WESTERN UNIVERSITY Department of English and Writing Studies English 2092F (001) 2014

Tuesdays 7:00-10:00 SEB 2200

Instructor: Dr. Gabrielle Ceraldi Office Hours:

Office: A&H 2G20 Tues./Thurs. Email: gceraldi@uwo.ca 2:30-3:30

Head of Hufflepuff House: Kate Crossland-Smith

Office: A&H 0N20K Office Hours: W 9:30-10:30 Email: kcrossl2@uwo.ca

Head of Ravenclaw House: Ikshaa Pai

Office: UC 3 Office Hours: T 12:30-1:30 Email: ipai@uwo.ca

Head of Slytherin House: K ezzah O'Bannon

Office: UC 3 Office Hours: T 3:30-4:30 Email: cobannon@uwo.ca

Head of Gryffindor House: Sarah Southcott-Whyte

Office: UC 3 Office Hours: T 10:30-11:30 Email: ssouthco@uwo.ca

The Many Faces of Harry Potter

The wildly successful Harry Potter series has been noted for its capacity to cross

Harry

Potter has found an enthusiastic readership among children of both sexes. Age boundaries have proven to be equally elastic; the popularity of the series among adults has even prompted the creation of an adult-friendly edition of the series with dark cover art suitable for reading on public transportation. The flexibility of the series may relate to its roots in a wide variety of genres including the gothic novel, detective fiction, fantasy, adventure, and even the dystopian novel. This course will examine the Harry Potter series in relation to all these genres. We will read all seven books alongside other novels and short stories that illustrate the generic conventions Rowling is using.

Required Texts

J.K. Rowling, , Bloomsbury

Harry Potter and the Chamber of Secrets, Bloomsbury Harry Potter and the Prisoner of Azkaban, Bloomsbury

Harry Potter and the Goblet of Fire, Bloomsbury

Harry Potter and the Order of the Phoenix, Bloomsbury Harry Potter and the Half-Blood Prince, Bloomsbury Harry Potter and the Deathly Hallows, Bloomsbury

The Tales of Beedle the Bard, Bloomsbury

Markus Zusak, The Book Thief, Knopf

George Orwell, Nineteen Eighty Four, Penguin

Suzanne Collins, Mockingjay, Scholastic

Schedule of Classes

Sept. 9: Introduction
The Actively Detecting Reader

- Boxes (location TBA). Do not leave essays under office doors. Two percent per day (including weekends) will be deducted from late essays. Extensions will be approved only with a recommendation for accommodation from an academic counsellor. No paper will be accepted after the last day of classes (Dec. 2).
- 3. Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major offense (see Scholastic Offence Policy in the Western A cademic Calendar). Any student who commits this or any other act of academic dishonesty will receive a grade of zero and a note will be placed on his or her academic record.
- 4. Plagiarism Checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.
- 5. The Attendance and Participation Grade will reflect not only your presence in class but also your engagement in the course, which may take the form of vocal participation in class discussions and/or participation in the Forums board on the OWL. The Forums board is a place where students can post questions about the course material as well as answer questions posted by other students. These questions can involve seeking clarification of lecture material, or they may explore the meaning of particular features of the texts, especially those not discussed in lecture. Those who participate every week, either vocally or online, will achieve the highest results in this portion of the course.
- 6. All grades, once assigned and/or posted, are final. While formal appeal processes do exist in the Department of English and Writing Studies, grades will not be changed after the fact in response to emailed requests and/or GPA requirements, nor will the weighm[(c)4(tu)-6(e)4(sti)-4(ons post)-2JETt the la)s. qu

Scholastic Offences, including Plagiarism
The University Senate requires the following statements, and Web site references, to appear on course outlines:

Communication, and the Program requires students in these circumstances to follow the same procedure when seeking academic accommodation on non-medical (i.e. non-medical compassionate or other) grounds.

Students seeking academic accommodation **on medical grounds** for any missed tests, exams, participation components and/or assignments **worth less than 10% of their final grade** must also apply to the Academic Counselling office of their home Faculty and provide documentation. Where in these circumstances the accommodation is being sought on **non-medical grounds**, students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counselling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from encuu" y jkej" o c {"tguwnv"kp"c" i tcfg"rgpcnv {"wpfgt"cp"÷Cvvgpfcpegø"rqnke {"kp"vjg"eqwtug+0"" All medical documentation **must** be submitted to the Academic Counselling office of a uvwfgpvøu" jq o g"Hcewnv {0

Students who are in emotional/mental distress should refer to MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete

Grading Rubric:

Thesis	Excellent	Forceful, fresh and challenging		
	Good	Clear development of a specific thesis		
	Satisfactory	Reasonably clear thesis		
	Poor Inadequate	Unclear, overgeneral		
Argument (ideas)	Excellent	Original, analytical, persuasive, depth of insight		
	Good	Analytical, persuasive, with some originality and depth		
	Satisfactory	More descriptive than analytical, not fully persuasive		
	Poor Inadequate	Plot summary or lengthy paraphrase, general observations		
Organization	Excellent	Paragraphs focus on clearly articulated, meaningful top8lated,		
	Good arly articsonably coeffetQ-GP ly articSatiulated, Satisfactory			
	Poor			

Inadequate

Introductory Paragraph (250 words) – Due Oct. 7, 2014 Complete Essay (2500 words) – Due Nov. 18, 2014

For this essay, you are required to compare ONE Harry Potter book to ONE of the other novels or short stories on the course. You are expected to develop a specific thesis, along with several supporting arguments. Because this is a comparative essay, you should use these

relation to a series of ideas related to your thesis. Do not treat this as two separate miniessays with each book discussed in turn; instead develop a thesis based on the relationship between the two texts and include both texts in each of your supporting arguments. Your purpose is not to describe how similar or different the texts are in terms of plot or character; instead it is to identify some area of agreement or disagreement as you explore what the texts have to say about an issue.

The introductory paragraph, due on October 7, should be submitted in MLA format (see guide in syllabus), including a proper title, thesis statement, and indication of your supporting arguments. You will have the opportunity to revise these elements as needed before submitting the final essay (including changing your topic and/or swapping out texts if necessary).

You should focus your analysis on ONE of the following topics:

- (a) VIOLENCE: Examine the role of violence in society and/or individual relationships. You may wish to consider the purposes and effects of violence directed by the state against individuals, or you may focus on interpersonal violence and the ethical issues it poses. In some cases, you may wish to examine situations in which violence functions as a performance, considering its effect on witnesses as well as victims.
- (b) BOOKS/DOCUMENTS: Books and/or documents play a pivotal role in many texts on this course. Examine the uses to which documents are put both by those who create them and by those who find, steal, read, and write in them. You should consider not only the information contained in these documents but also the significance of their physical form and the ways in which they circulate from one character to another.
- (c) MENTORSHIP: Central to several texts on this course is the role of a mentor in guiding, inspiring, and sometimes manipulating a younger or less experienced character. For this topic, be careful not to stick to the obvious: do not simply describe the positive traits of good mentors but focus instead on the unexpected costs of apparently good traits, or perhaps the unexpected benefits of apparently bad traits. You may also wish to consider how the traits of the mentor reflect broader cultural and historical situations.