

**Carleton University  
Fall/Winter 2013-14  
Department of English**

**ENGL 1000 K: Literature, Genre, Context**  
[Precludes additional credit for FYSM 1004]

**Lectures: Tuesdays and Thursdays, 11:35-12:55**  
**Location: University Centre 376**

**Instructor: Prof. Thomas Steffler**  
**E-mail: Thomas.Steffler@gmail.com**  
**Office: 1929 Dunton Tower**

**Teaching Assistant:**  
**Email:**  
**Office Hours:**

**Course Description:**

This course provides students with an introduction to the study of major literary genres and modes, focusing on texts by British, Canadian, and American authors writing in English, from the Middle Ages to the 20<sup>th</sup> century. Students will learn about the main genres of drama, poetry, and prose fiction, and acquire tools of literary analysis for work on their own interpretive examinations of texts. This is a **writing attentive** course (see definition below), which means that students must be prepared for several writing assignments intended to develop critical, analytical, and writing skills, as well as class time spent on essay-writing and research skills.

**\*Department of English definition of Writing Attentive for ENGL 1000:**

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.

**Required Texts:**

*Masters of British Literature, Volumes A and B* (package)

Beckett, Samuel. *Waiting for Godot*.

Shields, Carol. *Swann*.

Kafka, Franz. *The Metamorphosis*.

Melville, Herman. *Bartleby, The Scrivener*.

Buckley, Joanne. *Checkmate*.

Books available at the University bookstore.

**Method of Evaluation:**

Assignment	Description	Length	Value	Due Date
Poetry Analysis	Close-Reading of Sonnet	600 words (2 pages)	10%	Oct. 1st
Grammar Test	In-Class Test	1.5 hours	10%	Oct. 24th
Essay #1	Topics TBA	1200-1500 words (4-5 pages)	15%	Nov. 28th
December Exam*	Passage Analysis, Short Answer	3 hrs	15%	<b>TBA*</b>
Essay # 2 Research Assignment and Proposal	Working Thesis, Outline, Prelim. Findings	2-4 pages	10%	March 11th
Essay #2 Final Draft	Research Essay (with secondary sources)	2100-2400 words (7-8 pages)	20%	March 27th
Final Exam*	Passage Analysis, Short Answer, Comparative Essay	3 hrs	20%	<b>TBA</b>

**\*The mid-term and final exams and travel plans:** Because 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. Exams will not be rescheduled for students who plan to travel during the exam period, so do not purchase tickets with fixed departure dates until you are sure of your exam schedule. .

**Please note:**

You must complete all of the term work, including the poetry analysis, the in-class test, and the term papers, in order to be eligible to pass the course. Failure to complete the term work will result in a final grade of "F."

**Academic Accommodations:**

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, 613-520-6608, 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>

### **Policy on Essays:**

Generally, essays are due in class on the day assigned; however, you each have a total of 4 grace days to use to best advantage for the term essays (not for the poetry analysis). For instance, you could use up 1 grace day when completing the first essay and 3 when completing the second. Otherwise, requests for extensions MUST be made BEFORE the due date. A busier-than-average schedule does not ordinarily constitute a good reason for an extension. A penalty of 5% per business day will be applied to late assignments. (I will keep track of grace days used.)

- Keep a copy of each assignment until the original has been returned.
- Do not slide assignments under my office door. There is a drop-off slot outside of the English Department office on the 18<sup>th</sup> floor of Dunton Tower.

Please conform to MLA format for style and documentation. Errors here will affect your grade.

**\*\*Do not forget to back-up your work. I recommend emailing drafts and copies of your work to yourself.\*\***

### **\*PLAGIARISM (from FASS Teaching Regulations 2012-13)**

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:

- 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 which cannot be resolved directly with 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.

**Grading:** You will receive percentage-based numerical grades on your essays. Once I have calculated your final grade for the course, I will convert the numerical grade to a letter grade. Check document called “Grading Criteria” posted WebCT for grading standards.

“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)

**E-mail Communications:**

- I will check e-mail daily during the week between the hours of 9:00 am and 5:00 pm. If you send a message on Friday evening, be aware that I may not see it until Monday morning.
- I will delete mail without opening it if it comes from a sender I do not recognize. Make sure that you include the course number in the subject line and that you identify yourself.
- It is always a good idea to avoid excessive informality in your e-mail communications with instructors.

**Classroom Courtesy:**

- Please turn off cell phones before coming into class, and absolutely no texting. If you text in this class, you forfeit all your grace days.
- Please limit your use of laptops in the classroom to note-taking and class-related work. If you surf online or to use social media during class time, you will be asked to leave your laptop at home for the remainder of the term and you will forfeit all your grace days.
- Please do not carry on private conversations with your neighbour in class. Open discussion is encouraged in class, so you should be ready to share anything you have to say.
- Please be on time and stay for the duration to avoid disrupting the lectures and discussions.

