ENG 1120 P: Literature and Composition I—Prose Fiction
Winter 2011; MRT 221
Tuesdays, 10:00–11:20am, & Thursdays, 8:30–9:50am

Instructor: Dr. Morgan Rooney
Office: 353 ARTS
Phone: 613-562-5800, x. 1152
Email: Blackboard
Office Hours: Thursdays, 10:00am–12:00pm
(or by appointment)

* Please note: this document is a contract between you and me, so make sure you read it carefully and in its entirety. As a member of this class, you tacitly agree to its terms. After-the-fact ignorance of its contents will not exempt you from the responsibilities and policies it outlines.*

COURSE DESCRIPTION:

This course is designed to introduce you to the basic elements of prose fiction, to hone your critical reading and writing skills, and to explore together some classic stories of the nineteenth and twentieth centuries. Classes will consist of lectures, discussions (towards which you are expected to contribute), and in-class assignments. By engaging with the readings in a variety of written exercises, you will be required to apply the concepts taught in the lectures.

Please note: this course will be Blackboard supported. Blackboard is a virtual extension of the classroom, and all class members are required to be familiar with announcements, correspondence, assignment handouts, etc., posted on and/or circulated by means of Blackboard.

REQUIRED TEXTS:

1. Course pack (contains all short stories & glossary of terms).

The course pack is available at the Laurier Office Mart (226 Laurier Avenue East; 613-233-0635). The course books, meanwhile, are available at Benjamin Books (122 Osgoode Street; 613-232-7495).
If you haven’t already done so, I strongly encourage you to invest in the Department of English’s *Working with Sources: Introduction to Research in English Literature*. This inexpensive booklet is a valuable reference aid for essay writing—you’ll find it at Benjamin Books for $3 or so. You’ll also require access to a style manual (*The MLA Handbook* [1st floor reference, LB 2369 .G52 2009] or *The Chicago Manual of Style* [electronic book]), a dictionary (the Oxford English Dictionary is accessible from our library’s online databases, free of charge), a grammar aid (*Checkmate* [1st floor reference, PE 1408 .B865 2008] or an equivalent), and a dictionary of literary terms (J. A. Cuddon’s *Dictionary of Literary Terms and Literary Theory* [1st floor reference, PN 41. C83 1998] or Irene Makaryk’s *Encyclopedia of Contemporary Literary Theory* [PN 81. E53 1993]).

**EVALUATION:**

- Attendance (daily) 10%
- Pop Quizzes (best two [2] of three [3]; administered on random days & times) 10%
- Grammar Quizzes (two [2]; Feb. 1 & Feb. 8) 10%
- Short Essay (1000 words / 3 full pages long; due Feb. 17) 10%
- Research Essay (2000 words / 6–7 full pages long; due Mar. 24) 25%
- Final Exam (3 hours; TBA—Winter exams take place on Apr. 11–28) 35%

**COURSE POLICIES:**

*In my experience, the overwhelming majority of undergraduate students are engaged and committed to their studies. I look forward to seeing this class confirm that good impression. Sadly, however, the same cannot be said of the remaining few. Most of the policies below are designed to protect the class and instructor from that minority who would disrupt the learning experience and/or make my job more difficult than it needs to be. If you are a serious student who puts in a solid effort, rest assured that few of the policies below will ever intrude upon you.*

**Attendance:** Regular attendance is vital to securing a passing grade in this course, and, as is explained below, you will lose marks for classes you miss (if, that is, you don’t make me aware of extenuating circumstances in advance or provide valid documentation to explain your absence). If you need further motivation, please note that *if you miss six (6) full classes (or more), I won’t allow you to write the Final Exam and will award you with an Incomplete (“INC”) for the course. Exceptions will be made only for students who can provide official documentation or who, in my estimation, have demonstrated their commitment to the class.*

At each of our meetings, I will circulate a sign-in sheet. These sign-in sheets are the final authority on your attendance record, so make sure you sign them. If you must leave class early or come in late, let me know in advance and you’ll get credit for that part of the class you attended—otherwise, failure to sign in counts as a full day’s absence. At the end of each week, I will update the “Weekly Attendance Sheet” (on Blackboard) to reflect where you stand in the class. *It is your responsibility to keep up to date on this issue.*
Please note: anyone who misses a class is solely responsible for catching up with missed material. I don’t make my lecture notes available under any circumstances, so you’ll have to make arrangements with a friend for the notes and/or seek me out during office hours, at which time I’ll direct you to relevant sources. In every scenario involving your absence, you’re responsible for taking the first steps to make sure your grade doesn’t suffer.

