

ENGL 124B Literary Analysis

3 credits, 16 weeks, 3 hours lecture

This course introduces students to post-secondary studies in English by developing skills in the close reading of language, genre, narrative, and poetic form. Rather than focusing on historical or cultural contexts (although these may come into play), this course concentrates on literary forms and structures, and on developing a critical vocabulary for literary analysis. Students can expect to encounter a variety of shorter genres in the literary tradition (the short story, poems, and essays) as well as film and other visual media.

Prerequisite: English 30 or 30-1 or equivalent

NOTE: Not to be taken by students with 6 credits in approved junior English

Instructor

Ryan J Cox
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Office Hours

Monday 11:00 – 12:00
Tuesday 11:00 – 12:00
Wednesday 1:00 – 4:00

Hours of Instruction

Monday 4:00 – 4:50
Wednesday 10:00 – 11:50

Required Resources

The Broadview Introduction to Literature, Chalykoff, Gordon and Lumsden, Concise ed, ISBN 9781554812554

Native Son, Wright, Richard, ISBN 978-0060929800

Bitch Planet Vol 1, DeConnick and De Landro, ISBN 978-1632153661

A Glossary of Literary Terms, Abrams and Harpham, 11th ed, ISBN978-1285465067

Course Outcomes

The successful student will be able to:

1. Generate meaning from literary discourse
2. Perform close readings at a university level
3. Write scholarly argumentative essays in the MLA notational style

Evaluation

| | |
|-------------------------|------|
| Response Papers | 20% |
| Essay #1 | 10% |
| Research Essay Proposal | 10% |
| Research Essay | 30% |
| Final Exam | 30% |
| Total | 100% |

A grade of C- is required for progression or transfer.

Response Essays

Students are required to complete a series of 4 short essays of 2-3 pages each in which they explore that week's reading in greater detail. Response papers are to be written about the readings in advance of classroom discussion. These essays should advance an argument about the text. These four essays are to be written at your discretion throughout the semester, however, only one paper can be submitted at a time and at least one response essay must be submitted by the week of Oct. 5. Marked out of 5; handed in at the beginning of the first class of the week.

Essay #1

Students will write a short essay of 4-5 pages responding to one of the questions that will be provided on Moodle. The essay will be thesis-driven and students will be expected to use direct evidence (quotations etc.) from the course material to support their argument.

Research Essay

For this assignment, you will be expected to write a detailed, well researched, thesis driven essay on a text or texts from the course. This essay should demonstrate your mastery of the text(s), your ability to effectively integrate your research into your writing, a familiarity with the current critical discourses surrounding your topic, and your ability to write at the university level. This assignment also includes a proposal where you will articulate what you intend to write about and how you intend to go about it (this should include a sense of what your thesis will end up being). The proposal also includes an annotated bibliography in which you list no less than five good secondary sources with annotations indicating what they are and why they are useful to your project. This assignment will conform to MLA guidelines for research papers. Your proposal is subject to my approval; no essay that has not received my approval at the proposal stage will be accepted for grading. Length: Proposal 1-2 pgs + Annotated Bibliography; Final Essay 6-8 pgs.

Examinations

The final exam will be two hours in length and written during the University Studies examination period. It will involve a combination of short-answer questions and essay questions.

Grading System

| Descriptor | Alpha Grade | 4.0 Scale | Percent | Rubric for Letter Grades |
|------------------------------------|-------------|-----------|-----------|--|
| Excellent | A+ | 4.0 | > 92.9 | Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format. |
| | A | 4.0 | 85 – 92.9 | |
| | A- | 3.7 | 80 – 84.9 | |
| Good | B+ | 3.3 | 77 – 79.9 | Work is generally of high quality, well developed, well written, has clarity, and uses proper format. |
| | B | 3.0 | 74 – 76.9 | |
| | B- | 2.7 | 70 – 73.9 | |
| Satisfactory Progression | C+ | 2.3 | 67 – 69.9 | Work has some developed ideas but needs more attention to clarity, style and formatting. |
| | C | 2.0 | 64 – 66.9 | |
| | C- | 1.7 | 60 – 63.9 | |
| Poor Minimum Pass | D+ | 1.3 | 55 – 59.9 | Work is completed in a general way with minimal support, or is poorly written or did not use proper format. |
| | D | 1.0 | 50 – 54.9 | |
| Failure | F | 0.0 | < 50 | Responses fail to demonstrate appropriate understanding or are fundamentally incomplete. |

