: Top Shelf Productions, 2009.

Ondaatje, Michael. *Coming Through Slaughter*. 1976. Toronto: Vintage Canada, 1998.

Why This Course Design, Why These Readings?

Learning Objectives:

The readings, teaching, in-class activities, and methods of assessment (assignments and tests) for this course have been designed with the following intentions and learning objectives (in bold print) in mind:

To facilitate s **knowledge and comprehension** of selected concepts and terminology appropriate to the study of narrative, narration, and narrativity

Forms of assessment of knowledge and comprehension would ask you, for example, to identify, define, and differentiate terms and concepts, and to demonstrate recognition and understanding of them at work in sample readings

To provide opportunities for **analysis, application, and synthesis** of

For example, can you select and use the appropriate terminology and concepts to illustrate and explain *how* the components of a given passage of writing function to create meaning and/or other effects?

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a willingness to make and take the time to read more than once the literature and theory studied in this course (the reading list is limited to accommodate this necessity); and
an ethic of preparedness, attentiveness, engagement, discipline, rigor, and commitment to what is studied and taught, all the while recognizing that writing, reading, and other skills vary from individual to individual, and may vary within a single over time.

Needless to say, regular attendance can also facilitate success, though attendance alone may not suffice without the other items listed above as part of *your* role in meeting the course learning objectives. Absences from class may hinder your progress in meeting the learning objectives (as well as prevent you from being able to write the final examination).

How Will Grades Be Earned and Learning Assessed in this Course?

Details about each type of assessment will be provided in advance of the

40% Final examination to be written in the time slot scheduled by the

NOTE for Choices for Assignments 3 and 4: When choosing A, B, or C below for Assignments 3 and 4, take note: you cannot give two oral presentations but you can submit two essays (i.e., no one is required to give an oral presentation).

Choice A:

For Assignment 3, submit a 1000-word essay (15%) on a short story selected from the list provided and
For Assignment 4, submit a 1200-1500-word essay (25%) on Books 1, 2, and/or 3 of *Collected Essex County*

OR

Choice B:

For Assignment 3, submit a 1000-word essay (15%) on a short story selected from the list provided and
For Assignment 4, deliver a 10- to 12-minute in-class oral presentation (25%) on Books 1, 2, and/or 3 of *Collected Essex County* (submit written notes and/or or a copy of your powerpoint or other visual aids to the instructor in the same class as your deliver your presentation)

OR

Choice C:

For Assignment 3, deliver an 8- to 10-minute in-class oral presentation (15%) on a selected short story

Students who are in **emotional/mental distress** should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

See Weekly Schedule in the OWL course site (vertical menu at the left of the screen) for required readings and class preparation. The schedule will be posted as access to OWL permits, but not later than 24 hours after our first class.

Any changes to the schedule arising from unexpected contingencies or class discussion of a need for a change (for example, a unanimous decision to adjust the pace of learning), will be announced in the OWL site and an e-mail message sent to the class accordingly. (At no time will a change of schedule result in work being due sooner than currently identified in the outline or weekly schedule.)