

ENGL 146: The Literature of Our Era

Section A10, T/W/F 11:30-12:20, Fall Term
CLE C108
CRN: 11342

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COURSE OVERVIEW

Welcome to ENGL 146: The Literature of Our Era!

In ENGL 146, you will encounter some of the most exciting literature produced in the 20th and 21st centuries. Bringing different forms of writing together, the course invites you to think about works comparatively, asking questions such as, “what is different about the ways a novel and a poem reflect on human experience?” Literature has changed in dramatic ways since 1900, and this course will encourage you to think about how writers have adapted and sometimes revolutionized forms, techniques, and styles to address the questions and challenges that characterize our era.

ENGL 146’s relatively small class size offers you a chance to work closely with your professor and fellow students to develop your knowledge of literature and literary analysis as well as your critical thinking, communication, and writing skills. Via class discussions, workshops, and detailed feedback, you will become a more independent and skilled reader and writer by the end of the course. Along the way, you will build a solid understanding of the terminology that critics have developed to analyze literature.

PREREQUISITES

There are no prerequisites for this course.

COURSE GOALS AND LEARNING OBJECTIVES

The course goals state what the course should help students learn; the learning objectives state what you should be able to demonstrate during and at the end of the course.

The successful student should emerge from ENGL 146 with the following skills:

i) Skills of Literary Analysis

- the ability to understand and engage in close reading practices
- the ability to identify and discuss the function of some of the more common literary devices (which might include metaphor, simile, imagery, symbols, allegory, rhyme scheme, alliteration, assonance, meter, enjambment)
- the ability to identify different literary genres and to comment upon their key differences
- the ability to identify and communicate literary themes (and to recognize that literary works do not have *a* theme).

- the ability to identify and discuss differing modes of narration
- the ability to identify key ways literature addresses changes in human thought and experience—historical, cultural and/or social.

ii) Writing Skills

- the ability to identify and produce the key components of a university essay (introductions, conclusions and thesis statements; topic sentences and paragraphs; evidence and analysis)
- a greater self-consciousness regarding both what constitutes clear writing and how different forms of writing bring differing expectations re style and grammar
- the ability to produce an MLA-style Works Cited and to use parenthetical references

iii) Research Skills

- familiarity with a range of academic research tools and resources
- the ability to gather information from primary and secondary sources
- the ability to incorporate materials acquired through research into a document that accords with academic standards and conventions and makes clear and consistent use of a standard documentation style like MLA

REQUIRED TEXTS

Most required texts will be available free of charge through the Course Spaces website for our class. You will be required, however, to purchase the following novel, which is available at the UVic bookstore:

- **Ruth Ozeki: *A Tale for the Time Being*** (Penguin, 2013)

The following easy-to-use reference book, which includes a lot of information that might help you read and write successfully in your university courses, is not a required, but only an optional text. If you choose to purchase it, it is also available at the UVic Bookstore:

- ***Academic Writing Essentials (second edition, second version)* [OPTIONAL]**

COURSE RESOURCES

A number of resources are available to support your learning in ENGL 146.

- **The Centre for Academic Communication**
The Centre for Academic Communication provides free one-on-one tutoring to help students build their writing skills and proficiency in English. The centre also runs workshops that address common problems in academic writing. You can [book appointments online](#) or visit on a drop-in basis.

The Centre for Academic Communication is located in Room 135j, k, l, and m in the Academic Help corridor of the Learning Commons, in the McPherson Library.

- **UVic Libraries**
The Research Help link at the UVic Libraries Gateway offers students help with their research, writing papers, locating resources, and identifying people to ask for more help. The Research

Help section includes links to eTutorials on basic research skills. You can also ask questions by e-mail or talk to a subject librarian by phone.

- **CALL Facility**

The CALL (Computer Assisted Language Learning) facility offers software, audio, and video resources for language learners, including ESL learners. Resources are available on an individual, drop-in basis. The CALL Facility is located in the basement of the Clearihue building (A051). You can contact the CALL facility by phone at 250-721-8959 or by email <calllab@uvic.ca>.

