

**Carleton University  
Fall/Winter 2018-2019  
Department of English**

**FYSM 1004 A: Literature, Genre, Context**

Prerequisites: normally restricted to students entering the first year of a B.A., B.Cog.Sc., B.Co.M.S., B.Econ, or B.G.In.S. program

Preclusions: ENGL 1000, ENGL 1009, ENGL 1100, ENGL 1200, ENGL 1300, and ENGL 1400

Mondays & Wednesdays, 4:05-5:25pm

Location: *Please confirm location on Carleton Central*

Instructor: Dr. Morgan Rooney

Email: cuLearn / [morgan.rooney@carleton.ca](mailto:morgan.rooney@carleton.ca)

Office: 1915 DT

Office Hours: Tuesdays, 4:30-6:00pm

**COURSE DESCRIPTION:**

“There’s a magic,” Katherine Acheson writes, “involved in taking symbols, scribbles on a page, and turning them into something colourful, believable, sensuous, vibrant, and captivating” (7). In this class, you will learn how to approach the “magic” of literature with a focused, analytical eye as you begin to develop an understanding of “how literature is made” and “how the choices authors make and the experiences readers bring to works produce the rich, beautiful, and varied worlds that inhabit the pages of the books we read” (Acheson 7).

To facilitate that transformational process, this course introduces you to the major literary genres (poetry, drama, and prose fiction) and a variety of related modes and forms; helps you develop a sensitivity to a literary work’s historical moment; familiarizes you with genre-specific and literary-critical discourses; hones your close reading, critical thinking, and essay writing skills; and provides opportunities to discuss together some very memorable literature. Classes will consist of frequent in-class activities and discussions, mini-lectures, and in-class assignments. Students in this course will be required to participate in class and complete writing assignments on an ongoing basis throughout the year.

This course is cuLearn supported. cuLearn is a virtual extension of the classroom, and students are expected to be familiar with everything circulated by its means. Be sure to check out our course page at least 2-3 times a week.

The Department of English has designed FYSM 1004 a “writing-attentive” course. That means that students in this course must

- 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 of university-level expectations for grammar and syntax
  - 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 and convincing ways
  - 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)
- Complete a minimum of two graded writing assignments per term, in which they will be expected to demonstrate the above skills
- Write at least one 3-hour formally scheduled examination

## **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:
  - write effective introductions, thesis statements, and direction statements
  - organize arguments in a coherent fashion, using complementary but distinct subpoints that derive from the texts being analyzed
  - 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:
  - identify the formal/generic features of works under study, and explain the significance of authors' choices of form/genre
  - identify authors' deployment of various literary devices (symbolism, foreshadowing, and so on), and explain their significance to their texts
  - explicate and analyze passages from literary texts in support of an argument
  - 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:
  - differentiate between scholarly and non-scholarly sources
  - conduct research using appropriate strategies and search tools
  - document all engagements with secondary texts using the latest MLA style
  - explicate and analyze passages from secondary texts in support of an argument
  - 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:
  - define, explain, and distinguish between those terms
  - identify and expand on relevant examples
- 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:
  - label and explain the parts of speech
  - identify, define, and differentiate between phrases, clauses, subordinate clauses, and independent clauses
  - identify and classify different sentence types
  - explain the grammatical function of all marks of punctuation, and diagnose and correct punctuation problems

## **REQUIRED TEXTS:**

1. Katherine O. Acheson, *Writing Essays about Literature: A Brief Guide for University and College Students* (Broadview Press, 2011)
2. Richard Adams, *Watership Down* (Penguin, 2012)
3. Jane Austen, *Northanger Abbey*, ed. Claire Grogan (Broadview Press, 2002)
4. Aphra Behn, *The Rover*, ed. Anne Russell, 2<sup>nd</sup> ed. (Broadview Press, 1999)

5. Herbert Rosengarten and Amanda Goldrick-Jones, eds., *The Broadview Anthology of Poetry*, 2<sup>nd</sup> ed. (Broadview Press, 2008)
6. William Shakespeare, *Measure for Measure*, ed. S. Nagarajan, revised ed. (Signet, 1998)
7. Course pack

**\*Buy all of your books in August/September. The Broadview shrink-wrap deal will save you \$15+. Moreover, Octopus Books won't stock books for this class in the winter.\***

All books, including the course pack, will be available at Octopus Books, which is located at 116 Third Avenue, just off of Bank Street. For more information, call the store at (613) 233-2589 or visit online at [www.octopusbooks.ca](http://www.octopusbooks.ca).