Basic Preparation: As a matter of course, you are expected to 1) attend all lectures; 2) complete the scheduled readings beforehand; 3) arrive prepared to discuss what you have read; 4) bring the relevant text(s) to class; and 5) have a piece of paper on hand in case of a Pop Quiz. I strongly recommend taking notes on the lectures and keeping a record of the passages and terms we discuss in class. Writing in the margins of your books and marking off key passages as you read is also a good idea. Passages, terms, and ideas discussed in class are likely to appear on the quizzes and exam.

Assignment Submission: The quizzes and exam are to be submitted in class on the days/times they take place, and the essays are to be submitted in person, in hard-copy form (i.e., printed on paper), at the beginning of class on the due date (or earlier, if you like). If you don’t have a hard copy ready for me for the start of class on the due date, email me an electronic copy via Blackboard (if Blackboard is down, email it to mrooney@uottawa.ca) for the start of class on the due date—I consider such papers as submitted on time, although I won’t mark them until I receive a duplicate hard copy at our next class (or before, if you like). In all cases, you are required to submit the final version of your assignment (paper or electronic) at the beginning of class on the due date, or it will be subject to the late policy. For more on the late policy, see the next item below.

There is no other acceptable way to submit your essay in this class. If for some reason you can’t submit it to me in person by or before the due date, email it to me, on time, and we’ll sort it out after. Don’t fax it to me, or slide it under my office door, or drop it off at the Department of English (the Secretariat won’t accept it anyway), or do anything else of the sort. Keep it simple. If you submit your essay any other way, I will assume that you are trying to subvert the late policy—and your paper will then automatically become subject to the late policy.

Please note: in the rare event that your essay is lost, misplaced, or not received by the instructor, you’re responsible for having a backup copy that can be submitted immediately upon request.

Late Assignments: All deadlines are final. The quizzes and exams are due in class on the days and times they take place, and the essays are due at the beginning of class on the day stipulated. Exams and quizzes submitted outside of the specified periods will not be accepted. Similarly, essays submitted after the beginning of class on the due date will receive an automatic zero (0); to that end, make sure I have a paper or electronic copy of the final draft of your paper at my disposal for the beginning of class on the due date.
An extension without penalty for the essay will be granted only to students who provide official documentation, or whose circumstances are particularly extenuating (i.e., a family crisis) and who have made arrangements with me prior to the due date. The fact that you have an assignment for another course due on the same week or day is not a sufficient cause for an extension. Plan ahead.

If your essay is late, you will have one calendar week after the original due date (i.e., seven [7] days—i.e., until the start of class on the relevant day of the next week) to submit it to receive your zero (0) and remain eligible to write the Final Exam. The submitted paper must substantially fulfill the assignment description to be considered valid. Students who fail to hand in the late assignment within this timeframe, or who hand in work that doesn’t in my estimation substantially fulfill the assignment’s requirements, will no longer be eligible to complete the course—see the next item below.

Completion of Course: To complete this course, you must submit both essays and the exam, and fulfill the terms of my attendance policy. Students who fail to complete any one of these tasks will automatically receive a grade of “Incomplete” (INC).

Blackboard Email: I am always available to answer questions via email. I tend to reply quickly, but please allow me at least 48 hours to respond before contacting me again to check on the status of your query. Be respectful in your emails. That means, for example, providing a suitable subject line for your email, addressing me appropriately, and signing off with your name. It also means first consulting the syllabus to see if it answers your question for you before you send your email.

To avoid organizational chaos on my end, please restrict all class correspondence to Blackboard. Use my @uottawa.ca email account only in the rarest of circumstances (i.e., your printer blows up, Blackboard is down, and your assignment is due within hours).

Please note: my Monday-Thursday schedule is quite busy this semester, so I’ll be slower in responding on those days in particular.

Grade Inquiries: I’m always willing to review returned assignments, but please don’t come to me with questions about why you got the grade you did immediately after an assignment is handed back. In the instance of your essays, you’ll be receiving detailed feedback; before you approach me about your mark, take a minimum of two [2] days to process that feedback. If, after that time, you still wish to discuss your grade, we can do so. Please note, however, that I’ll expect you to engage with my feedback to show me how some aspect of my criticisms doesn’t apply. Note also that requests for re-marking raise the possibility of a lower as well as a higher grade.

