

Assignments/exams	Marks	Due Dates:
Participation	5%	throughout term
Journal writing	10%	throughout term
Reading Quizzes	5%	throughout term
Poetry response paper (500 words)	5%	May 10
Poetry Essay (1200 words)	15%	May 17
Fiction Essay (1500 words)	20%	May 31
In class Drama Exam	20%	June 7
Final Exam	20%	?

Works to be studied in class during the term (subject to change):

<p>Poetry:</p> <p>Leach “Ars Poetica”</p> <p>Roethke “My Papa’s Waltz”</p> <p>Blake “The Sick Rose”</p> <p>Basho “Four Haiku”</p> <p>Kizer “After Basho”</p> <p>Keats “Ode on a Grecian Urn”</p> <p>Skirrow “Ode on a Grecian Urn Summarized” *</p> <p>Marlowe “The Passionate Shepherd to his Love”</p> <p>Raleigh “The Nymph’s Reply”</p> <p>Williams “Raleigh was Right” *</p> <p>Ginsberg “A Further Proposal” *</p> <p>Williams “Red Wheelbarrow”</p> <p>Shakespeare “That Time of Year”</p> <p>“Shall I compare Thee”</p> <p>Donne “Batter My Heart” *</p> <p>Keats “On the Sonnet”</p> <p>Parker “Sonnet For the End of a Sequence” *</p> <p>Piercey “Barbie Doll”</p> <p>Donne “The Flea”</p> <p>Atwood “Siren Song” *</p> <p>Owen “<i>Dulce et Decorum Est</i>”</p> <p>Blake “The Lamb” & “The Tyger”</p>	<p>Short Fiction:</p> <p>Chopin “The Story of an Hour”</p> <p>Faulkner “A Rose for Emily”</p> <p>-essays on Faulkner & Chopin</p> <p>Poe “The Cask of Amontillado”</p> <p>Walker “Everyday Use”</p> <p>Le Guin “She Unnames Them”</p> <p>Munro “Boys and Girls”</p> <p>Marquez “A Very Old Man...”</p> <p>Gilman “The Yellow Wallpaper”</p>
	<p>Drama:</p> <p>Shakespeare <i>Hamlet</i></p> <p>Glaspell <i>Trifles</i></p>
	<p>Novel</p> <p>James <i>The Turn of the Screw</i></p>
	<p>Critical Readings TBA</p> <p>essays on short stories, plays and novel will be handed out or placed on reserve in the library</p>

* indicates that these poems are not in the text; I will provide copies.

You are encouraged to read ahead whenever possible. In particular, start reading the plays and the novel ahead of time. Critical readings from text and outside sources will be assigned throughout the term.

TENTATIVE SCHEDULE:

POETRY

May 3

Introduction to Class: What is literature and why study it?

Readings from the anthology on literature and poetry to be announced:

Introduction to Poetry

Roethke "My Papa's Waltz" (516)

Blake "The Sick Rose" (734)

terms handout

theme

symbolic poem

Journal writing assignment (roughly 500 wds on "The Sick Rose")

May 5: Responding

Basho "Four Haiku" *form*

Kizer "After Basho"

Keats "Ode on a Grecian Urn" (793)

Skirrow "Ode on a Grecian Urn Summarized" (handout) *response*

Marlowe "The Passionate Shepherd to his Love" (524) *pastoral*

Raleigh "The Nymph's Reply" (525) *speaker*

Williams "Raleigh was Right" (handout) *tone*

Ginsberg "A Further Proposal" (handout)

Poetry response paper: your response to one or more of these poems (500 wds) due May 10th

May 10 – Forms: the sonnet

Williams "Red Wheelbarrow" (632) *free form*

Shakespeare "Shall I compare Thee..." (645) *sonnet*

"That Time of Year..." (507) *imagery*

playing with form:

Shakespeare "My Mistress' Eyes..." (526)

Donne "Batter My Heart Three Personed God; for Thee" *holy sonnet*

Keats "On the Sonnet" (699)

Parker "Sonnet For the End of a Sequence" (handout)

Assignment: write a proposal for your poetry essay, due May 12th

May 12 – symbols, speaker, situation, and tone

Piercey "Barbie Doll" (812) *tone*

Donne "The Flea" (handout) *conceit*

Atwood "Siren Song" (handout) *mythology*

Owen "Dulce et Decorum Est" (641) *allusion*

compare and contrast writing workshop

Blake "The Lamb" (764)

