

**Carleton University
Fall/Winter 2015-16
Department of English**

ENGL 1000B: Literature, Genre, Context

*Precludes additional credit for ENGL 1009, ENGL 1100, ENGL 1200,
ENGL 1300, ENGL 1400, FYSM 1004*

Classes: Tuesdays and Thursdays, 2:35-3:55 pm
Loc.: *Please confirm location on Carleton Central*

Instructor: Dr M. Susan Birkwood
Office: 1928 Dunton Tower
Phone: 520-2600 ext. 2302
Email: Susan.Birkwood@carleton.ca

Office Hours: Wednesdays 2:45-4:30 pm—or by appointment

❖ **Please note: This is not a creative writing course. It is a writing attentive* course.**

Course Description:

Literary works have so very much to offer: beauty, sorrow, excitement, revolution, horror, humour, tolerance, hope. They also have much to say about the literary and rhetorical arts, along with the circumstances of their cultural production. This course is an introduction to active literary reading skills, and we will study works of poetry, prose, and drama. As we situate the texts in terms of their literary, historical, and cultural contexts, we will cross temporal and geographic borders while examining—in a wide variety of ways—the relationship of the individual to community and to the world beyond, along with the struggle for personal identity, autonomy, purpose, and dignity.

Because this course is your introduction to literary studies at Carleton, one of my jobs is to help you to develop your critical vocabulary as we read texts from different regions, periods, and genres in order to build a strong base for your future studies. (Many websites may offer quick interpretations; however, there really is no substitute for your own confident and well-supported oral and written analyses of texts.) I am well aware that students entering first year bring a range of experience and that the transition from high school to university has its challenges, especially in the area of essay writing. We will discuss academic writing, and you will have plenty of opportunities to hone your skills.

Course Objectives:

- To situate these texts within their literary and historical contexts
- To examine both the form and content of the selected works of poetry, prose, and drama
- To develop students' textual analysis skills and to build a vocabulary of analytical terms
- To develop students' critical thinking, reading, and writing skills

***English Department definition of "Writing Attentive":**

- Students will spend a significant amount of class time learning, and improving university-level forms of thinking and writing, particularly essay-writing skills, that will concentrate on the following:
 - establishment of university-level expectations for grammar and syntax
 - establishment and refinement of literary-critical skills through close analysis of texts from a variety of genres
 - generation and proof of an argumentative thesis across an essay
 - establishment and refinement of sophisticated ideas and opinions using proper, correct and effective academic English style
 - use and citation of primary literary texts in appropriate and convincing ways
 - development of fluency in and facility with genre-specific literary terminology
 - introduction to the fundamentals of secondary research (including critical evaluation, use, and citation of academic sources)
- Students will complete a minimum of two graded writing assignments per term, in which they will be expected to demonstrate the above skills
- Students will write at least one 3-hour formally scheduled examination. If there is just one exam it will take place during the April examination period.

Required Texts:

- Books have been ordered through **Haven Books**, 43 Seneca Street, Ottawa (at Sunnyside, one block from campus)
- <http://www.havenbooks.ca/carletonsite/carletonhome-e.php>

The Broadview Guide to Writing, 6th ed.

Broadview Introduction to Literature, Concise Edition

- The two Broadview books have been bundled to save you money

Joseph Boyden, *Three Day Road**

Rhonda Douglas, *Welcome to the Circus***

Lawrence Hill, *The Book of Negroes*

Guy Vanderhaeghe, *The Last Crossing*

* Joseph Boyden will deliver the Munro Beattie lecture on October 21!