The Grammar Quizzes and Pop Quizzes, conversely, will be taken up during a later class, at which time you’ll learn why you got the mark you did. If something is still unclear after you’ve taken a minimum of two [2] days to process the information, we can meet to discuss it. Again, come prepared to show me how the mark I gave you doesn’t square
with what I said when I took up the quiz in class. For the Final Exam, you may arrange for a time to peruse it, but you can’t remove, correct, or otherwise change it. It must remain, as is, with the department. Note, again, that requests for re-marking raise the possibility of a lower as well as a higher grade.

**Academic Integrity:** Plagiarism is defined as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one’s own. Acts of academic fraud include (but are not limited to) the following:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else
- using ideas, quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in an essay or assignment
- failing to acknowledge sources through the use of proper citations when using another’s work, and/or failing to use quotation marks
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs

Suspected cases of academic fraud will be submitted to the Dean’s Office and prosecuted with my full support. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university. Consider this your only warning.

It is your responsibility to understand what constitutes academic fraud. To that end, please consult the information on University of Ottawa’s Academic Integrity website (http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php), the university’s Policy on Academic Fraud (http://web5.uottawa.ca/admingov/regulation_13.html), and the university’s “Beware of Plagiarism” pamphlet (www.uottawa.ca/plagiarism.pdf).

**In-Class Conduct:** In order to foster the most productive learning environment for you and your peers, I ask that each of you

- Refrain from private conversations within the class during teaching time.
- Avoid being late. I understand that sometimes this isn’t always possible, particularly in the winter months, but chronic lateness is both rude and annoying.
- Turn off all cell phones and electronic equipment that might disrupt the class.
- Use your laptop only for note-taking purposes. If I get distracted because you’re goofing around on your phone or laptop, or if I receive any complaints from students sitting behind you who are similarly getting distracted, I’ll be forced to ban laptops from the class. You won’t make many friends in the class, I’m afraid, if you’re the student who forces my hand on this issue.
Thank you in advance for your consideration of how your behaviour affects those around you.

ASSIGNMENT DETAILS:

Assignment Specifications: Your essay must conform to the following specifications:

- Times New Roman, 12-point font; double-spaced, on one side of white, unlined 8½ x 11 inch paper; one-inch margins (sides, top, and bottom); page numbers in the upper right corner; pages stapled or clipped together in the upper left corner; free of penciled-in corrections; with no extra spaces between paragraphs.
- A cover page, including the title of the assignment (one that reflects the paper’s contents, not just “Essay” or “Title of the Work I’m Writing On”), student name, course name and section, instructor’s name, and date of submission.
- Proper documentation of sources (MLA or Chicago style of citation preferred).
- Unencumbered by a folder or envelope of any kind.

Please note: failure to comply with these specifications will result in deductions of up to 10%. It is folly to throw away these marks. Format your manuscripts to request.

Attendance (10%): For every class you miss and for which you don’t provide documentation to explain why your absence was necessary, you will forfeit 2% of your overall grade, up to a maximum of five (5) absences or 10% of your total course grade. I will make exceptions in this regard, too, with respect to students dealing with especially extenuating circumstances that they have made me aware of them as soon as they arise. Students who miss six (6) full classes (or more), and who provide no documentation to explain any of those absences, are no longer eligible to complete the course.

Grammar Quizzes (10%): The Grammar Quizzes (Feb. 1 & Feb. 8) are designed to test you on the issues raised in the grammar lectures (Jan. 27 & Feb. 3), and to help you to write clean essays. In order to help you better prepare, I have made practice quizzies available on Blackboard.

Pop Quizzes (10%): The Pop Quizzes are designed to motivate you to attend classes regularly and do the required reading(s), and to prepare you for the Final Exam. There will be three (3) Pop Quizzes in total; your best three (2) will account for 10% of your overall mark in the course. Because of this flexibility, they must be written in class on the days they are administered. If you are absent from class during a day in which a Pop Quiz was given, you forfeit the marks. Official documentation to explain your absence will keep you from losing marks on this front, but under no circumstances will you be allowed to write a “make-up” Pop Quiz, as that would defeat the purpose of the exercise.

The Pop Quizzes will be administered on random days and times, with no advance warning. You will be given a passage from a work we have recently read. You will have 15 minutes to identify, by full name, the author and title of the work, and to explain the
significance of the quotation as it relates to the work in question. Make sure you always have a sheet of paper on hand for these assignments.

