

**Carleton University
Department of English
Fall/Winter 2014-2015**

**ENGL 1000G: Literature, Genre, Context
Precludes additional credit for FYSM 1004**

**Classes: Wednesday and Friday 11:35am-12:55 pm
Location: *please confirm on Carleton Central***

**Dr. Esther Post
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Office Hours: TBA
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COURSE DESCRIPTION:

This course will introduce students to the fundamentals of critical literary analysis, focusing upon active reading skills and direct engagement with literary texts and the major genres and contexts in which they are situated. Investigating the dominant conventions and traditions involved in the production of literature, students will explore a wide range of texts produced during the twentieth century, including poetry, short stories, drama, and novels, as well as the cultural, political and historical contexts from which they emerge. As this is a writing attentive course, students will learn not only how to think about literature critically, but also how to write about literature in an engaged and informed manner.

REQUIRED TEXTS:

*reading list subject to change

Fall Term:

Kate Chopin, *The Awakening*
Ernest Hemingway, *The Sun Also Rises*
F. Scott Fitzgerald, *The Great Gatsby*

Winter Term:

Tennessee Williams, *The Glass Menagerie* (play)
Anthony Burgess, *A Clockwork Orange*
Toni Morrison, *The Bluest Eye*
Tony Kushner, "Angels in America Part One: Millennium Approaches" (play)

**All novels and plays will be available at *Octopus Books* (116 Third Ave., just west of Bank St.) by the beginning of the semester; all other texts, including poetry and short stories, will be posted online to our course page at CULearn.

GRADING SYSTEM:

First Term: Short Passage Analysis (3-4 pages): 10%

First Term Essay(4-6 pages): 15%

Midterm Exam: 15%

Winter Term: Short Passage Analysis (3-4 pages): 10%

Final Term Essay (6-8 pages): 25%

Final Exam: 25%

******Please Note: All assignments must be submitted in order to fulfill the course requirements (read: in order to pass the course)**

PLEASE NOTE: ENGL 1000 is a **writing-attentive course**. In ENGL 1000, "writing attentive" means:

- Students will write at least one examination (in this section, students write both a mid-term exam and a final exam).
- Students will write a minimum of two graded writing assignments per term, in which they are expected to do the following:
 - o develop an argumentative thesis across an essay
 - o develop complex ideas using correct and effective expression according to academic English practice
 - o use and cite evidence from primary texts appropriately
 - o develop literary skills through close critical analysis of texts from a variety of genres
 - o develop fluency in genre-specific literary terms of analysis
- Students will also be introduced to issues in secondary research (such as critical evaluation of and citation of secondary materials). A portion of class time will be devoted to developing and improving essay writing skills.

GENERAL EXPECTATIONS, COURSE POLICIES, and CLASSROOM ETIQUETTE:

Students are expected to:

- attend all classes, showing up on time and staying for the duration of the class and bringing with them the text(s) assigned for that day's class. I will not share my lecture notes with students, nor will I give lectures twice, so it is the responsibility of students to get the notes they have missed from another student
- have read the assigned material for that day
- be prepared to discuss the texts in a thoughtful manner. While there is not a mark for participation, critical reading, writing and analytical skills cannot be learned from a book alone, and asking questions about the readings and contributing to class discussions will undoubtedly help you to better understand the material, hone your critical reading and interpretative skills, and prepare you well for upper-year classes where participation will account for part of your final grade
- take notes during my lectures and class discussions about the texts: both the mid-term and the final exam will be based on lectures and issues raised during class discussions, so it is important that you take good notes summarizing the important points raised during class

- **use CULearn on a regular basis so that you are up to date with any readings, assignments, handouts, or announcements that are posted. I cannot stress how important it is that students use the resources provided for them online.**
- **(**This is my personal pet peeve, so I strongly recommend you familiarize yourself with this policy):** Please ensure that you turn off all cell phones, mp3 players, and other electronic equipment BEFORE class begins. It is incredibly disrespectful, distracting and frustrating for professors to watch students send and receive text messages during lectures, and students who are caught using their cell phones will be asked to leave class. Laptop computers are to be used ONLY to take lecture notes, and any student who is caught using the computer to play games, go on Facebook, watch videos on youtube, check email, surf the internet, and/or any other activity that is not related to taking notes will be asked to leave the class. If such issues are a common problem, only students with PMC approved laptops will be able to bring them to class. Please show respect to both your professor and fellow students.
- **Email etiquette (another of my pet peeves):** Please remember that you are writing to your professor, and not your best friend, or your sister, or your mother. Please do not use “text speak” and instead use proper English language; please sign your emails with your full name, and finally, please remember that I sometimes have literally hundreds of students each semester. It is important that you: a) Identify yourself by your FULL name and indicate which class you are in in the title of your message b)Keep your emails extremely brief, focused only on the reading material or other questions that are directly related to the course, and c) Ensure that you have fully read this syllabus and all documents posted to CULearn before sending an email
- Attendance will be taken at every class and absences will be noted. Students who miss **6 or more classes per term (25%) will NOT be permitted to write the exam** for that term, and as a result, **will not be able to pass the course**, as all course requirements must be fulfilled for successful completion of the course.

