

ANG 1103 English Composition 3

FALL 2011

Day and Time: Friday 8:30am – 11:30 am

Location: Room B-3265, Pavillon 3200, rue Jean-Brilliant

Instructor: Rebecca Schwarz

Office hours: Friday 12h00 to 14h00, or by appointment

Office: C-8134, Pavillon Lionel-Groulx

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COURSE DESCRIPTION:

The purpose of this course is to provide students with the tools to read, analyze, and respond to works of English literature. Students will become active readers, able to write coherent, critical essays on a range of literary texts. To meet this objective, students will read various works of prose, poetry, and drama. In addition, students will learn to research and finalize an essay. The principal objective of the course is to improve sentence and paragraph structure in addition to essay composition.

At the end of this course, students will be able to:

- Develop a concise and specific thesis statement (a statement of the principal argument or concept you intend to develop and demonstrate)
- Successfully develop and support a thesis, including on the paragraph level
- Write coherent introductions and effective conclusions
- Anticipate counter-arguments
- Document sources appropriately
- Use the present tense to write about literary works
- Develop an appropriate academic tone for the purposes of essay-writing

Note: Use of electronic devices such as electronic dictionaries during in-class assignments and the final exam is strictly forbidden.

PLAGIARISM:

All work submitted for this course must be your own, and written exclusively for this course. Use of sources (quotations, paraphrases, online research) must be properly documented according to MLA guidelines. MLA guidelines can be consulted on this website:
<http://owl.english.purdue.edu/owl/resource/747/01/>

Please consult www.fas.umontreal.ca/plagiat for more information regarding plagiarism and how to correctly document your sources.

If plagiarism is clearly established, the case will be reviewed by the university's committee for academic integrity. The standard penalty is automatic failure of the course, and possible expulsion from the university.

Please consult me should you have any questions or concerns regarding documenting your sources.

GRADING:

All your assignments will be given a letter grade.

ABOUT ME:

I consider the role of teacher to be that of guide, supplying access to information rather than serving as the chief source, with the ultimate goal of developing a student's ability to write coherently and, most importantly, to self-edit. Peer-editing exercises provide students with further opportunities to become their own editors as well as a means of reinforcing acquisition of new concepts.

Furthermore, good writing skills are dependent upon good reading skills. I encourage students to become thoughtful, critical readers, to engage with texts on a personal level, and to challenge ideas they may find offensive, outdated, or poorly defended. In addition to providing students with the skills to read critically, I introduce all my students to basic rhetorical strategies, and instruct them to pay attention not just to the content of a text but to its structure.

Ideally, students will be able to put into practice the strategies they have observed in their reading, strengthening both their reading and writing skills.

COMMUNICATION:

Please contact me by email. I usually respond within 24 hours, excepting weekends.

CLASSROOM CONDUCT:

During my lectures, I ask that students refrain from talking. During our discussions, I ask that students raise their hands and, however impassioned our debate, refrain from interrupting each other.

As a general rule, when giving your input regarding a text, please be prepared to cite examples from the text. This is a good habit to develop, as you will be expected to back up your arguments with evidence from the text.

Naturally, I expect you to turn off or silence your cell phones and other electronic devices during the class.

TEXTBOOK:

Obligatory:

Barnet, Sylvan, William Burto, and William E. Cain, eds. *Literature for Composition: Essays, Fiction, Poetry, and Drama*. 9th ed. New York and San Francisco: Pearson-Longman, 2007.

Highly Recommended:

An English dictionary, such as the Oxford Canadian
A glossary of literary terms

EVALUATION:

15% First essay (in-class)
15% Second essay (in-class)
25% Take home essay
15% Participation (attendance and class discussion)
30% Final exam

SCHEDULE:

WEEK 1: September 2

Introduction: Literary Terms

WEEK 2: September 9

Reading and Responding to Prose/Thesis Development

Read: JOYCE CAROL OATES • *Where Are You Going, Where Have You Been?* p. 225

WEEK 3: September 16

Paragraphs: Organization and Topic Sentences

Read: ALICE MUNRO • *Boys and Girls* p. 772

WEEK 4: September 23

Introduction and Conclusion

Read: FLANNERY O'CONNOR • *A Good Man Is Hard to Find* p. 404

Read: ZORA NEALE HURSTON • *Sweat* p. 698

WEEK 5: September 30

Using Quotations

Read: WILLIAM FAULKNER • *A Rose for Emily* p. 237

CHARLOTTE PERKINS GILMAN • *The Yellow Wallpaper* p. 746

WEEK 6: October 7

In-class Essay #1 (15%)

WEEK 7: October 14

Analyzing Poetry

Read: WILLIAM SHAKESPEARE • Sonnet 130 (My mistress' eyes are nothing like the sun)
p. 497 and Sonnet 116

(Let me not to the marriage of true minds) p. 724

JOHN DONNE • Holy Sonnet XIV (Batter my heart, three-personed God) p. 116 and A
Valediction: Forbidding Mourning p. 725

JOHN KEATS • *Ode on a Grecian Urn* p. 203

WILLIAM BUTLER YEATS • *Sailing to Byzantium* p. 673

WEEK 8: October 21

Analyzing poetry (continued)

Read: W. H. AUDEN • *Musée des Beaux Arts* p. 557

T. S. ELIOT • *The Love Song of J. Alfred Prufrock* p.199

LANGSTON HUGHES • *Harlem* p. 106 and *Theme for English B* p. 1112

ANNE SEXTON • *The Starry Night* p. 555

SHERMAN ALEXIE • *On the Amtrak from Boston to New York City* p. 671

October 28

No class (Reading Week)

WEEK 9: November 4

In-class essay #2 (15%)

WEEK 10: November 11

Drama Part I

Read: SOPHOCLES • *Antigonê* p. 460

WEEK 11: November 18

Drama Part II

Antigonê, continued

Take home essay (25%) questions distributed

WEEK 12: November 25

Drama Part III

Read: LORRAINE HANSBERRY • *A Raisin in the Sun* p. 1247

Read: SUSAN GLASPELL • *Trifles* p. 1336

Take home essay due

WEEK 13: December 2

Review

Take home essay returned

WEEK 14: December 9

FINAL EXAM (30%)

Please note: This syllabus is subject to change at instructor's discretion or according to department instructions.