- **International Academic Success Program:** International students can get advice about time management and study skills as well as references to other campus resources from a learning specialist in the International Academic Success Program housed in the International Commons: <http://www.uvic.ca/international/home/international-commons/index.php>. For more information, email issinfo@uvic.ca.

COURSE REQUIREMENTS

As part of the requirements for successful completion of ENGL 146, you will write a minimum of 2500 final (that is, edited and proofread) words, along with other assignments and a final exam.

Required assignment type	What your instructor will assign	Value
Writing Diagnostic (mandatory)	A short in-class writing task (30 min.) on Sept. 4	0%
Short Writing Assignments (each about 250 words)	4 short writing assignments, requiring you to fulfill different tasks.	20% Sept. 20 Sept. 27 Oct. 8 Nov. 5
In-class essay: Close Reading (typically 500-750 words)	A close reading of a poem, written in class. This will be an open book assignment.	20% Oct. 22
At-home essay: Critical Essay (typically 1000-1250 words)	A critical essay on one significant aspect of Ruth Ozeki's novel <i>A Tale for the Time Being</i> . I expect students to develop their own topic for the paper, but come talk to me if you need help finding a topic for this assignment.	30% Nov. 27, or Dec. 4
Participation Mark	A mark evaluating your participation in class discussions.	5%

Required assignment type	What your instructor will assign	Value
Final Exam	You will receive a study guide for this exam outlining the types of questions you will be expected to answer and activities you will need to undertake.	25% Date: TBA

IMPORTANT:

Note that you must receive a passing grade on the final examination in order to pass ENGL 146.

Handing in Assignments

Assignments will be due in class on the due date. This means I expect you to hand in a **hard copy** to me at the beginning of class. I'll typically have a pile up front gathering when you come in.

If, for some reason, you have made an agreement with me to turn in an assignment at another time, please *do not send it via e-mail*. Either bring me a hard copy in class or during office hours, or place a copy in my box in the English office.

Late Work

Late work will be penalized 3% per 24 hrs. after the original in-class deadline. Late work will not receive any comments or feedback.

If you ever have a problem with an assignment, talk to me *in advance* of the deadline and we may be able to negotiate a special arrangement to fit your situation. While I am fairly reasonable and compassionate about giving extensions in advance when necessary, *such deadlines are absolutely non-negotiable after you have missed them.*

Office Hours

I think of this course not just as an introductory course to academic reading and writing, but as an introduction to successfully navigating your university life. I hope to provide myself as a resource for any questions you might have about your journey through university here at UVic or about your university experience more generally. While the number of students I'm teaching this term precludes scheduled, lengthy one-on-one student conferences, I do encourage you to make use of my office hours, even if just for a quick chat; students often find their questions more clearly answered and their ideas more thoroughly addressed and explored through such meetings than via email.

Attendance Policy

The university expects students to attend all classes in which they are enrolled. University policy allows an instructor to refuse a student admission to class because of lateness, misconduct, inattention, or failure to meet the responsibilities of the course.

According to the UVic calendar (<http://web.uvic.ca/calendar2016-05/undergrad/info/regulations/attendance.html>), students who neglect their academic work, including assignments, may be refused permission to write the final examination in a course.

IMPORTANT:

If a student misses more than nine classes, that student may be barred from writing the final exam.

If your attendance becomes a concern (i.e. you miss more than a week of classes), you will be notified by your instructor. Note that missing the final exam will mean a grade of N for the course. Students who have extensive absences due to illness or family emergency should speak with their instructor about

applying for academic concession. For information about the concession process, please see the registrar's website (<https://www.uvic.ca/registrar/students/policies/appeals/index.php>). The Request for Academic Concession form is available here: <https://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

GRADING

The writing you do in ENGL 146 will be evaluated according to the Department of English's grading standards for first-year writing, available online on the department website:

<http://www.uvic.ca/humanities/english/undergraduate/currentstudents/firstyeargrading/index.php>.

Your work will also be evaluated in terms of how well it meets the requirements of the assignment and your achievement of the learning objectives of the course.

For each assignment, I will hand back the hard copy of your paper with my marginal notes, inline corrections, and a grade for the paper. In addition, I will provide you with spoken summative feedback by using the PoodLL recording function through Coursespaces; so please familiarize yourself with these online tools as soon as possible.

