



**English 1115 WDE: Foundations of Literary Study
Winter 2023 Jan 9 - Apr 11**

Course Location: D2L asynchronous online Class

Times: asynchronous online

Prerequisites: None. Note that students who have taken English 1100, 1102, 1111 or 1112 may not take English 1115 for credit.

To our Student: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

Instructor: TBD

Office: online

Telephone: n/a

Email: TBA

Virtual Office Hours: TBA

Teaching Assistant Information

Teaching Assistant: TBA

Office: online

Telephone: n/a

Email: TBA

Virtual Office Hours: TBA

Course Description/Overview

An introduction to literary study, focusing on texts from the major genres (drama, poetry, prose) within their historical and cultural contexts. Emphasis will be given to the development of skills in critical analysis, research, writing, and documentation. This course is intended to provide students with the analytical, research, and writing skills needed to succeed in literary studies at the university level.

Course Objectives and/or Learner Outcomes

- ✧ read texts of all kinds critically, and assess their rhetorical, ideological and aesthetic strategies.
- ✧ write well (grammatically correct, clear, effective prose).
- ✧ communicate ideas effectively and coherently, in both the persuasive essay, and a variety of



other forms.

- ✧ identify the conventions of a variety of genres, both general (such as poetry) and specific (such as the sonnet), and to identify ways in which individual texts work within, or expand the definitions of, that genre.
- ✧ analyse specific literary devices and explain how those devices contribute to the meaning of a literary text.
- ✧ explain the role of literature in articulating and creating categories of identity.
- ✧ explain how a text is produced by, and produces, its historical and cultural context.
- ✧ use library resources to research a topic and use what they discover to illuminate a text.
- ✧ adapt the tools of literary analysis to cross-disciplinary inquiry.
- ✧ apply their knowledge of how literature works to their own writing.
- ✧ read texts critically in a variety of historical contexts.
- ✧ think independently and critically about literature and the issues raised by texts
- ✧ identify and assess the social, environmental and other ethical themes presented in texts
- ✧ analyse texts from a variety of theoretical perspectives.

Course Resources

Required Course Text(s)

- ✧ Lisa Chalykoff, Neta Gordon and Paul Lumsden, gen. eds., *Broadview Introduction to Literature*, 2nd ed. (Peterborough, ON: Broadview P, 2018) (BIL)
- ✧ W.F. Garrett-Petts, *Writing about Literature: A Guide for the Student Critic* (Peterborough, ON: Broadview, 2013) (WAL)
- ✧ Margaret Laurence, *The Stone Angel* (Toronto: Penguin, 2004)
- ✧ *MLA Handbook*, 9th ed. (New York: MLA, 2021)

Course Website(s)

[D2L or MyCourseLink](#)

Course Schedule

Week 1: Introduction to course; Broadview *Introduction to Literature* (BIL) "The Study of Literature" pgs. xxv-xxxvi

Week 2: Unit 1: Prose Fiction *Writing About Literature* (WAL) pgs. xxi-xxv, Ch. 1; *BIL* pgs. 1-16, *WAL* Ch. 2



Week 3: Chopin, "The Story of an Hour" *BIL* pgs. 26-28, Gauld, "Freyfaxi"
BIL pgs. 358-66; Christie, "The Extra" *BIL* pgs. 346-57, *WAL* Ch. 3

Week 4: Munro "Friend of My Youth" *BIL* pgs. 137-54; Thien, "Simple Recipes" *BIL* pgs.
337-45; optional Zoom meet-up 31 Jan. noon EST

Week 5: essay format and documentation; **Short Essay Due** (15%)

Week 6: assignment of Take-Home Midterm Test; optional Zoom meet-up 17 Feb. noon EST

Week 7: Fall Reading Week (no class)

Week 8: **Take-Home Midterm Test Due** (25%); Unit 2: Poetry *BIL* pgs. 847-72; *WAL* Ch.
5; "The Wife's Lament" *BIL* pgs. 874, Chaucer, "To Rosemounde" *BIL* 877-79

Week 9: Wyatt "Whoso List to Hunt" *BIL* pgs. 882, Marlowe, "Passionate Shepherd to His
Love" *BIL* 887, Raleigh "Nymph's Reply to the Shepherd" *BIL* 886, Shakespeare, Sonnets 18
and 130 *BIL* 889-91; Donne, "The Flea" *BIL* pg. 892, "Holy Sonnets 10 and 14" *BIL* 893-94,
Milton, "When I Consider How My Light is Spent" *BIL* 902, Kay, "Her" *BIL* 1254 (Friday 11
Mar. last day to withdraw without penalty)

Week 10: Unit 3: Drama: *BIL* pgs. 381-90; Shakespeare, *Twelfth Night* *BIL*
391-484

Week 11: Unit 4: the Novel Laurence, *The Stone Angel*; **Research Essay due** (30%); optional
Zoom meet-up 21 Mar. noon EDT

