

Course Outline

ENGL307.01 (W2022): Literature After 1700

Department of English, University of Calgary

- **Instructor:** Dr Michael Ullyot
- **Office Hours** ([Zoom](#); password: Ullyot): Thursdays, 1-2 pm (Jan 13 to Apr 7) or by appointment
- **Phone:** 403.220.4656
- **E-mail:** ullyot@ucalgary.ca
- **Web:** j.mp/ullyot
- **Podcast:** anchor.fm/ullyot

Description & Goals

What's the value of reading old books? We can reduce the literary canon to a choice between worthy or obsolete, between "the best that has been thought and said" (Matthew Arnold, *Culture and Anarchy*, 1869) or "So much we once coveted" (Tracy K. Smith, "The Museum of Obsolescence," 2011). In this course we pursue truths subtler than such binary choices. We begin with an epochal novel of global English and work our way backward in time, comparing and contrasting as we outline influences and periods, cores and peripheries.

By the end of this course you will be able to:

- write elegant, evidence-based, insightful criticism (*Response Paper, Quiz 1, Final Exam*);
- annotate texts to turn observations and ideas into arguments (*Quiz 2, Presentation*);
- identify and compare poetry's themes and techniques (*Midterm Exam, Final Exam*); and
- work with your peers to interpret texts collaboratively (*Participation Report*).

Required Textbooks

Using other editions of these four books will complicate your life in various ways — so I recommend that you buy these editions, ideally used copies.

- Salman Rushdie, *Midnight's Children* (Vintage Canada: 2006)
- *The Norton Anthology of Poetry*, 6th edition (Norton: 2018)
- Jonathan Swift, *Gulliver's Travels* (Oxford World's Classics: 2005)

Recommended Reference Books

Occasionally students ask which books are worthwhile resources for expository writers. My [guide to Effective Critical Writing](#) has detailed advice, but here are some more recommendations:

1. Your prime imperative is to choose the right words, so consult the *Oxford English Dictionary* ([link](#)) and the *Oxford Thesaurus* ([link](#)) through the library website. Bookmark both, and consult them as you write.
2. Your next imperative is to use words correctly. For this I recommend *Fowler's Dictionary of Modern English Usage* ([link](#)), to resolve questions like that/which, who/whom, and other stumbling blocks.
3. Your ultimate imperative is to write clearly and succinctly; Verlyn Klinkenborg's *Several Short Sentences About Writing* ([link](#)) is a wise and readable guide to better sentences.

Evaluation

- Quizzes (3 x 5 = 15%)
- Presentation (5%)
- Response Paper (20%)
- Midterm Exam (20%)
- Final Exam (25%)
- Participation Report (15%)

You must complete these 4 assignments to pass this course: Response Paper, Midterm Exam, Final Exam, and Participation Report. Detailed descriptions of each assignment are below. There is no Registrar-scheduled exam in this course. Nor are there any opportunities to earn credit toward your final grade beyond these six assignments.

I use percentages to grade every assignment, and use D2L to convert them to these letter-grade equivalents:

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).

Only at the end of the course do I convert your final percentage grades into letters or GPA scores. Note that, according to the University Calendar, instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

Policies

Submission & Due Dates

Due dates are always midnight of the day indicated in the Course Schedule. Each student is permitted **1** free extension of 1 day without penalty, on **either** the Response Paper, the Midterm Exam, or the Final Exam. **You do not need to ask permission for these extensions.**

I penalize late assignments — i.e. those submitted after midnight on the due date — at a rate of 5% daily for the first two days, and 1% daily thereafter. You must submit all assignments no later than one calendar week after the due date. Any later, and you will receive a zero grade on that assignment. Extraordinary cases of medical emergencies and other domestic afflictions may be subject to extensions, but only at my discretion.

E-mail

Use your @ucalgary e-mail for course communications. I will respond to e-mails sent via @ucalgary accounts within 48 hours. Do not follow up before 48 hours have elapsed.

