



Department of English
English 114.3 (04) Literature and Composition: Reading Culture
Reading Celebrity: Saints and Sinners, Winter 2020
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Course Description

Students will draw on their own cultural experiences — popular as well as academic — to enhance their literary knowledge and their communication skills. They will learn how literary models, terms, and techniques both shape and help us to understand historical and contemporary cultural forms.

In a precarious cultural climate and a society that is increasingly divided, how do we reflect upon and interrogate our own presumptions about celebrities? Through readings and discussions, we will re-evaluate how contemporary Canadians can critically engage with the culture of celebrity, including how we write and read about contemporary and historical celebrity figures. We will accomplish this by challenging the impulse of assigning a moral value to prominent social figures — heroes, saints, poets, professionals, politicians — across a range of literary periods. We will draw upon a variety of texts to discuss the rhetorical function that genre plays in defining celebrity. But a subtheme in this course is the idea of sacrifice, and how it perpetuates and participates in the construction of celebrity status. From medieval saints' lives to graphic novels, gothic novels to modernist drama, authors and poets have constructed characters that challenge our assumptions about what it means to be good or evil. Our objective will be to question why we assign these values, and how the authors and poets encourage their reader to do so. By the end of the course, we will have generated a critical vocabulary applicable to Old English as well as to modern celebrities, genres, and rhetorical strategies.

Note: Students may not take for credit more than 6 credit units of ENG 110 to 114.

Learning Objectives

After completing first-year English, students will be able to demonstrate that they know how to

- read literary texts in different genres and from different centuries, identify the main ideas in those texts, and recognize how their technical features function in meaning-making.
- develop, structure, and write a literary essay, including
 - formulate a thesis about a literary work or works.
 - select information from a work that provides evidence in support of a thesis.
 - quote and paraphrase.
 - exhibit reasonable competence in the skills articulated in the “Standards for Composition” section of *Requirements for Essays*.
- differentiate primary and secondary sources and cite them in the style set out in the Department

of English's *Requirements for Essays*.

- recognize and avoid plagiarism.

Required Texts (available from bookstore except as indicated)

Brown, Chester. *Louis Riel: A Comic Strip Biography*. Montreal: Drawn & Quarterly, 2015.

Eliot, T.S. *Murder in the Cathedral*. London: Harcourt, 1935.

Marie de France, *The Lais of Marie de France*, Edited by Glyn S Burgess and Keith Busby. Penguin Classics, 2003.

Messenger, William E., et al., eds. *The Canadian Writer's Handbook: Second Essentials Edition*. Oxford UP, 2017.

Requirements for Essays. Available online at:

<http://artsandscience.usask.ca/english/documents/RequirementsForEssays.pdf>

Rowling, J.K. *Harry Potter and the Prisoner of Azkaban*.

Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde*. London: HarperCollins, 2017.

Additional short readings will be posted in the Course Materials section on Blackboard.

Land Recognition

We acknowledge that the land on which we gather is Treaty Six territory and traditional Metis homeland, and we acknowledge the diverse Indigenous peoples whose footsteps have marked this territory for centuries. Our Department's vision is to be a place where many peoples come together to engage in mutually respectful relations and dialogues.

Reconciliatory Writing Practice

In response to the Truth and Reconciliation Commission of Canada, the Department of English seeks to reconcile relations with Indigenous peoples by encouraging Reconciliatory Writing Practices. We acknowledge the sovereignty of Indigenous peoples by capitalizing the words Indigenous, Aboriginal, and Native when they are used as nomenclatures for groups of nations and peoples, and by rejecting the use of patronizing references like "*our native/aboriginal/indigenous people*." We acknowledge cultural diversity by discouraging pan-Indigenous references to a singular body of culture, and by thus recognizing the numerous culturally distinct bodies of Indigenous cultures in Canada. We recognize that scholarly accuracy and excellence require the rejection of essentialized notions such as "Indigenous people believe" or "Indigenous people think" as faulty claims that undermine reconciliation.

Classroom Protocol

You are invited to participate fully in this course. Please talk to the class rather than engaging in private conversations, and turn off your cellphones and other devices unless needed for emergency contacts or course work. You may use a laptop computer or tablet to take notes in class, but let your instructor know that you plan to do so. As a courtesy to your professor and to your classmates, please do not use a laptop, cellphone, or any other electronic device during class to look at internet sites, Facebook, Twitter, Instagram, text messages, e-mail, and so on. Please ask permission of the instructor before recording lectures. Check your U of S course page and e-mail account daily for announcements about the course.

Course Requirements

Students are expected to attend lectures and class discussions and to complete all written and online assignments and examinations. The two essays, online library program, and final exam must be completed in order to pass the course. University regulations about courses and examinations are at <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>; grading descriptors can be found at <https://students.usask.ca/academics/grading/grading-system.php>.