**Preparation for Class:**

Ideally, you should have the texts read before we begin discussing them in class. The terms goes by quickly, so do your best to get ahead in the reading, especially for the classes on novels.

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: they are likely to be of importance on the in-class tests.

**First-Term Schedule:** (subject to change if necessary)

Date	Tuesday	Thursday
Sept. 3, 5		Introduction and Expectations
10, 12	<u>The Sonnet</u> Wyatt's "The Long Love..." Surrey's "Love That Doth Reign and Live..." (Both translations of Petrarch's Sonnet 140)  <i>Checkmate:</i> Parts of Speech (9-1), Parts of Sentence (9-2)	Shakespeare's Sonnets: 18, 73, 130
17, 19	W.B. Yeats' "Leda and the Swan"  <i>Checkmate:</i> Subject/Verb Agreement (10-3)	Donne's Holy Sonnet 10 ("Batter My Heart, ...")  <i>Checkmate:</i> Voice (10-4h, 13-2c)
24, 26	<u>Metaphysical Poets:</u> Donne's "The Flea," "A Valediction: Forbidding Mourning"  <i>Checkmate:</i> Pronoun Reference (10-5)	<b>**Workshop for Poetry Analysis**</b>
Oct. 1, 3	<u>The Ode:</u> Keats' "Ode to a Nightingale," "Ode on a Grecian Urn," P.B. Shelley's "Ode to the West Wind"  <b>**Poetry Analysis Due**</b>	Prosody Workshop—Rhythm and Meter  <i>Checkmate:</i> Phrases and Clauses (9-3, 10-1)
8, 10	<u>The Ballad</u> Wordsworth's "We Are Seven" Coleridge's "Rime of the Ancient Mariner"  <i>Checkmate:</i> The Comma (11-1)	Blake's "The Tyger," "The Lamb," and the "Chimney Sweeper" poems
15, 17	Take up Poetry Analysis Assignment  <i>Checkmate:</i> Semicolon, Colon, Dash (11-2, 11-3, 11-6d)	<u>The Dramatic Monologue:</u> Tennyson's "Ulysses" T.S. Eliot's "The Love Song of J. Alfred Prufrock"
22, 24	C. Rossetti's "Goblin Market"	<b>**Grammar Test**</b>
29, 31	<b>NO CLASS</b>	<b>FALL BREAK</b>
Nov. 5, 7	Essay Writing for English 1000: Working Thesis, Outline, Topic Sentences, Paragraph Structure, <i>MLA</i> conventions	<u>Satire:</u> J. Swift's "A Modest Proposal"
12, 14	A. Pope's <i>Rape of the Lock</i>	A. Pope's <i>Rape of the Lock</i>
19, 21	TBA	Peer-editing—Bring Rough Copy
26, 28	<u>Drama:</u> Shakespeare's <i>The Tempest</i>	<i>The Tempest</i>  <b>Essay #1 Due!</b>
Dec. 3, 5	Dickens' <i>A Christmas Carol</i>	TBA

**Second-Term Schedule:** (subject to change if necessary)

<b>Date</b>	<b>Monday</b>	<b>Wednesday</b>
Jan 7, 9	<u>Chivalric Romance:</u> <i>Sir Gawain and the Green Knight</i>	<i>Sir Gawain and the Green Knight</i>
14, 16	<i>Sir Gawain and the Green Knight</i>	<i>Sir Gawain and the Green Knight</i>
21, 23	Chinua Achebe's "An Image of Africa" (excerpt), Kipling's "The White Man's Burden," G. Orwell's "Shooting an Elephant"	<i>Heart of Darkness</i>
28, 30	<i>Heart of Darkness</i>	<i>Heart of Darkness</i>
Feb 4, 6	Conrad's <i>Heart of Darkness</i>	Kafka's <i>The Metamorphosis</i>
11, 13	<i>The Metamorphosis</i>	TBA
18, 20	READING WEEK	NO CLASS
25, 27	<b>Library Seminar</b>	Carol Shield's <i>Swann</i> <b>Distribute Research Paper Topics and Assignment</b>
Mar. 4, 6	<i>Swann</i>	<i>Swann</i>
11, 13	<i>Swann</i>	H. Melville's "Bartleby, the Scrivener" <b>Research Assignment Due!</b>
18, 20	H. Melville's "Bartleby, the Scrivener"	Peer-editing—Bring Rough Copy
25, 27	Beckett's <i>Waiting for Godot</i>	<i>Waiting for Godot</i> <b>**Final Paper Due!**</b>
Apr. 1, 3	J. Joyce's "The Dead"	TBA
8, 10	<b>Exam Review</b>	No Class