

**Carleton University  
Fall 2013  
Department of English**

**ENGL 1000 L: Literature, Genre, Context.  
Instructor: Dr. Rosemary Daniels.**

**Lectures: Tuesdays 6.00 to 9.00 p.m.  
Where: Tory Building (TB) 202 (Please confirm on Carleton Central)**

**Office: Room 1914, Dunton Tower.  
Office Hours: TBA**

**email: [rosemary\\_daniels@carleton.ca](mailto:rosemary_daniels@carleton.ca)  
or [rdaniels@uottawa.ca](mailto:rdaniels@uottawa.ca)  
Phone: ext. 2325**

**Aims of the course:** You may not read poetry, but do you enjoy listening to the lyrics of songs or rap? You may not go to the theatre to watch plays or spend time reading classic novels, but do you enjoy movies? Television drama? Documentaries? ‘Reality’ shows? Interactive computer games? These contemporary modes of performance, information and entertainment have roots in traditional forms (or **genres**) such as poetry, drama and fiction. Lyricists, scriptwriters and game designers often draw on the conventions of these literary genres for structure, symbolism and plot. Even journalists, documentarians and political bloggers will employ allusions, narratives, paraphrases, quotations and symbols from literature in order to emphasise or illuminate. Thus, whether we are aware of it or not, literary genres influence our lives as consumers of entertainment and knowledge even if we don’t read poetry or go to the theatre on a regular basis. A significant aim of this course is to enable students to be more effective and analytical readers of all kinds of recreational and informational texts through an understanding of traditional literary genres and of the historical and cultural contexts in which they functioned and continue to function. You will learn about the main genres of literature and their subdivision into differing forms, through close critical readings of poems, plays and stories (including the use of figures of speech and other literary devices) and in explorations of how each text is affected by, and indeed affects, the political and social context of its production. Class discussions will form an important part of this aspect of the course and students should be prepared to fully engage in these.

The other main aim of the course is that students should not only learn to read at an academic level, but learn to **write** at an academic level also. Academic essay and report-writing is a genre in itself and whether you are studying to become a geologist, a teacher or a social worker, being able to write proficient essays and organize effective arguments are essential skills in university (and in life). This is therefore what is known as a ‘writing attentive course’ (see definition below), so you should be prepared for several take-home and in-class assignments intended to develop the skills necessary to produce a well-written, well-argued, grammatically correct analytical essay.

## Definition of a “Writing Attentive” Course.

Students will spend a significant amount of class time learning, and improving, university-level forms of thinking and writing, particularly essay-writing skills, which will concentrate on the following:

The establishment and refinement of literary-critical skills through close analysis of texts from a variety of genres;

The generation and substantiation of an argumentative thesis across an essay;

The establishment and refinement of sophisticated ideas and opinions using a proper, correct and effective academic English style;

The use and citation of primary literary texts in appropriate and convincing ways;

The development of fluency in and facility with genre specific literary terminology;

An introduction to the fundamentals of secondary research (including critical evaluation, use and citation of academic sources).

In addition, 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 and Recommended Texts:

Scholes et al: *Elements of Literature*. Oxford University Press.

This text will be available at the University Book Store in the Unicentre.

While I have no objection to students using editions other than the ones available in the Bookstore, be aware that following course lectures will be more difficult for those “not on the same page.”

As well, a **scholarly dictionary**, such as Webster’s or the Oxford English Dictionary, for example, and a **grammar reference book**, such as *A Canadian Writer’s Reference*, *Checkmate* or *The Little Brown Handbook* for example, containing a guide to the MLA system of documentation, are **indispensable** for students of English literature or anyone who wishes to write well. There is a good selection in the university bookstore.

## Course requirements and grading criteria:

1 <sup>st</sup> term essay outline and thesis	due 22 <sup>nd</sup> October	worth 5%
1 <sup>st</sup> term draft essay	due 26 <sup>th</sup> November	worth 5%.
1 <sup>st</sup> term essay	due 21 <sup>st</sup> January	worth 10%
Mid-term exam	(date TBA)	worth 15%

Research essay outline & bibliog.	due 27 <sup>th</sup> February	worth 10%
Research essay	due 8 <sup>th</sup> April	worth 20%
Participation (in class workshops)		worth 10%
Participation in Learning Support workshops		worth 5%
Final exam	(date TBA)	worth 20%

**Note Academic Regulations, Section 2.1: students must complete ALL assignments papers and examinations to obtain credit for this course.**

What this means is that if you have not, for example, completed the essay outline worth a potential 5% by the time of the final exam then **you will fail the entire course**.

**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 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.

For more details go to the Equity Services website:

[http://www.carleton.ca/equity/accommodation/student\\_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

Students with disabilities requiring academic accommodations in this course must register with the **Paul Menton Centre (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, Attention Deficit Hyperactivity Disorder (ADHD) and / or 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 or test requiring accommodations. If you only require accommodations for your formally scheduled exams in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes each term.

For more details go to the **Equity Services website:**

[http://www.carleton.ca/pmc/students/acad\\_accom.html](http://www.carleton.ca/pmc/students/acad_accom.html)

or <http://carleton.ca/equity/accommodation>

**Participation:** Five classes throughout the course will be dedicated to essay writing skills.

For each completed class exercise, students will receive one point to a maximum of five points. In addition, five classes throughout the course will be dedicated to directed workshops and discussions. Attendance will be taken for these groups and a point given for every student contributing to the workshops. ***Attendance in class is necessary to receive points for these exercises.*** If you are ***unavoidably*** absent from class (because of accident, illness, bereavement or religious obligation, for example) you may complete the exercises during office hours **with the production of a medical certificate or other documentation**. These are the ***ONLY*** circumstances in which the exercises may be completed retroactively.

There are ***NO EXCEPTIONS*** to these requirements.

You may also gain marks with attendance at workshops run by **Learning Support Services**. The centre (located on the fourth floor of MacOdrum Library) runs free 20 minute workshops on developing strategies for a successful academic experience (note taking, stress management, reading skills, exam preparation etc). ONE point will be given for EACH workshop attended up to a maximum of FIVE points. You will be required to take at least THREE of the workshops in the ***first semester*** and TWO in the ***second*** in order to gain the full five points – in other words, do not plan on taking five workshops in the last few weeks of March 2013 in order to boost a low overall grade. Note that the staff at the Centre take attendance for these workshops and submit the records to me at the end of each semester, so it will be obvious if you do this. I will have a handout to give you at the beginning of term which will go into greater detail, but you are also encouraged to access the centre's website at **[carleton.ca/learningsupport](http://carleton.ca/learningsupport)**

**Attendance:** I will not be taking formal attendance in this class as the marks for class exercises will take the place of an attendance mark. However, note that students **are** expected to attend lectures **regularly**.

**\*\*\* In particular**, students in this class should be aware that ***the mid-term exam and final exam questions will be based on my lecture material***; knowledge of the texts *without* knowledge of the way in which they were addressed in class will **NOT** be enough to excel in the exams. **Students are advised not only to attend lectures regularly, but to take extensive notes during lectures. \*\*\***

Note that I do not post my lectures, nor do I normally give lectures a second time during office hours. If you inadvertently miss class because of ill-health or traffic problems etc, or if you register late, you should find a fellow student who can help with notes; WebCT should be useful for this. However, students who **choose** to absent themselves from class ***regularly without cause***, are advised not to embarrass regular attendees by asking for their notes before exams, and not to ask me to cover missed class material in office hours.

**Class Behaviour:** Please arrive for class on time, ***with your required text ready to use***, and remain for the duration of the class. If you arrive late or need to leave early, please be courteous to your fellow students, and enter or leave the room as quietly as possible.

Please turn off cell phones, i-phones, Blackberries (or other texting tool), mp3 players and any other electronic device before class begins; laptops **may** be used in class for ***taking lecture notes***, but **NOT** for accessing Face Book, the internet, YouTube or email etc. It is disrespectful to me and distracting to the students around you.

**If I feel that students are misusing their laptops, I will forbid their use in class.**

As well, while questions and comments from students are very welcome, and indeed encouraged, please refrain from ***personal, whispered conversations*** during class. Note that this behaviour is not made less obvious by a hand or book placed in front of the face. Again, it is ***disrespectful, distracting and annoying***, not only to the professor, but ***even more so to fellow students***.

**Preparation for Class:** Students should make a sustained effort to stay ahead of the reading schedule as posted on the class syllabus. The twelve weeks of each term go by very quickly and it is easy to get behind with readings. This will make the lectures and workshops difficult to follow and engage in, and also make revision for the exams even more stressful than it need be. **You are requested to always bring the required text with you to class** and to have **read the assigned material for that day**, as I will often call on students for readings and analysis. As noted, students are also advised to take extensive notes from lectures and discussions. Remember, material discussed in class **will constitute a significant proportion of** the mid-term and final exams.

**Papers and Extensions:** Papers are due **IN CLASS on the date(s) specified**. There are NO exceptions to this requirement, and papers handed in after the due date and time **WILL** be penalized (see below). It is possible to obtain an extension, but extensions will **ONLY** be granted because of **serious extenuating circumstances** (such as illness, accident, bereavement, religious obligation etc) for which you **MUST** supply **a medical certificate or other documentation**. **Be aware** that (as much as it might pain me at the time) **I will ask** for such documentation.

If possible, you **must** notify me of your need for an extension **at least 24 hours** before the due date and you should *already* have documentation arranged.

Extensions for any reason other than *proven* illness / accident or *documented* bereavement **will not** be granted if they are requested **on or after the due date**.

\*\*\***Be aware** that a busy schedule (employment obligations, other assignments, tests, labs etc) or an activity (such as a sporting event, a wedding or participation in a play etc) known about in advance does **NOT** normally constitute an acceptable reason for an extension. I will give you a generous amount of time to prepare for your assignments. Therefore, if you think that you might be busy with other assignments, or with employment / sports / hobbies / family obligations etc in the week(s) before, or of, the due date, you should undertake and finish your assignments for *this* class in good time. \*\*\*

**I will accept, grade, but not correct, papers handed in without permission after the due date and time – they will be penalized at 5 points a day for five days; papers handed in after this grace period will be given a grade of ZERO. Note that the late penalty begins at the end of class on the due date.**

Note that I do **not** normally accept papers through email, on disk or through Canada Post. You are advised not to rely upon friends. It is **your** responsibility to ensure that I receive your papers.

If you are unable to attend class on the due dates, you may leave your paper(s) at the Secretariat of the Department of English at **1812 Dunton Tower** where they will be date stamped before being placed in my mailbox. When the Secretariat is closed, you may leave your paper(s) in the drop-box next to the office counter. Note that papers left in the drop-box will be date-stamped the following morning (on the following Monday at weekends). **I will date the submission of any essay not received in class from the date of the date-stamp.**

You are strongly advised **not** to slide essays under my office door. I am not in the office every day and will deem any essay delivered in this way to have arrived on the date that I first see it.

Papers do very occasionally go astray; you are advised always to keep a copy in your computer.

Note that I do **NOT** allow students to undertake extra work to offset poor grades. If you are disappointed with the grade you obtain on an assignment, come and see me or the T.A. (or both of us) in office hours *as soon as possible* so that we can work on resolving any problems. We can also direct you to resources available on campus for help with writing and academic skills. But, again, these resources should be accessed *as early as possible in the term*.

**Exams:** Absence from mid-term or final exams will **only** be excused because of **serious extenuating circumstances** (see above). Deferrals can be arranged **only through the Registrar's office and** with appropriate documentation, which **must** be submitted as soon as possible. **Note** that the Registrar's office does not set exam dates until late in each term, so you should plan to be available throughout the entire exam period. Travel for business, pleasure or family holidays is **NOT** considered a valid reason for failure to attend an exam.

*Do not undertake employment obligations, make travel plans or book tickets until the dates of all your exams are known, and ensure that employers, family and friends are aware of this restriction.* Surprise airline tickets bought for a date prior to the completion of your exams represent wasted money.

**Plagiarism / Academic Fraud:** The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as ones’ own.”

Types of plagiarism 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 exam, 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 work 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.”

In other words, **using the ideas, research data or words of others without proper acknowledgement or citation (including “cutting and pasting” from the internet), unauthorized collaboration with other students (such as allowing another student to see your exam responses), buying essays from third parties or using work already submitted to one instructor as an assignment for another instructor are all serious academic offenses,** which 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 is plagiarized or any act of academic fraud has taken place. Penalties are not trivial. They can include a final grade of “F” for the course, suspension from the programme or even expulsion from the university; Letters of reprimand are also placed on the student’s file.

See the Section on Academic Integrity in the Student Conduct Portion of the Undergraduate Calendar.

We will be discussing and undertaking exercises on the correct use of primary and secondary sources in class. But you can also access some useful sources on the correct use of citation in any grammar reference book (such as *Checkmate*, or *The Little Brown Handbook*, for example) or at the following website:

<http://www.utoronto.ca/writing/plagsep.html>.

