

**FACULTY OF ARTS**  
**DEPARTMENT OF ENGLISH**

**ENGLISH 201-04**

**WINTER 2014**

**COURSE TITLE: APPROACHES TO LITERATURE: RE-FRAMING EVIL**

Instructor: Ms. Erina Harris

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Office hours: Every Thursday 11:00 a.m. – 12:00 p.m.

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**Course description:**

This course furnishes a survey of diverse constructions of evil spanning the history of English literature: we will be time-travellers imagining past human cultures through readings in poetry, drama and fiction.

In this course, we will assess how culturally specific factors such as religion, geography/place, economics, race, and gender inform the ways in which evil is represented in these works. We will pay particular attention to the ways in which a culture's dominant values can be reflected directly through the use and structure of literary forms. We will also examine a number of works that deploy traditional form in order to introduce covert social critiques and outsider perspectives.

This course will engage complex mature themes such as: power, sexuality, conformity, art, violence, justice, transgression, and difference.

This course involves an overview of English literary periods and will introduce students to reading literature with curiosity, precision and complexity. This course will use assigned texts to introduce students to literary studies as an academic discipline.

Through very close reading, frequent writing (and: rewriting!) assignments, and ongoing discussions, students will focus on the following:

- a) Critical reading and analysis
- b) Critical writing – advancing existing competence in English writing and speaking towards presenting clear and complex argumentation (including use of MLA documentation)
- c) Critical reading and writing as processes of discovery

**Required texts and readings (3 to purchase separately):**

From the University of Calgary Bookstore

1) *SULA* by Toni Morrison (paperback novel)

2) *The Road* by Cormac McCarthy (paperback novel)

From Bound and Copied store (just down from the Bookstore)

3) “English 201-04 Course Copy Pack/Erina Harris” (ask for it with this info)

## **Assignments and Evaluation:**

### 1 – Thesis Generator Exercise: 5%

This written assignment and questionnaire will provide a foundation for the development of a solid, engaging and debatable thesis, to be applied to all course writing. (Approx. 250 words)

### 2 – Topic Sentence and Paragraph Generator: 10%

This written assignment and questionnaire will build on prior/ongoing thesis development, and provide the foundation for defending a compelling argument through close reading, incorporation of relevant quotations and the use of correct MLA citations. (Approx. 500 words)

### 3 – Response Paper: 15%

This response paper will provide a foundation for honing the elements of the essay: thesis statement, argumentation via discussion of well-selected quotations, consideration of counter-arguments, and conclusion. (Approx. 250-400 words)

### 4 – Essay Outline: 15%

This assignment will provide practice in thinking through the individual, organic structure of the essay: thesis, topic sentences, main points to be argued and related quotations, conclusion, and that special, shimmering insight or expansion of thought to accompany the conclusion. (Approx. 250 words)

### 5 – Major Essay: 30%

Requirement: the writing a complex, well-argued, clearly written five-page essay incorporating all elements of essay writing discussed throughout the course. (5 pages – Approx. 1250 words)

### 6 – Registrar-scheduled Final Exam: 15%

This final exam will involve identification and discussion of significant passages selected from any assigned course texts as invoked in class discussions. This is not an open book exam. (Hint! – attendance and involvement in class discussions is vital to your performance on this exam). Final Exam will be held during examination period (April 17, April 19-29). (Date, time and location T.B.A.) Students must be available for examinations up to the last day of the examination period.

### 7 – Participation – Preparedness, Attendance, Curiosity, Respect: 10%

This class is based on a student-centered, collaborative model of inquiry-based learning, which is why I take class participation very seriously. Participation means that you will: commit to attending class, prepare for every class (for example, bring notes and any researched items requested), and engage in class and group discussions with curiosity and respect for your ideas and those of others. Although there are justifiable reasons not to attend class, and you do not have to explain these, I expect you to inform me, preferably by e-mail, if you are not going to be in class. Surprise quizzes may appear and will be included in your Participation Grade.

**Personalized Essay Topics:**

In most instances, students have the option to create a personal essay topic if a particular subject or question is intriguing. Students must consult the instructor and submit proposals for personalized essay topics for my consideration and revision by the given deadlines.

**Missed Classes:**

I am unable to re-teach missed classes. Students may contact me by email with questions or concerns allowing a reasonable amount of time/lead-time for a reply. I am also available to discuss course-related matters during regular office hours.

**Classroom community – cell phones, computers etc.:**

Students may use computers in class for the purpose of note-taking, note-storage, or for course-related Internet research. I emphatically request that computers be used respectfully during class time (for example, checking email/Facebook etc. during class is distracting for others and usually means the student is not fully present for themselves and others). Cell phones generally have no business being turned on during class however, they may be turned on if used for specific research purposes. Should a student be awaiting an emergency call, please let me know at the beginning of class.

Cell phones and computers will not be permitted for use during the Final Exam.

**Assignments: Further Instructions**

All assignments (with the exception of # 3) must be completed in order to receive a passing grade in this course. (Mind you, students will want to hand in all assignments, complete and on time).

Students must keep graded assignments throughout the course in order to hand in early draft work with the Final Essay.

All assignments are to be submitted in hard-copy (typed, dated, with your name on each page, and observing MLA format) in class on the due date. (Submissions by email are not accepted). There are no extra-credit assignments for this class.

