

AP/EN 1002 3.0 A (F): Intertextualities

Instructor: Dana Patrascu-Kingsley. Email: danapk@yorku.ca
Office hours: Tue 1.30-3.30 pm (630 Atkinson).

Lecture: Thursdays 4-5.30 pm (CLH A).

Tutorial 1: Thr 5.30-7 pm (HNE B11). Tutorial leader: Dana Patrascu-Kingsley

Tutorial 2: Thr 5.30-7 pm (FC 103). Tutorial leader: Tanya Taylor. ttaylor@yorku.ca

Description:

The complexities and layers of literature can be further explored by thinking of how texts enter dialogues with other texts. This course advances students' work in comparative literary analysis, research and writing. It introduces students to intertextual relationships between old forms and new, across literary movements and influences, nations and regions. We will look at various ways in which texts can be put in dialogue with one another to expand, interrogate, critique, or reference other forms and ideas.

The lectures will frame modes of discovering and analyzing different kinds of intertextual relationships in the course texts, and their implications. The tutorials will further explore lecture material and course texts as the basis for discussion and lessons about writing. Tutorials will further develop students' understanding of the mechanics of writing, citation, and essay construction, including grammar, punctuation, sentence structure, paragraph organization, thesis/argument construction, essay organization. They will expand upon basic research skills necessary for the successful development of a research paper and pay attention to citation mechanics in MLA format.

Prerequisite: AP/EN 1001 3.00 or permission by the department.

Requirements: Active Participation (15%); In-class quizzes (2x 5%); Critical Reading Response 800 words (15%); Essay Outline and Annotated Bibliography (10%); Research Paper 1800 words (30%); Final Test (20%);

Reading List: Charlotte Brontë's *Jane Eyre*, Jean Rhys' *Wide Sargasso Sea*, Thomas King's *Truth About Stories*, Seth's *Great Northern Brotherhood of Canadian Cartoonists*, and short texts available on the course website.

Schedule:

Week 1. Sept 5: Introduction

Week 2. Sept 12: Shifting the paradigm: King's *The Truth About Stories*.

Week 3. Sept 19: Indigenous storytelling: King's *The Truth About Stories*.

Week 4. Sept 26: Reading for the gaps: *Jane Eyre*

Week 5. Oct 3: The "madwoman in the attic": *Jane Eyre*
Essay # 1. 15 %

Week 6. Oct 10: Speaking back: voice, perspective and agency in *Wide Sargasso Sea*
Quiz # 1. 5%

Oct 17. Reading Week: no classes

Week 7. Oct 24: Writing back to the historical record
Rudy Weibe's "Where is the Voice Coming From?"
Thomas King's "A Coyote Columbus Story"
Marilyn Dumont's "The Devil's Language"
Afua Cooper's "Confessions of a Woman who Burnt Down a Town"
Essay Outline and Annotated Bibliography. 10%

Week 8. Oct 31: Filling in emotional gaps
Selections from Susanna Moodie's *Roughing It in The Bush*
Selected poems from Margaret Atwood's *The Journals of Susanna Moodie*

Week 9. Nov 7: Nostalgia: Seth's *GNBCC*.
Quiz # 2. 5%

Week 10. Nov 14: Irony and parody: Cinderella and Shrek.
Research Essay. 30%

Week 11. Nov 21: Cinderella and Shrek. And Review.

Week 12. Nov 28: **In-class test. 20%**

To keep up with the course, each week, do the following (in this order):

- 1. Read the assigned texts.**
- 2. Attend class and bring with you the assigned text.**
- 3. Contribute to class discussions.**

Evaluation :

Students will be expected to submit assignments on time, and engage in discussions. The final grade for the course will be based on the following items weighted as indicated:

- **Informed weekly participation in class discussions (15%)**

Actively engaging with the texts in conversation with your peers allows you to understand the texts better and to see new issues, and new points of view. Knowledge production depends on engagement with the course material, informed discussion, and open exchange of thoughts and ideas. Effective participation can only be reached if students read and critically examine the assigned texts. All students are expected to respect the ideas and comments of other students and of the instructor(s).

- **Quizzes**

The quizzes will be multiple-choice questions, testing your keeping up with the readings and lectures. Administered in lecture on Oct 10 and Nov 7. Missed quizzes cannot be made up.

- **Essay# 1: 800 words (15%). Due Oct 3**

Essay topics will be provided. This is a short argumentative essay that will ask you to analyse a passage in depth and develop an argument about it.

- **Essay Outline and Annotated Bibliography (10%). Due Oct 24**

This is a one-page outline that includes a thesis and main points for your essay. Your annotated bibliography will include 2-3 secondary sources that you plan to use in your essay.

- **Research essay: 1800 words (30%). Due Nov 14**

Essay topics will be provided. This will be a comparative analytical essay.

- **Final Test (20%)**

This test will be written in lecture, on November 28.

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/2017-2018/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in at the start of class on the due date, and submitted to Turnitin through Moodle.

Turnitin: Students who do not wish their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with the instructor to make alternate arrangements.

Lateness Penalty: Assignments received later than the due date will be penalized 5% per each day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as

illness, compassionate grounds, etc., may be entertained by your Tutorial Leader.

Student Conduct:

Regular class attendance. Each student is expected to attend every class. Materials will be covered in class that will not be covered elsewhere.

Participation. Active participation is a crucial aspect of this course. Successful participation means listening and responding – with questions, additional thoughts, suggestions, and connections – to your classmates’ thoughts and contributions.

Technology. Although we will be using technology as a part of this class, use of technology that does not contribute to the class (such as texting, Facebook, Twitter, instant messaging, etc.) or other disruptive actions will result in a low or failing participation grade.

Punctuality. As a courtesy to your colleagues and instructor, please come to class on time.

Important Course Information for Students:

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ASCP.htm
<http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation