

Carleton University
Fall/Winter 2013-14
Department of English
FYSM 1004B: Literature, Genre, Context
Classes: Wednesdays and Fridays, 11:35-12:55
Loc.: *Please confirm location on Carleton Central*

Precludes additional credit for ENGL 1000

Instructor: Dr M. Susan Birkwood
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Office Hours: Wednesdays 1:30-3:30 and 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. (Plenty of websites may offer quick interpretations; however, they are 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.

The seminar class size allows for more interaction between you and your fellow students, as well as with me. Consequently, it also makes possible the opportunity to engage in group projects and to build a strong learning community.

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 and to build a vocabulary of analytical terms
- To develop students' textual analysis skills
- To develop students' critical thinking, reading, and writing skills
- To foster a learning community

***English Department definition of “Writing Attentive”:**

- Students will write at least one examination.
- Students will write a minimum of two graded writing assignments per term, in which they are expected to do the following:
 - i. develop an argumentative thesis across an essay
 - ii. develop complex ideas using correct and effective expression according to academic English practice
 - iii. use and cite evidence from primary texts appropriately
 - iv. develop literary skills through close critical analysis of texts from a variety of genres
 - v. develop fluency in genre-specific literary terms of analysis
- Students will 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.

Required Texts:

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

Broadview Introduction to Literature Eds. Lisa Chalykoff, Neta Gordon, and Paul Lumsden (Broadview)

Katherine Acheson, *Writing Essays about Literature* (Broadview)

**** Broadview texts are bundled to save you money**

Lawrence Hill, *The Book of Negroes* (Harper Collins)

Miriam Toews, *A Complicated Kindness* (Knopf)

Ann-Marie MacDonald, *Goodnight Desdemona (Good Morning Juliet)* (Random House)

Howard O'Hagan, *Tay John* (M&S)

Guy Vanderhaeghe, *The Last Crossing* (M&S)

- The GCTC (The Great Canadian Theatre Company) will be mounting a production of *Goodnight Desdemona (Good Morning Juliet)* from November 26-December 15
<http://www.gctc.ca/>

Evaluation:

Fall Term

Short Essay (for early feedback)	5%
4-page analysis / review of CUAG exhibition	10%
End-of-term essay	10%
December exam	15%
Participation	5%

Winter Term

Mid-term essay	15%
Oral presentation + written analysis	15%
Final exam	20%
Participation	5%

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)

Opportunities for bonus marks outside of class:

- ✓ Earn up to 3% (added to your final grade) for attending study-skills workshops through Learning Support Services. <http://www1.carleton.ca/sasc/learning-support-services/workshops/> (1% per workshop, with a limit of three workshops.) Attendance will be taken at the workshops and then forwarded to me. Further information is available in cuLearn.
- ✓ Receive one 2% addition to your percentage participation grade for attending a designated campus event or Ottawa International Writers’ Festival event. <http://www.writersfestival.org/>

Academic Accommodation:

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 visit the Equity Services website: <http://www2.carleton.ca/equity/>

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 visit the Equity Services website: <http://www2.carleton.ca/equity/>

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*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

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

Generally, essays are due in class on the day assigned; however, you each have a total of **3 grace days** to use to best advantage when completing the end-of-term and mid-term essays (not the first short essay or reviews /analyses). For instance, you could use 1 grace day when completing the first essay and 2 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 calendar 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 CU Learn. 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.** (*Call me a Luddite if you must, but I will only grade on paper.)
- 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 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.
- For Carleton's policies and procedures related to academic integrity, see the following:
<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv14/>
<http://www1.carleton.ca/studentaffairs/academic-integrity/>

Definition and examples of plagiarism excerpted from Carleton's Academic Integrity Policy:

(http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf)

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.

- Plagiarism includes **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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet.

Examples of plagiarism include, but are not limited to:

- 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, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.

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.)

- I will, of course, take into account any documented reasons for absence (e.g. illness).

CU Learn: 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 CU Learn. 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.
- Try to resist using your electronic devices for anything other than course-related work. (In my experience, the students who sit through class smiling at their phones and laptops rarely do well on exams.)
- 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.

Schedule (subject to change, if necessary):

**Please note, you will need both the *Broadview Introduction to Literature* and *Writing Essays about Literature* for the first few weeks

Dates	Wednesday	Friday
Sept. 6		Introduction: Studying literature in university; period, genre, and contexts
11, 13	<p><i>There’s reading, and then there’s close reading</i> Poetry: William Blake, “The Chimney Sweeper” (18th century); Robert Browning, “Porphyria’s Lover” (19th century); William Carlos Williams, “This is Just to Say” (20th century) *</p> <p>*All selections in <i>The Broadview Introduction to Literature</i>. The anthology provides a good general introduction to poetry.</p>	<p><i>Writing Essays About Literature (WEAL):</i> Chapters 1-3 MLA Format (Yes, you need to pay close attention to the formatting of your essays and quotations! Make sure you consult the resources in cuLearn.)</p> <ul style="list-style-type: none"> ➤ See <i>Purdue Online Writing Lab</i>: http://owl.english.purdue.edu/owl/resource/747/01/ ➤ See Sample Short Essay and Poetry Analysis in cuLearn <p>Poetic conversations: Christopher Marlowe, “The Passionate Shepherd to His Love”; Sir Walter Raleigh, “The Nymph’s Reply to the Shepherd”</p>
18, 20	<p><i>Considering form as well as content</i> Poetry: Christina Rossetti, “In an Artist’s Studio,”; Wilfred Owen, “Anthem for Doomed Youth”; Philip Larkin, “This Be the Verse”</p>	<p>WEAL: Chapters 6-8 Thesis statements, effective paragraphs, and more on what I expect to see in your essays</p> <p>Essay-topic poems: Al Purdy, “Trees at the Arctic Circle”; P. K. Page, “Stories of Snow”</p>