"The Tyger" (765)

Workshop your essays on poetry (Due May 17)

SHORT FICTION**May 17 – Introduction to short fiction** (poetry essays due)

Kate Chopin	“The Story of an Hour” (75)	<i>irony</i>
Faulkner	“A Rose for Emily” (84)	<i>point of view</i>

Critical essays on “A Rose for Emily” (handout)

Journal writing: summary of/response to critical essays**May 19**

Gilman	“The Yellow Wallpaper” (164)	<i>symbol; metafiction</i>
Alice Munro	“Boys and Girls” (483)	<i>setting, imagery</i>
Ursula LeGuin	“She Unnames Them” (handout)	

proposals for fiction essays due today**journal writing:** on closure**May 26**

Marquez	“A Very Old Man with Enormous Wings” (393)	<i>theme</i>
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MLA citation workshop; quoting and citing sources

E. A. Poe	“The Cask of Amontillado” (195)	<i>unreliable narrator</i>
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workshop fiction essays (due May 31)

DRAMA**May 31: introduction to Drama** (fiction essays due)

Shakespeare	<i>Hamlet</i> (Act 1 reading quiz)
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June 2

Shakespeare	<i>Hamlet</i>
Glaspell	<i>Trifles</i>

June 7

Glaspell	<i>Trifles</i>
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Drama exam

NOVEL**June 9 and 14:****Introduction to the novel**

Henry James	<i>The Turn of the Screw</i> (reading quiz)
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Critical Readings from the text (write summary/responses in journals)

June 16

Finish *The Turn of the Screw*
 review course material
 prepare for final exam

METHOD, PROTOCOLS, AND EXPECTATIONS:

This is an intensive course with a heavy reading load and a great deal of writing. The following will be required:

- You will have to buy a journal (a small notebook) for various in-class and out of class writing assignments, which will be handed in and marked regularly. Your journal is for your own purposes as well. You may write more than just the assigned tasks in it.
- You must read all assigned readings carefully, *at least once*, before each class. The method is primarily class discussion, with some lecturing when necessary. Therefore, it is crucial that all students come to class prepared to participate in the discussion and to write about the assigned readings.
- read *actively*: underline, annotate, make checks, stars, comments, questions in the margins of the text or in your notes, so that you come to class prepared with questions, comments, and/or ideas about the readings
- you must be not only willing to bring up your own ideas, but also be open-minded and willing to engage with the ideas of other members of the class in a respectful manner.
- We will be working in groups a great deal: discussion groups will discuss various aspects of the readings, and writing groups will help each other with drafting, editing, proofreading etc.

Attendance: Because group work and class discussion is a significant aspect of the course, your consistent attendance and participation is absolutely necessary. As classmates you will be depending on each other, and unexpected absences will be detrimental to both you and your peers. If you *must* miss a class for some reason, let me know in advance if at all possible, and be sure to pick up missed handouts and get notes from a classmate. Because this is a condensed course, missing one class will mean missing a great deal of course material. Assignments and tests are based on our class discussions and lectures; therefore, anyone missing 25% or more of the classes will be given a failing grade. It will also be impossible to pass the course without completing all the assigned written work.

Late papers will not be accepted unless you have spoken to me at least **2 days before** the due date to arrange an extension. Missed in-class assignments cannot be made up unless you have documented proof of illness or strife.

Plagiarism is the use of someone else's words or ideas without crediting them as sources. This is an extremely serious offence and will be treated accordingly. Plagiarized papers will receive a zero, and the offender will be given a failing grade in the course. In addition, I will send a memo documenting the plagiarism to the Dean of Arts and Sciences, to be included in the student's record. Plagiarizing is not only dishonest and unethical; it is stupid. At this level, plagiarized papers are extremely easy to spot. Remember, I can use the internet just as well as you can, and I know how to access the cheat sites. I will have many samples of your in-class writing and am an expert at analyzing writing styles; I will be able to tell if you have not written the paper yourself. If you plagiarize, you will be caught. If you have any questions or uncertainties as to what exactly constitutes plagiarism, *please ask*.

