

ENGL 201 (W2018)
DEPARTMENT OF ENGLISH
FACULTY OF ARTS
UNIVERSITY OF CALGARY

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COURSE DESCRIPTION & GOALS

"I'll bet you think you know this story. You don't. The real one's much more gory." Roald Dahl wrote this about the tale of Cinderella in *Revolting Rhymes*, but it also applies to the stories he wrote for adults from 1944 to 1988. "Nobody in their right mind would want to be a character in a Roald Dahl short story," writes Anthony Horowitz (2.x). This author of beloved children's books was known as 'the master of the macabre' for the twisted imagination he reveals in stories abounding with cruelty, lust, madness, and murder. We will read twenty of those stories, and analyze them using the methods outlined in a supporting textbook. **By the end of this course you will be able to:**

- Make original and persuasive arguments about literature.
- Use a variety of interpretative strategies for analyzing literary texts, including close readings.
- Organize a complex argument about a text with a clear thesis statement, focused topic sentences, and fully interpreted quotations.
- Document your quotations using Modern Language Association (MLA) citation conventions.
- Reflect critically on your reading and writing processes.

TEXTBOOKS (3)

- * Roald Dahl, *The Complete Short Stories*, Volume 1 (1944-1953) and Volume 2 (1954-1988)
- * Joanna Wolfe and Laura Wilder, *Digging into Literature: Strategies for Reading, Analysis, and Writing*

EVALUATION

| | | | | |
|---------------------------|-------------|-----------|----|-----|
| | | 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 | 0.0 |
| Discussion posts (weekly) | 20% | | | |
| Module quizzes (3) | 15% | | | |
| Reading quizzes (3) | 15% | | | |
| Essay | 25% | | | |
| Final Exam | 25% | | | |
| TOTAL | 100% | | | |

Each component is graded on a percentage scale. At right are their letter-grade equivalents.

You must complete the Essay and Final Exam to pass this course.

MY EXPECTATIONS

I expect you to **read the assigned texts before each class, and to** bring your books to **every** class: *Digging into Literature* and the Roald Dahl stories (*either or both* vols. 1 + 2). If you don't bring the textbooks with you, you won't benefit from our in-class activities.

I also expect you to bring either a notebook or a computer with a word processing program in which you can write. For the writing we will do in English 201, simple programs are better than complicated ones: a plain text editor is better than Microsoft Word, and (for Macs) programs like Byword or Ulysses are better than Scrivener.

Many of our classes also require you to write a discussion post in advance. Some of those posts will ask you to bring a printout of your writing to class: that is, *not a computer file, but your document printed on physical paper*. On those days, **do not come to class without your printout**. If you don't have access to a printer, print your file on campus. Making notes on printed pages of your own writing is a habit of effective literary criticism.

Every class will include discussions, individual work, and group work. I expect you to arrive ready to discuss your readings *and* your discussion posts, either with whole entire class or in smaller groups. **If you haven't written your discussion post, it's often not worth your time to come to class.**

DISCUSSION POSTS (20%)

Each week you will write a discussion post in response to a question or short assignment, starting in Week 2, based on the skill we are learning that week from *Digging into Literature*. Most will also address a different story by Roald Dahl. Topics will range from finding quotations to support an argument; writing a thesis based on a story; writing a paragraph identifying patterns, or using quotations and paraphrases; analyzing character and setting descriptions; identifying different types of irony, or verbal repetitions; writing a reverse outline or a freewrite to initiate your Essay.

You will write thirteen posts altogether, none more than about 150 words long. (In Week 3 you'll write two separate posts, with a combined length of about 150 words.)

This is a credit/non-credit assignment. Submit all thirteen posts by the due date, and you will get full marks (20/20). (For every post you miss, you will lose 1.54 marks out of 20; no late submissions are allowed.)

MODULE QUIZZES (15%)

In this course you will watch three short videos in D2L and then complete an assessment (quiz) for each one. The videos cover skills that are key to your success in this and other courses. They decode some of the expectations and practices of courses that ask you to read texts and write persuasive arguments about them -- courses, that is, like English 201.

After you watch the videos, which are replayable, you should be able successfully to complete the online quiz. Each quiz will include a series of questions not only pertaining to the information you have learned in the video, but applying your new knowledge to different information. (So, for instance, if the video teaches you some principles to avoid academic misconduct, you might be asked to identify whether or not some example

text upholds or violates those principles.) Each quiz is worth 5%, and should take less than 30 minutes to complete.

READING QUIZZES (15%)

There will be three quizzes on three of the topics that combine different Roald Dahl stories we are reading in this course: Early Writings; War Stories; The Imagination; Rural Life; Clever Tricks; Dangerous Women; Transformation; and Acquisitions. The questions are designed only to confirm that you have read all the stories in that topic.