25, 27	Grammar Matters: Comma Splices (See grammar resources in cuLearn) The Short Story: Edgar Allan Poe, "The Black Cat"; Charlotte Perkins Gilman, "The Yellow Wallpaper"	Grammar Matters: Pronoun Reference (See grammar resources in cuLearn) The Short Story and Literary Non-Fiction: Sherman Alexie, "Flight Patterns" Zora Neal Hurston, "How it Feels to be Coloured Me"
Oct. 2, 4	Punctuation Matters: Colons, Semi-colons, and Apostrophes (See grammar resources in cuLearn) Historical Fiction: Lawrence Hill, <i>The Book of Negroes</i>	Lawrence Hill, <i>The Book of Negroes</i> Short essay due
9, 11	Lawrence Hill, <i>The Book of Negroes</i>	Lawrence Hill, <i>The Book of Negroes</i>
16, 18	Short Stories and Structures: Margaret Atwood, "Happy Endings" Emma Donoghue, "Seven Pictures Not Taken" Discussion of review assignment	Visit to Carleton University Art Gallery: Laura Letinsky: Still Life Photographs, 1997–2012 We will meet in the Gallery, which is in St Patrick's. A Gallery staff member will provide an introduction to the exhibition, which you should find useful for your review / analysis.
23, 25	Ekphrasis: John Keats, "Ode on a Grecian Urn"; Robert Browning, "My Last Duchess"; William Carlos Williams, "Landscape with the Fall of Icarus,"; W. H. Auden, "Musee des Beaux Arts"	Ekphrasis, continued: We will finish up the poems listed for the 23rd Artefacts: Al Purdy, "Lament for the Dorsets"; Seamus Heaney, "Grauballe Man"
30, Nov.1	FALL BREAK	NO CLASSES
Nov. 6, 8	WEAL: Chapters 9 and 10 Editing, Proofreading, Documenting BONUS QUIZ on grammar and punctuation	Drama: Richard Brinsley Sheridan, <i>School for Scandal</i> Letinsky analysis / review due
13, 15	Richard Brinsley Sheridan, <i>School for Scandal</i>	Richard Brinsley Sheridan, <i>School for Scandal</i> Drama: Henrik Ibsen, <i>A Doll's House</i>
20,22	Henrik Ibsen, <i>A Doll's House</i>	Henrik Ibsen, <i>A Doll's House</i>
27, 29	Drama: Ann-Marie MacDonald, <i>Goodnight Desdemona (Good Morning Juliet)</i>	Ann-Marie MacDonald, <i>Goodnight Desdemona (Good Morning Juliet)</i>
Dec. 4, 6	Ann-Marie MacDonald, <i>Goodnight Desdemona (Good Morning Juliet)</i>	Wrap-up of this section Fall-term essay due Exam Review

Dec. 11-22: Examination Period

- ❖ 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.

Dates	Wednesday	Friday
Jan. 8, 10	Research Essays: Evaluating and incorporating secondary sources WEAL: Chapters 4 and 5 Myth, Legend, and Tall Tale in the Canadian West: Howard O'Hagan, <i>Tay John</i>	Howard O'Hagan, <i>Tay John</i>
15, 17	Howard O'Hagan, <i>Tay John</i>	Howard O'Hagan, <i>Tay John</i>
22, 24	Howard O'Hagan, <i>Tay John</i> Drew Hayden Taylor, "Pretty Like a White Boy" (literary non-fiction)	Thomas King, "A Short History of Indians in Canada" (short story)
29, 31	A Revisionist Western: Guy Vanderhaeghe, <i>The Last Crossing</i>	Guy Vanderhaeghe, <i>The Last Crossing</i>
Feb. 5, 7	Guy Vanderhaeghe, <i>The Last Crossing</i>	Guy Vanderhaeghe, <i>The Last Crossing</i>
12, 14	Postcolonial Science Fiction: Eden Robinson, "Terminal Avenue"	Wrap-up of this section; editing workshop Winter-Term Essay due (anytime today—or use grace days if you have them)
19, 21	WINTER BREAK	NO CLASSES
26, 28	The Bildungsroman / Künstlerroman: Miriam Toews, "A Father's Faith," <i>A Complicated Kindness</i>	Miriam Toews, <i>A Complicated Kindness</i>
Mar. 5, 7	Miriam Toews, <i>A Complicated Kindness</i>	Miriam Toews, <i>A Complicated Kindness</i>
12, 14	Poetry: Revisiting Prosody William Shakespeare, Sonnet 130 Percy Bysshe Shelley, "Ode to the West Wind"	Poetry: Revisiting Prosody Alfred, Lord Tennyson, "Ulysses" Dylan Thomas, "Do Not Go Gentle into That Good Night"
19, 21	Oral presentation preparation class	Oral Presentations (and Written Analyses)
26, 28	Oral Presentations (and Written Analyses)	Oral Presentations (and Written Analyses)
Apr. 2, 4	Oral Presentations (and Written Analyses)	Wrap-up; Exam Review

Final Examination Period: April 11-26, 2014

- ❖ 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.
- ❖ **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**.