The following table shows how the letter grade or percentage score you receive on an assignment corresponds to the university's standard grading system:

Letter Grade	Grade Point Value	%	Description (from the University of Victoria Undergraduate Calendar)
A+	9	90-100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85-89	
A-	7	80-84	
B+	6	77-79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73-76	
B-	4	70-72	
C+	3	65-69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60-64	
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.

N.B. The N (Incomplete) grade was introduced by the university to distinguish between students who fail a course based on inadequate performance and students who did not complete all of the required course components.

COURSE POLICIES AND EXPECTATIONS

You can expect your instructor to

- be on time and prepared for class
- teach to the course goals
- give clear instructions for assignments and exercises
- advise and support students in their course work
- treat students with respect
- act in a fair manner
- be available during office hours or, if necessary, arrange an alternative time to meet
- evaluate students fairly and constructively, based on criteria made clear to students beforehand
- return assignments in a timely manner
- give useful feedback

Your instructor will expect you to

- attend all classes except in case of illness or emergency
- prepare for class by completing readings and assigned work *in advance*
- actively participate in classroom activities
- be prepared for essay workshops, which means bringing the required piece of writing to the workshop (this may be an introductory paragraph, an outline, or a whole draft). **Please note that failure to come prepared to class for the Research Essay Workshop (Nov. 22) will result in a 5% deduction off the grade for the critical essay assignment**
- ask questions if you do not understand
- submit all assignments according to instructions, complete, and on time
- use instructor comments and feedback to improve future work
- cooperate with and act respectfully toward other students and the instructor
- communicate with the instructor about problems or concerns as soon as possible
- put focused and disciplined effort into the course assignments

Grade appeals

If you feel that an assignment you submitted has been unfairly evaluated, your first step is to discuss your concerns with your instructor. As your instructor is using the grading standards for first-year writing, be prepared to show your instructor how your work matches the standards for the letter grade you feel you should have received.

If you are not satisfied with your discussion with the instructor, you may apply for a formal grade review, which is described in detail in the UVic academic calendar.

Academic honesty

The writing you do in ENGL 135 **must be your own**. Presenting the work of others, whether it is used without attribution (plagiarism) or submitted by you but written by someone else (cheating), violates the university's policy on academic integrity.

The university has prepared several documents to help you understand the university's policy, what constitutes plagiarism and cheating, and how to avoid them.

- The Learning and Teaching Centre's Academic Integrity website explains the university's policy and answers common student questions about plagiarism.

- Plagiarism from the UVic Libraries website explains what plagiarism is and how to avoid it (<http://www.uvic.ca/library/research/citation/plagiarism/index.php>).
- The University of Victoria's Policy on Academic Integrity, from the academic calendar, defines plagiarism and describes the university's procedures for dealing with allegations of plagiarism and the penalties (<http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/PoAcI.html>):

“Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion.

Students are responsible for the entire content and form of their work. Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the university to support learning (e.g., The Centre for Academic Communication). Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor.”

Here are a few further points about plagiarism to keep in mind when you write:

- The best way to avoid inadvertent plagiarism is to ask your instructor for guidance. Some students end up plagiarizing because they aren't sure how to correctly incorporate the work of others into their writing. Your instructor can help you learn how to quote, paraphrase, and cite your sources correctly.
- Students who are found guilty of plagiarism or cheating face serious consequences. According to the university policy, “A largely or fully plagiarized assignment should result in a grade of F for the course.”
- If a student is found guilty of violating the university's policy on academic integrity, the offence will be added to the student's record and will remain there for four years after the student graduates.
- There is this year a new addition to the University of Victoria's Policy on Academic Integrity regarding the “Unauthorized Use of an Editor:” “An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student's written or non-written work. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. The instructor should specify the extent of editing that is being authorized. Reviews by fellow students and tutoring that do not include editing are normally permitted. In addition to consulting with their instructors, students are encouraged to seek review of and feedback on their work that prompts them to evaluate the work and make changes themselves.”

