

**ENGLISH 30:147 — Literary Traditions**  
**SECTION A01 (slot 2, MWF 9:30 - 10:20 a.m.)**  
**Winter Term, January - April, 2019**

**TENTATIVE COURSE OUTLINE, READING LIST, AND GENERAL INFORMATION**

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office hours: I have an open door policy. If  
the door is open you are most  
welcome to come in.

**REQUIRED TEXTS:**

*The Norton Anthology of English Literature: Major Authors*, 9th edition  
Dianne Warren, *Cool Water*

**RECOMMENDED TEXT:**

Engkent and Engkent, *Essay Do's and Don'ts: A Practical Guide to Essay Writing*

**Theme #1: God Bless the Child**

1. Wordsworth: "We are Seven"  
"It is a Beauteous Evening"
2. Yeats: "The Stolen Child"
3. Heaney: "Digging"
4. Hopkins: "Spring and Fall"
5. Barrett-Browning: "The Cry of the Children"
6. Larkin: "This Be the Verse"
7. Swift: "A Modest Proposal"

**Theme #2: Love & Marriage, Men & Women**

8. Sidney: "Astrophil and Stella #31"  
"Astrophil and Stella #71"
9. Donne: "Song" ('Go and Catch a Falling Star')  
"The Canonization"

10. Shakespeare: *Othello*
11. Montagu: “Epistle from Mrs. Yonge to her Husband”
12. Heaney: “Punishment”
13. Nottage: “Poof!”

### **Theme #3: The Journey**

14. “The Wanderer” (in translation)
15. “The Wife’s Lament” (in translation)
16. *Sir Gawain and the Green Knight* (in translation)
17. Keats: “La Belle Dame Sans Merci”
18. Shelley: “Ozymandias”
19. Yeats: “Sailing to Byzantium”
20. Munro: “Walker Brothers Cowboy”
21. Smith: “The Waiter’s Wife”

### **Conclusion:**

22. Warren: *Cool Water*

### **MARK DISTRIBUTION:**

1 short writing assignment (due **January 11**) — 10%  
3 full essays (due **February 4, March 4, April 1**) — best essay worth 20%,  
second best essay worth 15%, third best essay worth 10%. Total for essays = 45%  
on-line discussion group — 5% participation; 10% content (**begins January 7**)  
Final Examination — 30% — to be held on **April 10, 2019**

### **Course Objectives:**

English 147 section A01 takes a broad historical approach to the study of English literature through examination of works from the early Middle Ages through the early twenty-first century. It also introduces you to literary terms and concepts, sharpening your ability to read, think, and write

critically about literature and the subjects which literary works consider. Note that this course is both reading and writing intensive. The more you consciously practice reading and writing, the more you will improve your skills at both. By the end of the course you should have increased confidence in your ability to write about and understand not only literary works, but other expressions of the human experience also.

### **Organization of Course Material:**

The course material is organized by thematic strands: God Bless the Child, Love & Marriage, and The Journey. The course finishes with study of a recent novel which pulls all three strands together. Texts are read in the order in which they appear on the course outline.

### **Pace of the Course:**

This is an introductory course that covers more than 1000 years of English literature so the pace is brisk! Nonetheless we will linger where the class indicates it wants to spend more time on an author and we will go faster through material the class finds less interesting. Remember, however, that you have to let me know to speed up or to slow down. Asking or answering questions in class is a good way to indicate that you would like to linger on a text.

### **Attendance and Participation in Lectures:**

I do not take attendance at lectures. On the other hand, my assumption is that you will be attending and participating in every class because missing lectures on a regular basis will affect your grade. Your grade will suffer in this (or any) course if you skip classes too often, because you will not be well prepared for tests, essays, or the final exam. Always being prepared for class can favourably influence your grade at the end of the course. Being prepared includes bringing your textbook to class and reading and thinking about the day's material **before** the lecture so that you can ask or answer questions about it in class. Class participation is different from attendance. You can sit through every lecture and still not be participating in class. Participation means engagement. It means speaking up in class to ask questions of me or to answer my questions. One way to think of participation is that the more you take ownership of your own learning experience, the more you will generally succeed in any course.

You are responsible for getting notes for any class that you miss. I do not post my lecture notes on-line.

