

**CARLETON UNIVERSITY
DEPARTMENT OF ENGLISH
ENGLISH 1000H: Literature, Genre and Context**

Instructor: Dr. Deborah Moore
**Contact Info: demoore@connect.carleton.ca;
deborah.moore50@yahoo.ca**

Wed./Fri.: 11:30 – 1:00 p.m.
Please confirm locations on Carleton Central

Office: Dunton Tower 1913
Hours: TBA

Course Description

This course introduces students to some of the most interesting literature written in English over several centuries. Many of the texts, which include poetry, short stories, drama and novels, require a sense of humour to appreciate, while others contain what I like to term “hidden treasures” to delight and to instruct the reader. We will concentrate on the fundamentals of critical literary analysis, focusing upon active reading skills and direct engagement with literary texts and the major genres they represent. We will also investigate the dominant conventions and traditions involved in the production of literature and will explore the cultural, political and historical contexts from which our texts emerge.

Also, this course is writing attentive, which means:

- 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 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 formally scheduled examination

Assignments:

3 X 1,000 word papers (each worth 10% each)

1 X 2,000 word paper (worth 20%)

Exams:

December exam (worth 20%)

April Final exam (worth 30%)

Note: We will also have on (unannounced) short bonus quiz based on the syllabus information. This quiz could earn you an extra 2% on your final grade. You'd have to be **MAD** to miss it! Free marks! HURRAY!

Required Texts: (available at Haven Books – 43 Seneca at Sunnyside)

Poetry

TBA (online)

Short Stories

“The Yellow Wallpaper” Charlotte Perkins Gilman

(<http://www.eastoftheweb.com/short-stories/UBooks/YelWal.shtml>)

“The Cask of Amontillado” Edgar Allan Poe

(<http://www.eastoftheweb.com/short-stories/UBooks/CasAmo.shtml>)

“Girl” Jamaica Kincaid

(<http://notearama.blogspot.com/2010/01/girl.html>)

“A Very Old Man with Enormous Wings” Gabriel García Márquez

(<http://salvoblue.homestead.com/wings.html>)

“The Lottery” Shirley Jackson

(<http://www.americanliterature.com/Jackson/SS/TheLottery.html>)

“Signs and Symbols” Vladimir Nabokov

(http://www.newyorker.com/archive/1948/05/15/1948_05_15_031_TNY_CARD_S_000214135)

Drama

“Noah” Anonymous (handout)

“Twelfth Night” William Shakespeare

“An Ideal Husband” Oscar Wilde

“What the Butler Saw” Joe Orton

Novels

Jane Eyre Charlotte Brontë

Bomber Len Deighton

Invitation to a Beheading Vladimir Nabokov

Grade Equivalents

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A- = 80-84	B- = 70-72	C- = 60-62	D- = 50-52
	F = 0-49		

Syllabus:

September:

6 th	Introduction day
11 th	Introduction to Poetry ; basics on how to write an essay; the first essay draft, revising, structuring an introduction (including length)
13 th	poetry; the body of the essay, conclusions
18 th	poetry; different kinds of essays, narrowing the topic, choosing a thesis
20 th	poetry; essay organization, supporting evidence (MLA citation convention), working bibliography
25 th	poetry; evaluating sources, taking notes, handling contradictory evidence and drawing conclusions.
27 th	poetry; paragraphing; paragraph order; transitions; length

October:

2 nd	Introduction to drama: "Noah"; * first paper due
4 th	"Noah"; proofreading; presentation; writing exam essays
9 th	"Noah"
11 th	"Twelfth Night" William Shakespeare;
16 th	"Twelfth Night"
18 th	"Twelfth Night"
23 rd	"Twelfth Night"
25 th	"Twelfth Night"
30 th	Reading Break

November:

- 1st** **Reading Break**
- 6th** “An Ideal Husband” Oscar Wilde; writing sentences; variation; parallelism; comma splices and run-on sentences
- 8th** “An Ideal Husband”
- 13th** “An Ideal Husband”
- 15th** “An Ideal Husband”
- 20th** “What the Butler Saw” Joe Orton; sentence fragments; faulty agreement (subject/verb and pronoun)
- 22nd** “What the Butler Saw”
- 27th** “What the Butler Saw” ** second paper due
- 29th** “What the Butler Saw”; modifiers; wordiness; passive voice; mixed metaphors and other common errors

December:

- 4th** “What the Butler Saw”
- 6th** Last things. Time for a review.