There’s no magic formula here for a perfect mark, but a good answer should be about 6–8 sentences (not lines) long and should do the following things:

- Correctly identify the passage by indicating the full names of the author and the title of the piece.
- Detail the formal properties of the piece, especially as they relate to the passage in question—aim to be exhaustive here.
- If possible, briefly situate the passage in terms of the work’s plot, and clarify the event/process/idea being described.
- Identify how the passage relates to the rest of the work in question. For instance, you might want to ask the following kinds of questions: is the excerpt an instance of foreshadowing? Does it double or echo some other aspect of the text, and to what effect?
- Relate the passage to the prominent formal and/or thematic issues that the text raises. These will be the kinds of issues we will be discussing in class. Nailing this last point is key to securing an “A”-range mark.

**Short Essay (10%):** The Short Essay must be 1000 words (i.e., 3 full pages) long; it is due on February 17. A list of topics for each will be circulated in early January. Please note the following piece of information: essays submitted on a topic not covered in the assigned essay topics will receive an automatic zero (0). There will be no exceptions to this rule. Note, too, that for this assignment, secondary sources are neither required nor desired.

This paper—and, indeed, every essay you write for this class—must have a thesis (a central insight, a main point around which you organize the essay) that answers the question(s) being asked of you. You are expected to engage with the text on a regular basis to advance your reading: cite specific details and passages from a work, and use them to help develop a coherent, persuasive, argumentative reading. Omit plot summary and your personal, affective response to the text (“I liked or hated this story because…”). Instead, be analytical in your approach: carefully think through what it is that the text sets out to do or to communicate, and make sure you answer the question(s) being asked of you. For more practical tips on the essays, see my comments below, under “Research Essay” and “Understanding Your Essay Grade.”

**Research Essay (25%):** The Research Essay must be 2000 words (i.e., 6-7 full pages) long, and is due on March 24. A list of topics will be circulated in early February. Please note the following piece of information: Research Essays submitted on a topic not covered in the essay topic handout will receive an automatic zero (0). There will be no exceptions to this rule. A strong essay will exhibit the qualities I detail in the lectures on essay writing, in the essay writing materials available on Blackboard, in the statement below (“Understanding Your Essay Grade,” pp.10-11), and in the feedback I will have provided on your Short Essay. These qualities include the following:
• A clear thesis that presents an argument and its supporting evidence, and that directly answers the question(s) being asked of you.
• Paragraphing that closely reflects the announced argument and structure.
• Close engagement with the chosen text(s) and with a selection of its/their critics.
• A sound understanding of the critical school employed (if applicable).
• The ability to work with and properly cite scholarly sources.
• Clean, grammatical prose.

Students must make meaningful engagement with a minimum of three (3) scholarly sources on the author(s) / text(s) chosen. If you wish to supplement your research with works on subjects related to your essay topic (e.g., Marxism, feminism, etc.), you’re free to do so, but be aware that such research is not a substitute for literary criticism on the author(s) / text(s) that you have made the subject(s) of your essay, and that it will not count towards the minimum research requirements for the assignment.

For the purposes of this course, “scholarly sources” on authors / texts consist of those which you will find in our library, in the form of books and articles, or through our library databases, in the form of electronic books and articles. Non-scholarly sources on authors / texts—Wikipedia, Sparknotes, or any other internet source you locate outside of a university library catalogue or electronic database—are not acceptable and are to be avoided entirely. Do not make the mistake of thinking that I take this point lightly: essays that do not engage at least three (3) scholarly sources on their author(s) / text(s) of choice will be heavily penalized and run the risk of failure. This is a research essay; as such, your essay must contain evidence of meaningful research.

**Final Examination (35%):** The Final Exam is designed to test you on the lecture and reading materials. As a result, students can expect a Final Exam with three (3) parts. Part 1 will require you to define literary terms and illustrate their meaning using a text we have discussed in class; Part 2 will require you to identify passages from the assigned readings and to comment on their significance as relates to the work in question; and Part 3 will require you to write an argumentative essay. All exams will be based on material covered in the lectures and the assigned readings.