Assignments must be submitted in proper manuscript format: typed, double-spaced, 1" margins on all sides, 12 point ordinary font (such as Times New Roman), with pages numbered and stapled together. Put your title, name, class and section, the date and my name on the title page (or, if you want to save paper, put this on the top right corner of the first page, except title which is centred above your essay). Sources must be cited in proper MLA format. Keep a copy of your work, and keep all graded work in a folder until the course is over. Also, keep a folder of all essay outlines, drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be treated as a plagiarized paper.

Additional Poems that can be used for the 1200 word Poetry Essay:

Anything on the course outline plus the following:

Margaret Atwood	“Death of a Young Son By Drowning” “You Fit into Me”
Elizabeth Barret Browning	“How Do I Love Thee”
Robert Browning	“My Last Duchess”
Donald Hall	“My Son, My Executioner”
Thomas Hardy	“The Man He Killed” “Hap”
Randall Jarrell	“The Death of the Ball Turret Gunner”
Richard Lovelace	“To Lucasta Going to the Wars”
Adrienne Rich	“Aunt Jennifer’s Tigers”
William Shakespeare	“My Mistress’ Eyes Are Nothing like the Sun”
William Wordsworth	“My Heart Leaps Up When I Behold”
William Butler Yeats	“Leda and the Swan”

Additional stories you can choose from for your Fiction Essays:

Nathaniel Hawthorne	“Young Goodman Brown”
Ernest Hemingway	“A Clean Well-Lighted Place”
Shirley Jackson	“The Lottery”
Jamaica Kincaid	“Girl”

Assignment #1: Short Poetry Response Paper

Length: 400-500 words (4-5 paragraphs) worth 5%

Due: Monday May 10th

We have discussed the “literary conversation” begun by Christopher Marlowe’s address to the nymph, and carried on by Sir Walter Raleigh in “The Nymph’s Reply,” Williams Carlos Williams in “Raleigh was Right,” and Ginsberg in “A Further Proposal.” Your assignment is to continue this “conversation”—in a critical way—by adding your own response to one or more of these poems. Your paper might address any of the following topics:

- respond critically to the ideas presented in one or more of the poems.
- compare 2 or more responses to Marlowe’s poem. Do you think one is “better”? What do you mean by “better” and what are your criteria? Describe the similarities and differences between the two poems and why these are significant.
- How does the historical time period that each poem was written in affect its meaning and its place in the “conversation”?
- Do you have a different response to Marlowe than any of the others? Articulate it and explain how it is unique.
- **Creative writing option:** you can show that you understand these poems and their intertextual relationship by adding to it poetically as well. Write a poem responding to one of the 4 poems just as Raleigh, Williams and Ginsberg have responded to Marlowe’s. You might “answer” Marlowe as Raleigh did; you might comment, like Williams; you might imitate, like Ginsberg. You might use irony, parody, humour, etc. If you choose this option you must also write a short (2-3 paragraphs) of explication, explaining how your poem fits into this literary conversation. You would do this by discussing not only the ideas, but also the form and how these are appropriate.
 - create a distinct speaker, a specific tone, a clear situation
 - think about an appropriate structure, rhythm, and rhyme scheme for your poem
 - use imagery, figurative language, etc.

Assignment #2: Essay on Poetry

Due: Monday May 17

Length: 1200 words (4-5 pages)

Write a 1200 word essay analyzing, explicating or otherwise discussing two or more of the poems on the list. You need not use any outside sources for this essay. If you would like to choose a poem (or song) that is not on this list, you **must** discuss it with me first, and you must provide me with a copy of the poem (or lyrics). Your essay must:

- have a **thesis** (a specific point to argue, analyze, explicate, or elaborate on), and the essay must focus on arguing this thesis without digressing. The more specific this thesis is—the more focussed on one or two small aspect of the poems—the better.
- be grammatically correct and well-organized, with topic sentences, transition, a clear and coherent argument and flow of ideas.
- be typed/word processed and formatted properly
- use an appropriate level of diction for a college literature course, and must make appropriate use of literary terms and concepts (see handout on terms)
- Most importantly, you must support your ideas and arguments using “textual evidence,” that is, quotations from the poems. Quotations must be integrated smoothly into your own prose, to make grammatically correct and intelligible sentences.

If a poem has an easily understood situation and theme, your essay should focus on some aspect of technique, or some small aspect that contributes to the poem’s effect. Do NOT summarize, paraphrase or in any other way simply repeat what the poem says, particularly if the poem is easy to understand in the first place. You should focus on HOW a poem means rather than WHAT.

