**ENGL 102-A02: Introduction to Critical Analysis**

Literature and Discourses of Equality in the United States

Spring 2019

MWF: 9:00 –10:50am

Room: BUS 4-13

Instructor: Laura Sydora

Office Hours: W 11:00am-1:00pm, or by appointment,

in HC 4-50

**Course Description:**

ENGL 102 introduces students to *critical analysis* and why it matters to reading and understanding literature. In this course, we will explore methods of critical analysis through a wide range of generic categories, such as novels, short fiction, poetry, drama, non-fiction, and oral traditions, across different historical periods in the United States. Ultimately, we will use our critical analytical skills *to develop our abilities to communicate original, evidence-based interpretations of texts in both written and oral discussions*.

The focus of this particular section is reading discourses of equality in literature of the United States. We will trace the evolution of literary discourses on equality across various social, political, and historical circumstances represented in different literary genres, including poetry, drama, and prose. We will explore issues of social and cultural difference in America, paying particular attention to the rhetoric of the American Dream, and interrogating how literature contributes to our notion of social, political, and economic equality.

*\*Note*: Not to be taken by students with \*6 CREDITS in approved junior English.

**Course Objectives:**

* To acquire basic terminology for literary and cultural analysis
* To develop skills in attentive and engaged reading
* To learn to identify and assess different kinds of evidence in literary texts
* To cultivate clear, coherent, and confident writing skills in order to communicate original, argumentative critical analysis

**Required Texts:**

* 1. Hansberry, Lorraine. *A Raisin in the Sun.* 1959, Penguin Random House of Canada Ltd., 2004. (ISBN-13: 9780679755333)

2. Journal booklet, which will be handed out on the first day of class. Please note that you are required to bring your journal to **every** class.

*\*Note:* Access to all other readings will be available online through the e-class Moodle.

**Class Expectations:**

Classes are designed to foster critical discussion and intellectual engagement, as well as provide a safe and supportive space of learning, inquiry, and growth. This is the time to interact with your peers and instructor in order to get the most out of the assigned course materials; therefore, it is paramount that your participation in class be **active, attentive, and respectful.**

Please show up to class on timeand prepared.If you know you will need to arrive late or leave early on any given day, please contact me ahead of time out of respect for both myself and your peers. **Please put away all electronic devices for the duration of each class (i.e., laptops, cellphones, iPods/mp3 players, iPads, etc).**

* **Electronic devices will NOT be allowed, except under special circumstances.**

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

**Assignments:**

*\*Term Work: 70%*

Essay #1 (800-900 words) 20%

Essay #2 (1200-1400 words) 50% total

Essay Proposal Mind Map (5%)

First Draft (5%)

Peer Revision Worksheet (5%)

Final Paper (35%)

Journal Entries (1000 words total) 20%

Participation 10%

*Final Exam: 30%*

\**Note:* Term work is calculated out of 100% and then weighted as 70% of the course grade. The final exam will comprise the remaining 30% of the final course grade.

*Essay #1 (In-Class Essay):* A short response essay on “Winter Dreams” will take place **in-class** on **May 17**. In this essay, you will be asked to demonstrate your knowledge of close analytical reading to indicate how the text creates meaning. No secondary sources are required. Essay topics will be distributed in advance of the exam on May 15.

*Essay #2 (Argumentative Paper):* An argumentative essay (1200-1400 words) on Lorraine Hansberry’s *A Raisin in the Sun* will be due **June 7** and comprised of four components, including the following: **1)** essay proposal **2**) first draft **3)** peer revision worksheet, and **4)** final paper.This will be a formal essay requiring you to use your critical analysis skills to develop a thesis statement regarding topics relevant to the historical, cultural, and theoretical material we have covered throughout the duration of the term.

1. *Essay Proposal:* An essay proposal will be due on **May 27.** In preparation for your argumentative paper, you must complete an essay proposal in the form of a mind map that identifies your narrowed essay topic in the form of *a question, a tentative thesis statement, and a diagram* of the key issues, concepts, patterns, and textual evidence that relate to your topic. The assignment guidelines will be posted on our eClass website, and we will discuss and practice mind-mapping in class prior to the assignment due date.
2. *First Draft:* A first draft of your argumentative essay will be due **June 3.** In order for you to get the most out of this assignment, please complete as full of a first draft as possible; however, I will not collect your first draft until **June 7** when you turn in your final paper, so please keep your first draft.
3. *Peer Revision Worksheet:* A peer-editing session for the argumentative paper will take place in class on **June 3**. You must bring a printed hard copy of your first draft to class and I will assign you an editing partner based on the topic you have chosen to work on for your paper. Please fill out the worksheet for your partner in class and return it to them at the end. Like your first draft, I will collect the peer revision sheets when you turn in your final paper on **June 7**. Please keep your returned peer revision worksheetso I can give you *and* your partner a grade for the assignment.
4. *Final Paper:* Please turn in your essay proposal, first draft, peer revision worksheet, and final draft on **June 7**. All papers must be typed and properly formatted according to *MLA formatting and citation guidelines.*