And in return, you can expect from me:

- A willingness to help you improve your reading, writing, and analytical skills, and ultimately, your success in the course. Please remember, however, that this is a two-way street. If you need help with an assignment or have questions about or problems with any aspect of the course or with the reading material, please let me or the Teaching Assistant (T.A.) know as early as possible.
- The best way to get in contact with me is by email at esther_post@carleton.ca. I will respond to emails in a timely fashion (usually within 48 hours, though it could be longer on weekends) and especially to those that ask clear, precise and specific questions.
- I am also available to meet with students to discuss any aspect of the course during my office hours, and if you are unable to make it to my office hours, we can reschedule a time to meet that is convenient to both of us. Please remember that the T.A. is also an excellent resource, and you are encouraged to make use of the T.A.’s office hours.
- In the unlikely event that I need to cancel a class due to illness, personal/family emergency, etc., I will do my best to post an announcement as soon as possible to CULearn. It’s a good idea to check our course page for such announcements before coming to class, but if you can’t check, such announcements will be posted to the classroom door.

SHORT WRITING ASSIGNMENTS (3-4 pages): PASSAGE ANALYSIS (2 x 10% =20%)

Fall: due Wed. Oct. 22 (10%)

Winter: due Fri. Jan. 30(10%)

For this assignment, you are required to submit a short, critical analysis and close reading of one of three passages from our primary texts. Your analysis should pay close and detailed attention to the language, symbols, imagery, narrative perspective, style, tone, and themes of the passage, and should examine the significance of the passage to the larger themes of the text. Your paper should present a thesis statement that offers a basic observation or assertion about the particular passage itself and/or its relation to the text as a whole. Your interpretation may take any direction you would like, but your assertions must be supported by detailed references to the passage you are analyzing (ie. you must include and provide a focused examination and analysis of direct quotations from the assigned passage). Secondary sources are NOT to be consulted for this assignment; I am interested in reading your specific and personal interpretation.

LATE POLICY: Late papers will be penalized **5% per day, including weekends**, and extensions will NOT be granted except in cases of bereavement or serious illness, accompanied by a doctor's note. If you are in a situation that warrants an extension, please speak to me as early as possible. Extensions that are requested on or after the due date will not be considered.

PLAGIARISM: there will be a policy of ZERO TOLERANCE for plagiarism. 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.

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

FIRST ESSAY (15%):

DUE: Wednesday, Dec.3, 2014

Essays are due Wednesday, **DECEMBER 3, 2014 by 4 pm**, and are worth 15% of your final mark. Essays that are submitted after 4:00 on Dec. 1 will be penalized 5% per day, including weekends, so be sure not to leave this assignment until the last minute.

Essays must discuss at least one, but no more than 2 primary texts studied in the first semester. Suggested topics and several handouts concerning essay writing guidelines, MLA format, general grading guidelines, etc. will be posted to WebCT at least 4 weeks before the papers are due, and students are encouraged to refer to these documents frequently. PLEASE NOTE: Secondary and/or critical sources (print or digital) are NOT to be consulted for this assignment; I am interested in reading your personal interpretations of particular literary texts.

Essays must be between 4-6 pages in length, double-spaced, and formatted with 12 pt Times New Roman font and one-inch margins on all sides. All cited material (ie. direct quotations from the primary literary texts you are examining) must be properly referenced according to MLA style and documentation guidelines (ie. parenthetical in-text citations). If you are unfamiliar with MLA guidelines, please consult or purchase the *MLA Handbook for Writers of Research Papers* (6th edition), several volumes of which are available at Carleton's library at LB2369.G52.

MIDTERM EXAM (15%):

The midterm examination will be written during the December examination period (date TBD), and will cover all material from the fall semester. The exam format will be given to students prior to the exam, and our last class of the fall term will be devoted to review and exam preparation.

FINAL ESSAY (25%)

DUE: Wednesday, April 1, 2014

The final essay, due **Wednesday, Apr. 1, 2014**, must discuss at least one, but no more than 2 primary texts studied in the second semester, and suggested topics will be posted to WebCT at least 4 weeks before the due date. Papers are to be 6-8 pages in length, and must be typed or word-processed, double spaced, and formatted with 12 pt Times New Roman font and one-inch margins. Handwritten essays WILL NOT be accepted. Essays must be written in accordance with the Modern Language Association (MLA) style and documentation guidelines. .

FINAL EXAM(25%): will be written the scheduled winter term examination period in April, and will cover all material studied throughout the entire course, although the focus will be upon material from the winter term. The exam format will be given to students prior to the exam, and our last class will be devoted to review and exam preparation.

Note: If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.

For students with disabilities: Students with physical and/or learning disabilities who require assistance are encouraged to contact the Paul Menton Centre for Students with Disabilities, located in the Unicentre, Room 500 (520-6608). I also encourage any students requiring assistance to speak to me early on in the semester so that we may make any necessary arrangements or accommodations.

