

Carleton University
Winter 2015
Department of English

ENGL 2103B: *Introduction to the Novel*

M W 10:05 – 11:25

Location: Please confirm location on Carleton Central

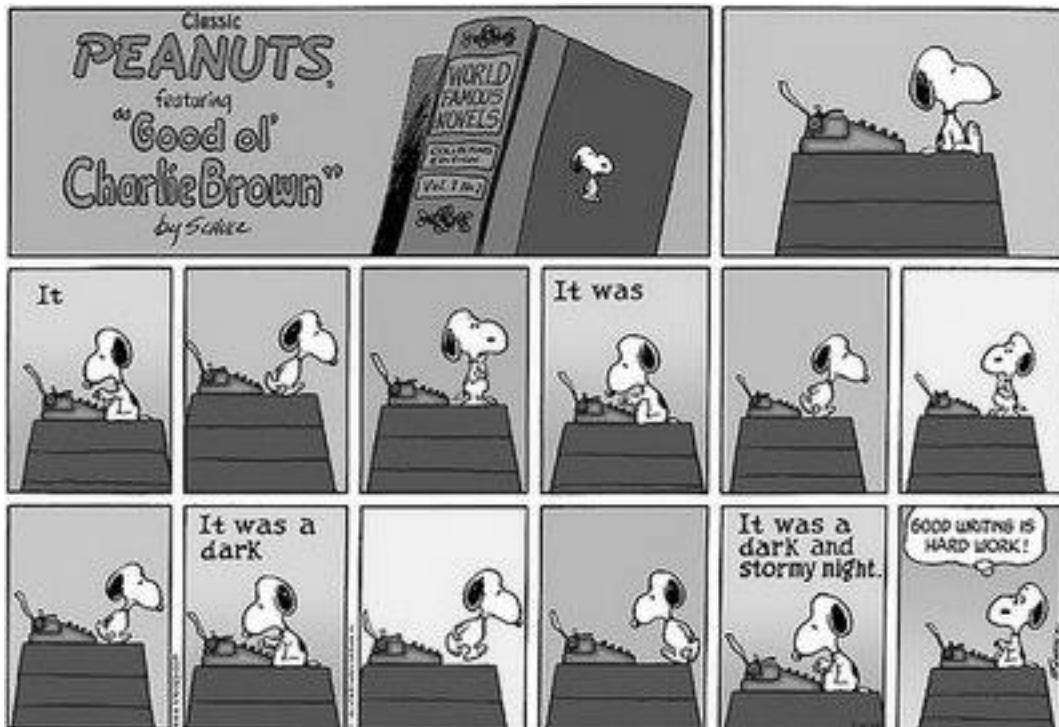
Instructor: David Hamilton

Email: david_hamilton@carleton.ca

Office: DT 1929

Phone: TBD

Office Hours: TBD and by appointment



© UFS, Inc.

COURSE DESCRIPTION

This course provides you with an introduction to the novel as a literary form, covering its origins, development, and importance as a social barometer and agent of change. The texts selected for study in this course represent a variety of shifts in the development of the novel, from literary emphasis (e.g., on characterization) to new genres and experimental forms. Whereas the texts illuminate different literary movements, they all contribute to the overall theme of this course

which is: how the novel reflects our individual and collective freedoms and social development, and acts as a metaphor for our own lives by illustrating how we are connected to each other and to all things.

Throughout the course, you will develop a critical view of social power structures, the importance of voice and dialogue, and the dialogic role of the novel in revealing truth and meaning and construction of ourselves and of our reality. Through in-class discussions, we will also explore the interaction of author-characters-readers and how these dialogues contribute to our understanding of literary theory, society and the world.

The first part of each class will focus on lecture material while the second part will be open discussion related to the texts and lecture material.

Since many of the course requirements are initiated, refined, or completed in class, full attendance and participation are expected.

Feedback from previous classes can be found at the end of this outline, which may assist you in determining whether this course is for you.

PRIMARY READINGS

Moll Flanders (1722) - Daniel Defoe
Frankenstein (1831) – Mary Shelley.
Hard Times (1853) – Charles Dickens
Metamorphosis (1915) – Franz Kafka
If on a Winter's Night a Traveler (1979) - Italo Calvino
The Watchmen (1986) – Moore and Gibbons

In addition, we will be following the **mandatory textbook** “The Cambridge Introduction to the Novel” by Marina Mackay

The following book is NOT mandatory but you may find it helpful in your own analysis and enjoyment of novels: How to Read Novels Like a Professor (2008) – Thomas Foster

All of these texts should be available through the Bookstore or through Chapters, or on-line.