<http://carleton.ca/english/2015/munro-beattie-lecture-2015-2016-joseph-boyden/>

** Rhonda Douglas will be visiting my FYSM in November, and you are welcome to join us

Evaluation:

Fall Term

Close-reading assignment (essay format)	5%
<i>Walking With Our Sisters</i> assignment	5%
Grammar, punctuation, and proofreading assignment	10%
Major Fall-term essay	10%
December exam	15%
Participation	5%

Winter Term

Major Winter-term essay	15%
Formal reflection	10%

Final exam	20%
Participation	5%

Opportunities for bonus marks:

- ✓ Receive one 2% addition to your **final grade** for attending one of the following:
 - Munro Beattie lecture (See link above)
 - Ottawa International Writers Festival event—Events are free for Carleton students, but you need to book your ticket: <http://www.writersfestival.org/>
 - Winter-term CUAG exhibition
 - Approved Fall or Winter term event that relates to our course (i.e. approved by me)
 - **You must submit a 250-word description of the event and provide some proof of attendance (ticket, selfie at the event, etc., or if I'm at the same event, get me to make note of your presence) to receive the credit.**
- ✓ Receive up to 4% in bonus marks added to your **participation grade** (2% per workshop) for attending workshops through Learning Support Services. (See LSS information in the text box below.)

Please note:

- You must complete **all of the term work and the final exam** in order to be eligible to pass the course. This means that failure to complete the term work will result in a final grade of "F."
- **Term work must be submitted according to the assigned deadlines.** (Given the 5% per day late penalty, assignments will not be worth anything 20 days after the deadline.)
- There are policies in place to support students who require academic accommodation. (See below.) Should you, though, find yourself in circumstances that threaten to preclude your successful completion of an assignment, please contact me before the particular deadline. I would much rather work with you to find a solution than have you face the possibility of failing the course.
- I will grade **print copies** only of assignments, unless otherwise indicated; however, I ask that you submit electronic back-up copies through CU Learn of your analyses and essays.
- "Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean." (FASS Teaching Regulations)

This course has been registered in the study skills Incentive Program offered through Learning Support Services (LSS). Workshops at LSS are designed to help students develop and refine their academic skills for a university environment. You have the option of earning a **bonus 4%** towards the **participation grade** by attending 2 workshops during the year. (2% per workshop.) Study Skills workshops for the Fall 2015 term will become available starting September 14th.

****Please bring your Carleton ID card with you to each workshop. ****

It is your responsibility to ensure that you have signed the attendance sheet at the end of each workshop in order to receive an incentive mark for workshops that you attend. ****If you leave the workshop early or do not sign the attendance sheet at the end of the workshop, LSS will have no record of your attendance at the workshop and, therefore, you will not receive any bonus/participation mark for that workshop.****

To see the complete workshop schedule and to preregister (not mandatory) please login to Carleton Central, and click on the "Learning Support Services – workshops" link under the mySuccess tab. All in-

person workshops are held in room 402 in MacOdrum Library. LSS also offers several online workshops. If you are interested in participating in a workshop online, you can access those workshops through our website: <http://carleton.ca/lss/lss-online/online-workshops-2/>. Should you have any difficulty gaining access to these workshops, please contact Learning Support Services at learningsupport@carleton.ca or 613-520-2600 ext.1125.

As an additional incentive, students who attend 5 or more workshops throughout the academic year can apply to have the *Skills for Academic Success Certificate* added to their Co-curricular Record!

Academic Accommodation:

From Equity Services (<http://carleton.ca/equity/accommodation/academic/>):

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](#)

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](#)

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).

Academic Integrity:

You are expected to know the University's policy and procedures regarding plagiarism.* (See the section on "Academic Integrity Standards" in the University Calendar.) Unacceptable paraphrasing does count as a form of plagiarism.

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include 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 or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- 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 serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 a final grade of "F" for the course. For more information please go to: <http://www2.carleton.ca/studentaffairs/academic-integrity>

General Policy on Major Essays *(See individual assignment sheets for detailed expectations)*

Generally, essays are due on the day assigned; however, you each have a total of **4 grace days** to use to best advantage when completing the **two major essays (not the shorter assignments or responses)**. For instance, you could use 1 grace day when completing the first essay and 3 when completing the second. (In other words, you have a built-in extension should you experience hardware failures or other problems.) Otherwise, requests for extensions MUST be made BEFORE the due date. Busier-than-average schedules or computer problems do not ordinarily constitute good reasons for extensions. A penalty of **5% per business day** will be applied to late assignments. (I will keep track of grace days used.)