If a poem is very difficult to understand, explicating the situation and discussing the theme(s) would be more appropriate, since these are not already obvious upon first reading.

Generally, if you pick an “easy” poem (ie: “*Dulce et Decorum Est*”), I will expect more in-depth analysis than if you pick a “more difficult” poem (ie: “The Red Wheelbarrow”). In general, the essays that get the best marks are the ones that take risks, go out on a limb, try to say something original, rather than being “safe” and sticking to “tried and true” ideas.

topics: I would prefer that you choose your own topics, but here are some suggestions to get you thinking:

- Compare/contrast the different treatment of a similar theme in two poems
 - seduction in “The Flea” and “Siren Song”
 - Beauty in “Ode on a Grecian Urn” and “Barbie Doll”
 - the image of the dead woman in “My Last Duchess” and “Barbie Doll”
 - treatment of faith in “Batter My Heart” and “The Tyger”
 - the inhumanity of war in “The Man He Killed” and “Dulce et Decorum Est”
 - Keats’ “On the Sonnet” and Shakespeare’s “My Mistress’ Eyes” both play in different ways with the conventions of the sonnet. Discuss.
 - the subtext of violence in “My Papa’s Waltz” and “Aunt Jennifer’s Tigers”
- compare the use and effect of nature imagery, sexual imagery, violent imagery, etc., in two poems. Your comparison must have a purpose. For example, two poems might use very similar imagery, but have very different effects (or vice versa).
- discuss the importance of a single word, image, or phrase in a poem. For example, “interweave” in Keat’s “On the Sonnet”; the importance of the phrase, “the child is father to the man” in Wordsworth’s “My Heart Leaps Up;” the worm in Blake’s “Sick Rose”
- Discuss one of the following aspects of any appropriate poem:
 - tone, setting, form, imagery, sound, allusion, use of mythology, etc.

Assignment #3: Essays on Short Fiction

Length: 1500 words (5-6 pages)

Proposals due May 19th

Draft due May 26th

Essay Due May 31st

For this essay, you must use a minimum of 2 outside critical sources that should inform your reading of the story and from which you will quote. These sources should spur your thinking, give you something to bounce off of or react to, or support your ideas. This is NOT a “research essay.” It is literary analysis. Your primary purpose is NOT to tell me what others think about the story, but what *you* think. The critical sources are intended to help you think more deeply. You might agree or disagree with them, apply their theories or ideas about one story to another similar story, take their idea a step further or in a different direction, etc.

Proposal: submit proposals via email by May 19th at the latest. That way I can get feedback to you before your drafts are due next class. Your proposal will tell me three things in about 100 words or less:

- what your tentative thesis is, or the main thrust of your paper
- what critical articles you will be using, and how you will use them (provide source)
- why this will be an interesting and worthwhile paper

Draft: you will bring two copies of a complete rough draft of your essay to class on May 26 for a peer edit workshop.

Essay: essays are due May 31st at the beginning of class. They **MUST** be submitted in proper manuscript format (typed, double-spaced, 1” margins, title page with an interesting title, your name, course number and section, my name, and the date)

Again, I would like you to choose your own topics for this essay. You can write on one story, or compare two stories. Some suggested topics are:

- the ambiguous symbolism of the wallpaper in “The Yellow Wallpaper
- the significance of the subtitle of “A Very Old Man with Enormous Wings; A Tale for Children.”
- the thematic significance of minor characters
 - Jenny in “The Yellow Wallpaper”
 - Toby in “A Rose For Emily”
 - Laird in “Boys and Girls”
 - the spider woman in “A Very Old Man with Enormous Wings”
- the power and limits of names and language in “She Unnames Them”
- animal imagery in “Boys and Girls”
- use of irony in “The Story of an Hour”
- significance of setting in one (or more) of the stories
- significance of point of view
- religious satire in “A Very Old Man With Enormous Wings”
- significance of the closure, or lack of closure, in one of the stories
 - is the ending of “The Yellow Wallpaper” depressing or uplifting? Does the narrator triumph in some way or is she utterly destroyed?
 - how do you interpret the ending of “Boys and Girls”? Happy? Sad? neither?
 - What does it mean when the “angel” flies away? What is the significance of Pelayo’s reaction? How do you interpret this ending? Does it have a “moral”?