You also require access to a style manual (the *MLA Handbook* [2<sup>nd</sup> floor reference, LB 2369 .G52 2016]), a dictionary (the [Oxford English Dictionary](#)), a grammar aid (any of the following will do: Lynn Quitman Troyka and Douglas Hesse's *Simon and Schuster: Quick Access Reference for Writers* [2<sup>nd</sup> floor reference, PE 1408. T6965 2007], Don LePan's *Broadview Book of Common Errors in English* [2<sup>nd</sup> floor reserves, PE 1460. L46 2003], or John C. Hodges et al.'s *Harbrace College Handbook for Canadian Writers* [2<sup>nd</sup> floor reference, PE 1112. H37 1994]), and a dictionary of literary terms (J. A. Cuddon's *Dictionary of Literary Terms and Literary Theory* [2<sup>nd</sup> floor reference, PN 41. C83 1998]). Because these volumes are all designated "Library Use Only," they will always be available to you, free of charge.

## EVALUATION:

**Note: all assignments (excepting those for bonus marks) are mandatory. You must complete and submit all of them to receive a grade for the course.**

Assignment	Percentage	Due Date
Participation (5% per term)	10%	Ongoing
Pop Quizzes (best 4 of 6, 2.5% per)	10%	Ongoing
Grammar Quizzes (2, 2.5% per)	5%	Oct. 10 & Nov. 14
Portfolio Assignments (7 assignments: 1 online quiz, 1%; 1 close reading assignment, 3%; 2 peer reviews, 4% per; 2 reflections, 2% per; 1 annotated bibliography, 4%)	20%	Sept. 19 (online quiz), Oct. 15 (close reading assignment), Oct. 31 (reflection #1—sample paper), Nov. 5/7 (peer review—Essay #1), Jan. 16 (reflection #2—Essay #1), Feb. 11 (annotated bibliography), Mar. 4/6 (peer review—Essay #2)
Essay #1	10%	Dec. 3
Midterm Exam	15%	TBA (exams are held Dec. 9–21)
Essay #2	15%	Apr. 3
Final Exam	15%	TBA (exams are held Apr. 12–27)
Bonus Assignment—Incentive Program (attendance + reflection)	Up to 5%	Ongoing—Fall Term Only

## TEACHING APPROACH:

I teach in a way that doesn't just invite your participation, but rather that demands it. This is doubly true for a seminar course. In this class, you can expect me not to lecture at you in 80-minute intervals. Instead, I will be facilitating discussions and activities that require your involvement, and which will be broken up by occasional mini-lectures. The discussions and activities will give you

opportunities to practice and develop the skills and content mastery announced in the learning outcomes, to measure the progress of your own learning, and to consolidate the knowledge and skills worked on in each class. Come prepared to be an active participant in your own learning. There can be no “passengers” in a seminar course.

## **COURSE POLICIES:**

**Attendance:** Regular attendance is vital to securing a passing grade in any course, and that is especially true for a seminar course. The primary vehicle of instruction in a seminar is discussion, and you can’t take part in discussions if you’re not present. In addition, I use an active learning approach, which means no amount of notes or consultation will capture the learning experience of the classroom. A lot of what we do in class, too, connects directly to the assignments you’ll be writing. Needless to say, you need to commit to regular attendance at the outset of the course. If you need further motivation, note the following two provisions: 1) if you miss 4 full classes in either term, I will award you with a 0 for the relevant portion of your Participation grade; and 2) if you miss 6 full classes in either term, I will award you with an “F” for the course (see [Section 2.1](#) of the Academic Regulations in the Undergraduate Calendar). Exceptions may be made, but only for students who provide official documentation and/or who have demonstrated commitment to the course.

