

Course Materials

Required Texts:

The Norton Introduction to Literature, 12th Edition bundled with Nicole Krauss, *Great House*
Andree Alexis, *Fifteen Dogs*
Rules for Writers (Bedford)

Methods of Evaluation

The grade for the course will be arrived at as follows:

Response Paper (600 words)	5%
Essay 1 (1200 words)	10%
Essay 2 (1800 words)	20%
In-class analysis	10%
Poetry memorization	5%
Vodcast	5%
Participation	10%
Final exam	35%

A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%. **Please note:** The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade>.

Attendance: Students who miss more than 15% of classes (4 for the year) may, according to university regulations, be barred from the final exam.

E-mail: This is not a distance studies class. We want to meet with you to discuss ideas during office hours. If our hours conflict

Dec 5: **sestina** **lyric:** Dickinson, ;
 villanelle:
Tutorial: discussion

DECEMBER BREAK

Jan 10: **symbol** ;
 theme
Tutorial: discussion

Jan 17: **theme, cont.** Wi
Tutorial: discussion

Jan 24: poetry review
Tutorial: vodcast instruction

Prose Fiction

Jan 31: **TEST: poetry analysis;** Krauss, *Great House*
Tutorial: vodcast instruction

Feb 7: Krauss, *Great House*
Tutorial: discussion

Feb 14: Krauss, *Great House*
Tutorial: **Writing 7: Writing a Research Essay**
 Vodcasts due Friday Feb 17 by 4 pm

Feb 18-26: reading week: choose your final essay topic

Feb 28: library instruction: meet in Electronic Instruction Room, Weldon Library
Tutorial: **Writing 8: How to prepare a list of works cited/annotated bibliography**
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Drama

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Assignments:

All written assignments must be submitted to Turnitin.com. For instructions, go to our class Web page. Please include a Word Count at the bottom of the last page of your assignments.

RESPONSE PAPER

Answer, in around 600 words (2 pp.), one of the SQs for class on Oct 18th. The response should advance a cogent thesis, and it must draw on the text for evidence to support its claims. **NO SECONDARY SOURCES MAY BE USED FOR THIS ASSIGNMENT.**

ESSAYS

Extensions may be granted with permission of the instructor, but no essays will be accepted more than one week after the due date without documentation from the Academic Counselling office of your home faculty. Papers coming in late without an extension will be docked 2%/day, including weekends. No assignments will be accepted after the last day of class.

Essay 1: due NOV 15 IN CLASS. Write a 1200-word (4+ pages) essay on one of the following topics. Use the MLA format guidelines and provide a Works Cited.

NO SECONDARY SOURCES MAY BE USED FOR THIS ASSIGNMENT No browsing the Internet! (You may draw on the Norton anthology to review your key term: plot, symbol, etc.; and you may draw on the OED and the Oxford Classical Dictionary, both available online through Weldon, for definitions of key terms.)

1. (point of view) How are humans characterized in *Fifteen Dogs*? How does seeing them through the eyes of dogs challenge common assumptions about the dog/human relationship?
2. (setting) What role does Toronto play in this novel? How do its various spaces shape the

Part B (due, with final essay, Mar 28):

***Group Work:** A vodcast, to be posted to submitted via email

Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be

together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take

APPENDIX II: WRITING INSTRUCTION

From High School to University Writing

http://writing-program.uchicago.edu/resources/collegewriting/high_school_v_college.htm#_Toc431538571

-13 -6

Writing 1: What is a thesis?

Good http://writing-program.uchicago.edu/resources/collegewriting/high_school_v_college.htm#_Toc431538571

<http://wnorton.com/college/english/litweb10/writing/B2a-interpretive.aspx>
Hacker and -19

Writing 2: Paragraphs

Headrick -16 -68

Writing 3: Evidence/Citation

http://writing-program.uchicago.edu/resources/collegewriting/strategy_for_analyzing_and_rev.htm
<http://wnorton.com/college/english/litweb10/writing/B4-evidence.aspx>

MLA Handbook -104 -3
Griffith -85

Writing 4: Generating Ideas/Developing an Outline

<http://wnorton.com/college/english/litweb10/writing/C1-getting-started.aspx>

-6

Writing 5: First Drafts and Revision

http://writing-program.uchicago.edu/resources/collegewriting/strategy_for_analyzing_and_rev.htm
Booth and Mays, <http://wnorton.com/college/english/litweb10/writing/C3-drafting.aspx>

Hacker and S -9

passive voice: *Rules for Writers (RW)*, 112-13; **over reliance on verb “to be,”** *RW*, 114;
comma splices and run-on sentences: *RW*, 188-95; **gender-biased language:** *RW*, 167-70.
dangling modifiers: *RW*, 131-34; **faulty parallelism:** *RW*, 116-19.
vague pronoun references: *RW*, 212-16.; **noun/pronoun agreement:** *RW*, 207-11.

Writing 6: Introductions and Conclusions

Williams and McEnerney,

[http://writing-program.uchicago.edu/resources/collegewriting/revising_the_introduction.htm# Toc431538589](http://writing-program.uchicago.edu/resources/collegewriting/revising_the_introduction.htm#_Toc431538589)

[http://writing-program.uchicago.edu/resources/collegewriting/revising_the_introduction.htm# Toc431538590](http://writing-program.uchicago.edu/resources/collegewriting/revising_the_introduction.htm#_Toc431538590)

Booth and Mays,

<http://wnorton.com/college/english/litweb10/writing/B3a-intro.aspx>

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