January:

- 8th** “The Cask of Amontillado” Edgar Allan Poe
- 10th** “The Cask of Amontillado”
- 15th** “Signs and Symbols” Vladimir Nabokov
- 17th** “Signs and Symbols”
- 22nd** “The Lottery” Shirley Jackson
- 24th** “The Lottery”
- 29th** “A Very Old Man With Enormous Wings” Gabriel García Márquez
- 31st** “A Very Old Man With Enormous Wings”

February:

- 5th "Girl" Jamaica Kincaid
- 7th "Girl"
- 12th "The Yellow Wallpaper" Charlotte Perkins Gilman
- 14th "The Yellow Wallpaper"; *** third paper due
- 19th WINTER BREAK!!!! HURRAY!!!
- 21st WINTER BREAK!!!! HURRAY!!!
- 26th Introduction to the Novel; *Jane Eyre*, Charlotte Brontë
- 28th *Jane Eyre*

March:

- 5th *Jane Eyre*
- 7th *Jane Eyre*
- 12th *Invitation to a Beheading*, Vladimir Nabokov;
- 14th *Invitation to a Beheading*
- 19th *Invitation to a Beheading*
- 21st *Bomber*, Len Deighton
- 26th *Bomber*
- 28th *Bomber*

April:

- 2nd *Bomber*; **** fourth paper due
- 4th Last things. Time for a review.

Playing By the Rules

1. I will grade assignments on both manner and matter: presentation, organization, grammar, spelling, and general quality of writing, as well as logic, presentation of argument, and quality of thought. **Papers that do not meet minimal standards of mechanical competence** (i.e. spelling, sentence structure, paragraphing, etc.) **will receive a failing grade.** Since I go over and over what I expect from the papers, I will not allow such essays to be rewritten, **nor do I assign extra credit assignments for people who do poorly on the papers and/or final.**
2. **I will not accept late papers** except by **PRIOR** arrangement, and these papers will generally receive fewer or no written comments. I will accept no paper after I have returned the graded essays to the class; I will make exceptions only for documented illness or other emergencies. ***Nota bene: always ask me if you can hand your essay in late; never just tell me – the answer will be “no”.***
3. Keep a copy for yourself of the essay you submit, and keep the graded assignment once I have returned it to you. It will be helpful to you, and you may need it for future reference.
4. The December examination and the final examination **must be written as scheduled;** I will make exceptions only for documented illness or other emergencies, **not** to accommodate holiday or travel plans.
5. All assignments must be completed by the date of the final examination, or you will not be allowed to sit the exam.
6. **PLAGIARISM AND CHEATING** are serious offences and will result in serious consequences (a failing grade for the assignment in question and possibly still further departmental action). See the Academic Integrity Policy (on-line) for definitions and university policies (http://www.carleton.ca/studentaffairs/academic_integrity/docs/Academic_Integrity_Policy.pdf). If you have any questions about the matter or are unsure whether or how to document sources, PLEASE SEE ME **BEFORE THE FACT.** I rarely bite; however, I do need to say that I hold the unofficial department record for catching plagiarizers – 17% of one class in one term.
7. I expect regular attendance as it will contribute both to your success in this course, and to success of the course generally. **You cannot hope to do well if you miss more than three classes overall, I guarantee it.** I also expect punctuality, as a courtesy to your fellow students and to myself. **This is a pet peeve of mine, so please take note.**
8. I will be posting final grades on CULearn. “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.”(Faculty Grading Outlines)
9. I do not allow my lectures and seminars to be audio- and/or visually-recorded except by prior arrangement and then only for students with disabilities that require such measures. * **See below.**

10. I do not allow students to email me their term papers. Part of your university training is learning how to budget your time. Do not leave your paper to the last minute; you KNOW something will go wrong, and here is the official warning that sympathy can be found in the dictionary.

11. Lastly, if I catch you on social media with your electronic device in class (and I have my ways of doing so), you will not be allowed to bring it to class again. Do not be disrespectful and rude to me or to your fellow students by supposing you're not hurting anyone and will never be caught. You WILL be caught, and the person who will hurt for it is you.



I guarantee we will have fun, but I also guarantee you will work hard.



*** Academic Accommodation:**

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and 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.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6680, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation> .

Students should also be aware of the excellent help available from:

- 1) the Academic Writing Centre and Writing Tutorial Service (4th Floor, Library, 613-520-6632)**
- 2) the Student Academic Success Centre (SASC, 302 Tory, 613-520-7850), and**
- 3) the Learning Commons (4th Floor, Library, 613-520-2600, ext. 1125).**

MOST IMPORTANT OF ALL:

**IF THERE'S SOMETHING YOU DON'T KNOW,
SOMETHING YOU'VE MISSED OR DON'T
UNDERSTAND, ASK ME AND NOT SOMEONE ELSE
FROM THE CLASS. THIS COULD – AND HAS – LED TO
DISASTER!**