

**English 1080 (section 11)**  
***Critical Reading and Writing I***  
**Department of English Language and Literature**  
**Memorial University, Fall 2014**

Professor: Jonathan Parsons

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Blog: <http://english1080.blogspot.com>

Class location: A 3020

Class times: Mon/Wed/Fri 11:00-11:50

Office: SN 4064

Office hours: Monday 1:00-2:00pm

Wednesday 12:00-1:00pm

(or by appointment)

**Course Description**

This course is an introduction to such literary forms as poetry, short fiction, and the essay. Emphasis is placed on critical reading and writing: analysing texts, framing and using questions, constructing essays, organizing paragraphs, quoting and documenting, revising and editing.

**Course Objectives**

- To improve your ability to read, think, and write critically
- To learn to analyze a variety of literary texts in terms of form and style
- To develop effective academic essay writing skills

**Course Text**

McMahan, Elizabeth, et al. *Literature and the Writing Process*. Canadian ed. Toronto: Pearson/Prentice Hall, 2005.

**Evaluation**

Learning Journal (Blog)	20% <i>Weekly entries</i>
Essay #1 (in-class)	10% <i>26 September</i>
Essay #2	15% <i>Due 17 October</i>
Essay #3	15% <i>Due 14 November</i>
Final Examination	40% <i>Date to be determined</i>

(**Note:** 22 October 2013 is the last date to withdraw from the course without academic penalty.)

### **Learning Journal (Blog)**

The best way to improve literacy skills is to develop a regular habit of writing. In this light, students will keep a weekly learning journal throughout the course. Rather than writing entries in a physical book, you are asked to start a blog. The ability to work effectively with language in online environments is an increasingly important skill, sometimes called *digital literacy*. The most popular platforms for internet blogging are Blogger ( [www.blogger.com](http://www.blogger.com) ), Wordpress ( [www.wordpress.com](http://www.wordpress.com) ), and Tumblr ( [www.tumblr.com](http://www.tumblr.com) ). Every Monday a new writing activity or prompt will be posted on the course blog that I maintain ( [english1080.blogspot.com](http://english1080.blogspot.com) ). These writing activities and prompts will engage with course-related material from that particular week. Each week you will have until Friday 11:59pm to complete the assigned activity. Once you have set up your blog, please email me the URL (web address) for your page along with your name and student number.

Learning journals will be assessed based on timely completion of weekly writing activities and on your active participation. You are encouraged to take responsibility for your own development as a writer and to spend adequate time and effort on your entries. Please remember to pay close attention to detail when writing. Always be sure to write grammatically correct sentences (no short form – ttyl; lol; aatsot) and to use respectful, appropriate language (nothing foul or offensive).

*\*\*\*Privacy and anonymity\*\*\* Please keep in mind that a blog is a publicly accessible space. Many bloggers write under an alias, and you may wish to do so as well. If you choose to write under an assumed name, let me know in the initial email which blog is yours (so I can track your work). I will not reveal at any time who owns which blog. If one of your peers is writing under an alias, please refer to them by their assumed name when online (even if you know who they are) to protect their privacy and anonymity.*

### **Essays**

Three essays, two on poetry, one on short fiction, will be written in fulfillment of requirements for the course. The essay questions will be handed out at least a week in advance of the due dates. Essay 1 will be written in-class. You will have the opportunity to create an outline as a guide for your in-class writing. Essays 2 and 3 will be out-of-class writing. There is no research component (you will not have to find secondary materials in the library). There are three essay writing workshops throughout the course that will provide a good refresher on essay writing skills and an opportunity to ask questions about formal writing strategies. For essay marking standards and a description of what constitutes “good writing,” please see Section 5.8.2 of the University Calendar (quoted below).