REFERENCES

The following texts are not mandatory reading; however, English majors may wish to consider purchasing reference books as they will be helpful in your programs.

A Short Guide to Writing About Literature (Canadian edition) Sylvan Barnet
Dictionary of Literary Terms Abrams
Fit to Print: The Canadian Student's Guide to Essay Writing (seventh edition) Buckley

ASSIGNMENTS

There are two weekly assignments for your dialogic journal – a journal in which you will write your thoughts, questions, and comments about texts we are reading along with specific questions that I will be asking. Your journals are to be handed in electronically each week and this work is worth 40% of your final mark in the course.

In addition to the journals, there is one term assignment where you will have an option between writing an academic essay or doing something creative.

ATTENDANCE / PARTICIPATION

You are expected to attend every class and to actively participate in the discussions. Participation includes: bringing the text to class, having read the assigned pages, and contributing to the discussion either by offering ideas or comments, or by listening attentively.

FINAL EXAMINATION

There is a final examination for this course. It will comprise three sections: multiple choice, short answer, and an essay. The material on the exam will be drawn from the lecture material, readings, and class discussions.

METHOD OF EVALUATION

| Assignment | Description | Length | Value | Due Date |
|------------------|---|------------------------------|-------|--|
| Dialogic Journal | A weekly journal comprising your thoughts, responses, comments etc about the texts or class material that we encounter. Your worst journal mark will be dropped. | Varies | 40% | To be handed in electronically each week |
| Random Quizzes | 10 quizzes, given each class. Your best 9 results only will be counted. | 10 quizzes | 10% | Weekly, almost |
| Mid Term Test | Multiple Choice covering quiz material to this point. | In class | 10% | |
| Term Assignment | Option (A) Essay – an original analysis and argument of some aspect of an assigned text. OR Option (B) Creative Project - (opening chapter of a novel) revealing substantial understanding of the novel structure. | (A) 1500 words (B) varies | 15% | |
| Final Exam* | Covers all material from the course. In two parts: (1) Multiple choice; (2) Short Answer; (3) Essay | 3 hrs. | 25% | TBA |

Further instructions regarding the dialogic journal, quizzes and term assignment will be provided in class.

Note that all essays and assignments must be typed, double-spaced, and follow the guidelines set forth by the Modern Language Association.

Since the term assignment is worth a good portion of your final mark in this course, significant effort should be made in completing this. Full details of the requirements will be made available in class. We will review essay preparation in class as well.

All assignments must be completed to my satisfaction and handed in before students sit the final exam. It is the students' responsibility to become familiar with any dates/regulations which may take precedence over any course outline.

***The final exams and airplane ticket bookings:** The final exam period is from April 11 – 23, 2015 (including Saturday). Since the Registrar's Office does not set exam dates until well into the term, you must plan to be available throughout the entire examination periods. Do not purchase plane tickets or plan vacations with departure dates prior to the end of each exam period. Exams will not be rescheduled for students who take on other commitments during the exam period.

COURSE PROCEDURES, GRADES, AND GRADING

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) bring your journals with you, either to add notes as we go along or to use to contribute to the conversation.

Handing In Assignments: Dialogic journals are to be handed in electronically to me via CULearn each week. Dates and times to be discussed in class. Any journal that is not submitted by the due date/time will be considered late. It is the students' responsibility to become familiar with any dates/regulations which may take precedence over any course outline.

Late Assignments / Extensions: Do not ask for extensions without a medical certificate. If your work is handed in late, so be it. As such, you already have an automatic extension with consequences. For the *dialogic journal*, I will note the lateness and this will factor in to your mark for this part of the course. For each day that your *term assignment* is late, I will automatically deduct 2%.

Grading Criteria: Grades for term work will be based on insightfulness, originality, focus, organization of ideas, clarity of expression, scholarly rigor, correct use of MLA style, spelling, and grammar.

Grade Scale:

| Letter | % | GPA |
|--------|--------|-----|
| A+ | 90-100 | 12 |
| A | 85-89 | 11 |
| A- | 80-84 | 10 |
| B+ | 77-79 | 9 |
| B | 73-76 | 8 |
| B- | 70-72 | 7 |
| C+ | 67-69 | 6 |
| C | 63-66 | 5 |
| C- | 60-62 | 4 |
| D+ | 57-59 | 3 |
| D | 53-56 | 2 |
| D- | 50-52 | 1 |
| F | 0-49 | 0 |

Plagiarism:

The University Senate defines **plagiarism** as **presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one's own.**

This can include:

- 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 works, 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

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. 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. See the Section on Academic Integrity in the Student Conduct Portion of the Undergraduate Calendar.