I will announce the quizzes and passwords in class, without advance warning. You will write the quizzes on D2L before midnight of the day that I announce them. Each quiz should take less than 30 minutes to complete. (So, for instance, a quiz on 'Rural Life' could be announced on Feb 26, and would cover both "The Ratcatcher" and "The Champion of the World.")

ESSAY (25%)

Write a 2000-word essay answering one of the following questions on one of five stories we have read. I am willing to consider alternate questions, if you submit yours in writing before March 28th.

1. In "Royal Jelly," how does Dahl's language of the baby's transformation, like his description of Albert, create a growing sense of revulsion in Mabel?
2. In "The Swan," Peter survives by virtue of what Dahl calls his "indomitable spirit" (508). How does this spirit also have sources outside of Peter, such as in the natural world?
3. In "Edward the Conqueror," do you believe Louisa? If not, what are her motives to believe the cat is Liszt reincarnated? If so, how do you address Edward's doubts?
4. How does Dahl create a rising mood of danger in "The Landlady"? How do the landlady's words and tone contrast with those of the narrator?
5. In "Skin," how and why does Dahl create tensions between past and present, plenty and poverty, beauty and horror, happiness and dejection, life and death, or other opposites?

2000 words is a strict maximum. Do not exceed this limit. Include a word count on your title-page.

For complete marks, your essay will reflect the lessons you have learned from *Digging into Literature*. That is, it will persuade readers of your debatable, interpretive claims; it will summarize your complex argument in a thesis; it will delve beneath the story's surface meaning, linking and contrasting it with deeper meanings; it will reveal patterns not visible on first reading; and it will do close readings of characters, setting, perspectives, comparisons (metaphors, similes, and/or allegories), time, the story's title, specific words, and/or other text features relevant to your argument. Your argument will also be supported by textual evidence, using the 'quotation sandwich' method to incorporate at least five quotations from the story; you will also paraphrase when that method is appropriate. Finally, you will document your quotations with in-text citations and a works cited list.

FINAL EXAM (25%)

The exam will be Registrar-scheduled. Students must be available for examinations up to the last day of the examination period.

The final exam will give you a short story by Dahl, from one of our textbooks, that we have not read in the course. You will write an essay analyzing that story in response to a question. Your essay will reflect the lessons you have learned from Wolfe and Wilder's *Digging into Literature*, as outlined above.

Abbreviations for Roald Dahl stories

| Abbreviation | Full Title | vol.pp |
|--------------------|------------------------------------|-----------|
| Lucky | Lucky Break: How I Became a Writer | 2.616-53 |
| Foxley | Galloping Foxley | 1.426-45 |
| Mildenhall | The Mildenhall Treasure | 1.197-226 |
| Katina | Katina | 1.1-34 |
| Only | Only This | 1.35-43 |
| Death | Death of an Old Old Man | 1.169-85 |
| Wish | The Wish | 1.471-75 |
| Ratcatcher | The Ratcatcher | 1.516-32 |
| Champion | The Champion of the World | 2.54-90 |
| Parson | Parson's Pleasure | 2.20-53 |
| Hitch-hiker | The Hitch-hiker | 2.465-81 |
| Taste | Taste | 1.277-95 |
| Henry | The Wonderful Story of Henry Sugar | 2.510-89 |
| Lamb | Lamb to the Slaughter | 1.355-68 |
| William | William and Mary | 2.204-238 |
| Jelly | Royal Jelly | 2.166-203 |
| Swan | The Swan | 2.482-509 |
| Edward | Edward the Conqueror | 1.399-425 |
| Landlady | The Landlady | 2.91-103 |
| Skin | Skin | 1.312-34 |