During each of our meetings, I will circulate a sign-in sheet (or, once I learn everyone’s names, take attendance myself). These sheets are the final authority on your attendance record. If you must leave class early or come in late, let me know in advance and you will get credit for that part of the class you attended—otherwise, failure to sign one of the sheets counts as an absence. Substantially late arrivals or early exits will be recorded and will count towards your absence totals. Every two weeks or so, I will update the “Weekly Attendance Sheet” on cuLearn. It is your responsibility to keep up-to-date on this issue.

Note: anyone who misses class is responsible for catching up with missed material. I strongly recommend reviewing the slides for the class missed, getting notes from a friend, and/or seeking me out during office hours, at which time I’ll direct you to relevant sources. In every scenario involving your absence, you’re responsible for taking initiative to make sure your grade doesn’t suffer.

**Basic Preparation:** As a matter of course, you are expected to 1) attend all class meetings and participate in all discussions and activities; 2) complete the scheduled readings beforehand; 3) arrive prepared to discuss what you have read; 4) bring the relevant text(s) to class; 5) prepare and bring to class any materials requested for in-class activities; and 6) have a piece of paper on hand in case of a pop quiz. I strongly recommend taking notes on the discussions and mini-lectures, and keeping a record of the passages and terms we discuss in class. Writing in the margins of your books and marking off key passages as you read is also a good idea. Passages and terms discussed in class are likely to appear on the quizzes and exams.

**Classroom Etiquette:** On the first day of class, we will discuss expectations that we have for one another regarding what happens during class time. We’ll discuss and establish an agreed upon list of classroom rules, to be posted on cuLearn, on the subjects such as the following:

- How do we feel about food and drink in the classroom?
- What will be our position on laptops and cell phones in the classroom? How can we make sure that these don’t detract from our attentiveness and engagement?
- What constitutes respectful behaviour in this class and how will we promote it? What constitutes disrespectful behaviour and what will we do to discourage it?

**Assignment Submission:** Most assignments completed outside of class time (Portfolio Assignments 1-3 & 5-6 and both Essays) are to be submitted online via the submission forms in cuLearn, although there are a few (Portfolio Assignments 4 & 7—the peer reviews, the reflections for the Bonus assignment) that must be submitted in hard copy at the start of class. All pop quizzes and grammar quizzes must be completed and submitted in class, while the exams must be completed and submitted during the set examination periods. There is no other acceptable way to submit these assignments.

For those few assignments that need to be submitted in paper form, if something comes up and you can't submit a paper copy in class, you should save your assignment as a PDF and email it to me. Assignments submitted this way will be accepted as on time. Students in this situation, however, need to submit a duplicate paper copy to me as soon as possible, so I can begin marking. You can give it to me in person at the next class or during office hours, or you can just use the departmental drop box. Note that the paper copy submitted must be an exact duplicate of the electronic copy; in the event of any discrepancies, I will treat the date you submitted the paper copy as the actual date the assignment was submitted.

Note: in the rare event that your assignment is lost, misplaced, or not received, you're responsible for having a backup copy that can be submitted immediately upon request.

**Late Assignments:** For the Portfolio Assignments and the Essays, everyone gets a bank of 4 penalty-free days of extension (“grace days”), per term, no questions asked. Treat these as a failsafe rather than planning to use them.

Some details about these “Grace Days”:

- Measured in 24-hour units that start at 5:25pm on the due date. Some examples:
  - Jane Doe submits a paper less than 24 hours after 5:25pm on the due date; she has used 1 grace day.
  - Jill Doe submits a paper more than 48 hours but less than 72 hours after 5:25pm on the due date; she has used 3 grace days.
  - John Doe submits his Essay #1, which was due on Dec. 3<sup>rd</sup> at 5:25pm, on Dec. 6<sup>th</sup> at 8am; he has used 3 grace days.
  - Jack Doe submits his Essay #1, which was due on Dec. 3<sup>rd</sup> at 5:25pm, on Dec. 6<sup>th</sup> at 8pm; he has used 4 grace days.
- Tracked by me. I will provide regular updates on grace days used on cuLearn.
- Applicable only to the Portfolio Assignments and the Essays. There is no late policy for any of the other assignments—complete them on time, or receive a zero. If you have documentation to explain any late assignments, we can talk about that.