ACCOMMODATION

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

http://www.carleton.ca/equity/accommodation/student_guide.htm

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

http://www.carleton.ca/equity/accommodation/student_guide.htm

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

http://www.carleton.ca/pmc/students/acad_accom.html

ENGL 2103 Section B DRAFT Weekly Breakdown

The following outlines the general chronology of the course to give you an idea of how we will cover the material. Depending on class discussion and other factors, there may be a minor discrepancy in relation to the weeks.

Winter Term 2015

Please note the following is a general guide only and may be revised in class

| Date | Topic |
|-----------|--|
| Jan 5 | Introduction to the course; review outline; discuss requirements of the weekly Dialogic Journal and on-line quizzes; Why stories matter |
| Jan 7 | Origins of the Novel; brief history of its development. Excerpt from Don Quixote; The picaresque novel; Begin discussing Moll Flanders; Begin reading Moll Flanders (first 50 pages or so) Read Ch. 1 in "Cambridge" |
| Jan 12 | Moll Flanders continued; Origins of the Novel: Read Ch 2 in Mackay; Discussion of Moll Flanders |
| Jan 14 | Origins of 18th Century Novel: continue reading / discussion of Moll Flanders |
| Jan 19 | Finish up Moll and we will circle back to our discussion of origins; Read Ch 3 in Cambridge "Narrating the Novel". Modes of Narration: The epistolary novel; Modes of critical literary analysis (Lacan, Freud, Marx, gaze, Bakhtin); Frankenstein |
| Jan 21 | Read first 5 chapters in Frankenstein (up to where the monster comes to life). Frankenstein continued |
| Jan 26 | Read Frankenstein up to the point where the Monster begins telling his tale. Read "Character" in McKay: Frankenstein continued |
| Jan 28 | Read Cambridge chapter "Character and the Novel". Finish reading Frankenstein |
| Feb 2 | Read "Plotting" in McKay; Read the first four chapters of Hard Times – Book The First. |
| Feb 4 | Read up to the end of "Book The First" in Hard Times. |
| Feb 9 | Read up to the end of Book The Second in "Hard Times". |
| Feb 11 | In Class Mid-term test. This will be a multiple choice / fill in the blank test much like the quizzes we have done, on lectures and reading material up to and including Feb 9. The test is the only thing we will do this class. |
| Feb 16-20 | Reading Week – no classes. Please use this time to read ahead. |
| Feb 23 | Read "Setting" in McKay; Hard Times - Book the Third. |
| Feb 25 | Read "Time and History" in McKay. What is novel time? How do we measure time and history? How does novel time relate to "real" time? |
| Mar 2 | Introduction to The Metamorphosis |
| Mar 4 | The Metamorphosis continued; Marxist Criticism; The Metaphor-mosis? |

| | |
|--------|---|
| Mar 9 | Read "Genre and Subgenre" in McKay; finish The Metamorphosis |
| Mar 11 | Read "Novel and Anti-Novel" in McKay. Experimental forms; death of the author; death of the European novel; death of this, death of that, and more death! And some sex. What goes on outside the novel frame? REM – Losing My Religion; Adele – Rolling in the Deep; Daffy Duck – Duck Amuck If on a winter's night a traveller... Read up to the end of the titled chapter 6 |
| Mar 16 | If on a winter's night a traveler continued; more framed narratives? |
| Mar 18 | If on a winter's night a traveler |
| Mar 23 | Read "Novel, Nation and Community" in McKay. Comics; Graphic Novels; non-traditional textual novels; Introduction to The Watchmen; Term Assignment due |
| Mar 25 | The Watchmen continued; patterns and symmetry; "the needs of the many..." |
| Mar 30 | Read "Concludings" in McKay; finish up The Watchmen |
| Apr 1 | Telling your story: the writing of your novel; some big ideas; star dust, atomic structure, and why we will always need stories. |
| Apr 6 | Extra class time if needed; Exam Review; Return of term assignments |

David A. Hamilton (ENGL2103B - Introduction to the Novel)