- **As already indicated, you will be required to submit print copies of your assignments for marking and to provide electronic back-ups in cuLearn. However, you should still keep a copy of each assignment until the original has been returned, and be prepared to submit a copy immediately if need be.**
- Do not slide assignments under my office door. There is a drop-off slot outside of the English Department office (DT 1812).
- Essays are to conform to MLA format. Errors in documentation and formatting will cost you marks.
- **You are expected to know the University's policy and procedures regarding plagiarism. (See explanation above and the section on "Academic Integrity Standards" in the University Calendar.) Unacceptable paraphrasing does count as a form of plagiarism. Be particularly careful in your use and documentation of internet sources. I shall report cases of unacknowledged use of sources to the Chair of the English Department.**

Late penalty: As noted above, the late penalty is 5% per business day for major essays. This penalty also applies to the other assignments for which grace days may not be used unless otherwise noted in individual assignment instructions. Do make sure that you note each assignment's requirements.

Attendance and Participation:

Attendance: I have always found there to be a strong correlation between regular attendance and student success in my classes. You are responsible for what we cover in class, and we will make links between texts and topics as we move forward in the course and build on what we have discussed. On a very practical note, exam questions in this course will come straight out of lecture and discussion materials.

- ❖ I will take attendance at each class. (If I forget, please remind me!)
- ❖ If you have to miss a class, see if you can get notes from someone AND check with me to see if you missed any hand-outs or marked assignments that I may have distributed.

Participation: Students' thoughtful participation in class discussion greatly enriches the learning experience for everyone, including me.

The grade: In assigning the participation grade at the end of the year, I take into account both attendance records and participation in class. (If you don't attend, you can't participate!) Perfect attendance is not a guarantee of a perfect score: you will need to demonstrate your engagement with the material. (If you sit in class but spend your time on social media sites, I don't consider that participation.)

- **Absence from 4 or more classes per term may result in a participation grade of 0 for the term.**
- I will, of course, take into account any documented reasons for absence (e.g. illness).

cuLearn: Course Materials and Grades: I will post course materials (e.g. the syllabus, poetry resources, web links) and any PowerPoint slides that I use in lecture, and I will enter your marks in the grade-book. (I do not as a rule post lecture notes.)

- You will get your marked assignments back in class, and I will periodically update the grade-book. I give priority to class preparation and marking: I update the on-line records when I have time. Please do compare my records to yours before the end of the course, and let me know if you discover any errors or omissions.

Assignments, Calendar, News Forum, and other features: I will set up assignments, indicate assignment due dates and grace days in the calendar, and post any class announcements in cuLearn. We can decide whether we want to use other features on a regular basis.

E-mail Communications:

- I will check e-mail daily during the week. If you send a message on Friday evening, be aware that I may not reply to it until Monday morning.
- I will delete mail without opening it, if it comes from a sender I do not recognise, so please use your Carleton account.
- University policy prohibits me from sending information about grades over e-mail if the request comes from any non-Carleton e-mail address.
- It is always a good idea to avoid excessive informality in your e-mail communications with instructors. ("Dear Professor –" is the safest way to begin when e-mailing any instructor.)

Preparation for Class:

- Ideally, you should have the texts read before we begin discussing them in class. In the case of novels, try to have a substantial portion read prior to the first class on the respective texts.
- Make sure you bring the relevant text(s) to class.
- When you are taking notes, do include references to passages that we focus on in class: I choose identification passages for the exams from those that we discuss in class.

Classroom Courtesy:

- Please put mobile phones into silent mode before coming into class, and keep them out of your view. **IF** you have a pressing need to consult it—e.g. you have a child at home who is ill—I will of course accommodate this need.
- Please do not use your electronic devices for anything other than course-related work. You won't be the only one distracted by your Instagram feed. Here's a blog entry that offers some compelling reasons for avoiding the obvious distractions: Clay Shirky, "Why I Just Asked My Students to Put Their Laptops Away" <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368>
- Please plan to stay for the duration of the class. Should you need to leave the classroom early, I would appreciate your letting me know ahead of time, if possible.

A note from the Office of the Provost and Vice President (Academic):

"Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s)."

