

**Fall/Winter 2017-18**  
**Department of English**  
**FYSM 1004A: Literature, Genre, Context**  
***Inner and Outer Landscapes***  
**Classes: Mondays and Wednesdays, 11:35 am-12:55 pm**  
**Loc.: Please confirm location on Carleton Central**

*Precludes additional credit for ENGL 1000, ENGL 1009, ENGL 1100, ENGL 1200,  
ENGL 1300, ENGL 1400*

**Instructor: Dr M. Susan Birkwood**  
**Office: 1928 Dunton Tower**  
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**Email: Susan.Birkwood@carleton.ca**  
**Office Hours: Wednesdays 2:45-4:45 pm or by appointment**

❖ **Please note: This is not a creative writing course. It is a writing attentive\* course.**

**Course Description:**

Literary works have so very much to offer: beauty, sorrow, excitement, revolution, horror, humour, tolerance, hope. They also have much to say about the literary and rhetorical arts, along with the circumstances of their cultural production. This course is an introduction to active literary reading skills, and we will study works of poetry, prose, and drama—all the while paying attention to form and structure, as well as content.

A number of common thematic and cultural concerns connect the various units of study in the course. As we situate the texts in terms of their literary, historical, and cultural contexts, we will cross temporal and geographic borders while examining—in a wide variety of ways—the relationship of the individual to community and to the world beyond, along with the struggle for personal identity, autonomy, purpose, and dignity.

Because this course is your introduction to literary studies at Carleton, one of my jobs is to help you to develop your critical vocabulary as we read texts from different regions, periods, and genres in order to build a strong base for your future studies. (Many websites may offer quick interpretations; however, they are no substitute for your own confident and well-supported oral and written analyses of texts.) I am well aware that students entering first year bring a range of experience and that the transition from high school to university has its challenges, especially in the area of essay writing. We will discuss academic writing, and you will have plenty of opportunities to hone your skills.

The seminar class size allows for more interaction between you and your fellow students, as well as with me. Consequently, it also makes possible the opportunity to engage in group projects and to build a strong learning community.

**Course Objectives:**

- To situate these texts within their literary and historical contexts
- To examine both the form and content of the selected works of poetry, prose, and drama and to build a vocabulary of analytical terms
- To develop students' textual analysis skills

- To develop students' critical thinking, reading, and writing skills
- To foster a learning community

**\*English Department definition of "Writing Attentive":**

- 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 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)
- Students will complete a minimum of two graded writing assignments per term, in which they will be expected to demonstrate the above skills
- Students will write at least one 3-hour formally scheduled examination. If there is just one exam it will take place during the April examination period.

**Required Texts:**

- *Books are available at **Haven Books**, 43 Seneca Street, Ottawa (at Sunnyside, one block from campus)*
- <http://www.havenbooks.ca/carletonsite/carletonhome-e.php>

*Broadview Pocket Guide to Writing*. Revised 4<sup>th</sup> ed.

*Broadview Introduction to Literature*, **Concise** Edition. Eds. Lisa Chalykoff, Neta Gordon, Paul Lumsden

❖ *The texts from Broadview Press have been bundled to save you money*

Catherine Hernandez, *Scarborough* \*

Andre Alexis, *Fifteen Dogs*

Richard Wagamese, *Indian Horse*

Katherena Vermette, *The Break*

*\*Catherine Hernandez will be reading from her novel at the Ottawa International Writers Festival on October 21*

**Evaluation:**

Fall Term

Close-reading assignment (short essay) 5%

Reflection on CUAG exhibition, following gallery visit 5%

Grammar and Punctuation test 5%

Major Fall-term essay (incl. workshop component) 15%

December exam 15%

Participation 5%

Winter Term

Major Winter-term essay (incl. research component)	15%
Oral group presentation on poetry + written notes	10%
Final exam	20%
Participation	5%