* *Journal Entries:* You will responsible for completing **five** journal entries by the end of the course, which I will collect and grade throughout the term. The only way to improve writing is to practice writing; therefore, your entries will be informal, low stakes responses to questions, prompts, and activities designed to allow you to engage with different aspects of the writing process. I will discuss further assignment instructions on the first day of class!
* *Participation:* Participation is gauged by your active presence and involvement in the classroom. This can take the form of questions, pop quizzes, discussion, engaged listening, and participation in informal writing assignments and group activities. In order to participate in class, you need to attend class!
* *Final Exam:* The final exam is scheduled for **June 13 at 11:30am.** The exam will be two hours in duration, and cover material from the *entire* course.

**Assignment Policies:**

Assignments are due at the **beginning** of class on the assigned date. Essay and other class assignments must be submitted directly to the instructor and will not be accepted by the English and Film Studies Department Office (or accepted if slipped under my door). Assignments will **not** be accepted by email unless a previous arrangement has been made.

**Late assignments** will lose half a letter grade per day (e.g., B+ to B), commencing immediately after the beginning of class on the due date. Assignments will no longer be accepted after one week, unless an extension is granted under exceptional circumstances (e.g., medical or personal emergencies). Please **do** come talk to me if you have any issues.

**ALL** formal written assignments must follow the current **MLA formatting and citation guidelines**. Information regarding MLA citation can be found through the University of Alberta Libraries. For more information look at “Citation Help (APA)” under Library Services on the University of Alberta Libraries’ homepage, then access “MLA” for a list of resources.

**Final Examination:**

The final exam will be two hours in length, and cover material from the entire course. No books, notes, or electronic devices are permitted in the exam. Past exams are posted in the Exam Registry operated by the Students’ Union ([www.su.ualberta.ca](http://www.su.ualberta.ca)).

\*\*Policy about course outlines can be found in §[23.4(2)](http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.html#23.4(2)) of the University Calendar.

**Evaluation and Distribution of Grades:**

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Grade Point Scale** |
| A+ | 100-90 | 4.0 |
| A | 86-89 | 4.0 |
| A- | 82-85 | 3.7 |
| B+ | 78-81 | 3.3 |
| B | 74-77 | 3.0 |
| B- | 70-73 | 2.7 |
| C+ | 66-69 | 2.3 |
| C | 62-65 | 2.0 |
| C- | 58-61 | 1.7 |
| D+ | 54-57 | 1.3 |
| D | 50-53 | 1.0 |
| F | 0-49 | 0.0 |

**Appeals and Reassessments:**

University Calendar, 23.8: The assignment of marks and grades is the initial responsibility of the course instructor. Any grievances concerning grades in first-year English courses must first be discussed with the instructor. If the problem is not resolved, students are encouraged to talk with the Department's First-Year Chair (Professor Brad Bucknell [bucknell@ualberta.ca](mailto:bucknell@ualberta.ca)). Please note that appeals concerning course work completed during the term may be made only after you have first discussed the graded work with your instructor, must be made in writing, and must be initiated before the date of the final exam. If a resolution is not reached with the First-Year Chair, students may make an appointment with the Department Chair (Professor Peter Sinnema, [peter.sinnema@ualberta.ca](mailto:peter.sinnema@ualberta.ca)) if their instructor is on permanent staff, or with the Department’s Associate Chair Academic (Professor Cecily Devereux, [efsaca@ualberta.ca](mailto:efsaca@ualberta.ca)) if their instructor is a Principal Instructor Graduate Teaching Assistant or a Contract Instructor. This informal process is meant to precede and to avoid formal appeal but does not preclude formal appeal through the Faculty of Arts. Regarding the procedures and grounds for appeal at the Faculty level, students should consult the Faculty of Arts “Grade Appeal Procedures” (available through the Faculty of Arts Intranet: see Undergraduate Student Services/Policy and Procedures). While a student is entitled to an explanation of why any grade was awarded, the following do not constitute grounds for a formal appeal:

* disliking the instructor's marking scheme
* coming close to the instructor's cutoff point for a higher grade
* disagreeing with the instructor's judgment about the quality of submitted work

Only the following may constitute grounds for a formal appeal:

* errors in calculation
* procedural errors
* failure to consider all relevant factors
* bias or discrimination

The Department of English and Film Studies does not allow reconsideration of term work once the Examination Period for the term in question has begun. Any request for reappraisal of a Final Research Assignment for ENGL 103 or Capping Exercise for ENGL 199 must be made in writing to the Office of the Registrar, not to the Department of English and Film Studies.