Class Schedule

❖ *Subject to change if necessary*

Date	Tuesday	Thursday
Sept. 3		Introduction to the course and the syllabus
8, 10	Argument and Rhetoric: <i>BIL:</i> Literary Non-Fiction (See 789-95); Jonathan Swift, "A Modest Proposal"	Close Reading: <i>BIL:</i> William Blake, all 6 poems in the anthology See The William Blake Archive for engravings: http://www.blakearchive.org/blake/ Go to <i>Songs of Innocence and Experience</i> : http://www.blakearchive.org/exist/blake/archive/copy.xq?copyid=songsie.b&java=no
15, 17	Blake, cont'd <i>BGW:</i> "The Writing Process: Voice Work" 17-24 (Attitude to Purpose)	<i>BIL:</i> W.H. Auden, "Musée des Beaux Arts" and "September 1, 1939" <ul style="list-style-type: none"> • Please look up images of the following paintings by Pieter Breugel the Elder: "The Census at Bethlehem," "Massacre of the

	<p>In cuLearn: Sample Essay: “Innocence and Complicity”</p> <ul style="list-style-type: none"> ➤ Research and evidence from inside the text 	<p>Innocents,” and “Landscape with the Fall of Icarus” (See the cover of <i>BGW</i>)</p> <ul style="list-style-type: none"> • Here’s one link: https://www.royalcollection.org.uk/collection/405787/massacre-of-the-innocents <p><i>BGW</i>: “Writing about Literature/ Writing about Texts” 387-390</p>
22, 24	<p>Literal to figurative: keeping interpretation grounded in the text</p> <p><i>BIL</i>: Virginia Woolf, “The Death of the Moth”</p> <p>Robert Frost, “Design”</p>	<p><i>BIL</i>: Miriam Toews, “A Father’s Faith”</p> <p><i>BGW</i>: Logical Fluency 33-43</p> <p>Joining Words (276-301)</p>
Sept. 29, Oct. 1	<p><i>BIL</i>: Charlotte Perkins Gilman, “The Yellow Wallpaper”</p> <p><i>BGW</i>: Punctuation (509-31)</p>	<p>Punctuation, cont’d</p> <p>Navigating MacOdrum Library’s resources</p> <p><i>BGW</i>: Documentation and Research (553-66)—and avoiding plagiarism</p> <p>Close reading assignment due—in class or through the physical drop-box (DT 18th floor); upload a back-up in cuLearn</p>
Oct. 6, 8	<p>Historical Fiction and Contemporary Issues</p> <p>Joseph Boyden, <i>Three Day Road</i></p> <p>*We will also discuss the CUAG installation and the related assignment</p>	<p>WALKING WITH OUR SISTERS: Meet outside Carleton University Art Gallery (St Patrick’s Building) http://newsroom.carleton.ca/2015/07/31/memorial-installation-in-honour-of-missing-and-murdered-indigenous-women-to-be-presented-in-ottawa-this-fall/</p>
13, 15	Joseph Boyden, <i>Three Day Road</i>	Joseph Boyden, <i>Three Day Road</i>
20, 22	Joseph Boyden, <i>Three Day Road</i>	<p><i>BIL</i>: Eden Robinson, “Terminal Avenue”; Ursula K. LeGuin, “The Ones Who Walk Away from Omelas”</p> <p>Walking With Our Sisters assignment due</p>
27, 29	READING WEEK:	NO CLASSES
Nov. 3, 5	<p><i>BIL</i> Online*: George Orwell, “Politics and the English Language”</p> <p>*You will need the access code that came with the anthology</p> <p>Editing and proof-reading</p>	<p>The Short Story: Narrative Voice and Structure</p> <p>Rhonda Douglas, <i>Welcome to the Circus</i></p>