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to your CES dashboard

(<http://www.uvic.ca/learningandteaching/students/resources/ces/login.php>) . You will need to use your

UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you nearer the time but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

Accommodations

It has been assumed that you bring to this class diverse interests, learning styles, and needs, so assignments and activities have been designed to draw upon a variety of different strengths. If you have a disability or health consideration that may require accommodations, please approach me and/or the Centre for Accessible Learning (CAL, <https://www.uvic.ca/services/cal/>) as soon as possible. CAL staff members are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the more quickly we can assist you in achieving your learning goals in this and other courses.

ENGL 146 Schedule Fall 2019

This is the schedule for our 146 section this fall. *All readings listed below are for the day they will be discussed in class.* I will work hard to assign them the class before, but please check the reading schedule. I may amend this schedule, swapping out, adding, or eliminating some readings, but will let you know in advance, and will change the Coursespaces document of this schedule to reflect those changes.

Date	Reading/Assignments
Sept 4	-Course Introduction -In-class diagnostic
Sept 6	-William Faulkner: "Address Upon Receiving the Nobel Prize for Literature"
Sept 10	<i>Introduction to the Short Story</i> -Charlotte Perkins Gilman: "The Yellow Wallpaper"
Sept 11	-Charlotte Perkins Gilman: "The Yellow Wallpaper"
Sept 13	-Ernest Hemingway: "Hills Like White Elephants"
Sept 17	-James Joyce: "Eveline"
Sept 18	<i>Library Visit @ Room 130—meet promptly in the library</i>
Sept 20	-James Joyce: "Eveline" Short assignment #1 due [summary of academic article]
Sept 24	-Raymond Carver: "Cathedral"
Sept 25	-Raymond Carver: "Cathedral"
Sept 27	-Raymond Carver: "Cathedral" Short assignment #2 due [paragraph from the wife's perspective]
Oct 1	-David Foster Wallace: "My Appearance"
Oct 2	-David Foster Wallace: "My Appearance"
Oct 4	-David Foster Wallace: "My Appearance"

Oct 8	-Toni Morrison: "Recitatif" Short assignment #3 due [OED research on a word from the text]
Oct 9	-Toni Morrison: "Recitatif"
Oct 11	-Toni Morrison: "Recitatif"
Oct 15	<i>Introduction to Poetry/Close Reading</i> -The Close Reading of Poetry: A Practical Introduction and Guide to Explication [https://web.uvic.ca/hrd/closereading/index.html]
Oct 16	-Marianne Moore: "Poetry," "Poetry [Longer Version]"
Oct 18	-William Shakespeare: "Sonnet 17," "Sonnet 18"
Oct 22	In-class essay: Close Reading (Poetry)
Oct 23	-Langston Hughes: "Theme for English B," "The Weary Blues"
Oct 25	-William Carlos Williams: "The Red Wheelbarrow," "Spring and All"
Oct 29	-Richard Brautigan: "Haiku Ambulance" -Wallace Stevens: "The Snow Man"
Oct 30	-Ezra Pound: "In a Station of the Metro" -HD: "Sea Rose"
Nov 1	<i>Tools for Academic Writing</i> -Gerald Graff/Cathy Berkenstein: "'On Closer Examination': Entering Conversations about Literature"
Nov 5	<i>Introduction to the Novel</i> -Ruth Ozeki: <i>A Tale for the Time Being</i> Short assignment #4 due [personal response]
Nov 6	-Ruth Ozeki: <i>A Tale for the Time Being</i>
Nov 8	-Ruth Ozeki: <i>A Tale for the Time Being</i>
Nov 12	READING BREAK: NO CLASS
Nov 13	READING BREAK: NO CLASS
Nov 15	<i>Introduction to MLA Citation System</i>
Nov 19	-Ruth Ozeki: <i>A Tale for the Time Being</i>
Nov 20	-Ruth Ozeki: <i>A Tale for the Time Being</i>
Nov 22	<i>Research Essay Workshop</i>
Nov 26	-Ruth Ozeki: <i>A Tale for the Time Being</i>
Nov 27	-Ruth Ozeki: <i>A Tale for the Time Being</i>
Nov 29	-Ruth Ozeki: <i>A Tale for the Time Being</i> Critical Essay due [with comments]
Dec 3	-Ruth Ozeki: <i>A Tale for the Time Being</i>
Dec 4	Exam Prep Critical Essay due [without comments]