**Academic Integrity:**

“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 (<https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour>) 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.”

**All students** should consult the information provided by the [Office of Judicial Affairs](http://www.osja.ualberta.ca/Students.aspx) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](http://www.osja.ualberta.ca/en/Students/UndergraduateHandbook.aspx) and [Information for Students](http://www.osja.ualberta.ca/Students.aspx)). If in doubt about what is permitted in this class, ask the instructor.

**Students involved** in **language** courses and **translation** courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in language courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](http://www.osja.ualberta.ca/Instructors/~/media/osja/Documents/DisciplineChartAcademic.pdf).

**Additional Student Resources:**

***Learning and Working Environment:***

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to do the following:

* Discuss the matter with the person whose behaviour is causing concern; or
* If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

***Campus Services:***

* Centre for Writers (<http://www.c4w.arts.ualberta.ca/>)
* Edmonton Distress Line (780-492-HELP)
* International Student Services (<http://www.iss.ualberta.ca/>)
* Peer Support Centre (<http://www.su.ualberta.ca/services/psc/>)
* Safewalk (780-492-5563)
* Sexual Assault Centre (<https://www.ualberta.ca/current-students/sexual-assault-centre>)
* Accessibility Resources (<https://www.ualberta.ca/current-students/accessibility-resources>)

*Accessibility Resources:*Guided by the mandate of the University of Alberta’s official [Policy for Students with Disabilities](http://www.ssds.ualberta.ca/en/PoliciesandGuidelines/PolicyforStudentswithDisabilit.aspx) of "attracting and retaining qualified students with disabilities," Accessibility Resources **(SAS)** promotes and coordinates the efforts of University departments and off-campus agencies in meeting students’ needs and provides services, which help to equalize educational opportunities for students.

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Student Accessibility Services, contact their office immediately (1-80 SUB; *Email:* [arrec@ualberta.ca](mailto:arrec@ualberta.ca); *Phone:* [780-492-3381](tel:780-492-3381); *Web:* <https://www.ualberta.ca/current-students/accessibility-resources>).

“Accessibility Resources promotes an accessible, inclusive, and universally designed environment at the University of Alberta. Individuals with documented disabilities are connected to the resources and supports needed to achieve their full potential. We serve prospective/current students, staff, and faculty with disabilities affecting mobility, vision, hearing, learning, and physical or mental health.”

*On Campus Writing Resources:* The [Centre for Writers](http://www.c4w.arts.ualberta.ca/) collaborates with Writing Studies and offers free one-on-one writing coaching and support to all students, instructors and staff at the University of Alberta - in any faculty or at any level of study. For more information, see <http://c4w.ualberta.ca>.

**Class Schedule:**

**Note**: Scheduled readings may be subject to minor change, but sufficient notice will be given to students in advance. **Please bring a *printed copy* of the text to class on the day of the assigned reading!**

**May 6:** Introduction to Reading: what are texts and how can/do we read them?

***Reading Labour, Class, and Capital:***

**May 8:** Contextualizing the American Dream

“Declaration of Independence” (1776) – Thomas Jefferson et al.

**May 10:** “Chicago” (1914) – Carl Sandburg

“The Preacher and the Slave” (1911) – Joe Hill

**May 13:** “Winter Dreams” (1922) – F. Scott Fitzgerald

***Historicizing Representations of Race and Racism – A Case Study:***

**May 15:** “Let America Be America Again” (1935) – Langston Hughes

**May 17: *Essay #1 – In-Class Essay***

**May 20: Victoria Day – No Class**

**May 22:** *A Raisin in the Sun (1959) –* Lorraine Hansberry

**May 24:** *A Raisin in the Sun (1959) –* Lorraine Hansberry

**May 27:** ***Essay #2 Proposal Due***

*A Raisin in the Sun (1959) –* Lorraine Hansberry

**May 29:** *A Raisin in the Sun (1959) –* Lorraine Hansberry

***Theorizing Gender and Sexuality:***

**May 31:** “The Story of an Hour” (1891) – Kate Chopin

**June 3: *First Draft Due***

Peer Review Workshop ***(Worksheet due at the end of class)***

**June 5:** “Recitatif” (1983) – Toni Morrison

**June 7: *Essay #2 Due***

Chapter 1 from *The Feminine Mystique* (1965) – Betty Friedan

**June 10:** “To the Woman Who Just Bought a Set of Native American Spirituality Dream Interpretation Cards” (2002) – Linda LeGarde Grover

“Her Pocahontas” (2002) – Susan Deer Cloud

**June 12:** “Q.U.E.E.N.” (2013) – Janelle Monáe ft. Erykah Badu

“This Is America” (2018) – Childish Gambino

**June 13: *Final Exam at 11:30am***