**Opportunities for bonus marks:**

- ✓ Receive one 2% addition to your **final grade** for attending one of the following:
  - Ottawa International Writers Festival event (September and October)—Events are free for Carleton students, but you need to book your ticket: <http://www.writersfestival.org/>
  - Munro Beattie Lecture on Wed., Mar. 21, 2018 (See the English Department website for details: <https://carleton.ca/english/annual-events/munro-beattie-lecture/>)
  - VerseFest event (March)—Events are traditionally free for Carleton students: <versefest.ca>
  - Approved Fall or Winter term event that relates to our course (i.e. approved by me), such as an English Theatre performance at the National Arts Centre (NAC) <<https://nac-cna.ca/en/englishtheatre/2017-2018>> or Great Canadian Theatre Company (GCTC) <<http://www.gctc.ca/>> —or one on campus by Sock 'n' Buskin <<https://www.socknbuskin.com/>>
  - **You must submit a 250-word description of the event and provide some proof of attendance (ticket, selfie at the event, etc., or if I'm at the same event, get me to make note of your presence) to receive the credit.**
- ✓ Write one 3-4 page review of a **fall- or winter-**term event (**a second event, if you choose to pursue the bonus described above**). This review will receive a percentage grade and may replace one of the writing assignments worth 5% or raise the grade of one of the major essays. Attach proof of attendance, and remember that you will not receive both types of bonus for the same event. (Policy on essays applies to this.)
- ✓ Expect an occasional bonus assignment or quiz
- ✓ Receive up to 2% in bonus marks added to your **final grade** (1% per workshop) for attending workshops through The Centre for Student Academic Support\*: <http://carleton.ca/csas/incentive-program/>

**\*Information for Students about the Incentive Program.**

This course has been registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). CSAS Skill Development Workshops are designed to help students cultivate and refine their academic skills for a university environment. To earn **2%** towards the final grade, you are expected to attend **2** workshops throughout the year.

**Please note:**

- **You must complete all of the term work and the final exam** in order to be eligible to pass the course. This means that failure to complete the term work will result in a final grade of "F."
- **Term work must be submitted according to the assigned deadlines.** (Given the 5% per day late penalty, assignments will not be worth anything 20 days after the deadline.)

- There are policies in place to support students who require academic accommodation. (See below.) Should you, though, find yourself in circumstances that threaten to preclude your successful completion of an assignment, please contact me before the particular deadline. I would much rather work with you to find a solution than have you face the possibility of failing the course.
- I will grade **print copies** only of assignments, unless otherwise indicated; however, I ask that you submit electronic back-up copies through cuLearn of your assignments.
- “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.” (FASS Teaching Regulations)

#### **REQUEST 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 see the [Student Guide](#).

**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 see the [Student Guide](#).

**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](mailto: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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

#### **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include the following:

- 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, which 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 a final grade of "F" for the course.

**General Policy on Essays** (*See individual assignment sheets for detailed expectations*)

Generally, essays are due on the day assigned; however, you each have a total of **4 grace days** to use to best advantage when completing the **two major essays (not the shorter assignments)**. For instance, you could use 1 grace day when completing the first essay and 3 when completing the second. (In other words, you have a built-in extension should you experience hardware failures or other problems.) Otherwise, requests for extensions **MUST** be made **BEFORE** the due date. Busier-than-average schedules or computer problems do not ordinarily constitute good reasons for extensions. A penalty of **5% per business day** will be applied to late assignments. (I will keep track of grace days used.)

- **As already indicated, you will be required to submit print copies of your assignments for marking and to provide electronic back-ups in cuLearn. However, you should still keep a copy of each assignment until the original has been returned, and be prepared to submit a copy immediately if need be.**
- Do not slide assignments under my office door. There is a drop-off slot outside of the English Department office (DT 1812).
- Essays are to conform to MLA format. Errors in documentation and formatting will cost you marks.
- **You are expected to know the University's policy and procedures regarding plagiarism. (See explanation above and the section on "Academic Integrity Standards" in the University Calendar.) Unacceptable paraphrasing does count as a form of plagiarism. Be particularly careful in your use and documentation of internet sources. I shall report cases of unacknowledged use of sources to the Chair of the English Department.**

**Late penalty:** As noted above, the late penalty is 5% per business day for major essays. This penalty also applies to the other assignments for which grace days may not be used unless otherwise noted in individual assignment instructions. Do make sure that you note each assignment's requirements.

**Attendance and Participation:**

**Attendance:** I have always found there to be a strong correlation between regular attendance and student success in my classes. You are responsible for what we cover in class, and we will make links between texts and topics as we move forward in the course and build on what we have discussed. On a very practical note, exam questions in this course will come straight out of lecture and discussion materials.

- ❖ I will take attendance at each class. (If I forget, please remind me!)
- ❖ If you have to miss a class, see if you can get notes from someone AND check with me to see if you missed any hand-outs or marked assignments that I may have distributed.

**Participation:** Students' thoughtful participation in class discussion greatly enriches the learning experience for everyone, including me.

**The grade:** In assigning the participation grade at the end of the year, I take into account both attendance records and participation in class. (If you don't attend, you can't participate!) Perfect attendance is not a guarantee of a perfect score: you will need to demonstrate your engagement with the material. (If you sit in class but spend your time on social media sites, I don't consider that participation.)

