

Work in progress: Parsing the construction of self

FYSM 1900 F

This is a Fall/Winter course

Monday nights: 6:05 pm to 8:55 pm

Fall location: 402 Southam Hall

Instructor: Jennifer Gilbert

Office: 1523 DT, office hours Mondays 12pm-4pm

Office phone number: 613-520-2600 ext 1365

Email: jjgilbert@connect.carleton.ca

Skype: jengi2

Email me anytime... there are no stupid questions!

Required books and readings for this course

1. Books (in the order we will be reading them):

The Complete Persepolis by Marjane Satrapi

Unmasked by Dr. Truda Rosenberg

Incognegro by Mat Johnson

The books are available at Haven Bookstore which is on 43 Seneca Street, corner of Sunnyside & Seneca, on number 7 bus route, or a short walk from campus.

2. Journal articles and chapters in edited collections:
These required readings will be available on CUlearn throughout the year.
3. Books, journal articles and chapters that relate to your research project:
You will be identifying and finding these resources as you do your project (with help as needed!)

In addition to the required readings, web links for videos etc. will be posted on CUlearn throughout the year.

Course description

Develop your analytic and communication skills with discourse and visual semiotic analysis of memoirs, graphic novels, and other narratives of identities. If you are curious about how people and groups develop identities and how identities change over time, this course is for you!

Your peer mentors:

Tracy Yusuf

tracyyusuf@cmail.carleton.ca

Shane Bouchard

shanebouchard@cmail.carleton.ca

Tracy and Shane are former ESP students who are here to help you this year! Email your mentors anytime about any question you have, whether it's about this course or not!

More about this class:

Welcome to FYSM 1900 F, "Work in Progress": parsing the construction of self!

I am excited to be teaching you this year as you learn about identity. Identity is an important aspect of how we all experience the world, and it is an increasingly important topic in a variety of social sciences (such as sociology, psychology, etc).

In my academic work, I analyse how people construct identities through their writing. I've worked as an instructor at Carleton for more than ten years. And, like you, I am a student. I am working on a Ph.D. in Education at McGill.

In this course we will be researching how we build concepts of identity, in other words:

- who we think we are &
- the ways we create ourselves and each other
- in cultures, communities and institutions.

Course objectives

The course has three primary objectives:

- You will learn about ***social science understandings of identity as something that is socially constructed.***

Reading material for the course includes memoirs, graphic novels & poems as well as academic journal articles.

- You will have ***regular opportunities in and out of class to apply*** concepts and theories through ***hands-on and small group work*** and ***regular blogging.***

The classes will be a mixture of lecturing and hands-on activities. We will be doing informal writing and small group work as part of our class process during every class.

We will be freewriting in class and I will ask you to post short blogs almost every week based on what we are reading/viewing/learning.

- You will become a specialist and develop an in-depth understanding of identity, by ***applying theoretical ideas about identity to a particular context*** of your choosing in your research project.

Student research projects will investigate some aspect of identity and make connections between self and other as well as self and communities, cultures, or institutions.

Students will complete a presentation and research paper about their project and participate in a First Year Student Conference at the end of the school year.

Just in case you are wondering... what is discourse analysis, what is visual semiotic analysis?

Discourse analysis includes a number of different methods for paying attention to how language is used and what it communicates. We use language in every part of our lives, including talk and writing, in so-called ‘real life’ as well as online, in school, and other places.

Visual semiotic analysis means analysing how visual aspects of texts communicate, for example images used in advertising, layout in a document or report, as well as colour, imagery, etc in films, works of art, pop culture, and fashion.

Schedule

See CUlearn for a schedule of dates, topics, readings, reminders of due dates etc...

Grading

This chart is an overview of how you will earn your final grade in this course. Detailed assignment sheets, including detailed grading criteria for each assignment, will be posted on CUlearn.