1. Participation: 5% of final grade

-- Read each assigned text (the whole poem, story, or novel) by the time we first begin to discuss it in class, and bring copies of the works to class. Attend classes and participate thoughtfully in class discussions and small group work. If you must be absent, let your professor know why. See participation guidelines appended below.

2. Response Papers: 14% of final grade

-- One-page double-spaced response papers will be due the Friday of each week. In these papers, students will be asked to critically engage with topics covered in that week. Students should explore, identify questions, analyze, and reflect on a significant issue related to the text (plot, character, tone, form), the theme of the course, or key concepts we have discussed that week. Each response should end with a question on a topic or issue they want to explore further or better understand.

-- Over the course of the semester, students are responsible for submitting seven responses, each worth 2% of the final grade.

--Late response papers will not be accepted for grading.

3. Quiz: 6% of final grade

-- The in-class quiz will be a combination of short answer, vocabulary, and long answer. The quiz will cover any material covered IN CLASS up to the date of the quiz including texts read, concepts and definitions, and grammar.

-- Quizzes cannot be written at a later date.

3. Online library instruction program: 5% of final grade

In order to pass the class, students are required to complete the English Online Library Instruction Program. Over the first two months of term, read the four modules, complete the four quizzes, and e-mail your professor the completed "Find a Book" exercise. Deadline for completion: March 1.

4. Analytical Essay 1: 20% of final grade

-- In the first essay, students will respond to a prompt comparing at least 2 texts from our course readings. This essay will ask for close readings and considered analysis of the course material.

-- Draft of title, thesis statement, and Outline due Feb. 3: 5%

-- Revised and completed 4-6-page essay, taking into account feedback from Part 1 of assignment, due Feb. 14: 15%

5. Research Essay 2: 25% of final grade

-- In the second essay, students will provide at least two scholarly sources in their work demonstrating research into a given topic in response to a prompt.

- Draft of title, thesis statement, and Outline due March 30: 5%
- Revised and completed 6-7-page essay, taking into account feedback from workshopping of assignment, due April 6: 20%

Essay topics and detailed instructions will be posted in the “Assignments” folder on the Blackboard home page two to three weeks before the due dates. All essays must be double-spaced, typed in standard 12-point font with one-inch margins, and follow MLA format (see the Dept. of English *Requirements for Essays*). Keep an electronic or paper copy in case of computer crashes, etc. If you need to request an extension to any assignment deadline because of illness or family emergencies, speak in person to your professor. If you request more than one extension per term, the professor may require a signed letter from a medical, spiritual, or counseling professional. In general, essays must be handed in by two weeks after the due date. (See standards for composition appended below.)

6. Examination: 25% of final grade

Write a 2-hour scheduled exam in April. The exam will include definitions of terms, discussion of selected passages from the course texts, and short and long essay questions.

Policy on Course Expectations, Late Assignments, and Extensions

Students are expected to attend all lectures and class discussions, and to complete all written and online assignments and examinations. Please note that *the online library instruction program must be completed in order to pass the course*. University regulations about courses and examinations are at <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>; grading descriptors can be found at <https://students.usask.ca/academics/grading/grading-system.php>.

Written Assignments should be submitted in class and on paper. Assignments that are submitted late *will be penalized 5% per week or part thereof*. Assignments submitted more than 2 weeks past the stated due date or once assignments have been returned to the class as a whole, whichever comes first, will *receive a grade of zero*. Assignments that are not submitted will receive a grade of zero, so hand in every assignment, even when you feel it is not your best. Except in rare cases, extensions will not be granted, and then, only with appropriate medical documentation. Bottom line: if you are experiencing problems, please speak with me as soon as possible and before the assignment is due.

Academic Honesty

Honesty and integrity are expected of every student in class participation, examinations, assignments, and other academic work. All students must perform their own work.

It is the responsibility of students to become familiar with the definition of plagiarism, ways to avoid charges of plagiarism, and consequences when plagiarism is found in student work. Plagiarism is the theft of the intellectual creation of another person without proper attribution. You are plagiarizing if you present the words or thoughts of someone else as if they were your own (exceptions are proverbial sayings or common knowledge), or if you submit without approval of the instructor any work for which credit has previously been obtained or is being sought in another course.

Avoid charges of plagiarizing by acknowledging your sources in your essays and including them in the list of works cited. When quoting, make sure that all words and phrases from the source are in quotation marks. When paraphrasing, acknowledge the source of the idea but rewrite completely in your own language. For further information, see the Department of English *Requirements for Essays*, posted on the department website. If you are still unsure about the nature of plagiarism, please ask your instructor.