Expectations

When writing an e-mail to a professor, follow these five conventions:

1. Include a short, informative subject line that explains what the email is about.
2. Include a greeting in your email, like “Dear Professor [last name]” or “Hi Professor [last name].” Not “Hey you.”
3. Be clear and concise. Write short messages and making direct requests. Say what you need in 2-4 sentences and ideally ask for simple answers (like yes or no).
4. Sign the email with your full name and the course number. For example: Jane Doe, ENGL 123.
5. Before hitting the send button, reread your message for punctuation and spelling.

Assignment Descriptions

Quizzes

Two times in this course, you’ll watch a short video on [my YouTube channel](#) and then complete a quiz in D2L on what you've learned. The videos cover skills that are key to your success in this and other courses. They decode the skills of reading and quoting texts to write persuasive and grammatically correct literary criticism.

After you watch the videos you should be able successfully to complete the quiz. Both quizzes will include a series of questions not just about the information you learned in the video, but applying your new

knowledge to different information. Schedule 40 minutes to finish each quiz; they have a time limit of 60 minutes.

[The first video](#) (and quiz) covers ten grammar mistakes to avoid. [The second video](#) is on how to read texts like a literary critic, and how to develop arguments about them. I will not test you on an optional [third video](#), on when and how to quote texts to support arguments with evidence.

The third quiz covers material in the two parts of Swift's *Gulliver's Travels* that we have read — but it may also refer to the notes, introduction, chronology, and other supporting materials in the edition we are reading.

Presentation

- Sign up to give an audio or video presentation on a brief passage from any texts that we read in this course. Presentations are intended only for your tutorial, though others can also access them.
- At least 48 hours before the Friday tutorial of the week you signed up for, post a brief passage of about 6-7 lines of the poem, or 2-3 sentences of the novel, to **your tutorial's discussion board** in D2L.
- Then at least 24 hours before the same Wednesday tutorial, post a presentation to **your tutorial's discussion board** in D2L. (Make the file size as small as possible without compromising quality.)
- If you opt for audio, include at least 1 image of your annotations.

In a presentation of no more than 3-4 minutes:

1. recite your passage;
2. show and discuss how you annotated it, *including* the words that you looked up in the [Oxford English Dictionary](#) (OED); and
3. ask a question for the tutorial to discuss (i.e. not requiring an opinion or a binary answer, but a nuanced answer that requires people to refer to their texts).

For full marks, your recitation will be clear and vivid; your annotations will cover diction (word choices) and at least 1 other term from [my guide to Close Reading](#); your definitions from the OED will be correct and illuminating; your discussion question will be interesting and provocative; and you will transcribe that question into a discussion thread and contribute to that conversation.

Response Paper

Before midnight on Friday February 18, submit a 1000-word essay (with an introduction, 2 paragraphs, and a conclusion) to the designed D2L Dropbox responding to a question posted to D2L about Rushdie's *Midnight's Children*.

- Use at least 5 quotations from the novel, each about 7-8 words or more. Cite quotations from using **MLA format**, and include a correctly formatted Works Cited section at the end of your paper.

- The length of your essay may not exceed 1000 words, or you will incur a 5% penalty. That covers every word from the start of your introduction to the end of your conclusion, including quotations and in-text citations.
- Your paper should make (1) a rigorous and thorough argument in (2) clear, concise, and natural language that (3) obeys the rules of grammar. For details on these criteria, see [my guide to Effective Critical Writing](#).
- A rubric will be provided in advance.
- **Do not** do external research; the only source you should quote is Rushdie's novel.

Midterm Exam

This is an in-class exercise focusing on poetry. You will be given a series of passages (poems or excerpts from longer poems) that we have read. Your task is to identify the author and the poem, and do a close reading of the passage. Your grade will depend on your ability to cite evidence to support your arguments.

Final Exam

This is a take-home exercise focusing on all the texts we have read in the course. You will make an original argument based on comparisons of multiple texts, quoting and analyzing texts from a number of provided lists.