Once a student uses all 4 grace days, any assignment s/he submits late receives an automatic zero. Special consideration may be given to students dealing with a protracted medical or similar issue for which they can provide documentation.

**Completion of Course:** Take careful note of [Section 2.1](#) of the Academic Regulations in the Undergraduate Calendar: “To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations as published in the course outline.” If you have failed to submit all assignments within the prescribed timelines, or if you have failed to comply with my attendance policy, you will fail the entire course.

**Email:** Use email only for quick questions, to set up alternate meeting times, or to handle personal issues (i.e., to advise me of a situation, etc.). If you want to discuss a paper (topic, thesis, outline, etc.), come to office hours. Email is not an effective means for dealing with such matters. There is not enough time before or after class to cover such issues adequately, either. Take advantage of office hours. I'm also available via BigBlueButton/Skype in some instances.

I answer emails Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Be sure to provide a subject line and to limit yourself to the issues outlined above, and consult this syllabus to see if it answers your question before you send your email. Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, you will not receive a reply until sometime on Monday morning at the earliest.

For questions your classmates might be interested in hearing the answers to, please post them on the “Ask the Instructor” forum on cuLearn. That way, I can answer the question once, for everyone.

**Telephone:** In general, avoid the phone altogether. I’m not in my office outside of announced times and have no voice messaging system. Stick to in-person and/or BigBlueButton/Skype interviews and email for all communication purposes.

**Grade Inquiries:** I’m always willing to review assignments. My only rule on this subject is *No discussions about grades until 48 hours have passed after the assignment is returned*. That’s because you need time to process my feedback and to be prepared to engage with it in a conversation with me about it. Once you’ve done so, come see me during office hours. Note that I’ll be providing detailed feedback on all Portfolio assignments and essays. I will also post exemplary responses for the Pop Quizzes, and we will take up the midterm together in class. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

For the exams, students may arrange for a time to peruse it, but they can’t remove, correct, or otherwise change it. It must remain, as is, with the department.

**Final Grades:** 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.

**Course Copyright:** My lectures and course materials (including all PowerPoint presentations, handouts, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

**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."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 a final grade of "F" for the course.

It is your responsibility to know what constitutes academic fraud: for more information, see the Registrar's Office's information on [Academic Integrity](#) as well as [Section 12](#) of the Academic Regulations described in the Undergraduate Calendar.

### ASSIGNMENT DETAILS:

**Assignment Specifications:** Formatting instructions for individual Portfolio Assignments will vary and will be provided for each; generally speaking, the specifications for such assignments are less particular. The Essays, however, must conform to the following specifications:

- Times New Roman, 12-point font; double spaced; one-inch margins (sides, top, and bottom); page numbers in the upper right corner; no extra spaces between paragraphs
- A first page formatted according to MLA style (8<sup>th</sup> edition), which means including the following pieces of information: the title of the essay (one that reflects the paper's contents/thesis, not just "Essay"), student name, course code, instructor's name, and date of submission
- When requested, with a single-sided copy of the rubric, stapled to the back
- Proper documentation of sources (MLA style, 8<sup>th</sup> edition)

*Note: failure to comply with these specifications will result in deductions of up to 10%. It is folly to throw away these marks. Format your essay manuscripts to request.*

**Participation (10%):** Meaningful class participation is a multi-faceted exercise. At base, it requires consistent attendance: you can't contribute consistently if you're not consistently in class. To participate meaningfully, students also need to have read and reflected on the assigned text(s) for the day before class so that their contributions can have value. Nor is merely contributing enough: students' contributions must add to the ongoing discussion instead of, for example, repeating some prior point. Another facet of participation is consistently and respectfully listening to others; such attentiveness is communicated through body language (e.g., eye contact with speakers, full attention given to speakers, mentally preparing responses or questions to speakers, and so on). Your level of engagement during in-class activities, too, is another aspect of class participation. Your participation grade will be determined by your performance in each of these areas (e.g., attendance, preparedness, quality of class contributions, attentiveness and listening, and engagement in the in-class activities). A fulsome rubric for participation is available on cuLearn. At about the midway point of each term, I will provide you with a breakdown of what your participation grade would be based on your performance as of that date; this will give you the opportunity to make adjustments to your in-class participation going forward.