### **On-line Discussion Group:**

You are required to participate in an on-line discussion group (bulletin board) in this course. It can be intimidating to speak up in a large class and so the on-line discussion group is your opportunity to participate in a more anonymous setting. But the on-line discussion will also take you into areas and topics not covered during lecture so it is important that you get involved even if you do speak up in class. You will be missing out if you don't! Use the on-line discussion group to hone your critical thinking about literature. For instance, do not simply say 'I hate Shakespeare'. Explain the

source of your dislike. Is it because you find his language difficult? Are you offended by his treatment of women in the play?

You are required to make at least **one** on-line entry per week. Entries can be as long or as short as you like, but they must always demonstrate thoughtfulness about the course material. Your grade for the on-line discussion group is based on participation (5%) and content (10%).

Disrespectful and disruptive behaviour in the on-line discussion group will not be tolerated. Such behaviour can result in de-registration from the group. I am the moderator of the bulletin board.

Before you can participate in the on-line discussion group you must first claim your Novell account. See the Help Desk in the Library if you have not already done so. Once you have an active Novell account, then go to the Brandon University website [www.brandonu.ca](http://www.brandonu.ca). Look for the section labeled **Student Resources** under which you will find **Moodle login**. Click on **Moodle** and follow the instructions to register. The **Moodle entry key** for this course is **xxxxxx**.

If you experience problems with login or registration on the Bulletin Board, contact the Help Desk in the Library (ext 500) for assistance.

If for any reason you seem to be experiencing chronic technical difficulties with the Bulletin Board, come and see me in my office. I cannot help you if I do not know you are having a problem.

The on-line discussion group begins **Monday, September 10**. It remains active during the Study Week in November.

### **Essays and the Final Exam:**

There is a 2 hour final examination at the end of the course on **December 17**. The final exam is designed to gauge how well you comprehend and synthesize the material you have read in the course.

There are 4 take-home writing assignments, although the first writing assignment is short and not a full-fledged essay. With the exception of the first assignment, you will be given about 4 weeks to write each essay. Four weeks might seem like a long time, but it is important that you use all of this time wisely. Do not leave your essay to the last minute. Writing an essay takes time, because essay writing does **not** mean repeating my lectures back to me or telling me what other people have written or retelling the story in your own words. Your essays are on topics which are not directly covered in class, and so to write a good essay you need to think about the subject and come up with **your own** arguments to support your point of view. All of this work requires time and effort. Good essay writing demands careful attention to the basic mechanics of composition: correct format, spelling, punctuation, grammar, and style.

Essays should be handed in to me personally in class or to the Arts General Office (CHO 100) on the due date. If you choose to slide it under my door, you do so at your own risk. Always keep a copy of all your assignments and rough work until you have received your final grade in this (or any!) course.

Note that I **DO NOT** accept essays in electronic form.

### **Format:**

Correct documentation is an important part of academic writing. Keep in mind, however, that there are many different formats for documentation out there, each particular to its own discipline. You must always use the one which is correct for the discipline in which you are writing. That is your responsibility as a writer. If you do not know which format to use, ask your professor.

In this class, you may use either the **MLA style** or the **Chicago style** of documentation. MLA style is the more common format for English literary studies so when in doubt, if you are writing an English essay, always use MLA style. See pages 120-24 of *Essay Do's and Don'ts* for some information and examples of the MLA style of documentation and in-text citation.

Below is the MLA format to follow for a simple 'Works Cited' page entry when you are citing a novel or a single selection from an anthology. Note that **the order is alphabetical** by the last name of the author, and that **the second and all subsequent lines of each entry are indented** so that the author's last name is easy to find. The **page numbers are included** for the selection from an anthology. Each citation ends with a **period**.

Shakespeare, William. *Othello*. *The Norton Anthology of English Literature: Major Authors Edition*. 9th ed., edited by Stephen Greenblatt, vol. 1, Norton, 2013, pp. 512-572.

Thomas, Joan. *The Opening Sky*. McClelland & Stewart, 2015.

For some further help with MLA citation, check out the OWL Purdue Online Writing Lab website listed below.

<https://owl.english.purdue.edu/owl/resource/747/06/>

### **Academic Integrity:**

According to 3.14 of the 2018-2019 Brandon University Undergraduate Calendar,

Academic integrity is an essential part of University life. Academic dishonesty and misconduct will not be tolerated. Brandon University supports students, instructors, and administrators in their efforts to preserve this institution as a community of scholars.