Proposed Schedule of Topics

| Date | Topic | Reading | Assignments | Notes |
|---------------|--|--|----------------------|-------------------------------|
| Sept 1-4 | Intro | | | No Class Sept 1 |
| Sept 7-11 | Poetics of Protest 1: The Harlem Renaissance and The Forms of Blackness | McKay, "If We Must Die," "The White House," "The Harlem Dancer," The Tropics of New York;" Hughes, "Dream Variations," "Harlem." "The Weary Blues" | | No Class Sept 7, (Labour Day) |
| Sept 14-18 | Eat Me, Drink Me, Love Me: Strange Divinities and Reading Beyond the Surface | Rossetti, "Goblin Market," Arnold, "Dover Beach" | | |
| Sept 21-25 | Reading anxiety: War, Painful Poetics and How to Disassemble Them | Yeats, "The Second Coming," "Easter 1916," Owen, "Dulce et Decorum est," "Anthem for Doomed Youth" | | |
| Sept 28-Oct 2 | Poetics of Protest 2: The Language of Resistance | Ginsberg, "Howl," "America," bissett, "Another 100 Warrants Issued;" | Essay #1 Due Sept 30 | |

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|--------------|---|--|------------------------------|---|
| Oct 5-9 | What a Twist!: The Short Story | O'Connor, "A Good Man is Hard to Find" | | |
| Oct 12-16 | Days of Future Past: Short Story 2 | LeGuin, "The One Who Walk Away from Omelas;" Anders, "Six Months, Three Days" | | Oct 12 College Closed (Thanksgiving) |
| Oct 19-23 | 'Ban 'Ban Caliban: Reading Shakespeare through Contemporary Eyes | Shakespeare, <i>The Tempest</i> (see moodle) | | |
| Oct 26-30 | The Myth of Stagger Lee: <i>Native Son</i> 1 | Wright, <i>Native Son</i> | Proposal due Oct 30 | |
| Nov 2-6 | It must've been pretty deep in me: <i>Native Son</i> 2 | <i>Native Son</i> cont'd | | |
| Nov 9-13 | I never try anything, I just do it: Go Go Dancers, Grindhouses, and film | <i>Faster Pussycat! Kill! Kill!</i> (viewed in class) | | Nov 11 College Closed (Remembrance Day), No Class Nov 12-13 (Reading Days) |
| Nov 16-20 | Non-Compliant Comics | <i>Bitch Planet</i> | | |
| Nov 23-27 | Comics Cont'd | <i>Bitch Planet</i> | Research Essay due Nov 27 | Nov 25, Last Day to Withdraw |
| Nov 30-Dec 4 | Review | | | Dec 4, Last Day of Classes |
| Dec 7-11 | Final Exams | | | |

Please Note:

Date and time allotted to each topic is subject to change. It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College Credit Calendar.

Performance Requirements

Late Policy

Late work will be accepted, however, it will be penalized at a rate of 10%/Business Day. If it is turned in a week or more late, it will not be accepted. It should also be noted that late material will receive no feedback from the instructor. It is your responsibility to meet the due dates for the assigned material.

Standards for Written Assignments

Learning how to follow house style sheets is one of the most important skills a writer can develop. To aid you in your quest to learn these skills I have provided a document entitled “Standards for Written Assignments” on Moodle. If your paper does not conform to these standards, expect to lose marks.

All work must be TYPED, double spaced, and have proper MLA documentation (unless instructed otherwise). Do NOT submit work to me by e-mail.. Hard copies are not only preferred, they are required. Be sure to keep a copy of any essay that you hand in.

Sensitivity, Respect, and Subject Matter

Some of the material we will be covering this semester is of a charged nature—whether in terms of form, content or politics. As critics, we cannot shy away from this material; however, we must understand that this material may generate a wide variety of reactions and opinions among our colleagues in the classroom. Thus, it is imperative that we remain aware of, and sympathetic to the reactions and opinions of our classmates. Respect and sensitivity will produce a stronger learning environment and generate better, more nuanced discussions.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College 2015-2016 credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

Authorization

This course outline has been reviewed and approved by the Program Chair.

Ryan J. Cox, Instructor

Louis Dingley, Chair

Date Authorized

Guy Harmer, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office