Participation Report

Your participation grade depends on your engagement with every facet of this course: with our in-person lectures/discussions and tutorials; and with all of the reading, annotating, writing, reflecting, researching, recording, revising, and other activities related to our texts and assignments. That means you make regular, substantive contributions to class discussions; and you attend classes with an annotated copy of the assigned texts, ready to discuss them. When you have questions about the course material and assignments, you pose them directly to me or to your GATs (in office hours, before or after class, or in separate appointments) rather than sending e-mails or direct messages. And you never (seriously, *never*) ask us a question you can answer by reading this course outline.

Participation is a self-reporting exercise. That means on April 15 you submit to the designated D2L Dropbox a 1-page account of how you engaged with the course, our readings, and our assignments. In other words, what evidence can you offer that you were present in both body and spirit during our meetings; that you did more than the required minimum to read, analyze, annotate, and think about our readings; that you reflected thoughtfully on your individual assignments; that you attended Zoom office hours?

Finally, on the basis on this evidence, award yourself a grade out of 15. Break down your score into components: 10 marks for activities in our in-person lectures/discussions and tutorials and 5 for your

independent activities including your preparations for class and work on assignments. If your GATs and I agree with your self-assessment and evidence, we will award you that grade.

Dos & Don'ts for Participation Reports

- Do define what 'engagement' means to you, and cite evidence of yours.
- Do be fair to yourself.
- Don't claim to have done more than you really did.
- Do address the terms of the assignment. It asks you for evidence that you did more than the bare minimum, so don't focus too much on how you met basic course requirements by attending class, doing readings, or working on assignments. How did you *exceed* these requirements?
- Don't start at a perfect score and deduct points; **start at zero and make a case for every point you earn.**
- Do put some effort into your report. The best ones tell an interesting story of your engagement through time. They confess your shortcomings without making excuses for them. They conclude by summarizing why engagement is worthwhile, and what you learned about yourself through your engagement with the course.
- Don't try to flatter us into giving you a grade higher than you deserve. We appreciate constructive criticism more than hollow praise.
- Do be credible; tell me not only what you did, but what more you could have done to earn a higher grade. For instance, did you always complete your assigned readings before class? (Be honest.) There is far more credibility in an honest, explicit report than in an overconfident, vague one.
- Do compare your engagement with this class to your engagement with other classes.

Academic Integrity

While 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.

Using any source whatsoever without clearly documenting it is a serious academic offence. 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 [here](#).

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:

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.

Advice on adequate documentation can be found [here](#) and [here](#).

Student Conduct

Principles

According to [the University Calendar](#), “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.” Report any cases of such misconduct immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

Sexual Violence Policy

The University recognizes that all members of our community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The [University of Calgary's sexual violence policy](#) guides us in how we respond to incidents of sexual violence, including

supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Classroom Conduct

All students, employees, and academic staff in the university community are expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment, and to conduct themselves in accordance with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found [here](#).

Internet & Electronic Communication Devices

Use laptops and mobile devices in a manner appropriate to the course and classroom activities. Do not access websites and resources during class that are distracting to you or to other learners. You are expected to know and to follow [the University's Internet and email use policies](#).

Instructor's Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may **not** be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright

All students are required to read [the University of Calgary policy on Acceptable Use of Material Protected by Copyright](#) and [requirements of the copyright act](#) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Other Important Information

Please visit [the Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information

- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Scribe & 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. Our email address is smecuofc@gmail.com.

Department Website

For more information about courses, programs, policies, events and contacts in the Department of English, please go to [our website](#). 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 University of Calgary students.

Academic Regulations & 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 [here](#).

Grade Appeals

Consult [this University Calendar link](#) and request advice from the English Department at engl@ucalgary.ca. Please note that mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.

Deferral of Term Work & 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](#).

Student Accommodations

The student accommodation policy can be found [here](#). 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](#). 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 [here](#).

Program Advising & Information Resources

Have a question, but not sure where to start? The 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](#) 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 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.

Universal Student Ratings of Instruction (USRI)

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. Your responses make a difference; please participate in USRI Surveys.