COURSE DESCRIPTION

In this course, students will be exposed to English literature as university discipline. To approach the huge body of material covered by the term “English literature,” it will take a generic approach. That is, it will proceed on the assumption that any literary text can be classified into one of four genres: epic, lyric, drama or fiction. Starting with Homer’s *The Odyssey*, we will see how epic can then be complicated through parody (in “The Rape of the Lock”) and pastiche (in “The Wasteland”); how drama can be in tragic mode (*Othello*) or comic (*Pygmalion*) or farce (*The Rez Sisters*); how fiction in novel form can mutate from realism (*Oliver Twist*) to magic realism (*Midnight’s Children*); and how lyric poetry (selections handed out in class) has similarities to, but also important differences from pop lyrics. Finally, we will look at a contemporary oral/written genre called dub poetry (*Women Do This Every Day*). We will see that generic expectations are met, but also challenged, in every work. The wide historical range of English literature covered in this course shows how genres evolve through time and how English literature both recycles the old and draws in the new.

COURSE OBJECTIVES

After this course students will

- have a basic scaffold for further readings of fiction, drama, and poetry.
- have read closely some canonical works, that is, works that are alluded to in many subsequent works.
- understand the assumptions shared by those reading and writing about literature at the university level.

REQUIRED READING

Please confirm the edition with the bookstore before you buy.


* These two poems are available online at Representative Poetry Online. You may buy the book or print out the poem and bring it to class.
**EVALUATION**

Four short essays of 1,500 words each: 4 x 12%.......................... 48%
Four content quizzes: 4 x 2% …………………………………………. 8%
Participation: ………………………………………………………..10%
Final exam, end of second term: ……………………………………..34%

**ASSIGNMENTS**

**Four short essays of 1500 words each.** Due in November, December, February, and March. You must write all four (failure to hand one in will mean a grade of zero for that percentage of your course grade). Essays are spaced throughout the year and will be marked by the professor and/or a tutor whose function is to give you written and oral feedback on your work. Expectations are clearly set out in the handout titled Assessment Criteria, handed out well in advance. Essay workshops are also scheduled regularly during class time to give you support in your writing. Specific essay topics and more information on essay formats will follow throughout the year. You will have at least four weeks to prepare each essay.

**Content quizzes.** I will set a written one-page response to assigned readings warning at the beginning of four classes, two in each term. The quizzes are on content and are designed to motivate your reading.

**Class participation.** This covers participation in open class discussions and in group work, if any. See Assessment Criteria handout for specific expectations.

**Final exam.** A three-hour exam will be set during the scheduled exam period in April 2007. It will cover everything from the beginning of the year.

**COURSE POLICIES**

**Syllabus**
You must read all required texts for the day in advance, although they may not be covered in class that day but at a later date. Other than these date changes, there will be no changes to the syllabus without the consent of the majority of the class.

**Essays**
All essays must be submitted to the professor at the beginning of class on the day they are due; emailed essays will not be accepted. If your essay is late, please put it in the English drop box in the North Building. Students must notify me by email when their work has been submitted to the drop box. The date of the email will count as the date the essay was submitted.

You are encouraged, but not required, to use secondary sources for your essays; however, you must cite them correctly, using MLA format, in a Works Cited at the end of the paper. Double space all written work and do not justify right margins. Leave wide margins (more than one inch) to allow for comments.
Keep a copy of all notes and drafts as well as a copy of each piece of written work that you hand in. Single-spaced and emailed essays will not be marked.

Late assignments are penalized at the rate of 2% per day, including weekends. No extensions will be granted except under very exceptional circumstances (these do not include computer glitches, job commitments, or deadlines that have piled up).

**Contact**
You are welcome to email me (contact info above) with questions or concerns about your work or the course. During my office hours (listed above), you can drop in and chat any time. Office hour “by appointment” means that I may not be in my office at that time unless you have made an appointment to see me.

**Plagiarism**
Plagiarism is “represent[ing] as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work…” (“Code of Behaviour on Academic Matters”, *Faculty of Arts and Science Calendar* 490-92). It is sometimes not easy to sort out which ideas are yours and which are somebody else’s; one of the functions of this course is to pin down techniques of documentation that can help you avoid blurring the lines. If you have any doubts about specific passages, please contact me.

**ACADEMIC SKILLS CENTRE**
Room 2115B, Meeting Place, South Building
www.erin.utoronto.ca/~w3asc/

The Academic Skills Centre is a resource on campus for developing your writing, reading, critical thinking, and academic skills. For free one-on-one tutoring please contact (905) 828-3858 or visit www.erin.utoronto.ca/~w3asc/. The Centre also conducts workshops on research, lecture note-taking, exam prep, and other topics.

**PEER CONTACTS**
If you miss a class, it is your responsibility to find out from a classmate what you missed. It is thus very useful to have the names and phone numbers of contacts in the course to ask questions, give and get support, and share notes. Here is space to write down the phone numbers of two co-participants in the course:

Name: Phone:

Name: Phone: