

**University of Alberta**  
**ENGLISH 122-B20: Texts and Contexts**  
Winter 2010 | Section B20 | Room: HC L-4 | Tues & Thurs 12:30-1:50pm

**Instructor:** Marco Katz      **Office:** HC 4-32      **Phone:** 492-2445 (only during office hours)  
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**Office Hours:** Tuesdays 2-3pm and Thursdays 11:15am-12:15pm or by appointment. Your academic success means as much to me as it should to you. Please arrange to meet me whenever you have any individual questions or concerns about this course.

**Objectives:** This class will offer an opportunity to learn how scholars function in the field of literary studies. In connection with these studies, assignments will help students develop critical reading and listening skills that they will be expected to demonstrate during class discussions and in critical essays. The class participation and writing skills that students develop in this class will help them excel in other disciplines they study. Discussions of literature about and from the Caribbean will consider connections between world histories and ideology.

**Format:** This course combines lecture, discussion, and workshop sessions. Lecture time will provide the critical and historical contexts of authors and their works, as well as the fundamental skills necessary for writing successful essays. Discussions will allow you the opportunity to explore your interpretations of the literature being studied, and to compare and contrast your opinions to those of your classmates and your instructor. Workshop sessions will give you the chance to interact with your peers while you apply the writing and reading skills discussed throughout the course.

**Class Theme: Caribbean Receptions.** A wide variety of authors have positioned the Caribbean as a central location of the Western Hemisphere. Understanding this centrality can help readers comprehend their own place as residents of the Americas. This course will begin with creations and recreations in English literature and then read Caribbean responses to those writings. With this background, we will consider other meanings of the term Receptions with a look at popular music and tourism. Finally, the class will turn to Guantánamo, perhaps the most uncanny Caribbean Reception of the early twenty-first century. In addition to assigned readings, active student participation—a requirement that makes up a large portion of the work in this course—will direct class content. With an emphasis on literary critical theory and an open exchange of ideas, this class will provide an introduction to English literature studies for students contemplating this major and practice in close reading and analysis, group discussion, and academic writing useful in the pursuit of all disciplines.

**Required Texts:**

Shakespeare, William. *A Case Study in Critical Controversy: The Tempest*. Second Edition. Eds. Gerald Graff and James Phelan. Boston: Bedford, 2009.

Hacker, Diana. *A Canadian Writer's Reference 4e with 2009 MLA Update*. Boston: Bedford, 2009.

Rhys, Jean. *Wide Sargasso Sea*. Toronto: Penguin, 2001.

Kincaid, Jamaica. *A Small Place*. New York: Farrar, 1988.

Falkoff, Marc. Ed. *Poems from Guantánamo: The Detainees Speak*. Iowa City: U of Iowa P, 2007.

Articles from the University of Alberta library databases, open websites, and class handouts.

DISABILITIES

Students with disabilities can receive support from Specialized Support and Disability Services 2 - 800 Students' Union Building (SUB) or <http://www.uofaweb.ualberta.ca/SSDS/ssdsmain.cfm>

## ACADEMIC CONDUCT

**GFC Mandated Statements:**

Policy about course outlines can be found in Section 23.4(2) of the University Calendar. (GFC 29 SEP 2003)

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <<http://www.ualberta.ca/secretariat/appeals.htm>>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. (GFC 29 SEP 2003)

Students should consult the attached “Regulations Pertaining to First-Year Courses” for information about appeals, reassessments, plagiarism, and external help with assignments.

I also urge you to read the “Grading Guidelines: A Handout for First-Year English Courses” in order to understand my expectations for the development of your writing.

**Absences:** If you become ill and cannot come to class, I hope that you take good care of yourself and get better soon. In cases of illness or injuries, you will have my sympathy as well as my understanding. Once you recover, I expect you to speak with me about making up any work you missed. This not only establishes sound academic practice, but also maintains an equitable class situation; everyone in the class should complete the same requirements. If the work missed was something that cannot be made up, you can speak with me about an alternative assignment.

## GRADES

**Marks for your work**

Essay One (1000 words)	15%
Conference Paper (750 words)	15%
Final Essay (1750 words)	25%
Website postings (2000 words)	15%
Group presentations	10%
In-class writing	10%
<u>Quizzes</u>	<u>10%</u>
Term Work	100%

Term Work = 70% of Final Grade

Final Exam = 30% of Final Grade

<i>Descriptor</i>	<i>Letter Grade</i>	<i>Point Value</i>	<i>Percentage Value</i>
Excellent	A+	4.0	90-100
	A	4.0	86-89
	A-	3.7	82-85
Good	B+	3.3	78-81
	B	3.0	74-77
	B-	2.7	70-73
Satisfactory	C+	2.3	66-69
	C	2.0	62-65
	C-	1.7	58-61
Poor	D+	1.3	54-57
Min. Pass	D	1.0	50-53
Failure	F	0.0	0-49

**A Note about Grades:** Students who earn an A make it impossible—by the level of their engagement with the course, the quality of their writing, and their mastery of the material—for the instructor to consider any other grade. The quickest way to slide to a C, D, or F is to miss in-class writing, quizzes, or collaborative work or to show up without assignments. Work turned in late puts an extra burden on the instructor and the other students and, in many cases, no longer serves its original purpose.