	BGW: Word Meanings (210-49), Style (327-38)	
10, 12	<i>Welcome to the Circus</i>	<i>Welcome to the Circus</i>
17, 19	<i>Welcome to the Circus</i>	<i>BIL</i> : Poetry (See 461-84) Form and Metre Christopher Marlowe, "The Passionate Shepherd to his Love"; Sir Walter Raleigh, "The Nymph's Reply to the Shepherd" Grammar, punctuation, and proofreading assignment due
24, 26	The Sonnet William Shakespeare, Sonnets 18 and 130 John Donne, <i>Holy Sonnets</i> 10	Christina Rossetti, "In an Artist's Studio," W.B. Yeats, "Leda and the Swan," Edna St Vincent Millay, "I being born a woman and distressed"
Dec. 1, 3	Introduction and thesis statement workshop: Bring 2 copies of your draft—one to hand in as part of the essay assignment and one to work on	Exam Review Fall-term major essay due

Exam Period: December 9-21, 2015

- ❖ The Academic Year: <http://calendar.carleton.ca/academicyear/undergrad/>
- ❖ The Registrar's Office will post the exam schedule: <http://www1.carleton.ca/registrar/>
- ❖ Do not finalise travel plans until you know the exam schedule.

Winter Term—Please note that the Winter-term major essay assignment will involve a couple of stages of development. Once I have a better idea of areas that may need highlighting, I will build the stages into the schedule. (I will give you plenty of notice.)

Dates	Tuesday	Thursday
Jan. 7		Gender Politics <i>BIL</i> Drama (See 227-35): Henrik Ibsen, <i>A Doll's House</i>
12, 14	<i>A Doll's House</i>	<i>A Doll's House</i>
19, 21	<i>BIL</i> : Hannah Moscovitch, <i>Essay</i>	<i>Essay</i>
26, 28	The Conversation Poem and the Dramatic Monologue <i>BIL</i> : Samuel Taylor Coleridge, "Frost at Midnight"; Alfred Lord Tennyson, "Ulysses"; Robert Browning, "My Last Duchess"	The Narrative Poem <i>BIL</i> : Christina Rossetti, "Goblin Market"
Feb. 2, 4	The Historical Novel: Biography and the Bildungsroman Lawrence Hill, <i>The Book of Negroes</i>	<i>The Book of Negroes</i>

9, 11	<i>The Book of Negroes</i>	<i>The Book of Negroes</i>
16, 18	READING WEEK:	NO CLASSES
23, 25	The Historical Novel: the Western Screening of John Ford's <i>Stagecoach</i>	Guy Vanderhaeghe, <i>The Last Crossing</i>
Mar. 1, 3	<i>The Last Crossing</i>	<i>The Last Crossing</i>
8, 10	<i>The Last Crossing</i>	The Further Legacy of Colonisation <i>BIL</i> : Derek Walcott, "A Far Cry from Africa"; Marilyn Dumont, "Not Just a Platform for My Dance," "The White Judges"
15, 17	The Presence of the Past <i>BIL</i> : John Keats, "Ode on a Grecian Urn"; Al Purdy, "Lament for the Dorsets"; Seamus Heaney, "The Grauballe Man"	Poets Responding to Other Poets <i>BIL</i> : John Keats, "Ode to a Nightingale"; Thomas Hardy, "The Darkling Thrush"; Wilfrid Owen, "Dulce Et Decorum Est" Winter-term major essay due
22, 24	Landscapes and Cityscapes <i>BIL</i> : Matthew Arnold, "Dover Beach"; Earle Birney, "Vancouver Lights"; Al Purdy, "Trees at the Arctic Circle"; Dionne Brand, <i>Thirsty</i> (excerpts)	Image and Memory <i>BIL</i> : Lorna Crozier, "When I Come Again to My Father's House"; Agha Shahid Ali, "Postcard from Kashmir"
29, 31	<i>BIL</i> : Philip Larkin, "This Be the Verse"; Tom Wayman, "Did I Miss Anything?" Review: Quoting and Documenting Poetry	Introduction and thesis statement workshop: Bring 2 copies of your draft reflection—one to hand in as part of the assignment and one to work on
Apr. 5, 7	Exam Review Formal reflection due	Office hours for consultation about the exam

Final Examination Period: April 11-23, 2016

❖ **Final exams** will not be returned to you; however, you may make an appointment to review your exam after it is marked. Final exams are kept in the English Department for one year.

Final Grades are not official until they have been approved by both the Department Chair and the Dean. Consequently, I will not post final grades in cuLearn. You may access your final grades through **Carleton Central**