**Pop Quizzes (10%—best 4 of 6, 2.5% per):** The Pop Quizzes are designed to motivate you to attend classes regularly and do the reading(s), and to prepare you for the exams. There will be 6 Pop



Quizzes in total; your best 4 will account for 10% of your mark. If you miss a class when a Pop Quiz is given, you forfeit the opportunity to earn those marks. Documentation to explain your absence will keep you from losing marks, but under no circumstances will you be allowed to write a “make-up” Pop Quiz, as that would defeat the purpose of the exercise.

The Pop Quizzes will be administered on random days and times. You will be given a passage from a work we have recently read. You will have 15 minutes to

- correctly **identify** the author and the title of the work (1 mark), and the work’s formal and generic properties (1 mark);
- **unpack and elaborate on** what is being said in the passage/lines and (if relevant) how it/they relate to the larger work (2 marks); and
- **interpret** the passage by, for example, situating it in dialogue with the larger themes or cultural, sociopolitical, and aesthetic contexts discussed in class (2 marks).

**Grammar Quizzes (5%—2 quizzes, 2.5% per):** The two grammar quizzes, each worth 2.5% and held on Oct. 10 and Nov. 14, will cover basic matters in grammar and common sentence errors. The sample pop quizzes on cuLearn will provide you with a sense of the content and structure of each quiz.

**Portfolio Assignments (20%—7 assignments, 1-4% per):** The Portfolio Assignments consist of 7 separate assignments, worth 1-4% a piece, as follows:

1. One Online Quiz, 1% (due Sept. 19, 5:25pm): the quiz is located [here](#). Once you successfully complete the quiz, you will earn a certificate. Save the certificate as a PDF and submit it on cuLearn for 1%.
2. One Close Reading Assignment, 3% (due Oct. 15, 5:25pm): students will write a 750-1000 word analysis of a poem or section of a poem not analyzed in class. No secondary sources are required or allowed. You will have a few options from which to choose. Your goal will be to perform a focused, line-by-line close analysis of a given poem (if short) or section of a poem (if longer). A rubric will be provided on cuLearn—review it carefully before submitting your assignment via cuLearn.
3. Two Peer Reviews, 4% per (Nov. 5/7 & Mar. 4/6): 4~ weeks in advance of each essay, you will take part in a 3-step peer review exercise. Worth 4%, the in-class portions of these assignments will take place on Nov. 5 & Mar. 4, while the assignments themselves will be submitted in paper form on Nov. 7 & Mar. 6. The process for each is as follows:
  - a. Create an outline for your essay using a template provided (before Nov. 5 & Mar. 4);
  - b. Come to class, exchange outlines with a peer, and review each other’s work using a form provided, providing written and oral feedback (on Nov. 5 & Mar. 4);
  - c. Go home, reflect on your partner’s feedback, and produce a reflective document that follows a template provided. This piece should be 1.5-2 pages long if single spaced, or 3-4 pages long if double spaced (due on Nov. 7 & Mar. 6); and
  - d. On the due dates (Nov. 7 & Mar. 6), hand in all three documents stapled together (the original outline, your partner’s feedback form, and your reflection piece). Please be sure to print up, review, and then attach the rubric to the back of your submission.
4. Two Reflections, 2% per (Oct. 31 & Jan. 16, 5:25pm): you will write 2 reflections over the course of the year, each 500–750 words (1.5–2 pages) long. In the first one, you will reflect on the sample student paper(s) provided. In the second, you will reflect on the feedback provided on Essay #1 and, more generally, the experience of writing that essay. Rubrics will be provided on cuLearn for each—review them carefully before submitting your reflection via cuLearn.
5. One Annotated Bibliography, 4% (Feb. 11, 5:25pm): you will conduct research on the subject you have elected to write Essay #2 on, looking for 8 recent, relevant, scholarly secondary sources. You will then create a Works Cited that follows MLA guidelines (8<sup>th</sup> edition), and provide 8–10 sentence



annotations that summarize the main arguments of each source and that reflect on the possible relevance of each source for your upcoming paper. A rubric will be provided on cuLearn—review it carefully before submitting your assignment via cuLearn.

