

**Huron University College**  
**ENG 1027F 550:**  
**The Storyteller's Art I: Introduction to Narrative**  
**2017**

Class Meetings: M (3:30-5:30) and W (2:30-3:30)      Phone: 519-438-7224, ext.221  
Location: HUC-W18      Office: HUC-V129  
Instructor: Dr. Scott Schofield      Office Hours: TH 12:30-2:30 or by  
E-mail: sschofi4@uwo.ca      appointment

***Course Description***

We tell stories in an attempt to make sense of what it means to be human. In fact, even the most outrageous and imaginative narratives are often inspired by human desires, fears and the rich array of emotions that define us. Put another way, when we read, watch and/or listen to stories we come to better understand ourselves and those who are different from us. To study a story, then, is also to engage with the practices and beliefs of various cultures, past, present, and future.

But stories are also constructions that have been carefully shaped and ordered in particular ways. Plays are often told over five acts; novels are regularly divided into chapters; and certain poems, such as sonnets, come with fixed line lengths. To ignore the form, or what we might call the architecture of a story, is to miss an essential part of its meaning.

This course invites you to engage with a wide range of stories as told in novels, poems, plays and film, and in so doing, asks you to examine closely the human, cultural and formal elements of stories. Our course readings include a rich selection from the last six centuries, including the daring poems and plays of Medieval and Renaissance England, to nineteenth and twentieth-century poems, short stories and novels, to the most recent twenty-first century digital experiments with literature.

***Learning Objectives***

- Improve critical reading and writing in ways that will enable success in a wide variety of University courses
- Further appreciation of diverse cultural productions and practices
- Develop an interdisciplinary perspective on a variety of narrative media: for example, the poem, the novel and the film
- Become capable of identifying, analyzing and interpreting basic narrative elements, such as plot, character, point of view, theme, setting, imagery, diction, tone, figures of speech, and tropes

- Explore a wide range of forms of creative expression
- Write logically and persuasively in fluent, standard English using the appropriate conventions for scholarly-critical writing
- Design strong thesis statements and structured arguments in persuasive essays
- Learn to document essays using MLA format
- Evaluate the relevance, reliability, and usefulness of research sources, including those obtained through the Internet
- Integrate outside research materials and references to the original text into an essay through use of quotations and paraphrases

### ***Office Hours, E-mail and Owl***

Students are encouraged to meet with me throughout the term to discuss grades, course content, and other related matters. E-mail should be reserved for important matters (i.e. notifying me of an absence from a test or exam) and for setting up appointments. Announcements, reminders and other relevant matters pertaining to the course will be posted on Owl. Please check the site regularly.

### ***Required Texts:***

All Required Texts are either in paperback or online. Paperback books can be purchased at the Western bookstore.

Anon. "Sir Gawain and the Green Knight" Ed. Winny (Broadview) Paperback  
 Atwood, "Death by Landscape" (online)  
 Bronte, *Jane Eyre* Ed. Nemesvari. (Broadview) Paperback  
 Brosgol, Vera. *Anya's Ghost* (Square Fish) Paperback  
 Coleridge, "Rime of the Ancient Mariner" (online)  
 Coyote and Spoon, *Gender Failure* (Huron1Read) Paperback  
 Donne, "Sun Rising" and others (online)  
 Eliot, "Journey of the Magi" (online)  
 Rich "Aunt Jennifer's Tigers" (online)  
 Shakespeare, William. *Romeo and Juliet*. Ed. Mowat and Werstine. (Folger). Paperback  
 Shakespeare, William. Sonnets (selections, online from the New York City Sonnet Project and TouchPress app)  
 Tennyson "Lady of Shallot" (online)  
 Ward, *God's Man* (available in class)

A final note on assignments and class activities: In addition to writing essays, students will participate in a series of creative projects, visit Western Rare Books and have the opportunity to see a production of Shakespeare's *Romeo and Juliet*.

**Schedule:**

- Week 1 (Sept 11, 13): Introduction; Atwood, *Death by Landscape*
- Week 2: (Sept 18, 20): Donne, Poems (online) Shakespeare, *Romeo and Juliet*
- Week 3: (Sept 25, 27): Shakespeare, Sonnets (online); *Romeo and Juliet*
- Week 4: (Oct 2, 4): Brosgol, *Anyas Ghost*
- Week 5: Fall Break
- Week 6: (Oct 16, 18); *Gender Failure* (excerpts); *Sir Gawain and the Green Knight*
- Week 7: (Oct 23, 25): *Sir Gawain and the Green Knight*
- Week 8: (Oct 30, Nov 1): Coleridge, "Rime of the Ancient Mariner" (online)
- Week 9: (Nov 6, 8): Eliot, "Journey of the Magi"; Tennyson, "Lady of Shalott" (online)
- Week 10: (Nov 13, 15): Eliot "Journey of the Magi"
- Week 11: (Nov 20, 22): Rich, "Aunt Jennifer's Tigers"; Bronte, *Jane Eyre*
- Week 12: (Nov 27, 29): Bronte, *Jane Eyre* (trip to the Archives)
- Week 13: (Dec 4, 6): Bronte, *Jane Eyre*

**Participation and Workshops: Regular Weekly Exercises 10%**  
 Students are expected to participate regularly throughout the course. There are various ways to participate, including: answering questions in class, engaging in workshops, posting, and coming to office hours.

A note on workshops: One hour of each week will be reserved for group exercises and workshops. It is expected that you take these moments seriously and that your contribution is both thoughtful and considerate. Some workshops will be devoted to working on critical analysis and writing, while others will focus on researching and presentation skills.

**Close Reading Assignment Annotations and 500 words Oct 2 and 4 10%**  
 In this short assignment, students will submit a close reading of 20 to 30 lines of poetry or prose fiction to practice close analysis. Students must first type up the lines and annotate them, either on screen or paper. They will then use their annotated text as a guide to help them compose a critical close reading. The annotated text is due on October 2 and the close reading is due on October 4th.

**Essay One 750 words October 25 15%**  
 A comparative essay of two literary works studied up to the week of January 14. A list of possible questions will be submitted in advance.

**Essay Two 1000 words December 6 15%**

A slightly longer comparative essay of two literary works from the term. This essay will also require students to consult and cite secondary sources. A list of possible questions will be submitted in advance.

**Group Project: *God's Man***

**15%**

For this creative group assignment, students will work with the 1929 wordless novel, *God's Man*, either building a narrative to accompany the images, or researching the author and/or genre. All of the work for this assignment will be digitized and made available on a course blog. Further details to come.

**Final Exam:**

**See December Exam Schedule**

**35%**

Final Exam: 35%

A cumulative exam during the December exam period. Date to be determined. Please do not book travel plans before schedule is finalized.



**Appendix to Course Outlines**

**Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

#### **(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of

medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

**Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical

behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning

policies and procedures may be found at:  
[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwo.com/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>