For religious observance: Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

CLASS SCHEDULE (subject to revisions):

Fall Term:

Fri. Sept. 5:	Introduction to the course; overview and introduction of major genres (poetry, prose, drama) and literary conventions
Wed. Sept. 10:	lecture on modernism/modernity; intro. to modern poetry
F. Sept. 12:	Modern Poetry (Symbolism and Synesthesia): William Butler Yeats, "The Second Coming," "Sailing to Byzantium"
W. Sept. 17:	Yeats (cont'd)
F. Sept. 19:	Modern Poetry (Imagism): Ezra Pound, "In a Station at the Metro"; William Carlos Williams, "The Red Wheelbarrow," "This is Just to Say," "The Young Housewife"
W. Sept. 24:	Modern Poetry (Imagism): Williams (cont'd)
F. Sept. 26:	Modern Poetry: T.S. Eliot, "The Love Song of J. Alfred Prufrock"
W. Oct. 1:	Eliot (cont'd)
F. Oct. 3:	Grammar and Writing Tutorial
W. Oct. 8:	Modern Short Fiction (Impressionism): Katherine Mansfield, "Bliss" (short story) and excerpts from Virginia Woolf, "Moments of Being" (essay)
F. Oct. 10:	Mansfield (cont'd)
W. Oct. 15:	Modern Short Fiction: Charlotte Perkins Gilman, "The Yellow Wallpaper"

F. Oct. 17: Gilman (cont'd)
W. Oct. 22: **Modern Fiction:** Kate Chopin, *The Awakening* ***PASSAGE ANALYSIS DUE***

F. Oct. 24: *The Awakening*
W. Oct. 29: READING WEEK
F. Oct. 31: READING WEEK
W. Nov. 5: *The Awakening*
F. Nov. 7: **WWI Poetry:** Wilfred Owen, "Dulce et Decorum Est," "Anthem for Doomed Youth"; Siegfried Sassoon, "They," "The Glory of Women"
W. Nov. 12: **WWI Poetry (cont'd):** Isaac Rosenberg, "Louse Hunting," "Dead Man's Dump"; Rupert Brooke, "The Soldier"
F. Nov. 14: **Grammar and Writing Tutorial**
W. Nov. 19: begin **Modern Fiction:** Ernest Hemingway, *The Sun Also Rises*
F. Nov. 21: *The Sun Also Rises*
W. Nov. 26: *The Sun Also Rises*
F. Nov. 28: **Modern Fiction:** F. Scott Fitzgerald *The Great Gatsby*
W. Dec. 3: *The Great Gatsby* ****FIRST TERM FINAL ESSAY DUE****
F. Dec. 5: **LAST CLASS:** finish *Gatsby* and EXAM PREP and REVIEW

Winter Term:

W. Jan. 7: **Modern Drama:** Tennessee Williams, "The Glass Menagerie"
F. Jan. 9: "The Glass Menagerie" (cont'd)
W. Jan. 14: **Poetry of the Harlem Renaissance:** Langston Hughes, "The Negro Speaks of Rivers," "I, Too," "Silhouette," "Theme for English B,"; Countee Cullen, "Heritage," "Yet Do I Marvel"
F. Jan. 16: **Poetry of the Harlem Renaissance (cont'd)**
W. Jan. 21: **Confessional Poetry:** Sylvia Plath, "Daddy," "Lady Lazarus," "Tulips,"
F. Jan. 23: Plath (cont'd)
W. Jan. 28: **The Beat Generation:** Allen Ginsberg, "America," "A Supermarket in California," "Howl"; Jack Kerouac, "The Origins of Joy in Poetry," "How to Meditate"
F. Jan. 30: **Beats (cont'd) *PASSAGE ANALYSIS DUE***
W. Feb. 4: Anthony Burgess, *A Clockwork Orange*
F. Feb. 6: *A Clockwork Orange*
W. Feb. 11: *A Clockwork Orange*
F. Feb. 13: GRAMMAR and WRITING TUTORIAL
W. Feb. 18: **READING WEEK**
F. Feb. 20: **READING WEEK**
W. Feb. 25: lecture on postmodernism/postmodernity
F. Feb. 27: **Postmodern Short Fiction:** Donald Barthelme, "Me and Miss Mandible"
W. Mar. 4: **Postmodern Short Fiction:** Isabel Allende, "Two Words"
F. Mar. 6: **African-American/Postmodern Fiction:** Toni Morrison, *The Bluest Eye*
W. Mar. 11: *The Bluest Eye*
F. Mar. 13: *The Bluest Eye*
W. Mar. 18: **Postmodern Short Fiction:** Jeanette Winterson, "The Poetics of Sex"

F. Mar. 20 "The Poetics of Sex" (cont'd)
W. Mar. 25: GRAMMAR and WRITING TUTORIAL
F. Mar. 27: **Postmodern Drama:** Tony Kushner, "Angels in America: Millennial Approaches"
W. Apr. 1: "Angels" ****FINAL ESSAY DUE****
F. Apr. 3: HOLIDAY –NO CLASS
W. Apr. 8: LAST CLASS: finish "Angels"; FINAL EXAM PREP & REVIEW