

Carleton University
Winter 2021
Department of English

ENGL 2900 A: *Literature of the Self*

Prerequisite(s): second-year standing or permission of the department

Mondays / 6:05 – 8:55 p.m.

Format: Blended

Instructor: John Coleman

Email: johncoleman3@cunet.carleton.ca

Office Hours (on Zoom): Mondays, 5:00 – 6:00 p.m.

I. Course description: This [online blended course](#) explores representations of the self in the works of writers from various historical periods, geographical contexts and personal backgrounds. We will query depictions of identity and subjectivity – and their connections to race, class, gender and the body – in epistolary writing, fiction, life writing, and poetry. Our discussions will also focus on the dynamics of literary production and what it can be like to be a writer. Students will learn about how the identities of writers from diverse communities have been construed in literary culture. We will also consider how writers have been able to participate in literary culture by writing about the self in different forms and genres.

Our asynchronous activities will include watching pre-recorded lecture videos, contributing posts and replies on discussion forums, and completing assignments and quizzes. Our synchronous activities will include optional class meetings held on Zoom (see the Course Calendar below for specific dates and times of each meeting). Please note that all Zoom Class Meetings will be recorded and posted on cuLearn.

- **Technological requirements:**
 - Computer or laptop
 - Internet and capability to access readings and course materials on cuLearn
 - Microsoft Word (available free here: <https://carleton.ca/its/ms-offer-students/>)
 - Zoom software and account (available free here: <https://zoom.us/freesignup>)

II. Preclusions: None.

III. Learning Outcomes:

The purpose of this course is for students to:

- Be introduced to literary and cultural texts that represent the self from a variety of global and historical contexts

- Learn about how the dynamics of literary production have influenced writers in different periods
- Develop critical interpretations of literary and cultural representations of the self
- Practice and develop academic research, writing and communication skills

IV. Texts:

Required text to purchase:

- Kazuo Ishiguro, *Never Let Me Go*, Penguin Random House of Canada, 2010. ISBN: 9780307400994

This novel will be available for order and delivery through the Carleton bookstore. Students are also free to purchase Ishiguro’s novel elsewhere, in either physical book or e-book format.

All other required readings will be available on Ares, Carleton’s online course reserve system. Click “**View course in Ares**” on our cuLearn page to access our readings on Ares.

The scheduled dates for all of our required readings are listed on the course calendar below.

V. Course Calendar:

Date	Readings and Activities	Due
January 11	Introduction to the course <ul style="list-style-type: none"> • Zoom Class Meeting: 6:05 – 6:45 p.m. 	
January 18	<ul style="list-style-type: none"> • Heloise and Abelard, selections from <i>The Letters of Heloise and Abelard: a translation of their collected correspondence and related writings</i> • Watch: Lecture Video(s) • Zoom Class Meeting: 6:05 – 6:45 p.m. 	
January 25	<ul style="list-style-type: none"> • Mary Wollstonecraft, selections from <i>Letters Written During a Short Residence in Sweden, Norway and Denmark</i> • Watch: Lecture Video(s) • Zoom Class Meeting: 6:05 – 6:45 p.m. 	<ul style="list-style-type: none"> • Discussion Post 1 due at 6:05 p.m.
February 1	<ul style="list-style-type: none"> • Kazuo Ishiguro, <i>Never Let Me Go</i>, Part 1 • Watch: Lecture Video(s) • Zoom Class Meeting: 6:05 – 6:45 p.m. 	<ul style="list-style-type: none"> • Reading Response 1 due at 6:05 p.m.
February 8	<ul style="list-style-type: none"> • Kazuo Ishiguro, <i>Never Let Me Go</i>, Part 2 • Watch: Lecture Video(s) • Zoom Class Meeting: 6:05 – 6:45 p.m. 	<ul style="list-style-type: none"> • Quiz 1
February 15-19	Holiday / Winter Break. Classes are suspended.	

