

**Carleton University
Fall/Winter 2015-2016
Department of English**

**ENGL 1004B: Literature, Genre, Context:
*Love and War***

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Course Description:

In this course students will be introduced to 20th century literature through a variety of genres, including novels, short stories and poetry. Together, as we reflect on the ways in which authors such as Woolf, Joyce, Pound, Fitzgerald, Hemingway, Findley, Layton and others, contributed to the rise and development of the Modernist movement, we will consider the ways in which the literature is still meaningful and powerful today.

We will consider the historical, social and cultural contexts of the texts we will consider given the manner in which they reflect the enormous shifts that were taking place in Western and European society during the late 19th century and beyond – shifts that demanded that everything Romantic be thrown out in order to make way for what is visceral and real. Discussion and consideration will be facilitated through large and small group discussions, seminars and debates.

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. As this is a writing attentive course, students will learn not only how to think about literature critically, but also how to write about it effectively.

Texts:

Geddes, Gary	<i>20th Century Poetry & Poetics</i>
Woolf, Virginia	<i>Mrs. Dalloway</i>
Nabokov, Vladimir	<i>Lolita</i>
Heller, Joseph	<i>Catch-22</i>
Findley, Timothy	<i>The Wars</i>

A variety of short stories - to be announced

Note: Most of these texts can be found at local second-hand book stores, including The Book Market, which has several locations, Book Bazaar, Benjamin Books, etc. For those of you who prefer new copies, they will also be available at the University Book store.

Please Note: Please note that this is a writing-attentive course, 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, convincing ways, and 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 are required to complete a minimum of two graded writing assignments including a short paper, a more indepth paper, and a final exam, in which they will be expected to demonstrate the above skills.

The Essay:

As a student, you will be encouraged to devise your own essay topic in consultation with me. It should reflect ideas and material relevant to the issues that we will be discussing over the semester. You can base your essay on the works of a particular writer, which might be an in-depth study of a single text or a thematic exploration across more than one text (including, if you wish, texts we haven't studied as long as I agree with them). Alternatively, you can write a thematic essay which takes an idea, topic, or theme and explores it through texts by more than one writer (although writing about more than two primary texts is usually a bad idea).

The usual essay rules apply: you are expected to demonstrate a level of engagement and research that goes beyond the content covered in seminars, and the essay must be presented in correct MLA scholarly format (with a consistently used and accurate referencing system and a full, properly formatted bibliography). The essay must be word-processed and paginated, and accompanied by a completed cover sheet.

Grading System

First Term:	In-class Writing Assignments & participation: 20%; Essay (4-6 pages): 20%
Second Term	In-class Writing Assignments & participation: 20%; Essay (6-8 pages): 25%
Exam:	15%

Grading Criteria:

Grades for term work will be based on insightfulness, originality, focus, organization of ideas, clarity of expression, scholarly rigor, correct use of MLA style, spelling, and grammar.

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. You are also expected to bring the text assigned for that day's class, having read it and being prepared for discussion. If you do have to miss a class it is your responsibility to get the notes you miss from another student. **I strongly prefer that, unless they are absolutely necessary for note-taking, both cellphones and laptops should be turned off during class.**

Students must be prepared to discuss the texts in a thoughtful manner. Critical reading, writing and analytical skills cannot be learned from books alone. Asking questions about the readings and contributing to class discussions will help you better understand the material, hone your critical and interpretive skills and prepare you well for upper-year classes where participation will account for part of your final grade.

- Attendance will be taken at every class and absences will be noted. Students who miss **4 or more classes per term will not be able to pass the course**, as all course requirements must be fulfilled for successful completion of the course.

- The best way to get in contact with me is by email at ctracey@connect.carleton.ca. I will respond to emails in a timely fashion (usually within 24 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.

It is strongly recommended that you take notes on the lectures and discussions, and keep a record of the passages we discuss in class. Writing in the margins of your books and marking off key passages as you read is also a good idea.

Handing In Assignments:

Assignments are due in class on the dates indicated. However, they can be handed in without penalty until 8:00 a.m. the morning after the due date, via the English Department's drop box, located on the 18th floor of Dunton Tower. Please do not slip the assignment under my office door.

Emailed or faxed assignments are not acceptable and will not be marked.

Keep a back-up copy of every assignment you hand in as an insurance policy in the unlikely event that your essay is misplaced.

Late Penalty:

Deadlines must be met. Late essays are not normally accepted (for many reasons, not the least of which is that it is inherently unfair to those who do work hard to meet deadlines). If you have a valid reason for missing a deadline, and if I know in advance, your essay may be accepted. Except in rare cases for which corroborating documentation can be provided (such as a medical emergency or the death of an immediate family member), assignments which are accepted and handed in after the due date will be penalized by 1/3 of a letter grade per day. For example, a B+ essay due on Monday but handed in on Tuesday afternoon would drop to a B. If it wasn't handed in until Wednesday it would receive a B-, etc. Saturday and Sunday count as 1 day each, so if you find yourself in the position of finishing up your late essay on Saturday afternoon and don't want to lose 1/3 of a grade for Sunday too, email me the completed assignment immediately and submit an identical hard copy to the drop box on Monday.

Extensions:

Requests for extension may be granted in some instances, but only for compelling reasons. Any such request must be made in writing or in person no later than 48 hours prior to the due date of the assignment.

Requests for "retroactive" extensions (i.e. requests made on or after the due date of the essay) will not be considered.

Plagiarism:

Plagiarism means passing off someone else's words or ideas as your own or submitting the same work in two different academic contexts (self-plagiarism). The consequences of plagiarism are severe and are issued by the Dean and the University Senate. In order to avoid plagiarism, you must correctly attribute the sources of the ideas you pick up from books, the internet, and other people. See the statement on Instructional Offences in the Undergraduate Calendar.

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;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.

For more information please go to: <http://www2.carleton.ca/studentaffairs/academic-integrity>

For Students with Disabilities:

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs. 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 Nov. 11, 2011 for the Fall term and March 7, 2012 for the Winter term.

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 me. I 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.

<http://carleton.ca/equity/accommodation/academic/students/>

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.

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.