*Please note: the date for the Final Exam (Apr. 11–28) for this course is set by the University. Absence from exams will only be excused in the event of serious extenuating circumstances for which you can provide documentation (such as accident, illness, bereavement, or religious accommodation). To secure a Deferral, you must submit supporting documentation in a timely fashion. Be aware that travel for business or pleasure is not considered a valid reason for failure to attend an exam. To that end, do not make travel plans for the exam periods until the dates of all your exams are known.*
SUPPORT SERVICES:

The Writing Centre: Students experiencing difficulty writing are encouraged to take advantage of the Writing Centre’s resources, which include graduate student teaching assistants, multimedia workstations equipped with a large selection of software, and a library of reference books and handbooks on grammar and composition. The Writing Centre is located at 0021 Simard Hall, 165 Waller Street (http://www.writingcentre.uottawa.ca/; 613.562.5800, x. 2267).

The Academic Writing Help Centre: The AWHC is an academic support service offered by the Student Academic Success Service (SASS). It provides students with free one-on-one assistance in the development of their writing abilities. Among other things, students can get help in learning how to complete an effective brain-storming session, create a structured outline, identify and correct errors in grammar, and avoid plagiarism. The Centre is located at 110 University Private (http://www.sass.uottawa.ca/writing/; 613.562.5800, x. 3820).

*Students who need further writing support are encouraged to consult the various self-help materials I’ve made available on Blackboard. These include materials on grammar, essay writing, research, and documentation.*
UNDERSTANDING YOUR ESSAY GRADE:

Below are the guidelines I generally follow when marking essays. Read through them carefully so you understand how your essay will be evaluated. Please note that there is some flexibility within this system, and that it is the sum total of positive and negative aspects of your essay (as detailed below) that I am trying to evaluate.

A-/A/A+ (80–100%) – Excellent

– Thesis: clear, specific, challenging
– Organization of paper reflects thesis
– Strong paragraphing: one idea per paragraph, topic & concluding sentences, all paragraphs relevant to thesis
– Anticipates alternative points of view, engages with opposing readings and/or counter-evidence
– Good sentence variety, structure
– Confident, graceful style (not pompous, breezy, convoluted)
– No major grammatical errors, almost no minor errors or typos
– Detailed reference to text, always uses quotations to support readings, explains relation between quotation and point developed
– Develops its own reading, not that of a critic
– Quotations integrated grammatically, properly documented
– Demonstrates an ability to expound a sophisticated argument with a degree of subtlety, no problems in logic

B-/B/B+ (70–79%) – Good

– Thesis: clear, but lacking in complexity, subtlety, originality
– Organization of paper largely reflects thesis
– Good paragraphing: one idea per paragraph, topic & concluding sentences, almost all paragraphs relevant to thesis
– Acknowledges opposing readings and/or counter-evidence
– Good sentence structure, with reasonable variety
– Style is competent, neither wordy nor pedestrian
– No major grammatical errors, few minor errors, has minor proofreading issues at the most
– Adequate reference to the text, usually supports readings with quotations, explains relation between quotation and point developed
– Develops its own reading, usually distinguishes from critics’
– Quotations usually integrated grammatically, documented
– Demonstrates an ability to expound an argument logically

C-/C/C+ (60–69%) – Adequate

– Thesis: clear (if unstated), but not specific, lacking complexity, and/or insensitive to the text
– Organized, but doesn’t reflect thesis
– Decent paragraphing, but has problems (transitions, topic & concluding sentences, etc.)
– Struggles with opposing readings and/or counter-evidence
– Simple but generally correct sentence structure
– Simple but generally competent style
– Few major grammatical errors, needs proofreading
– Some reference to the text, but lacking overall
– Some effort to integrate quotations and to document sources properly, but lacking overall
– Struggles to maintain voice against critics, allows critics to take over paper, or doesn’t engage critics in a meaningful way
– Demonstrates an ability to follow an argument through, but lacks complexity and suffers from problems in logic

D-/D/D+ (50–59) – Poor
– Thesis: absent, unsuitable
– Some attempt at organization, but doesn’t reflect an argument
– No acknowledgement of opposing readings or counter-evidence
– Has one of the following problems: 1) difficulty with consecutive thought; 2) difficulty with paragraphing; 3) frequent major and minor grammatical errors, major proofreading issues
– Limited engagement with the text, quotations not properly integrated, explained, or documented
– Largely fails to engage critics in a meaningful fashion, or to meet minimum research requirements
– Confused ideas and development, not in control of the essay
– Weak expression, poor style overall, meaning often unclear
– Over-generalization, inadequate support, not analytical or critical, largely plot summary

