

**ENG 1124 D: Engaging with Literature: Renaissance Sex
Syllabus for fall term 2017
Monday 11:30 - 1 and Thursday 1 – 2:30: MRT 211**

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Note: this is a tentative schedule, subject to change depending on the needs and interests of the class. You are required to attend class to keep yourself informed about possible changes to this schedule.

September

- 7 Introduction and diagnostic. Workbook: independent and dependent clauses.
- 11 William Whately, Chapter Two of *A Bride Bush*, “Entreating of the Second Principall Duty of the Married: Due Benevolence.” Reading for comprehension and viewpoint.
Workbook: comma splices and run-on sentences, part one.
- 14 Thomas Middleton, scenes from *A Mad World, My Masters*. Reading for comprehension and stage action.
Workbook: comma splices, part two.
- 18 *A Mad World, My Masters*. Reading for comprehension and viewpoint. Collecting evidence to argue for viewpoint.
Workbook: sentence fragments, part one.
- 21 *A Mad World, My Masters*. Skills in preparation for the first assignment: debtable thesis; analysis of evidence; paragraph structure.
Workbook: sentence fragments, part two.
- 25 *A Mad World, My Masters*, continued.
Workbook: integrating quotations into your essay, part one.
- 28 Workshop for *Mad World* essays. Bring your COMPLETED essay to class.
Workbook: integrating quotations into your essay, part 2.

September 22 is the last date to change course selection; September 29 is the last date to withdraw from a course for a financial credit.

October

- 2** *Mad World* essays due at start of class. Sonnets (William Shakespeare; Philip Sidney; Edmund Spenser). Reading for figurative language.
Workbook: subject/verb agreement.
- 5** Continue sonnets. Reading and writing about figurative language.
Workbook: noun/pronoun agreement.
- 9** **Thanksgiving: no class**
- 12** Continue sonnets. Reading and writing about figurative language.
Workbook: passive voice.
- 16** Preparation for midterm in-class poetry analysis.
Workbook: consistent verb tenses.
- 19** **Midterm in-class poetry analysis.**
- 23, 26** **Study week: no classes**
- 30** Contextual readings for Thomas Heywood's *A Woman Killed With Kindness*.
Workbook: dangling modifiers.

November

- 2** Contextual readings continued. Begin Thomas Heywood, *A Woman Killed with Kindness*.
Workbook: It's and Its.
- 6, 9** *A Woman Killed with Kindness*.
Workbook: parallel phrasing.
- 13, 16** *A Woman Killed with Kindness*. How to work toward a thesis and argument. Use and abuse of secondary sources.
Workbook: miscellaneous common errors.

November 17 is the last date to drop the course.

- 20** Workshop for *Woman Killed with Kindness* essays. Bring your COMPLETED essay to class.
- 23** Thomas Middleton, scenes from *The Changeling*. *Woman Killed with Kindness* essays due at start of class.

27, 30 *The Changeling*, continued.

December

- 4 *The Changeling*. Preparing to write an essay for the final exam.
- 6 Review or catch-up. (This is a Wednesday, but courses today run on a Monday schedule.)

Final exam date to be announced

Course information for ENG 1124 D

This course teaches the fundamental skills of literary analysis through engaging with prose, poetry, and drama about the sexual relationships that people were having 400 years ago. A selection of texts from the late sixteenth to the early seventeenth century will be used to practice close reading, the analysis of figurative language, critical thinking about a text's viewpoint, and other writing and argumentation skills needed to write successful essays about literature in your future English courses. At the completion of this course, you should be able to read, think, and write as a beginning literary scholar—and, as a useful byproduct, you'll be a font of renaissance sexual information.

Required texts: the course reader and a workbook, both available from the bookstore in University Centre. You must bring both the reader and workbook to all classes unless otherwise instructed. When writing essays, you must also consult the *Essay Writing Handbook*, a guide that I put together myself after years of trying to help students improve their papers. It is online in Virtual Campus.

Attendance: Unlike many university courses, some of the written work for this course will be done IN CLASS. Faithful attendance is therefore of the utmost importance. I will keep attendance records with a sign-in sheet. Students who miss more than five classes for any reason will lose the whole of their class participation mark (5% of final grade).

