

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

**ENGLISH 201-06**  
**COURSE TITLE: Approaches to Literature**

**Winter 2013**

**Time: 1:00–1:50PM: Mon., Wed., Fri.**  
**Location: EDC 255**

**Instructor: Brian Jansen**  
**Office: SS 1033**  
**Email: [bdjansen@ucalgary.ca](mailto:bdjansen@ucalgary.ca)**  
**Office Hours: Tuesday 1:00–2:00 PM, or by appointment**

**Course Description:**

In an essay in *The Guardian*, novelist Joshua Ferris writes that “Work does play an important role in literature. It just doesn’t mirror the importance or merit the attention it gets in real life.” Using Ferris’s observation as a starting-point, this course will offer an introduction to the core concepts of literary studies—developing close reading, critical thinking, and essay writing skills, as well as learning some specific techniques of literary analysis—by examining and responding to a number of novels and short stories that take the mundane working world as a central concern. In this course, students will explore the different ways authors treat the idea of work, formally and thematically, and will develop insight into how different depictions of work illustrate different cultural truths, hopes, fears, and anxieties. These novels and short stories may lead us into discussions of genre, class, race, gender, and sexuality in literature. Students will be asked to closely and critically read the required texts and will also be instructed on university-level essay writing. Students will learn how to write clearly and effectively, as well as how to find, document, and integrate secondary sources and engage with existing scholarly criticism.

**Required Texts and Readings:**

Ferris, Joshua. *Then We Came to the End*.  
Ford, Richard, ed. *Blue Collar, White Collar, No Collar: Stories of Work*.  
Melville, Herman. “Bartleby the Scrivener.” [available online]  
Moore, Lorrie. *A Gate at the Stairs*.  
Saunders, George. *CivilWarLand in Bad Decline*.

**Assignments and Evaluation:**

Participation	10%
Annotated Bibliography	10%
Mid-term Exam	15%
Short Essay	15%
Final Essay	25%
Final Exam	25%

There are no extra credit assignments in this course. You do not have to complete all assignments to receive a passing grade in this course.

**Class Participation:**

Class participation will be graded according to the student's attendance, participation in class discussion, and preparedness for class (texts are expected to be read before we are scheduled to discuss them in class). Rather than regurgitate the material being taught, students are expected to participate and engage in discussion in a way that reflects curiosity about the assigned material, their own ideas, and the ideas of others. Students are actively encouraged to disagree, to debate, and to think through issues aloud, provided such discussion takes place in a positive, respectful, manner. If lack of preparation becomes a recurring issue in the classroom, the instructor reserves the right to assign periodic reading quizzes that will count toward the class participation mark; these quizzes will test students on their familiarity with the texts that have been assigned for a given day of class.

**The Annotated Bibliography:**

In preparation for their final essays, students will be asked to submit a (3–5 page) annotated bibliography. For this assignment students must find two scholarly journal articles relevant to their essay topic, which they will then use as secondary sources for their final essays. Each annotated source will include a brief summary of the article, a discussion of its relevance to the student's essay topic and how the student plans to make use of it in their essay, and an analysis of the article's credibility. The goal of the annotated bibliography is to encourage students to begin thinking about their final essay topics early, to develop familiarity with MLA research and formatting guidelines, and learn how to find, use, and engage with critical scholarly sources. More information on this assignment will follow.

**The Short Essay:**

Students will be required to write an argumentative short essay (approx. 800–1000 words) on one of the novels or short stories we are studying in this course. More information on this assignment will follow.

**The Final Essay:**

Students will be required to write a longer argumentative essay (approx. 1500 words) on one or more of the texts we are examining in this course (students may not write on the same text for both the short essay and the final essay). Both the final essay and short essay must adhere to MLA format. MLA format and research methodology expectations will be addressed in lecture. More information on this assignment will follow.

**The Final Exam:**

There will be a Registrar-scheduled final exam for this course during the exam period (April 17–29). Students must be available for examinations up to the last day of the examination period.

**Late assignment policy:**

Assignments submitted after the deadline may be penalized with the loss of a third of grade (e.g.: A- to B+) for each business day [not class] that the assignment is overdue.

**Submission of Assignments:**

All work is due in hard copy at **the beginning of lecture** on the assignment due date. **Electronic submissions will not be accepted.** If you cannot be in class, please make arrangements to hand in your assignment early or have a classmate hand it in for you. Please make every effort to take assignments directly to the instructor. If it is not possible to do so, take your assignment to SS 1152 and put it in the English Department dropbox. Your assignment will be date-stamped and placed in the instructor's 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 Department office.**

**Grading System:**

In this course, all essays and assignments will be marked on the University of Calgary's four-point Undergraduate Grading System, as described in the Calendar:

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

A+/A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); F (0)

All exams will receive a numerical grade, to be converted using the following 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

Please note that, according to the University Calendar (F.1), instructors may use their discretion when 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, the course instructor will employ this mark 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+).

**N.B.** I do not, generally, draw tidy distinctions between the quality of one's ideas and the quality of those ideas' expression in essay or verbal form. Rather, I follow the guiding principle that the strength of an idea and the way in which it is expressed are intimately, inexorably tied up together.

*Expectations for an A-range grade:*

- University definition: “excellent” or “outstanding” work; “superior performance, showing comprehensive understanding of subject matter”
- An A-range 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 B-range grade:*

- University definition: “clearly above average . . . with knowledge of subject matter generally complete”
- A B-range paper is generally above average. It aims high and reaches many of its aims but includes weaknesses in some of the elements present in an A-range paper.
- 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 a C-range grade:*

- University definition: “satisfactory—basic understanding of the subject matter”
- C-range 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 D-range grade:*

- University definition: “minimal pass—marginal performance”
- A D-range paper does not satisfy some of the basic expectations of the assignment but comes close
- Examples of D work:
  - Paper is short of the required length; 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 incomplete and/or very short of the required length; the paper fails to address the assignment’s requirements
  - 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: [maboym@ucalgary.ca](mailto:maboym@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.