Another helpful resource can be found at the OWL Purdue Online Writing Lab at [www.owl.english.purdue.edu/owl/section/3/33/](http://www.owl.english.purdue.edu/owl/section/3/33/)

If, whilst working on the assignments, you are unsure about attribution of primary and secondary sources, do not hesitate to consult me or the T.A.s.

It can be useful to discuss assignments with fellow students or to form study groups, but be very careful to ensure that any assignment you submit for grading is *your own original work*.

**Office Hours and Email:** As well as responding to questions and comments in class, I am always happy to speak to students at the end of class and during office hours. If these times are not convenient for you, please do not hesitate to arrange another time and date with me.

I am also available to answer questions through **email** (note that I check my email everyday from Monday morning to Friday afternoon – so that an email sent to me on Friday evening will not receive a response until Monday).

Please be mature and courteous in your questions and comments. In particular, please give your **full name** and **the title of the class** you are taking with me when you ask a question through email.

I would also ask you to address me as ***Prof. / Ms / Mrs. / Dr. Daniels*** (your choice) in an email, rather than simply “Hi / Hey” or no greeting at all. For example, “Hi Mrs. Daniels, This is Sue Smith from 1000 H,” is very much to be preferred to “Hey – I need an extension.”

**I do not guarantee a response to any email that does not follow this protocol.**

Get used to a more formal style of communication than that commonly used in Twitter / Skype / texting etc. – addressing your correspondent by name, using courteous language and closing with

your own name will be expected once you are out in the work world. It also indicates you are a mature, sophisticated individual, worthy of serious attention.

Be aware that I share an office and a telephone with other Instructors and that we do not have access to voice mail. I am not in the office every day, and the best way to contact me is through email.

Attending office hours and sending an email are, in fact, the most confidential ways of letting me know if there are any problems that will affect your attendance or performance in class, assignments or exams. As already noted, I do request documentation for exemptions from course requirements (see above), but do not hesitate to use office hours and email to discuss any academic issue with me or with the T.A.s.

### **Fall Class Timetable:**

Please note that while every effort will be made to adhere to this timetable, some lectures may take a longer or shorter time to complete.

10<sup>th</sup> September: Classes begin. Introduction to the course. Lecture and handout: Reading and understanding poetry.

17<sup>th</sup> September: **Ballads:** “Sir Patrick Spence” (Handout). “La Belle Dame Sans Merci” (p. 503); “The Lady of Shalott” (p. 507). “The Convergence of the Twain” (539).

**24<sup>th</sup> September: Discussion and group workshops.** “Ballad of Birmingham” (Handout).

**1<sup>st</sup> October: Group Work: “Prewriting and Developing a Thesis.” Sonnets:** “Not Marble Nor the Gilded Monuments” (p.429); “That Time of Year” (p. 429).

8<sup>th</sup> October: “Batter My Heart” (p. 436); “The World is Too Much with Us” (p. 492); “Bright Star” (p. 505); “Hap” (p. 537);

**15<sup>th</sup> October:** “The Windhover” (p. 544); “Leda and the Swan” (p.556); “Butterfly Bones: (654); “Blank Sonnet” (708). **Discussion and Group workshop.**

**22<sup>nd</sup> October: Dramatic Monologues:** “My Last Duchess” (p. 519); “Porphyria’s Lover” (p. 523); “The Love-Song of J.Alfred Prufrock” (592); “We Real Cool” (Handout). **Discussion and group workshops. 1<sup>st</sup> Assignment due.**

**28<sup>th</sup> October to November 1<sup>st</sup> – Reading Week.**

**5<sup>th</sup> November: Free Verse:** “Musee des Beaux Arts” (610); “First Death in Nova Scotia” (p.624). “in Just – “(Handout); “pity this busy monster” (p. 606) ).

**Group Work: “Developing an essay from a thesis.”**



**12<sup>th</sup> November:** Lecture and handout: Reading and understanding Drama. Brief history of European Theatre and genres of tragedy

19<sup>th</sup> November: *Oedipus Rex* (p. 737).

**26<sup>th</sup> November:** *Oedipus the King*. Discussion and group workshops. **2<sup>nd</sup> Draft of Essay due**

**3<sup>rd</sup> December:** Group work: “Editing and proofreading.” Review.

**11<sup>th</sup> Dec to 22<sup>nd</sup> Dec:** Mid-term exam period (dates to be announced) – **DO NOT** make travel arrangements until the dates of all your exams are known.

**Christmas and New Year Holiday:** 20<sup>th</sup> December to 6<sup>th</sup> January.