| Week | Date | Topic | Readings | <i>Digging into Literature</i> keywords |
|------------------------------|--------|--------------------|--|--|
| W1 | Jan 8 | Introduction | | |
| | Jan 10 | Early Writings | Roald Dahl (RD): Lucky | |
| W2 | Jan 15 | Early Writings | RD: Foxley ; <i>Digging into Literature</i> (DiL): Ch1 (3-11) | discourse communities; text, author, critic |
| | Jan 17 | Early Writings | RD: Mildenhall | |
| W3 | Jan 22 | Interpreting Texts | DiL: Ch2 (12-29) | interpretive claims vs evaluation claims; vs causal claims; debatable claims; textual evidence |
| | Jan 24 | Interpreting Texts | DiL: Ch3 (39-57), incl. Plath, "Morning Song" (41-42) | thesis (argument); surface/depth (<i>Strategy 1</i>); linking, contrasting; persuasion |
| W4 | Jan 29 | War Stories | RD: Katina | |
| | Jan 31 | War Stories | RD: Only This ; Gluck, "Gretel in Darkness" (DiL 58-59) | |
| W5 | Feb 5 | The Imagination | RD: Death ; Wish | |
| | Feb 7 | Patterns | DiL: Ch4 (60-73) | patterns (<i>Strategy 2</i>) |
| W6 | Feb 12 | Character | DiL: Ch4 (74-81), incl. Ondaatje, "The Cinnamon Peeler" (74-76) | |
| | Feb 14 | Rural Life | RD: Ratcatcher ; DiL Ch5 (82-85) | character |
| Reading Week: Feb 19-23 | | | | |
| W7 | Feb 26 | Rural Life | RD: Champion ; DiL Ch5 (85-87) | setting |
| | Feb 28 | Clever Tricks | RD: Parson ; DiL Ch5 (87-89) | perspective; 1st-/3rd-person; omniscient/limited |
| W8 | Mar 5 | Clever Tricks | RD: Taste ; DiL Ch5 (91-93); Ezra Pound, "The Bathub" (j.mp/201pound) | comparisons; metaphor, simile, allegory |
| | Mar 7 | Clever Tricks | RD: Hitch-hiker ; DiL Ch5 (93-97) | ironies: tension |
| W9 | Mar 12 | Clever Tricks | RD: Henry | |
| | Mar 14 | Time | DiL Ch5 (97-101) | time/sequence |
| W10 | Mar 19 | Dangerous Women | RD: Lamb ; DiL Ch5 (100-101; 101-103) | titles; specific words: connotation, denotation |
| | Mar 21 | Dangerous Women | RD: William | |
| W11 | Mar 26 | Poetry | DiL Ch5 (103-106) | sound: alliteration, meter; breaks/groupings |
| | Mar 28 | Reverse Outline | DiL Ch13 (265-274) | reverse outline |
| W12 | Apr 2 | Transformations | RD: Jelly ; Swan | |
| | Apr 4 | Transformations | RD: Edward ; DiL Ch13 (274-282) | freewriting; outline-first |
| W13 | Apr 9 | Acquisitions | RD: Landlady ; DiL Ch14 (289-297) | quotation sandwich; paraphrasing |
| | Apr 11 | Acquisitions | RD: Skin ; DiL Ch14 (297-305) | documentation: in-text citations; works cited list |
| Essay Due: Apr 13, 5:00 p.m. | | | | |
| Exam Period: Apr 16-26 | | | | |

LAPTOP & MOBILE POLICY

Computers will be allowed in class **only** if you use them to take notes, to follow along with classroom demonstrations, or to use them for other course-related purposes. Those who cause a distraction by using them for other purposes will have this privilege withdrawn. Simply put, **there is rarely the need for any internet-connected program to run on your computer** during class.

Set your mobile phone to vibrate and put it away. Do not use it in class, except in case of real emergencies.

SUBMISSION POLICY

I penalize late assignments at a rate of 5% daily for the first two days, and 1% daily thereafter, excluding weekends and university holidays. I do not give any other extensions. Writing assignments must be submitted no later than one calendar week after the due date. Any later, and you will receive a zero grade on that assignment.

The only legitimate excuse for late submissions is a documented medical emergency—as opposed to less drastic misfortunes like the deaths of beloved family pets. Last-minute technological problems (e.g. printers, mail servers, corrupted files) are your own responsibility. Prevent them from costing you marks by finishing before the due date.

GRADING SYSTEM

I use percentages to grade every assignment, and give their letter-grade equivalents (see page 1) on substantial assignments. Only at the end of the course do I convert your final percentage grades into letters or GPA scores.

Please note that, according to the University Calendar (E1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

ACADEMIC INTEGRITY

Using any source whatsoever without clearly documenting it is a serious academic offense. If you submit an assignment that includes material (even a very small amount) that you did not write, but that is presented as your own work, you are guilty of plagiarism. The consequences include **failure** on the assignment or in the course, and **suspension** or **expulsion** from the university. For details, see www.ucalgary.ca/pubs/calendar/current/k-2-1.html

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.

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar (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.

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-5.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 smecuofc@gmail.com.

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. Find The English Pages research guide here:

https://library.ucalgary.ca/sb.php?subject_id=52619

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>

Student Accommodations:**ACADEMIC ACCOMMODATIONS**

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@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 3rd 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, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
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). Your responses make a difference - please participate in USRI Surveys."

PLAGIARISM

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<http://www.dianahacker.com/resdoc/>
<http://owl.english.purdue.edu/owl/resource/747/01/>

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