**Essay #1 (10%):** Essay #1 will be 1250 words (4~ pages) and is due on Dec. 3<sup>rd</sup> at 5:25pm. This assignment is an exercise in close reading, with no secondary criticism (beyond reference works such as dictionaries, dictionaries of literary terms, and so on) allowed. Essay topics/prompts as well as further instructions will be available on cuLearn well in advance of the deadline. A rubric will be provided on cuLearn—review it carefully before submitting your essay via cuLearn. Note that papers submitted on a topic that I haven't set or vetted and approved of explicitly via email will not be graded.

**Essay #2 (15%):** Essay #2 will be 2000 words (6–7 pages) long and is due on April 3<sup>rd</sup> at 5:25pm. This paper will be a research essay, requiring you to engage with 2-3 relevant pieces of recent, scholarly, peer-reviewed criticism directly relating to your text of choice. Essay topics/prompts as well as further instructions will be available on cuLearn well in advance of the deadline. A rubric will be provided on cuLearn—review it carefully before submitting your essay via cuLearn. Note that papers submitted on a topic that I haven't set or vetted and approved of explicitly via email will not be graded.

**Midterm (15%) & Final Exams (15%):** The Exams are designed to test you on the seminar and reading materials for each term (non-cumulative). Each Exam will consist of multiple sections that require you to demonstrate having attained the learning outcomes announced above—i.e., you will be asked to define terms, to explain the essay-writing concepts and theory introduced in Acheson's text, to identify and develop close readings of sight passages, to write short essays, and so on. All exams will be based on material covered in class and the assigned readings.

*Note: the dates for exams (Dec. 9–21 & April 12–27) are set by the University. Absence from exams will only be excused in the event of serious extenuating circumstances for which you can provide documentation (such as accident, illness, bereavement, or religious accommodation). To secure a Deferral, you must submit supporting documentation in a timely fashion. Travel for business or pleasure is not considered a valid reason for failure to attend an exam. To that end, do not make travel plans for the exam periods until the dates of all your exams are known.*

**Bonus Assignment—Incentive Program (up to 5%):** This course is registered with the [Incentive Program](#) offered through the Centre for Student Academic Support (CSAS). CSAS Skill Development Workshops (face-to-face and online) are designed to help students cultivate and refine their academic skills for a university environment. Skill Development Workshops for the Fall 2018 term will be available starting September 10<sup>th</sup>, 2018, and must be completed by December 7<sup>th</sup>, 2018, to receive credit for the Incentive Program.

Each session (face-to-face or online) from the list below that you attend and write a reflection on (see the template on cuLearn—these are due one week after the date of the session you attended) during the Fall term will earn you a 1% bonus mark, to a maximum of 5% extra marks:

- |                                |                              |
|--------------------------------|------------------------------|
| *Note-Taking                   | *Strategies for Proofreading |
| *Academic Reading              | *Research Skills             |
| *Time Management               | *Classroom Expectations      |
| *Writing for Academic Purposes | *Memory and Concentration    |
| *Critical Thinking             | *Test and Exam Preparation   |

CSAS staff members lead and capture attendance for these workshops. To have your attendance recognized and recorded for a face-to-face workshop, you must show up to one of the sessions on time and remain for the duration; for an online workshop, by contrast, you must pass a quiz at the end of the lesson. Towards the end of the fall term, CSAS provides me with information about attendance. Bonus marks will be added to your grade total when final grades are tabulated in April.

To see the complete Skill Development Workshop schedule, please visit mySuccess via [Carleton Central](#). You can also view your CSAS Skill Development Workshop attendance history at any time by logging into mySuccess. In addition to the CSAS Skill Development Workshops hosted on campus, CSAS offers several online workshops. If you are interested in participating in an online workshop, you can enroll through [the CSAS website](#).

Finally, please review the Incentive Program participation policies. You can find more information about these policies [here](#). If you have any questions related to the Incentive Program or the CSAS Skill Development Workshops, please contact CSAS at [csas@carleton.ca](mailto:csas@carleton.ca) or 613-520-3822.