If it is not possible to do hand in an assignment in class on the due date, assignments can be delivered to SS 1152 and put it in the dropbox. Your assignment will be date-stamped and placed in my mailbox. It is your responsibility to keep a copy of all assignments in case of loss by any cause. Assignments cannot be returned by staff in the English Department office.

Late assignments submitted after the deadline will earn the loss of a third of a grade (an A- to B+) for each business day [not class] that the assignment is overdue.

Important: please notify me in person or over email if your work is awaiting me in the Department.

**Grading system:**

Assignments and quizzes will be graded according to the Department's standardized percentage conversion scale:

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

N.B.

There is no D- grade in this model. In addition, discretion may be applied in rounding upwards or downwards when the average of term work and exams is between two letter grades. Although the A+ is solely an honorific that entails no additional points in the 4-point system, it may be included to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

**Detailed Grading Criteria for Essays:**

(Use of pluses and minuses represent shades of difference, as do split grades such as B-/C+).

Expectations for a Grade of A

- University definition: “excellent” or outstanding” work; “superior performance, showing comprehensive understanding of subject matter”
- An A paper must have all the elements of an effective essay: a clear, arguable and insightful (not obvious) thesis; solid use of evidence as support for ideas; attentive close reading that provides specific analysis of details in the text; cohesive and sensible organization; a firm grasp of the complexity of the text(s) being examined; an engaging writing style; and minimal grammatical errors. The ambitious A paper grapples with complex ideas; the argument deepens as the essay proceeds. Its introduction opens up, rather than flatly announces its thesis. Its conclusion is something more than a summary.

### Expectations for a Grade of B

- University definition: “clearly above average... with knowledge of subject matter generally complete”
- A B paper is above average. It aims high and reaches many of its aims but includes weaknesses in some of the elements above.
- Examples of B work:
- Paper has a weak thesis but insightful ideas about the text under analysis, effective organization, good use of quotations from the text(s) to support claims, and only minor stylistic and grammatical problems
- Paper has an effective thesis but lacks in organization or clarity
- Paper has a potentially strong thesis, effective organization, strong use of evidence from the text (s), and minimal stylistic and grammatical problems but ignores some of the complexity of the text(s) being examined and thus has difficulty persuading a reader to accept the main claim or subsidiary claims

### Expectations for Grade of C

- University definition: “satisfactory – basic understanding of the subject matter”
- C work satisfies the basic expectations of the assignment but has weaknesses in several areas mentioned above
- Examples of C work:
- Paper has effective organization and few grammatical problems but unclear or missing thesis and a weak understanding of the complexity of the text(s) under discussion
- Paper has good organization but a vague thesis, weak support for assertions, and pervasive grammatical problems
- The paper may be repetitive, instead of moving forward and deepening; it may also be very unclear
- Paper may provide an interpretation or summary rather than furnishing the required analysis and argumentation

### Expectations for a Grade of D

- University definition: “minimal pass – marginal performance”
- A D paper does not satisfy some of the basic expectations of the assignment but comes close
- Examples of D work:
- Paper is 4 pages instead of 5; it lacks a clear thesis and conclusion, but does respond to the requirements of the assignment in other ways
- Paper satisfies the assignment but was turned in late

### Criteria for Grade of F:

- University definition: “unsatisfactory performance or failure to meet... requirements”
- An F paper does not meet basic requirements of the assignment.
- Examples of F work:
- Paper was not handed in

- Paper is only 3 pages long instead of 5
- Paper commits plagiarism

**Plagiarism:**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

**Scribe and Muse Club for English Students:**

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events <http://english.ucalgary.ca/scribe-and-muse-english-club>. Our email address is [smec@ucalgary.ca](mailto:smec@ucalgary.ca).

**English Department Website:**

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

**Writing support:**

The Student Success Centre offers both online and workshop writing support for U of C students. <http://www.ucalgary.ca/ssc/writing-support>

**Library and Research Support:**

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: [maboyd@ucalgary.ca](mailto:maboyd@ucalgary.ca)  
Find *The English Pages* research guide here: <http://libguides.ucalgary.ca/english>

**Follow the Department of English on Facebook & Twitter:**



**Academic regulations and schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is

<http://www.ucalgary.ca/pubs/calendar/current/index.htm>

**Grade appeals:**

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

**Deferral of term work and final examinations:**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>, <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

**Academic Accommodation:**

It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at [www.ucalgary.ca/access](http://www.ucalgary.ca/access).

**Emergency Evacuation/Assembly Points:**

<http://www.ucalgary.ca/emergencyplan/assemblypoints>;

**Freedom of Information and Protection of Privacy Act:**

<http://www.ucalgary.ca/legalservices/foip/>

**“Safewalk” Program:**

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

**Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

**Contact for Students Union Representatives for the Faculty of Arts:**  
[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**Contact for Students Ombudsman's Office:**  
<http://www.ucalgary.ca/provost/students/ombuds>

**Universal Student Ratings of Instruction (USRI):**

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference - please participate in USRI Surveys."

## **PLAGIARISM**

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

## **DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT**

According to the University Calendar,

<http://www.ucalgary.ca/pubs/calendar/current/j.html>

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, . . . , to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.