F (0–49%) – Unacceptable / Failure
– Thesis: absent
– Organization: absent
– Poor paragraphing, little or no sense of structure
– Has several of the following problems: 1) difficulty with consecutive thought; 2) difficulty with paragraphing; 3) frequent major and minor grammatical errors, major proofreading issues
– Limited or no engagement with the text, quotations not properly integrated, explained, or documented
– Poor engagement with sources; failure to engage with the critics in a meaningful fashion, or to research at all
– Ideas developed are too simple for the level of the course
– False, odd, or confusing logic; nonsense
– Weak expression, style; unintelligible, vague, unclear writing
– Off-topic or plagiarized (0%)
TENTATIVE CLASS SCHEDULE

*Please note: students are expected to have read the day’s materials in advance of the lecture. Note, too, that while changes to the schedule are rare, they do occur on occasion and will be announced in class and/or through Blackboard. Students are responsible for being familiar with any alterations to the course schedule below.*

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<tr>
<th>Date</th>
<th>Reading(s)</th>
<th>Other Topics, Important Dates</th>
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<tr>
<td>Jan. 6</td>
<td>–Start reading Mary Shelley, <em>Frankenstein</em></td>
<td>–Introduction</td>
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| Jan. 11| –Gerald Lynch and David Rampton, “Introduction” & “Glossary of Critical Terms” (course pack)  
–Nathaniel Hawthorne, “The Birthmark” (course pack) | –Reading & writing critically 
–Literary terms                                                                 |
| Jan. 13| –Edgar Allan Poe, “The Fall of the House of Usher” (course pack)             |                                                                                              |
| Jan. 18| –Mary Shelley, *Frankenstein*                                                | –(Last day for changes to course registration or to drop a course with a 100% tuition refund) |
| Jan. 20| –Shelley, *Frankenstein*, con’t                                              |                                                                                              |
| Jan. 25| –Shelley, *Frankenstein*, con’t                                              |                                                                                              |
| Jan. 27| –Grammar I: Parts of speech, phrases & clauses, punctuation                  |                                                                                              |
| Feb. 1 | –1st Practice Grammar Quiz & answer sheet (on Blackboard)                   | –Essay Writing I: thesis & structure, paragraphing & organization 
-*1st Grammar Quiz*                                                                 |
|        | –“Writing Essays” & “Thinking Critically” (on Blackboard)                   |                                                                                              |
| Feb. 3 |                                                                              | –Grammar II: common sentence errors                                                          |
| Feb. 8 | –2nd Practice Grammar Quiz & answer sheet (on Blackboard)                   | –Essay Writing II: documentation & research                                                   |
Feb. 10
– Herman Melville, “Bartleby the Scrivener” (course pack)

Feb. 15
– Melville, “Bartleby the Scrivener,” con’t
– Leo Tolstoy, “The Death of Iván Ilých” (course pack)

Feb. 17
– Tolstoy, “The Death of Iván Ilých,” con’t
– Start reading Joseph Conrad, *Heart of Darkness*

Feb. 22 & 24
– **Study Week** (no class, office hours)

Mar. 1
– Duncan Campbell Scott, “Paul Farlotte” (course pack)

Mar. 3
– Joseph Conrad, *Heart of Darkness*

Mar. 8
– Conrad, *Heart of Darkness*, con’t

Mar. 10
– Conrad, *Heart of Darkness*, con’t

Mar. 15
– Franz Kafka, “The Metamorphosis” (course pack)

Mar. 17
– Kafka, “The Metamorphosis,” con’t

Mar. 22
– D. H. Lawrence, “The Horse-Dealer’s Daughter” (course pack)

Mar. 24
– Sinclair Ross, “One’s a Heifer” (course pack)

Mar. 29
– John Barth, “Lost in the Funhouse” (course pack)

– “Researching” & “MLA Updates Guide” (on Blackboard)

– **2nd Grammar Quiz**

– **Short Essay due**

– *(Mar. 4, last day to withdraw from a course and receive a 50% financial credit)*
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<tr>
<th>Date</th>
<th>Event Details</th>
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<tr>
<td>Mar. 31</td>
<td>–Alice Munro, “Who Do You Think You Are?” (course pack)</td>
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<tr>
<td>Apr. 5</td>
<td>–Margaret Atwood, “The Age of Lead” (course pack)</td>
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<tr>
<td>Apr. 7</td>
<td>–Review; office hours end</td>
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</table>
| Apr. 11–28 | –*Final Exam* (date & location TBA)  
–Return of Research Essays |