<p>Attendance & Participation (both in class and online)</p>	<p>Engagement and participation in class (both small group work & full class discussions). Engagement and participation online (posting your blogs on time; reading & commenting on others' blogs).</p>	<p>20% of final grade (10 points in Fall, 10 in Winter)</p>	<p><i>Please note that this portion of your grade cannot be higher than the percentage of class time you attend IN PERSON. i.e. if you attended only 40% of all classes in Fall, your participation grade for Fall cannot be higher than 4/10.</i></p>
<p>Blogging</p>	<p>Timely completion of blog assignments.</p>	<p>20% of final grade (10 points in Fall, 10 in Winter)</p>	<p><i>If every blog post is completed ON TIME and meets the minimum word requirement, it is possible to get full marks on this portion of the grading scheme.</i></p>
<p>Learning Reports</p>	<p>TWO learning reports, one due in Fall, one due in Winter.</p>	<p>20% of final grade (10 points in Fall, 10 in Winter)</p>	<p><i>Each of these 2 page reports draws on your previous blog entries to demonstrate your learning to that point in time.</i></p>

<p>Research project proposal</p>	<p>Due in the Fall semester.</p>	<p>10% of final grade</p>	<p><i>This 3 to 4 page proposal provides a theory-based rationale for your project idea, and a plan for carrying out the research.</i></p>
<p>Research paper, research presentation & conference participation</p>	<p>Paper due EARLY in the Winter semester.</p> <p>In-class presentation DURING Winter semester.</p> <p>Conference organizing DURING Winter semester.</p> <p>First Year Student Conference April 2014 (END of Winter semester).</p>	<p>30% of final grade</p>	<p><i>You must participate actively in <u>all</u> stages of the process to receive full credit for the project. This means, for example, that for some of the activities you will bring a draft of your project paper to class for peer-reviewing. As well you must attend and give feedback on other people's presentations in addition to presenting your own work ☺</i></p> <p><i>You are expected to hand in the project paper on the due date. Extensions will be granted only under serious circumstances, and only if you contact your instructor before the due date.</i></p>
<p>Academic coaching BONUS</p>	<p>Attending Academic Advantage coaching appointments – three or more in the Fall and two or more in the Winter</p>	<p>Up to 3% of grade</p>	<p><i>If you attend three coaching appointments in the Fall you will get a 2% bonus (you must attend all three).</i></p> <p><i>If you attend two coaching appointments in the Winter you will get a 1% bonus (you must attend both).</i></p>

Revision Policy for this course:

For the learning reports, project proposal, & research paper – if you meet the deadline for these assignments, I will provide feedback to you within 10 days (or less) and you will have the option of revising the assignment for a higher grade.

Academic Integrity

<http://www2.carleton.ca/studentaffairs/academic-integrity>.

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."

Any instructional offences will be dealt with by the Dean’s office. Students who are found to be claiming credit for work which is not their own will be given a grade of zero along with notification to the Dean. Penalties can include a final grade of "F" for the course.

Student Services & Resources in the Enriched Support Program

...no added cost – these are part of the program! So use them ☺

Peer mentoring: Peer mentors are former ESP students who attend every First Year Seminar. They are here to help orient you to campus, connect with campus activities and resources, organize community events and they will always be around for a chat.

Peer mentors for FYSM 1900 F ‘Work in Progress’

Tracy Yusuf
tracyyusuf@cmail.carleton.ca

Shane Bouchard
shanebouchard@cmail.carleton.ca

Workshops: weekly 3-hour workshops based on your two elective courses; attendance is mandatory. Experienced facilitators who have taken the courses before help you excel with the course material in your elective courses!

Academic coaching: sign up for one-on-one meetings setting and tracking academic deadlines; managing time and juggling priorities; getting help with specific readings and assignments for ANY of your courses. **Attending coaching sessions will get you bonus marks in this course!**

Advising: for planning ahead into next year and dealing with administrative tasks this year; what averages you need for specific programs, what to do if you have a family emergency or serious illness, how to calculate your grade point average, making sure you have the right prerequisites, help with registering or withdrawing from courses, etc. Your advisors are: Susan Burhoe, Rachelle Thibodeau, Al Blunt.

Coaching and Advising appointments can be booked online at: www.carleton.ca/cie

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, 613-520-6608, 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 8, 2013 for the Fall term and Mar 7, 2014 for the Winter 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>.