## SUPPORT SERVICES & ACCOMMODATIONS:

**Writing Services:** [Writing Services](#) offers students one-on-one, personalized assistance with academic writing, free of charge. To make an appointment for a 40-minute session, visit in person at the Centre for Student Academic Support (CSAS) on the 4<sup>th</sup> floor of the MacOdrum Library.

**Centre for Student Academic Support (CSAS):** The [CSAS](#) offers students a variety of free services, including academic skills workshops (online and face-to-face). To learn more about these services, visit the Centre on the 4<sup>th</sup> floor of the MacOdrum library, contact them by phone at (613) 520-2600, x.1125, or visit [online](#).

**Foot Patrol:** The Foot Patrol is a student-run, volunteer-based service available to Carleton students, free of charge. Its patrollers will escort you safely to your destination, whether on or off campus (provided that it is within 30-minutes' walking distance of campus). For more information, visit [online](#). To register for a Safe-Walk, call 613-520-4066 or visit in person at 426H UC.

**Accommodations:** 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: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).
- **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: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).
- **Academic Accommodations for Students with Disabilities:** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit [carleton.ca/pmc](http://carleton.ca/pmc).

- **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 is 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 [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).
- **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. Please contact your instructor 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 <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

## CLASS SCHEDULE:

### Fall Term

Readings for a given date are to be completed *in advance* of that day's class meeting. Be sure, too, to read the introductions to all authors/texts we are scheduled to cover this term.

Date	Readings	Other Topics, Important Dates
Wed., Sept. 5		Introductions
Mon., Sept. 10	Rosengarten & Goldrick-Jones, "Reading Poetry" (BAP, pp.1037–59)	
Wed., Sept. 12	Acheson, Chapter 1 (pp.3–15); Keats, "When I Have Fears that I May Cease to Be" (BAP, p. 200)	
Mon., Sept. 17	Shakespeare, "Sonnet 18"; Barrett Browning, "Sonnet 22" (BAP, pp. 18 & 205)	*Sept. 18: Last day for registration and course changes for fall/winter courses
Wed., Sept. 19	Acheson, Chapter 2 (pp.19–34); Shelley, "Ode to the West Wind" (BAP, pp. 189–91)	<b>*1<sup>st</sup> Portfolio assignment due (online quiz)</b>
Mon., Sept. 24	Shelley, "Ode to the West Wind"; Keats, "Ode to a Grecian Urn" (BAP, pp. 189–91 & 196–98)	
Wed., Sept. 26	Keats, "Ode to a Grecian Urn" (BAP, pp. 196–98)	*Sept. 30: Last day to withdraw from fall/winter courses with a full fee adjustment
Mon., Oct. 1	My "Grammar I" resources on cuLearn	
Wed., Oct. 3	Acheson, Chapter 3 (pp. 35–53); Gray, "Elegy Written in a Country Churchyard" (BAP, pp. 114–17)	
Mon., Oct. 8		<b>***Thanksgiving; no class or office hours***</b>
Wed., Oct. 10	Gray, "Elegy Written in a Country Churchyard"	<b>*Grammar Quiz #1</b>
Mon., Oct. 15	Keats, "La Belle Dame sans Merci" (BAP, pp. 192–94);	<b>*2<sup>nd</sup> Portfolio assignment due (close reading assignment)</b>
Wed., Oct. 17	Swift, "The Lady's Dressing Room" (BAP, pp. 98–101);	
Oct. 22 – 26		<b>***Fall Reading Week; no class or office hours***</b>
Mon., Oct. 29	Acheson, Chapters 6 & 7 (pp.83–109)	
Wed., Oct. 31	Browning, "My Last Duchess" (BAP, pp. 251–52)	<b>*3<sup>rd</sup> Portfolio assignment due (reflection #1—sample student</b>