February 22	<ul style="list-style-type: none"> • Kazuo Ishiguro, <i>Never Let Me Go</i>, Part 3 • Watch: Lecture Video • Zoom Class Meeting: 6:05 – 6:45 p.m. 	<ul style="list-style-type: none"> • Discussion Post 2 due at 6:05 p.m.
March 1	<ul style="list-style-type: none"> • Beryl Gilroy, Excerpt from <i>Black Teacher</i>: https://ro.uow.edu.au/kunapipi/vol20/iss1/20/ • Sandra Courtman, “A black British canon? The Uses of Beryl Gilroy’s <i>Black Teacher</i> and its Recovery as Literature” • Zoom Class Meeting: 6:05 – 6:45 p.m. 	
March 8	<ul style="list-style-type: none"> • Menaka Raman, “Immigrant” • Salman Rushdie, “Imaginary Homelands” (pp. 9-13) • Zoom Class Meeting: 6:05 – 6:45 p.m. 	<ul style="list-style-type: none"> • Reading Response 2 due at 6:05 p.m.
March 15	<ul style="list-style-type: none"> • Jacob Sam-La Rose, “Faith” • Sandeep Parmar, “Not a British Subject: Race and Poetry in the UK”: lareviewofbooks.org/article/not-a-british-subject-race-and-poetry-in-the-uk/#! • Watch: Lecture Video(s) • Zoom Class Meeting: 6:05 – 6:45 p.m. 	<ul style="list-style-type: none"> • Quiz 2
March 22	<ul style="list-style-type: none"> • Research Essay Workshop: 6:05 – 6:45 p.m. on Zoom 	<ul style="list-style-type: none"> • Essay Outline due at 11:59 p.m.
March 29	<ul style="list-style-type: none"> • David Park, “Oranges from Spain” • Michael L. Storey, “Sectarian Violence: The Story of Terrorism” (pp. 150-155, 164-166) • Zoom Class Meeting: 6:05 – 6:45 p.m. 	<ul style="list-style-type: none"> • Discussion Post 3 due at 6:05 p.m.
April 5	<ul style="list-style-type: none"> • Ciaran Carson, “Belfast Confetti” • Watch: Lecture Video(s) • Zoom Class Meeting: 6:05 – 6:45 p.m. 	<ul style="list-style-type: none"> • Quiz 3
April 12	<ul style="list-style-type: none"> • Course Wrap-Up Discussion • Zoom Class Meeting: 6:05 – 6:45 p.m. 	<ul style="list-style-type: none"> • Research Essay due at 6:05 p.m.

Note: The **Readings and Activities** and **Due** sections of the course calendar list what you should read, watch and submit for each class:

- Readings are listed by author and title. Readings are expected to be completed by their scheduled date before the Zoom Class Meeting.
- **Watch** indicates pre-recorded lecture video(s) to watch. Each video will be available on cuLearn on the day of the class.

- Our **Zoom Class Meetings** and **Essay Workshop** are live synchronous meeting times. The link to attend each meeting will be posted on cuLearn under the date of the scheduled meeting.
 - ⇒ Attendance at our Zoom Class Meetings and Essay Workshop is **optional**.
 - ⇒ All Zoom Class Meetings will be recorded and posted on cuLearn.
- Please note that additional reading materials, such as lecture slides, videos, factsheets or review materials, may be posted on cuLearn throughout the course.

VI. Evaluation:

General criteria that influence grading: *All work completed for this course will receive a numerical grade that corresponds to the guidelines set out by the Faculty of Arts:*

90-100 – A+
 85-89 – A
 80-84 – A-
 77-79 – B+
 73-76 – B
 70-72 – B-
 67-69 – C+
 63-66 – C
 60-62 – C-
 57-59 – D+
 53-56 – D
 50-52 – D-
 Below 50 – F

All term work will be subject to the following general evaluation criteria:

Each student is encouraged to genuinely engage with course material by expressing clear ideas about assigned readings, lecture material and class discussions.

Furthermore, it is paramount for students to display a genuine attempt at:

- (a) developing writing and comprehension skills
- (b) genuine, critical engagement with course material

Aside from the discussion posts and replies, all written assignments designated under “Term Work” will be subject to the following evaluative criteria in addition to any particular criteria stated in each assignment’s outline:

- 1) Written assignments are to be presented in MLA citation style and format. All references must be cited parenthetically in your prose. Written assignments should be formatted following MLA style (typed, double-spaced, 12 point Times New Roman Font, numbered

pages, identification info at top left-hand corner of page one). Students are encouraged to consult the Eighth Edition of the *MLA Handbook*.

- 2) Where applicable, significant consideration will be paid to:
 - (a) accuracy in identifying texts, authors and context
 - (b) effective expression and communication of ideas through proper grammar, spelling, punctuation and sentence and paragraph structure

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.