**The university will compute your final grade as 70% of your Term Grade and 30% of your Final Examination Grade**

## ASSIGNMENT GUIDELINES

- 1) Essays**—50% of each essay grade depends on the students' participation in the peer review and revision processes. All essays should follow the MLA style manual. Students may arrange in advance with the instructor to use an alternative citation style, such as APA or the Chicago Manual, if appropriate to their intended field of study. Students must hand in double-spaced essays typed or word processed in the format outlined in class. One or more essays may require electronic submission on a disk or by email.
- 2) Deadlines**—Late assignments will be penalized by up to one-third of a grade per day (i.e., B+ to B). When notified in advance, the instructor may grant extensions for verifiable cases of death, doom, or destruction. The English Department office will not accept assignments for this course. I will not accept faxed or any other electronic submissions in lieu of papers handed in during regular class times. Assignments will not be accepted at the general office or in departmental mailboxes, and must be submitted to the instructor personally. Students must keep backup copies of their work; do not hand in your only copy of any assignment.
- 3) Participation**—Successful academic performance here depends, as it does in most fields of study, on active participation in course workshops and verbal interaction in class. Students will best serve their interests and those of their classmates by regular attendance, participation, and completion of assignments.
- 4) In-class quizzes**—Students may miss one with no penalty. I will not offer makeup quizzes.
- 5) In-class writing assignments**—Students may miss one with no penalty. I will not offer makeup in-class writing assignments.
- 6) Conference**—Conference grades will depend on the intellectual quality of the presentation and the student's participation, i.e. asking questions and offering comments after other presentations.

**Final Exam** – According to University policy, the Final Exam lasts for two hours, without take-home or open-book privileges. Over half the exam material will consist of essay writing, and it will not contain any multiple-choice questions. The exam will include materials covering the entire duration of the course.

**Please note:**

**I cannot reschedule the Final Examinations nor provide alternate sittings for any student.  
I must receive all coursework before the final class session.**

Students can use their CCIDs and passwords to consult previous exams at the exam registry website:  
[http://www.su.ualberta.ca/services\\_and\\_businesses/services/infolink/exams](http://www.su.ualberta.ca/services_and_businesses/services/infolink/exams)

## IMPORTANT DATES

Essay One (1000 words) complete draft due January 26, and final due February 4, 2010  
 Essay Two: (1250 words) complete draft due Oct 15, Peer Review Report due February 25, and final due March 16, 2010  
 Conference Paper (750 words) Abstract due March 18, complete draft due March 23, 2010

**Please note the intermediate dates on the syllabus for abstract and drafts. Remember that your participation in the peer review process makes up one half of your grade for each essay.**

**Note about the Tentative Class Schedule:** Students should read each assignment before the class in which it appears. Wherever a poem, story, novel, or essay follows the word "Read," the students should come to that class prepared to discuss, write about, or take a short quiz on that material. Changes to the schedule may occur as I will not cut off useful student participation merely to adhere to this schedule. Also, guest speakers, special events, and other worthwhile causes may impel change. Students remain responsible for knowing about any changes announced in class or on the website.

## TENTATIVE CLASS SCHEDULE

January 2010		
Tues	05:	Introduction: Syllabus as course guide and as a contract Explanation of plagiarism and cheating In-class writing assignment: "My Life as a Writer" <b>First Web Assignment: "Define Caribbean"</b>
Thurs	07:	Reading TBA (handout)
Tues	12:	Read: "The Subject of Literature" by Terry Eagleton (JSTOR)
Thurs	14:	Read: <i>The Tempest</i> (10-87) and commentaries in Part Two (91-115)
Tues	19:	Read: "Sources and Contexts" in <i>The Tempest</i> (116-121, 126-141) First Essay Assignment
Thurs	21:	Read: "From A Tempest" (309-319) Presentation: Good Advice on Writing Explanation of peer review
Tues	26:	<b>Due: First Draft of Essay 1</b> Read: "Composing and Revising" (Writer's Reference 18-37) Look at: "Composing and Revising" (Writer's Reference 48-49)
Thurs	28:	Read: "Academic Writing" (Writer's Reference 57-90)
February 2010		
Tues	02:	<b>Due: Draft of Essay 1 for proofreading</b>
Thurs	04:	<b>Due: Final Draft of Essay 1</b>
Tues	09:	Film presentation
Thurs	11:	Film presentation
		Winter Term Reading Week—No Classes
Tues	23:	Read: <i>Wide Sargasso Sea</i>
Thurs	25:	<i>Wide Sargasso Sea</i> discussion <b>Due: First Draft of Essay 2</b>
March 2010		
Tues	02:	Read: "Caliban: Notes towards a Discussion of Culture in Our America" by Roberto Fernández Retamar (JSTOR)
Thurs	04:	Read: "Literature of the Hispanic Caribbean" by Roberto González Echevarría (JSTOR)
Tues	09:	Read: <i>A Small Place</i> <b>Due: Peer Review Reports for Essay 2</b>
Thurs	11:	Read: "'You Should Give them Blacks to Eat:' Waging Inter-American Wars of Torture and Terror" by Sara E. Johnson (Project Muse)
Tues	16:	Read: <i>Poems from Guantánamo</i> essays by Falkoff, Miller, and Dorfman <b>Due: Final Draft of Essay 2</b>
Thurs	18:	<b>Due: Draft for Class Conference Paper</b>
Tues	23:	Class Conference Presentations
Thurs	25:	Class Conference Presentations
Tues	30:	Class Conference Presentations
April 2010		
Thurs	01:	Class Conference Presentations
Tues	06:	Reading TBA
Thurs	08:	Review

Final Exam Date: Wednesday, April 21, 2010 at 2:00pm