		<b>paper)</b> *Nov. 9: Last day to submit, to the Paul Menton Centre, Formal Examination Accommodation Forms for December examinations
Mon., Nov. 5	Acheson, Chapter 8 (pp.111–19)	*In-class peer review #1—Essay #1
Wed., Nov. 7	Acheson, Chapter 9 (pp.123–41); my “Grammar II” resources on cuLearn	<b>*4<sup>th</sup> Portfolio assignment due (peer review #1—Essay #1)</b>
Mon., Nov. 12	Sample student paper(s) on cuLearn	
Wed., Nov. 14	Tennyson, “Ulysses” (BAP, pp. 238–40);	<b>*Grammar Quiz #2</b>
Mon., Nov. 19	My “MLA Style” resources on cuLearn; Acheson, chapter 10 (pp.143–55)	MLA Style, 8 <sup>th</sup> edition
Wed., Nov. 21	Wise & Walker, “Introduction: Reading Drama” (course pack)	
Mon., Nov. 26	Behn, <i>The Rover</i>	
Wed., Nov. 28	Behn, <i>The Rover</i>	
Mon., Dec. 3	Behn, <i>The Rover</i>	<b>Essay #1 due</b>
Wed., Dec. 5		Review & catch-up
Fri., Dec. 7		Review & catch-up *Classes follow the Monday schedule *Last day of fall term classes *Last day for handing in term work
Dec. 9 – 21	(After the exam, start reading Austen, <i>Northanger Abbey</i> )	Exam period

### Winter Term

Readings for a given date are to be completed *in advance of* that day’s class meeting. Be sure, too, to read the introductions to all authors/texts we are scheduled to cover this term.

Date	Readings	Other Topics, Important Dates
Mon., Jan. 7		Midterm exam review
Wed., Jan. 9	Shakespeare, <i>Measure for Measure</i>	
Mon., Jan. 14	Shakespeare, <i>Measure for Measure</i>	
Wed., Jan. 16	Shakespeare, <i>Measure for Measure</i>	<b>*5<sup>th</sup> Portfolio assignment due (reflection #2—Essay #1)</b> *Last day for registration and course changes for winter courses
Mon., Jan. 21	Lynch & Rampton, “Introduction” (course pack)	Grammar refresher
Wed., Jan. 23	Lynch & Rampton, “Introduction” (course pack)	
Mon., Jan. 28	Acheson, Chapter 4 (pp.55–67); sample student paper(s) on cuLearn	
Wed., Jan. 30	Sample student papers on cuLearn	*Jan. 31: Last day to withdraw from the winter portion fall/winter courses with a full fee adjustment
Mon., Feb. 4	Acheson, Chapter 5 (pp. 69–82); Melville, “Bartleby the Scrivener” (course pack)	
Wed., Feb. 6	Melville, “Bartleby the Scrivener” (course pack)	
Mon., Feb. 11	Melville, “Bartleby the Scrivener” (course pack)	<b>*6<sup>th</sup> Portfolio assignment due (annotated bibliography—Essay #2)</b>
Wed., Feb. 13	Tolstoy, “The Death of Iván Ilých” (course pack)	
Feb. 18 – 22	(Start reading Adams, <i>Watership Down</i> )	<b>***Winter Reading Week; no class or office hours***</b>
Mon., Feb. 25	Tolstoy, “The Death of Iván Ilých” (course pack)	
Wed., Feb. 27	Austen, <i>Northanger Abbey</i>	
Mon., Mar. 4	Austen, <i>Northanger Abbey</i>	*In-class peer review #2—Essay #2

Wed., Mar. 6	Austen, <i>Northanger Abbey</i>	<b>*7<sup>th</sup> Portfolio assignment due (peer review #2—Essay #2)</b>
Mon., Mar. 11	Atwood, “The Age of Lead” (course pack)	
Wed., Mar. 13	Atwood, “The Age of Lead” (course pack)	*Mar. 15: Last day to submit, to the Paul Menton Centre, Formal Examination Accommodation Forms for April examinations
Mon., Mar. 18	Adams, <i>Watership Down</i>	
Wed., Mar. 20	Adams, <i>Watership Down</i>	
Mon., Mar. 25	Adams, <i>Watership Down</i>	
Wed., Mar. 27	O’Brien, “How to Tell a True War Story” (course pack)	
Mon., Apr. 1	O’Brien, “How to Tell a True War Story” (course pack)	
Wed., Apr. 3		<b>Essay #2 due</b> Review & catch up
Mon., Apr. 8		Review & catch up *Apr. 9: Last day of winter term classes & for academic withdrawal from fall/winter courses *Apr. 9: Last day for handing in term work
Apr. 12 – 27		<b>Exam period</b>