### *Out-of-Class Essay Format*

Out-of-class essays must comply with MLA style and guidelines, must be typed, double-spaced, and use standard one-inch margins. Make sure to number your pages in the top right hand corner. Please staple essays in the top left hand corner and do not use plastic or other covers. Do not attach a cover page (let's save some trees), but be sure to follow standard MLA formatting for the first page of essays. For formatting, quotation, and documentation guidelines, consult the MLA section of the library's online guide ([www.library.mun.ca/internet/termpapers.php](http://www.library.mun.ca/internet/termpapers.php)). There are also sample essays in the course text, *Literature and the Writing Process*, which you can follow as models for essay formatting.

*\*\*\*Late Essays\*\*\* Late essays will be penalized at a rate of 5% per day to a maximum of 7 days (including weekends). If you are unable to write an in-class essay on the scheduled day, let me know at least a week in advance and I will try to schedule an alternate time for you to write.*

### **Final Examination** (Date to be determined)

The final exam will consist of two essays, one on poetry and one on short fiction. The date and time of the exam will be determined by the Registrar's Office later in the semester. The last week of classes begins 3 December, on which date we will have an exam review class.

### **Course and University Policies**

Other than those specific policies mentioned below, you should familiarize yourself with the University guidelines set out in the Calendar (<http://www.mun.ca/regoff/calendar/>).

#### *Email policy*

All email should be sent using your mun.ca email address. When using email, make sure to identify yourself by full name, student number, and by reference to this particular course. As this course is geared towards effective writing, you are encouraged to compose email with the same attention to detail as you would give to any other kind of formal writing.

#### *Accommodation Policy*

As part of Memorial University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with disabilities. If you require academic accommodations related to a disability to participate in this course, you should speak to me or contact the Office of Student Affairs and Services (Smallwood Centre, room 4007).

### *Privacy Policy*

Section 36 of ATIPPA states that the head of a public body must protect personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or destruction. As a result, the practice of placing graded examinations and assignments in a public place for pick up is not in keeping with privacy legislation. Examinations and assignments should be returned directly to the student. Graded assignments may be left on a desk in the classroom so that students can retrieve their own exam/assignment only if the instructor or a teaching assistant is present to supervise. Grades and comments should not be made on the cover or first page of an assignment. Ideally, graded assignments should be returned directly to the student.

### *Illness or bereavement (From the University Calendar Section 6.6.2.4)*

A student who is prevented from writing a test or mid-term examination or completing assigned work by the deadline, by illness or bereavement or other acceptable cause, duly authenticated in writing, may apply, in writing and with supporting documents, for an alternate evaluation. Normally, this application must be made within one week of the original date of the examination or deadline to the course instructor.

### *Descriptions of Letter Grades (From the University Calendar Section 5.8.2)*

- "A" [80-100%] indicates excellent performance with clear evidence of:
  - comprehensive knowledge of the subject matter
  - a high degree of originality and independence of thought,
  - a superior ability to organize and analyse ideas, and
  - an outstanding ability to communicate.
- "B" [65-79%] indicates good performance with evidence of:
  - substantial knowledge of the subject matter,
  - a moderate degree of originality and independence of thought,
  - a good ability to organize and analyse ideas, and
  - an ability to communicate clearly and fluently.
- "C" [55-64%] indicates satisfactory performance with evidence of:
  - an acceptable grasp of the subject matter,
  - some ability to organize and analyse ideas, and
  - an ability to communicate adequately.
- "D" [50-54%] indicates minimally acceptable performance with evidence of:
  - rudimentary knowledge of the subject matter,
  - some evidence that organizational and analytical skills have been developed, but with significant weaknesses in some areas, and
  - a significant weakness in the ability to communicate.
- "F" [below 50%] indicates failing performance with evidence of:
  - an inadequate knowledge of the subject matter,
  - failure to complete required work,
  - an inability to organize and analyse ideas, and
  - an inability to communicate.

### *Academic Integrity*

Academic integrity is a core value of the academic mission of Memorial University and is defined as the pursuit of knowledge and scholarship through the provision of academic programs and a learning environment of the highest quality. It is in the interest of the University's academic mission that every student adheres to the highest standards of scholarly integrity. As such, academic misconduct is a serious offence. Engaging in behaviours that are in breach of, or otherwise seek to abuse the University's academic policy will not be tolerated. The University Calendar sets out policy and procedures for dealing with academic integrity issues.

