

Carleton University
Fall 2024/Winter 2025 Preliminary Course Outline
Department of English

FYSM 1004C: Reading Literatures and Cultures

Prerequisites: normally restricted to students entering the first year of a BA, BCogSci, BInS, BCoMS or BEcon program can register in a FYSM, up to a maximum of 1.0 credit (either one 1.0 credit or two 0.5 credit courses)

Preclusions: ENGL 1000, ENGL 1100, ENGL 1200, ENGL 1300, ENGL 1400, ENGL 1600, ENGL 1700

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***** This is a preliminary syllabus only—texts and assignments are subject to change. A complete version will be available closer to the start of the term. *****

Course description:

This fall/winter, in-person seminar puts an emphasis on classroom engagement and participatory learning as it introduces students to the study of literature at the university level. Fall term will focus on fundamentals of analyzing, responding to, and writing about texts across several genres and media: poetry, short fiction, the novel, film, and comics. It will be wide-ranging in scope, exploring Romantic poetry, 20th- and 21st-century short stories, Mary Shelley's 19th-century gothic science fiction novel *Frankenstein*, and adaptations of Shelley's novel in James Whale's classic films and DC Comics' *Swamp Thing* series. Winter term will focus on 20th and 21st century poetry and fiction. Attending to fewer texts but reading them more closely and using a wider range of techniques, winter term will be intensively skills-directed, guiding students through the stages of idea generation, secondary research, critical thinking, project development, and scholarly writing—both as a group and individually.

Learning Outcomes:

By the end of this course, successful students will have demonstrated their ability to:

Write essays on literary topics that employ the techniques of an effective essay. This includes the ability to: (i) write effective introductions, thesis statements, and direction statements; (ii) organize arguments in a coherent fashion, using complementary but distinct subpoints that derive from the texts being analyzed ; (iii) write paragraphs that effectively use topic sentences, transitions, and concluding sentences.

Develop sustained analytical readings of literary texts that are informed by close readings of primary texts. This includes the ability to: (i) identify the formal/generic features of works under study, and explain the significance of authors' choices of form/genre; (ii) identify authors' deployment of various literary devices (symbolism,

foreshadowing, and so on), and explain their significance to their texts; (iii) explicate and analyze passages from literary texts in support of an argument; (iv) document all engagements with primary texts using the latest MLA style.

Engage with secondary research responsibly and effectively to shape and advance arguments about literary texts. This includes the ability to: (i) differentiate between scholarly and non-scholarly sources; (ii) conduct research using appropriate strategies and search tools; (iii) document all engagements with secondary texts using the latest MLA style; (iv) explicate and analyze passages from secondary texts in support of an argument; (v) use the insights of secondary texts to shape and inform arguments and analyses.

Apply a sound understanding of literary terms to develop analytical readings of literary texts. This includes the ability to: (i) define, explain, and distinguish between those terms; (ii) identify and expand on relevant examples; (iii) use those terms appropriately in analyses in the assigned papers and exams.

Apply the elemental principles of English grammar to identify, explain, diagnose, and correct common sentence errors, in their own writing and that of others. This includes the ability to: (i) label and explain the parts of speech; (ii) identify, define, and differentiate between phrases, clauses, subordinate clauses, and independent clauses; (iii) identify and classify different sentence types; (iv) explain the grammatical function of all marks of punctuation, and diagnose and correct punctuation problems.

Display the habits of mind required for successful undergraduate study. This includes the ability to: (i) manage your time and responsibilities in a professional manner; (ii) engage with the words and ideas of others with academic integrity; (iii) make useful notes on the texts you read, to facilitate easy recall of information; (iv) apply an approach to composition that values drafting, reflection, and ongoing improvement; (v) discuss different points of view respectfully and critically.

FYSM is a “Writing Attentive” Course:

The Department of English has designed FYSM 1004 a “writing-attentive” course. This means that 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: (i) establishment of university-level expectations for grammar and syntax; (ii) establishment and refinement of literary-critical skills through close analysis of texts from a variety of genres; (iii) generation and proof of an argumentative thesis across an essay establishment and refinement of arguments and opinions using persuasive, clear and grammatically correct English; (iv) use and citation of primary literary texts in appropriate and convincing ways; (v) introduction to the fundamentals of secondary research (including critical evaluation, use and citation of academic sources). Student will complete a number of writing assignments which will include at least one formal scholarly essay. They will also write at least one formally scheduled examination or a culminating reflective assignment.

Texts:

Wayne Booth et. al., *The Craft of Research*, 4th edition (Chicago)

William Blake, *Songs of Innocence and Experience* (Oxford)

Paul Negri, ed., *Great American Short Stories* (Dover)

Mary Shelley, *Frankenstein* (Norton Critical Edition)

Eric Walrond, *Tropic Death* (Liveright)

W. B. Yeats, *The Major Works* (Oxford)

Natalie Diaz, *When My Brother Was an Aztec* (Copper Canyon)

James Whale (dir.), *Frankenstein* (1931) and *The Bride of Frankenstein* (1935)

selected issues from *Swamp Thing* vol. 1 and vol. 2 (DC Comics)

Evaluation:

Attendance (10%)

In-Class Writing and Discussion Exercises (30%)

Essay (15%)

Article Response (5%)

December In-Person Exam (20%)

April In-Person Exam (20%)