

AP/EN 1201 6.0A: Literary Imagination, York University (summer 2019)

Course Director	Dr. Natalie Neill (nneill@yorku.ca)	
Virtual Office Hours	Tuesdays, 3:00-4:00 (or by appointment)	
Class Time / Location	Fully online. Lecture recordings will be posted on our Moodle site every Tuesday and Friday by midafternoon.	
Tutorial Groups / Leaders	Group A	Natalie Neill
	Group B	Megan Hillman (mhillman@yorku.ca)
	Group C	Dion Tubrett (dtubrett@yorku.ca)
	Groups D and E	Janet Melo-Thaiss (janetmt@yorku.ca)

Course description

In this online course, students will read a range of imaginative works while learning the critical skills needed for the study of English literature and other humanities subjects. In addition to studying texts that belong to the traditional genres (prose narrative, poetry, drama), we will examine ones that are less obviously literary (e.g., speeches, a graphic novel, and a video game based on oral storytelling). Together, we will consider how writers depict and thematize the imagination, and how they test the boundaries of literature by adapting, rewriting, or otherwise reimagining earlier stories and genres. We will also explore the strategies – narrative, rhetorical, and other – that writers use to engage the imaginations of readers.

Course Delivery

The course consists of twice-weekly audio lectures in which the assigned readings will be contextualized and their formal elements and themes explained. Students will be shown how to analyze literature and given opportunities to practice their skills in online discussions and through short writing exercises and a major research essay. In addition to lectures dealing with course readings, there will be supplementary “Critical Skills” recordings in which the basics of academic essay writing will be taught. Topics will include close reading, integrating quotations, essay structure, effective research, proper citation methods, and editing.

Learning Outcomes

Students will acquire the skills and vocabulary needed to analyze literature. They will learn how to incorporate close textual analyses into tightly-crafted argumentative essays. They will become adept at finding, using, and citing research and formatting essays according to MLA conventions.

Method of Evaluation

Close Reading Assignment	10%
Short Essay with Participation Component	20%
Optional Research Assignment	2 bonus points
Research Essay (7-8 pages)	30%
Final Exam	25%
Weekly Online Participation and Activities	15%

(See page six of this outline for an overview of the assignments.)

Required Texts (in reading order)

William Blake, *Songs of Innocence and Experience* (Dover)

Lewis Carroll, *Alice's Adventures in Wonderland* (Oxford World's Classics)

Daphne Du Maurier, "The Birds" in *Don't Look Now: Selected Stories of Daphne Du Maurier*
(New York Review Books Classics)

Agatha Christie, *The Murder of Roger Ackroyd* (HarperCollins)

William Shakespeare, *Macbeth* (Penguin)

Art Spiegelman, *Maus I: A Survivor's Tale* (Penguin)

André Alexis, *Fifteen Dogs* (Coach House)

Students will also be asked to download and play the video game *Never Alone* (E-Line Media).

All literary texts are available for purchase at the university bookstore in York Lanes. Links to additional short readings (short stories, a poem, and speeches) are posted under the appropriate week on our Moodle site and in the Course Schedule below. Students are encouraged to read ahead when possible.

Suggested Print and Electronic Resources

☞ *The Elements of Style* by Strunk and White. This slim, classic reference work for writers is packed with handy tips on grammar and composition. It will help you to improve your writing at the sentence and paragraph level.

☞ *Writing Essays About Literature: A Brief Guide for University and College Students* by Katherine O. Acheson. This book will guide you through the stages of writing an English essay.

☞ *A Dictionary of Literary Terms and Literary Theory* by J.A. Cuddon. Also known as *The Penguin Dictionary of Literary Terms and Literary Theory*, this dictionary of literary terms is a useful reference guide for students of English literature.

☞ *They Say, I Say* by Gerald Graff and Cathy Birkenstein. This popular book uses templates to teach the rhetorical moves that will enable you to build effective arguments.

☞ *Purdue's Online Writing Lab's (OWL) MLA Resources:*

http://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

☞ York University's English Literature Research Guide:

<http://researchguides.library.yorku.ca/literature>

☞ *Oxford Reference*: An online database of Oxford University Press's many reference works, Oxford Reference is a scholarly alternative to Wikipedia. Click this link and use Passport York to log in: <http://www.oxfordreference.com.ezproxy.library.yorku.ca/>

☞ *Literature Criticism Online*. Use Passport York to access this database of Gale periodicals:

http://go.galegroup.com.ezproxy.library.yorku.ca/ps/start.do?p=LCO&u=yorku_main

COURSE SCHEDULE

Please do the assigned readings before listening to the weekly lecture recordings.

- Tues., April 30 Welcome and Course Overview
- ❖Critical Skills: How to Get the Most from this Course (Introduction to Bloom’s Taxonomy and The Study Cycle)
- Fri., May 3 Unit 1: Introduction to Literary Analysis through Short Stories
Readings: Gilman, [“The Yellow Wallpaper”](#); Thurber, [“The Secret Life of Walter Mitty”](#)
- Tues., May 7 Readings: Jackson, [“The Lottery”](#); Poe, [“The Black Cat”](#)
- ❖Critical Skills: How to Read Literature: From Skimming to Close Reading
- Fri., May 10 Unit 2: The Poetical Imagination: Introduction to Poetic Analysis
Reading: Poe, [“The Raven”](#)
- Tues., May 14 Reading: Blake, *Songs of Innocence*
- ❖Critical Skills: How to Write an Essay about Literature: Stages in the Process
- Fri., May 17 Reading: Blake, *Songs of Experience*
- The Close Reading Assignment is due on Mon., May 20. Please use the Turnitin link on Moodle to upload your assignment before the end of the day.**
- Tues., May 21 Unit 3: Introduction to the Analysis of Longer Prose Narratives
Reading: Carroll, *Alice’s Adventures in Wonderland*
- ❖Critical Skills: Animated Skeletons: Formatting and Structuring Your Literary Analysis
- Fri., May 24 Reading: *Alice’s Adventures in Wonderland*, continued
- Tues., May 28 Reading: *Alice’s Adventures in Wonderland*, continued
- ❖Critical Skills: How to Support Your Literary Analysis with Textual Evidence
- Fri., May 31 Reading: Du Maurier, *The Birds*