Actions which constitute academic dishonesty and/or misconduct are considered an offence within Brandon University and include:

Plagiarism, Cheating, Falsifying Records, and Research Misconduct.

**Plagiarism** is essentially stealing someone else's work and trying to pass it off as your own. It includes word-for-word copying from another text or paraphrasing the information from another

text in your own words, if either of these is done without proper and full credit being given to the original source. Plagiarism is an act of dishonesty — one which also robs you of the opportunity to learn by doing the work yourself. **ALL** material — **AND THIS INCLUDES INTERNET SOURCES LIKE WIKIPEDIA** — used in the preparation of your essay must be properly documented **in the body of your essay AND in its Bibliography or Works Cited page**. It is your responsibility to keep track of all materials used in the preparation of your essay and to document them properly in the body of your essay and in your bibliography. It is insufficient to include secondary sources in your Works Cited page without also indicating in the body of your essay each and every place where you are borrowing an idea from them.

The student who plagiarizes will receive for a first offence at the very least a grade of zero for that assignment with no opportunity for rewriting for credit. The student's name will go on file in the Academic Dishonesty database. Read 3.13 of the General Calendar for further information on the penalties for lapses in academic integrity.

### **Late Penalty for Essays:**

Late essays are penalized at the rate of **3 marks per day**, and no essay is accepted **seven calendar** days after the due date without serious medical or compassionate grounds (eg. hospitalization for several days) for doing so.

Assignments in first year come thick and fast, and it is far too easy to let things slide. The late penalty is as much about encouraging you to keep up with your work as it is helping me to mark and return essays to the class in a timely fashion.

You can use your (limited) Days of Grace to avoid late penalties on essays.

### **Days of Grace:**

To help you out when all you need is a little extra time to get an essay done or when something happens unexpectedly at the very last minute, you begin the course with **2 'Days of Grace'**. Each Day of Grace entitles you to ONE extra day to hand in your essay without incurring a late penalty, no questions asked. You can use as many as you want for any essay; however, a Day of Grace can be used one time only. Once your 2 Days of Grace are used up they are gone forever and will not be replaced under any circumstance. Use them with care.

To apply a Day of Grace, simply include a note with the essay that you are using one of your Days of Grace. You **do not** require my permission to use a Day of Grace. I will take note and write on your essay in turn how many Days of Grace you have remaining.

Note that **YOU** must instruct me in writing to apply a Day of Grace on your behalf. I do **NOT** automatically apply one for you if an essay is late. It is your choice when to use them.

Days of Grace can only be used for essays.

If you need an extra long extension because of serious health or personal problems, come and see me **well in advance** of the due date to arrange it. You will need to hand in with your essay documentation from one of the counsellors in Student Services or from your family doctor to receive a special extension under these exceptional circumstances.

### **Classroom Etiquette:**

Classroom etiquette is a straightforward matter of respect — respect for your professor and respect for your fellow students who have paid a lot of money to be here. You and I together share the responsibility for creating a civil and non-disruptive forum for learning. On your part, you are expected to arrive in class on time. Your late arrival disturbs everyone else and I am not going to try to speak over the noise you make. If you must leave early, make as quiet an exit as possible. Turn off your cell phone before class begins. If you feel like chatting with your friends or updating your Facebook status, do so before class or wait until class is over. It is rude to be talking or texting during class unless you have something to say for the whole class to hear.

### **Human Rights Compliance:**

Brandon University is committed to providing reasonable accommodation for individuals with special needs. If you need such accommodation, please contact Michelle Magnusson, Accessibility Services Coordinator, Student Services (MCK 106). Students are responsible for registering with the Special Needs Coordinator and for requesting the appropriate accommodation with reasonable advance notice.

### **Statement of Fair Warning:**

Literature deals with subjects central to the human condition. Works covered in this course can include (but are not limited to) themes of sexuality, religious expression, violence, suicide, racism, and negative views of women. Students may on occasion find some of the worldviews and/or topics discussed in class personally offensive, disturbing, or otherwise troubling.

### **Contact Me:**

I have an open door policy. If I am in my office with the door open you are most welcome to come in. Or you can make an appointment for a time that works for both of us.