Term Work:

- **2 Reading Responses, 10% each for a total of 20% of final grade:**

Students will write two reading responses based on topics assigned by the instructor. Further explanation will be provided in advance of each due date in each reading response's assignment instructions. Please see the course calendar for the due date of each reading response.

- **3 Quizzes, 7.5% each for a total of 22.5% of final grade:**

Students will complete 4 quizzes on cuLearn consisting of multiple choice, true and false, and/or short answer questions. Each quiz will be based on readings and lecture videos that have been assigned up to and including that day, aside from anything covered on a previous quiz. Students will be expected to display accurate and extensive knowledge of, and genuine engagement with, course material. Please see the course calendar for the date of each quiz.

- **3 Discussion Posts and 2 Replies, 25% of final grade:**

- Students will submit 3 discussions posts on a discussion forum on cuLearn by 6:05 p.m. on the dates noted on the course calendar.
- Students will post 2 replies to other students' discussion posts – each reply will be on a different discussion forum.
⇒ **The first reply is due by March 1, and the second reply is due by April 12.**
- Each post and reply is worth 5% of the final grade.
- Further explanation will be provided in the assignment instructions at the beginning of the term.

- **Research Essay Outline, due March 22 at 11:59 p.m., 10% of final grade:**

Students will be assessed on a required essay outline based on the topic and text(s) they have chosen to write their research essay on. Further explanation will be provided in the assignment instructions in advance of the due date. Students are strongly encouraged to

read the Research Essay Instructions in advance of beginning the outline, in order to decide which essay prompt and text(s) they will be writing on.

- **Research Essay, due April 12 at 6:05 p.m., 22.5% of final grade:**

Students will write a formal research essay in response to one of a few writing prompts which the instructor will provide. Further explanation will be provided in the assignment instructions in advance of the due date.

Policy on submitting assignments: All term work is due in digital format on cuLearn on the date and time noted on the course calendar. Submission portals where students can submit assignments will be made available on cuLearn. Assignment instructions will specify the method of submission for each assignment; this will include typing or recording directly in an assignment portal on cuLearn, uploading an assignment as a Microsoft Word .docx file to an assignment portal on cuLearn, or another method to be specified by the instructor. Submission of an assignment outside of these specifications will not be accepted unless prior arrangements have been made with the instructor.

Late Assignment Policy: After its due date, each late assignment will be docked 2% per day up until one week after the due date, after which it will receive a grade of zero.

Policy on Extensions: Aside from for the Research Essay, extensions for term work will be considered on a case-by-case basis. If a student is aware in advance that an extension will be needed, they must provide the instructor with a valid reason at least one week before the due date, and a new due date may be negotiated.

In emergency circumstances within one week of the due date, the instructor must be made aware of the situation and valid reasons necessitating an extension immediately, and a new due date may be negotiated.

For late assignments to be accepted without being docked late marks, official documentation noting the student's inability to attend class and/or complete school work, such as a doctor's note or documentation of a personal emergency, may be necessary.

Absolutely no extensions will be provided for the Research Essay.

Policy on lost assignments: If a student claims to have submitted an assignment and the instructor has not received the assignment, the student must email the instructor an electronic version of the assignment within two hours of email request by the instructor.

Policy on returning graded assignments: The instructor will strive to return all graded assignments within two weeks of the due date. The primary methods of returning graded assignments will be: via the assignment portal on cuLearn with edits, comments and/or a rubric; and as a Microsoft Word .docx file, with a completed rubric, and with the Track Changes function used to show edits and comments.

Policy on communicating with the instructor: The instructor will be available during office hours (Mondays, 5:00-6:00 p.m.) over email and Zoom, when students can email the instructor and get a quick response, or connect to the Zoom office hours portal on cuLearn. Outside of

office hours, the instructor can be contacted by email; from Monday to Friday, the instructor will strive to reply to emails within 24 hours; emails received on weekends or holidays will be replied to on the following weekday that the university is open.

Statement on Accessibility: A variety of measures will be made to make our course materials accessible. To request additional measures or alternate assignment submission formats, please contact the instructor at johncoleman3@cunet.carleton.ca.

VII. Statement on Plagiarism:

PLAGIARISM

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.

Plagiarism is a form of intellectual theft. It is a serious offence that 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 has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

VII. Requests for 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 click [here](#).

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 click [here](#).

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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. 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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>