Tues., June 4 Reading: *The Birds*, continued
 ❖Critical Skills: “An Essay is an Attempt”: Editing and Proofreading

Fri., June 7 Reading: Alexis, *Fifteen Dogs*

June 11-14 Reading Week (No classes)

The Short Essay is due on Mon., June 17, via the assignment Turnitin link. (You may take until the end of the week to complete the participation component.)

Tues., June 18 Reading, *Fifteen Dogs*, continued
 ❖Critical Skills: How to Conduct Research for an English Essay

Fri., June 21 Reading: Christie, *The Murder of Roger Ackroyd*

Tues., June 25 Reading: *The Murder of Roger Ackroyd*, continued
 ❖Critical Skills: Using Research to Inform and Strengthen Your Argument

Fri., June 28 Reading: *The Murder of Roger Ackroyd*, continued

Tues., July 2 Unit 4: Introduction to the Analysis of Plays
 Reading: Shakespeare, *Macbeth*
 ❖Critical Skills: MLA Guidelines Review

Fri., July 5 Reading: *Macbeth*, continued

The Optional Research Assignment is due on Fri., July 5, via the assignment Turnitin link.

Tues., July 9 Unit 5: Introduction to the Analysis of Rhetoric: Speeches
 Readings: Douglas, [“Mouseland”](#); King, [“I Have a Dream”](#)
 ❖Critical Skills: Peer Reviewing

Fri., July 12 Unit 6: The Visual Imagination
 Reading, Spiegelman, *Maus*

The Research Essay is due on Mon., July 15, via the assignment Turnitin link.

Tues., July 16 Reading: *Maus*, continued
 ❖Critical Skills: Study Strategies

Fri., July 19 *Never Alone*
Tues., July 23 *Never Alone*, continued
Fri., July 26 Course Wrap Up

The Final Exam will be posted at noon today and is due by 5:00 p.m. on Mon., July 29.

ADDITIONAL INFORMATION (THE FINE PRINT)

Overview of Assignments

Close Reading Assignment (worth 10%) – Due: Monday, May 20

In 2-3 double-spaced pages, students will closely analyze a passage from one of the short stories or poems assigned in the early weeks of the course.

Short Essay with Participation Component (worth 20%) – Due: Monday, June 17

Students will write a short (4-5 pages, double spaced) essay on any text assigned prior to June 7. The essay must advance a clear argument (thesis) that is supported with textual evidence (quotations). MLA formatting is required. No secondary sources are needed.

In addition to uploading the essay to the assignment Turnitin link, students will post a one-paragraph summary of their argument about the text under the appropriate week(s) on Moodle and will participate in any discussion that ensues. Students must also post at least two comments on other students' Short Essay summaries to fulfill the participation component.

Optional Research Assignment (2 bonus points) – Due: Friday, July 5

Students who would like to receive advance feedback on their working thesis statement and projected research for the July 15 essay will create an annotated Works Cited that includes three secondary sources and a brief explanation of how each text will be used to support the student's argument.

Research Essay (worth 30%) – Due: Monday, July 15, via Turnitin

Students will write a longer (7-8 pages, double spaced) comparative analysis of two course texts, which uses textual analysis and research to support a clear thesis. MLA formatting required.

Final Exam (worth 30%) – Due: Monday, July 29, via Turnitin

The Exam is cumulative and will be divided into three parts. In Part A, students will define and apply terms. In Part B, students will analyze sight passages. In Part C, students will write one short essay in which they synthesize course material. The Final Exam will be posted at noon on Fri., July 26; answers are due by 5:00 p.m. on Mon., July 29.

Participation (worth 15%)

Fifteen percent of the grade is based on students' regular participation in the online Discussion Rooms. The instructor and Teaching Assistants will post discussion questions and activity instructions and will also encourage students to start their own discussion threads. Ten percent of the participation mark is based on the students' regular contributions to online discussions; five percent is based on the completion of activities.

Assignment Submission

Students are asked to upload the essays via the appropriate Turnitin links on our Moodle site before the assignment deadlines. Students are not required to hand in hard copies of the assignments. Email submissions will not be accepted. Turnitin.com is an Internet-based service that scans submitted works for similarity to material that may have been copied from public websites, including essays and assignments submitted previously to Turnitin. If you have questions or concerns about Turnitin, please speak with the course director.

Lateness Penalty and Extensions

Assignments received later than the specified due date will be penalized 2.5% per two working days late. An extension may be granted if there are extenuating circumstances. In order to request an extension, please contact the course director or your T.A. at least one week before the due date.

Special Accommodations

If you require accommodations for any of the assignments, please inform the course director at the beginning of the term.

Academic Integrity

Always cite your sources. Information on the Senate Policy on Academic Honesty can be found here: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

The Writing Centre

Extra essay writing help is available at The Writing Centre. For contact information and a description of the services provided, follow this link: <http://writing-centre.writ.laps.yorku.ca/>

Counselling & Disability Services

For personal counselling services and other supports, contact York University's Counselling & Disability Services: <http://cds.info.yorku.ca/>



“You’re nothing but a pack of cards!”
John Tenniel (1865)