If you contact me by e-mail, be careful to include reference to 'English 147' in the subject line — you don't want me to delete your message unread as suspect spam! You can also contact me by phone at 204-727-9795 or by a general message posted on the Bulletin Board.

Please remember that your professors are not the enemy! If you are having problems in a course, talk to your professor. If you do not understand something I said in class, ask to have it explained again. If you want me to speed up or to slow down, tell me in person, by e-mail, or through the on-line discussion group. If you are not sure what the essay question is all about, keep asking until it is clear.

## Grading Equivalents for This Course.

letter grade	g.p.a.	numerical grade	
A+	4.3	95 - 100	
A	4.0	85 - 94	Exceptional
A-	3.7	80 - 84	
B+	3.3	77 - 79	
B	3.0	73 - 76	Above Average
B-	2.7	70 - 72	
C+	2.3	67 - 69	
C	2.0	63 - 66	Average
C-	1.7	60 - 62	
D	1.0	50 - 59	Needs Improvement
F	0.0	0 - 49	Failure

### What the Letter Grades Mean

#### The 'A' Paper

##### Content:

- . A clearly stated central idea (thesis) that illuminates an interpretation of the text.
- . The response creates an original framework for understanding the literature.
- . The response is developed with depth and complexity. It addresses the topic in an insightful, perceptive and carefully considered manner. It may be unique or creative.

##### Other:

- . The response is confidently, skillfully, and effectively constructed, controlled, and focused.
- . The response is consistently clear, well organized, precise and accurate.
- . The essay is free of errors in grammar, punctuation, spelling, and mechanics.
- . Quotations from the text are elegantly integrated into the essay.

#### The 'B' Paper

##### Content:

- . A clearly stated central idea (thesis) is present, but without originality of thought.
- . The response is fully developed and addresses the topic in a considered, thoughtful, and specific manner.
- . The writing demonstrates marked competence and occasional stylistic flair, but without the full command of style and language that characterizes the 'A' paper.

Other:

- . The response is generally clear, focused, and organized.
- . The paper is essentially free of common errors in grammar, punctuation, spelling, and mechanics.
- . The thesis is supported throughout the essay, but quotations from the text are sometimes clumsily incorporated.

### **The 'C' Paper**

Content:

- . The response is somewhat developed and addresses the topic in an appropriate, purposeful, and straightforward manner, although ideas may be general, conventional, or predictable.
- . A reasonably clear thesis statement is stated. The paper generally attempts to support the thesis, but is blurred in places. Most paragraphs have a central idea, but development is vague at times and transitions between paragraphs often lack smoothness.

Other:

- . The response is coherent, but lacks focus or organization at times.
- . Although the paper is generally free of serious errors, there are mistakes in grammar, punctuation, spelling, or mechanics. A sense of style is present, but not strongly developed.
- . The response is sometimes overly reliant upon lecture notes or secondary sources.
- . Quotations from the text to support ideas are sometimes missing or are not relevant to the point.

### **The 'D' Paper**

Content:

- . A thesis statement is not clearly stated, substantiated, or supported.
- . The response is underdeveloped, repetitive, and weakly related to the topic of the assignment. The paper is overall suggestive of a rough draft rather than a finished work.
- . Awkward sentences occur frequently, incorrect ones occasionally. The sense of style is weak.

Other:

- . There is some sense of organization, but it frequently breaks down or is hard to follow.
- . Not all paragraphs exhibit a central idea and development is vague and lacking in specifics.
- . Errors in grammar, punctuation, spelling, and mechanics occur with frequency.
- . There is frequent substitution of plot summary or lecture notes for analysis.
- . Little use is made of quotations from the text to support ideas.

### **The 'F' Paper**

Content:

- . The response is poorly developed, inappropriate, or off topic.

Other:

- . The response is unfocused and disorganized.
- . The writing is loose, imprecise, ambiguous, and characterized by many errors.
- . No organization is evident. The paper exhibits either no paragraphing or consistently improper paragraphing.
- . There are many serious errors in grammar, punctuation, spelling, and mechanics.
- . There is complete reliance upon plot summary or lecture notes or secondary sources.
- . There are no quotations from the text to support ideas.

**The '0' Paper**

- . Plagiarism with intent to deceive.