Plagiarism, whether from the web, from other students, or from published sources, is a serious academic offense that bears severe consequences. Acts of plagiarism will have varying consequences, depending on the nature of the offense. Less serious instances may be handled by instructors, but more serious offenses will be reported to the Dean, to be investigated by a College committee. Penalties can range from a “0” on an essay to a reduced mark for the course to expulsion from the university. Records of penalties assessed are kept on file by the University Registrar; penalties become more severe for subsequent offences. For more information on academic honesty, see <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>, <http://policies.usask.ca/documents/GuidelinesForAcademicConduct.php#honesty> and <http://www.usask.ca/secretariat/student-conduct-appeals/>.

Support Services

Student Learning Services

Help with essay writing and other academic support is available through Student Learning Services located in the Murray Library at <http://library.usask.ca/studentlearning/>.

College Supports

Students in Arts and Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major, understand program requirements, choose courses, develop strategies to improve grades, understand university policies and procedures, overcome personal barriers, initiate pre-career inquiries, and identify career planning resources. See <http://artsandscience.usask.ca/undergraduate/advising/>

Access and Equity Services

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 or aes@usask.ca.

Guidelines for participation grades (University of Saskatchewan)

80-100: Contributed frequently and appropriately; demonstrated critical understanding of assigned reading; applied relevant material from readings and lectures to the issue; built on the comments of others; made integrative statements.

70-80: Contributed regularly; demonstrated understanding of main points of reading;

occasionally employed relevant materials from readings and lectures to the issue; offered observations but did not integrate or build on other's contributions.

60-70: Contributed a few times; demonstrated having read assigned material; employed some theory in understanding issues; made statements unconnected to main subject or repeated comments already offered.

50-60: Was present but contributed minimally to discussion; little demonstration of having read or carefully read assignment; offered comments which did not advance discussion of the issues.

No marks: Absent from discussion without excuse.

Standards for Composition of English Literature Essays (Department of English)

All essays should at a minimum conform to the composition standards set for a student to pass a first-year English class. A student must by the end of such a class have shown reasonable competence in the following skills:

1. organizing an essay on a set topic, developing ideas logically and systematically, and supporting these ideas with the necessary evidence, quotations, or examples;
2. organizing a paragraph;
3. documenting essays using the Modern Language Association (MLA) style;
4. writing grammatical sentences, avoiding such common mistakes as
 - i) comma splices, run-on sentences, and sentence fragments
 - ii) faulty agreement of subject and verb or pronoun and antecedent
 - iii) faulty or vague reference (e.g., vague use of *this*, *that*, or *which*)
 - iv) shifts in person and number, tense, or mood
- v) dangling modifiers
5. spelling correctly; and
6. punctuating correctly.

Class Schedule

January 6 th -10 th	Readings: Matthew 27:11-65 (link on Blackboard) John 18:28-40; 19:1-37 (link on Blackboard) “The Dream of the Rood” (PDF on Blackboard)	Key Terms: celebrity, rhetoric Response Paper due January 10 th
January 13 th -17 th	Readings: Marie de France “Le Fresne,” “Bisclavret,” “Les Deus Amanz,” “Milun”	Key Terms: sacrifice, biography Response Paper due January 17 th
January 20 th -24 th	Readings: (PDFs can be found on Blackboard) William Shakespeare “My mistress’ eyes are nothing like the sun” “Shall I compare thee to a summer’s day?” Andrew Marvell “To His Coy Mistress” John Donne “The Canonization”	 Response Paper due January 24 th
January 27 th -31 st	Readings: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	Key Terms: Discourse Analysis Response Paper due January 31 st
February 3 rd -7 th	Readings: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	Key Terms: ethos, pathos, logos Title, Thesis, Outline due February 3 rd
February 10 th -14 th	Readings: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> <i>Louis Riel</i>	 First Essay due, February 14 th
February 24 th -28 th	Readings: (PDFs on Blackboard) <i>Louis Riel</i> Life of Thomas Becket	Key Term: hagiography Short Quiz February 24 th
March 2 nd -6 th	Readings: <i>Murder in the Cathedral</i>	Response Paper due March 6 th
March 9 th -13 th	Readings: <i>Murder in the Cathedral</i>	Response Paper due March 13 th
March 16 th -20 th	Readings: <i>Murder in the Cathedral</i>	Response Paper due March 20 th
March 23 rd -27 th	Readings: <i>Harry Potter and the Prisoner of Azkaban</i>	Response Paper due March 27 th
March 30 th -April 3 rd	Readings: <i>Harry Potter and the Prisoner of Azkaban</i>	Title, Thesis, Outline due March 30 th
April 6 th	Readings: None	Review Final Essay due April 6 th