Week 12: *The Stone Angel* (cont.); take-home exam assignment

Week 13: review

Assignments and Evaluation



Table of Assignments

Assignment	Due date	Value	Length
Short Essay	TBA	15%	750 words
Take-Home Midterm Test	TBA	25%	500 words
Research Essay	TBA	30%	2000 words
Take-Home Final Exam	TBA	30%	750 words

Assignment Policies

- ✧ All assignments are individual assignments and cannot be completed collaboratively.
- ✧ Before submitting the first assignment for this course, students must complete the AIM (Academic Integrity Matters) short course available on MyCourseLink and submit their certificate of completion to the instructor.
- ✧ Assignments are due by 4:30pm Eastern Time on the dates indicated. All assignments must be submitted to the D2L page for this course as .pdf files.
- ✧ If you require an extension, you must ask for one BEFORE the due date.
- ✧ Unless you ask for (and receive) an extension, late essays will be penalized by 2% per day (to a maximum of 20%), and will not be accepted after two weeks past the due date.
- ✧ All assignments must be in MLA format and use MLA style, double-spaced, with 1" margins, and in 12-point font.
- ✧ Exceptions to these policies are allowed only with a physician's note or other appropriate documentation.

Details of Assignments

Short Essay

This will consist of one 750-word (3 double-spaced pages in a 12-point font) essay to be written on one of the following topics. **The due date will be posted on D2L 15%.**

1. Discuss suspense in Kate Chopin's "The Story of an Hour."
2. Examine the narrator's point of view in Michael Christie's "The Extra."
3. Analyze the importance of setting in Alice Munro's "Friend of My Youth."
4. Discuss the importance of dialogue in Madeline Thien's "Simple Recipes."
5. Analyze the comic form in Thomas Gault's "Freyaxi."

Take-Home Midterm Test

This will consist of one 500-word essay to be assigned on a topic to be provided. The completed answer will be submitted **before the due date announced on D2L 2. 25%.**



Research Essay

This is a 2000-word (8 double-spaced typed pages in a 12-point font) research essay to be written on one of the following topics. Papers must include references to at least two secondary sources. **The due date will be posted on D2L. 30%.**

1. Discuss the importance of family in Margaret Laurence's novel *The Stone Angel*.
2. Examine the use of first-person narration in *The Stone Angel*.
3. Analyze the character of Malvolio in William Shakespeare's play *Twelfth Night*.
4. Examine the importance of stage properties in *Twelfth Night*.

Take-Home Final Exam

This will consist of two essays to be written on topics to be provided. The two answers combined should total 750 words. The questions will be announced on D2L and **The due date will be posted on D2L. 30%.**

Writing Support Syllabus Statement

Your ability to write clearly and with purpose is crucial to your academic success. Because the writing process takes time and expectations vary across disciplines (and from one instructor to another), it is important to manage this process carefully. The following guidelines will help you do that:

1. Start early – The writing process involves several steps: prewriting, drafting, revising, and editing. You will do your best work when you follow all the steps. Prewriting involves thinking about what you've learned on a topic, often assisted by note-taking, so that your reflections become your writing. It is often the longest and most important step!
2. Read the guidelines – Every assignment has a specific purpose, audience, length, and format. Pay close attention to these specifications and revisit them as you work on the assignment. Also, remember that different academic disciplines use different styles of documentation. In this course, we will use MLA Style, information about which may be found in the MLA Handbook, 9th ed.
3. Seek support – Writing is hard work, but you are not alone. Your instructor is there to help you. Don't be afraid to ask for guidance or drop in during office hours.
4. Put in the time – Writing is a valuable skill, and any time spent developing your writing ability will contribute to your success, both in university and in your personal career.
5. Visit the Academic Support Zone – The Academic Support Zone's writing coaches will work with you at any stage of the writing process from interpreting the guidelines and finding sources to composing and editing drafts. Rather than editing your work for you, writing coaches will engage you in conversation about your writing and help you develop your skills in alignment



with assignment expectations and course objectives.

Find Lakehead University's free writing support at <https://www.lakeheadu.ca/students/academic-success/student-success->

Marking Standards

All assignments will be marked in accordance with the English Department Marking Standard iv

Collaboration/Plagiarism Rules

Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties.

See the [Student Code of Conduct^v](#).

University Policies

Students in this course are expected to conform to the Student Code of Conduct^v

Accommodations:

Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the Ontario Human Rights Code^{vi}. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS)^{vii} and register as early as possible.

This course outline is available online through the English Department Homepage^{viii} and/or the [Desire2Learn or My Courselinkⁱ](#) site for the course.

ⁱ <https://mycourselink.lakeheadu.ca/d2l/home>



ii <https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone>

iii <https://mysuccess.lakeheadu.ca/home.htm>

iv <https://www.lakeheadu.ca/programs/departments/english/marking-standards>

v <https://www.lakeheadu.ca/students/student-life/student-conduct>

vi <http://www.ohrc.on.ca/en/ontario-human-rights-code>

vii <https://www.lakeheadu.ca/students/student-life/student-services/accessibility>

viii <https://www.lakeheadu.ca/programs/departments/english>