Do not take this policy as an indication that skipping five classes is a perfectly fine thing to do: skipping five classes is an incredibly stupid thing to do: you will miss a lot of material that you need to know for the assignments and the final exam. However, this is university and you are allowed to do many stupid things before incurring actual penalties. The flip side of this freedom is that the penalties, unlike those in high school, are completely non-negotiable.

These five unpenalized absences should amply cover illnesses and genuine emergencies. You do not need to give me a note or any explanation. However, choose your sick days and emergencies wisely. Do not use them up for days you just don't feel like coming to class, because I will not accept a doctor's note to excuse your sixth, seventh, and eighth absences. **Finally, anyone who misses 6 or more consecutive classes will automatically receive a grade of zero on the final**

exam. You are wholly responsible for keeping track of your attendance. I do not issue warnings to students who are in danger of violating this policy and failing the course.

Beyond attendance, your class participation mark is based on your willingness to contribute to the class by answering and asking questions, volunteering to read aloud, and generally behaving in such a way as to keep the class atmosphere lively, friendly, and engaged. Unprofessional or disruptive behaviour in class such as “secret” use of electronic devices (do you really think I can’t see you?), private conversations, persistent lateness, or wandering in and out of the room, will reduce your class participation mark.

Policy on electronic devices in class:

Scientific studies have proven that students’ use of laptop computers and other electronic devices in the classroom for purposes other than note-taking is a source of distraction—and hence lower grades—not only for the laptop user but for the students in his or her immediate vicinity. While it is your right to be as inattentive in class as you wish, you do NOT have the right to interfere with the learning of those around you. It is, moreover, my obligation as the professor to prevent you from doing so. In this class, therefore, the use of laptops, tablets, phones, and all other electronic devices is prohibited. Exemptions will be given ONLY to students who have genuine difficulties using pen and paper to take notes. If you wish to apply for an exemption from this policy, you must arrange to meet with me in the first week of term to explain your reasons and receive written permission, with limitations (namely, that wireless capability must be switched off during class). Anyone without a formal exemption who attempts to use any electronic device in class for any purpose whatsoever will be asked to put it away. By continuing to be enrolled in this class, you agree to abide by this policy.

Assignments and grading: This is a writing-intensive class, with 2 essays, an in-class analysis, a writing workbook, a set of worksheets, and a final exam. For the two essays, instruction sheets will be handed out in class several weeks before the papers are due. If you miss a class, it is your responsibility to check with me about any handouts you may have missed. Also, please be sure to keep copies of all your papers.

Please be aware that the time to consult with me about improving your performance in the course is *during* the term, the earlier the better. I do not permit “make-up” work of any kind. The only way to compensate for an unsatisfactory grade on an assignment is to do better on the next one.

The assignments and grade percentages are as follows:

Mad World essay: 15%
 midterm poetry analysis: 15%
 final essay: 20%
 final exam: 35%
 submission of completed workbook and worksheets: 10%
 class participation: 5%

Important note on the grading of workbook and worksheets: we will be doing much of this work together as a class, so I will not be grading the quality of the work, merely checking its

completion. As giving a grade of 100% (A+) for merely completing work would artificially inflate the overall grades, your grade for submitting the completed workbook and worksheets will be equivalent to the highest of the three grades you have received for your work during the term. For example, if you earn 70% on your *Mad World* essay, 75% on your poetry analysis, and 68% on your final paper, your grade (weighted at 10%) for the completed workbook and worksheets will be 75%. A partially completed set (i.e., at least half of the work completed) will receive 50% of the grade that would be allotted for a completed set.

Policy on paper extensions and exam absences

Paper extensions: extensions on the paper will be granted in case of illness (with a medical certificate) or a death in the family (I'll require the name of the deceased and of the funeral home, just as an airline does before it allows you a bereavement fare). In unusual circumstances, I am willing to make exceptions to this rule, but **ONLY** if you discuss it with me **IN PERSON** (*not by e-mail*) and **BEFORE** (at least the day before) the paper is due. I will **NOT** grant extensions or waive late penalties for any reason other than proven illness or bereavement **AFTER** the due date has passed.