David Hamilton was one of the most interesting and engaging professors I've had at Carleton yet. His lectures were so well organized and engaging that I found it was always easy to pay attention. His ideas were thought-provoking and he was always open to students giving their own ideas and interpretations of the texts. The weekly quizzes and journals forced me to keep up on the texts, and not just to read them but to make my own interpretations of them. The mixture of clips, discussion and power points in his lectures were super helpful in ensuring that the points were made and understood. Keep up the great teaching, Mr. Hamilton! -----

I personally loved this course (and you). You imparted lessons from the novels and course materials in a way that was interesting, engaging and amusing. I loved coming to class and learned lessons that relate to a thousand different aspects of my life. I also loved the opportunity to explore different aspects of the course every week in a journal, as well as the chances I was given to learn more about a variety of subjects. I love the clips, and the constant references to pop culture made class engaging and amusing. It was brilliant. Thank you for making my second year much better. -----

Great prof! Great semester! Please give the contract instructors at Carleton the recognition they deserve! Treat all staff members equally. Tenure is an antiquated system and it does not accurately reflect the talent of the teaching staff at Carleton. -----

I enjoyed his humour and jokes. -----

You are a fantastic speaker and an engaging professor. I have had no trouble whatsoever paying attention in class, your methods are full of surprises, yet still relevant, and thus the lessons you teach are easily understood and keep. I don't think I have any criticism. Although, I will admit, that the weekly journals and exams were a touch hard to keep up with near the end of the semester, what with all the other assignments. Have a great summer! -----

Mr. Hamilton is a very fun and entertaining professor. He is engaging and often brings media that is both helpful and exciting into the classes. I have previous had a class with him and was very excited to have another with him. ---

<3 -----

Amazing amazing prof. Professor Hamilton made a potentially boring course into something fun and interesting and exciting. Excellent choice of reading material as well. One of the best classes I've ever taken. -----

Amazing professor who is very knowledgeable and accessible. The dialogic journal is without a doubt the most effective way for students to engage with the material and is less judgmental than one or two essays. Really let the course material sink in and better my grasp at it. 10/10 -----

Good sense of humor ! I love the use of outside materials (like youtube clips) to help the class understand and connect better to the class themes and the idea that the novels are trying to convey. -----

This professor is very difficult to reach outside of class. There was great discrepancy in the marking between him and the TA. Overall, I really like Professor Hamilton. He is extremely engaging and makes the material interesting. I just wish he would have been more helpful in explaining grading rubrics and expectations. -----

David Hamilton is very passionate in this course. The only thing I would have to comment on is when he gets off topic. He's so passionate that one idea leads to another and then we sometimes lose sense of what we are talking about. He records his lectures which is very helpful! -----

An enjoyable course, even for a non-humanities student. You're quite passionate about the subject matter and that makes for an excellent learning environment. Well done, thank you. -----

I really enjoyed this course and I thought Professor Hamilton did a great job with it. I liked all of the works on the course and I thought having the accompanying Cambridge text was great as it gave us a theory basis for the novels we read. I liked the evaluation scheme for the course as it aided me to stay on top of my work and allowed us to gauge our knowledge as we went along, and express our ideas. I think the lectures were very interesting and that the Professor spoke very clearly and was great at getting the class involved. I thought it was a great idea that the audio for the course is posted on the class site as this is beneficial to review notes or if you must miss class one day. I really liked the course and it really sparked my interest in the novel! -----

I enjoyed the lecturer's style, but I did feel he went off on tangents a bit more often than I would like. I think we could probably have gotten by with fewer YouTube videos (or at least ones that were more obviously relevant to the class), and I definitely don't think that kind of extraneous material should have shown up on our tests. I wish the journal topics had been posted earlier. They often didn't go up until Friday afternoon, leaving us a very small window in which to complete the assignments. I also wish they had been marked more promptly, since knowing how I did on previous assignments was helpful in writing later ones. However, I *did* really like the use of journals, and thought they were a great help to me in figuring out the material. -----

Very Good professor. Nice, understanding, easy going, funny and knowledgeable. I'm not an English major so I found the work load overwhelming but I enjoyed the class. -----

Not only was this class a great deal of fun, it also introduced me to all kinds of fascinating concepts about what exactly a novel is. The journals were a great way to keep my mind on the course without being too intrusive and the reading list was wonderful. I thoroughly enjoyed coming in to each lecture, and having a professor who wasn't condescending towards students and who genuinely seemed passionate about the material. A breath of fresh air. So lovely. Thanks for a great semester! -----