## **TENTATIVE COURSE SCHEDULE**

*Please note there may be alterations to this schedule announced in class.*

### **WEEK 1**

3 September: Welcome and Introduction to the course

5 September: Haiku and Limericks, various authors (398-99)

### **WEEK 2**

8 September: McMahan, "Writing about Persona and Tone" (352-64); Roethke, "My Papa's Waltz" (354); Parker, "One Perfect Rose" (357)

10 September: McMahan, "Writing about Poetic Language" (370-81); Shakespeare, "Shall I Compare Thee to a Summer's Day?" (374)

12 September: McMahan, "Writing about Poetic Form" (388-95); Thomas, "Do Not Go Gentle into That Good Night" (438)

### **WEEK 3**

15 September: Wordsworth, "The World Is Too Much with Us" (410); Shelley, "Ozymandias" (411)

17 September: Keats, "Ode on a Grecian Urn" (411)

19 September: Blake, "The Tyger" (409); Rich, "Aunt Jennifer's Tigers" (448)

### **WEEK 4**

22 September: Essay writing workshop I – Pre-Writing and Forming a Thesis

24 September: Essay writing workshop II – Organization and Structure

26 September: (**essay 1 in-class writing**) no assigned readings

### **WEEK 5**

29 September: Crozier, "Poem About Nothing" (376); Ferlinghetti, "Constantly Risking Absurdity" (442)

1 October: Nichol, "Blues" (465); Nichol, "landscape: 1" (392)

3 October: Spoken Word Poetry, Youtube videos; see class blog

**WEEK 6**

6 October: Spoken Word Poetry, Youtube videos; see class blog  
 8 October: Sign Language Poetry, video, Peter Cook; see class blog  
 10 October: Digital Poetry, various web pages; see class blog

**WEEK 7**

13 October: no class – mid-term break  
 15 October: Essay writing workshop III – Evidence, Documentation, Style and Editing  
 17 October: (**essay 2 out-of-class due**) Introduction to Short Fiction

**WEEK 8**

20 October: McMahan, “How do I read Short Fiction?” (62-67); “Writing about Structure” (68-69, 83-88); “Writing about Imagery and Symbolism” (89-91); “Writing about Theme” (147-48 and 158-62); “Writing about Point of View” (119-121); “Writing about Setting and Atmosphere” (129 and 142-46); Chopin, “The Story of an Hour” (172-73)  
 22 October: Chopin, “The Story of an Hour” (172-73)  
 24 October: Munro, “Boys and Girls” (149-57)

**WEEK 9**

27 October: Munro, “Boys and Girls” (149-57)  
 29 October: Joyce, “Araby” (187-90)  
 31 October: Joyce, “Eveline” (191-93)

**WEEK 10**

3 November: Achebe, “Dead Men’s Path” (269-71)  
 5 November: Hawthorne, “Young Goodman Brown” (163-71)  
 7 November: Hawthorne, “Young Goodman Brown” (163-71)

**WEEK 11**

10 November: Findley, “Stones” (70-82)  
 12 November: Findley, “Stones” (70-82)  
 14 November: (**essay 3 out-of-class due**) Oates, “Where Are You Going, Where Have You Been?” (278-88)

**WEEK 12**

17 November: Oates, “Where Are You Going, Where Have You Been?” (278-88)  
 19 November: Hemingway, “Hills Like White Elephants” (210-13)  
 21 November: Hemingway, “Hills Like White Elephants” (210-13)

**WEEK 13**

24 November: Digital Literature and Interactive Narrative; see class blog  
 26 November: Banned Books: literature, free speech, and censorship (video and class discussion); see class blog  
 28 November: course review and exam preparation

**WEEK 14**

3 December: class celebration

**EXAM DATE to be determined**