Without an extension, late assignments will be penalized 5 marks per day, according to the following rules:

1. Late papers are to be slipped under my office door **before 5pm**. Papers put under my door after 5pm will be treated as having been received the following day and penalized accordingly. You must then send me an e-mail stating that you have done this. Do **NOT** consider your paper received until I have responded to your e-mail to confirm receipt. This is to ward off those occasional cases where a paper mysteriously “vanishes” after having been “submitted” (note skepticism).
2. Papers submitted on the due date but *after* the start of class will be penalized 5 marks; papers submitted the day after the due date will be penalized an identical 5 marks. What this means in practice is that it is better to take the extra day and improve your paper (or at least proofread it properly) than to skip class, work furiously on your late paper, and then rush it to my office half-baked. Papers submitted two days after the due date will be penalized 10 marks, and so forth up to the maximum penalty of 35 marks for seven days late.
3. I do not accept papers on weekends or statutory holidays. However, each such day accrues the standard 5-mark penalty, reflecting the additional time you've had to work on the paper.
4. I do not accept papers more than seven days late.
5. As mentioned above, I never accept papers by e-mail: not to prove that you've finished it before you submit a hard copy, not for any other reason. There are no exceptions to this rule. Not ever. Not even for you.

Please note: the English department secretariat will not accept papers to be delivered to professors.

Exam absences: only documented illness or bereavement will be accepted as reasons for missing the midterm or the final exam. Please inform me of your intended absence in advance of the exam date if at all possible. If you miss the midterm, you must supply me with your medical certificate or proof of death within five working days after the exam date and make arrangements with me to take the exam at a mutually acceptable time. If you miss the final exam, you will need to consult an academic assistant at the Faculty of Arts to arrange the paperwork for a deferral.

Plagiarism:

Plagiarism is fraud: it is a serious academic offense that will be dealt with according to university regulations.

Plagiarism is the intentional or unintentional presentation of someone else's work as your own. If you use a paragraph, a sentence, a phrase, or even an idea from any source without properly citing that source in your paper, you are guilty of plagiarism. It doesn't matter whether the source is the introduction in one of your texts, a book from the library, an anonymous student paper you found online, or a piece of plot summary from Sparknotes. It also doesn't matter if you had the idea *before* you read it in another source: if you have seen the idea in a published source *even after you thought of it yourself* and use the idea in your essay, failure to acknowledge that source is plagiarism.

Any paper which fails to cite its sources properly is submitted to the Plagiarism Committee at the Faculty of Arts. Convicted plagiarists (there are many of these, every year) have their names recorded by the Faculty so that further offences receive harsher penalties, up to and including expulsion from the university. A list of these penalties can be found here: <http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation.php>. I advise that you read them before you decide that you're smarter and/or luckier than the hundreds of your fellow students who've been caught and punished as plagiarists.

Professors have read thousands of student essays and can generally tell when a sentence or a turn of phrase is not yours. We are as skilled at using the internet as you are, and we can usually find your source. Even if you are a dedicated cheat, liar, and thief (which I assume that all deliberate plagiarists are), you probably don't want to take this risk. Be assured that I will submit ALL papers which I have good reason to suspect of academic fraud: I will listen to NO excuses and make NO exceptions.

You may be wondering why professors hate plagiarism so much. It's simple. One, plagiarists are cheats, liars, and thieves; everyone hates dealing with such people. Two, plagiarists waste our time: sifting through piles of online garbage to find where you stole your ideas from takes up time we could be using to get all our other work done. Three, plagiarizing is basically telling us that you think we're too stupid to notice what you've done: imagine how you'd feel about someone who came into your workplace and treated you like an idiot. Enough said.

Avoiding unintentional plagiarism is simple. If there is *anything whatsoever* in your essay that you found somewhere else, follow the very straightforward guidelines for citing sources laid out in *The English Essay* (my online essay guide—see above under “required texts”), pages 18-19. If

you still have ANY questions at all about how to cite your sources properly, ASK ME before you hand in the paper!