- **Absence from 4 or more classes per term may result in a participation grade of 0 for the term.**
- I will, of course, take into account any documented reasons for absence (e.g. illness).

**cuLearn: Course Materials and Grades:** I will post course materials (e.g. the syllabus, poetry resources, web links) and any PowerPoint slides that I use in lecture, and I will enter your marks in the grade-book. (I do not as a rule post lecture notes.)

- You will get your marked assignments back in class, and I will periodically update the grade-book. I give priority to class preparation and marking: I update the on-line records when I have time. Please do compare my records to yours before the end of the course, and let me know if you discover any errors or omissions.

**Assignments, News Forum, and other features:** I will set up assignments, indicate assignment due dates, and post any class announcements in cuLearn. We can decide whether we want to use other features on a regular basis.

#### **E-mail Communications:**

- I will check e-mail daily during the week. If you send a message on Friday evening, be aware that I may not reply to it until Monday morning.
- I will delete mail without opening it, if it comes from a sender I do not recognise, so please use your Carleton account.
- University policy prohibits me from sending information about grades over e-mail if the request comes from any non-Carleton e-mail address.
- It is always a good idea to avoid excessive informality in your e-mail communications with instructors. ("Dear Professor—" is the safest way to begin when e-mailing any instructor.)

#### **Preparation for Class:**

- Ideally, you should have the texts read before we begin discussing them in class. In the case of novels, try to have a substantial portion read prior to the first class on the respective texts.
- Please note: During class, I will not necessarily proceed in a chapter-by-chapter fashion when we are studying a novel. Instead, I introduce lines of inquiry to follow through a text.
- Make sure you bring the relevant text(s) to class.
- When you are taking notes, do include references to passages that we focus on in class: I choose identification passages for the exams from those that we discuss in class.

#### **Classroom Courtesy:**

- Please put mobile phones into silent mode before coming into class, and keep them out of your view. **IF** you have a pressing need to consult it—e.g. you have a child at home who is ill—I will of course accommodate this need.
- Please do not use your electronic devices for anything other than course-related work. You won't be the only one distracted by your Instagram feed. Here's a blog entry that offers some compelling reasons for avoiding the obvious distractions: Clay Shirky, "Why I Just Asked My Students to Put

Their Laptops Away” <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368>

- Please plan to stay for the duration of the class. Should you need to leave the classroom early, I would appreciate your letting me know ahead of time, if possible.

**Schedule** (subject to change, if necessary):

Dates	Monday	Wednesday
Sept. 6		Introduction to the course, to the syllabus, and to each other
11, 13	<p><b>Close Reading: Form AND Content</b>  <b>BIL:</b> William Blake, “The Lamb,” “The Chimney Sweeper” (<i>Songs of Innocence</i>), “The Chimney Sweeper” (<i>Songs of Experience</i>), “The Tyger”            See <i>The William Blake Archive</i> for engravings:  <a href="http://www.blakearchive.org/work/songsie">http://www.blakearchive.org/work/songsie</a></p>	<p><i>Continue discussion of Blake’s poems</i></p> <p><b>Pocket Guide: “Academic Writing: Essays and Arguments” (32-36)</b>            Overview in class of writing essays on literature:</p> <ul style="list-style-type: none"> <li>➤ Research and evidence from <u>inside</u> the text</li> <li>➤ Moving from evidence to argument</li> <li>➤ Thesis statements</li> </ul> <p><b>See the Sample Essay / Poetry Analysis in cuLearn: “Innocence and Complicity”</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
18, 20	<p><b>Pocket Guide:</b> “Writing about Literature / Writing about Texts” (47-52);            “Citation and Documentation”: (178-89)</p> <p><b>BIL:</b> Lorna Crozier’s “When I Come Again to My Father’s House”—the subject of the <b>close-reading assignment</b> (first short essay)</p>	<p><b>BIL: Literary Non-Fiction</b> (See 789-95)  <b>Argument and Rhetoric:</b>            Jonathan Swift, “A Modest Proposal”</p> <ul style="list-style-type: none"> <li>• Using a classical structure to deliver a satiric attack</li> </ul> <p><b>BIL:</b> Miriam Toews, “A Father’s Faith”</p> <ul style="list-style-type: none"> <li>• Rhetorical power: structure, word choice, patterns of repetition</li> </ul>
25, 27	<p><b>Pocket Guide:</b> The Comma, Semi-Colon, and Colon (132-35, 136-37)  <b>BIL: Short Fiction</b> (See 1-15)            Edgar Allan Poe, “The Black Cat”</p> <ul style="list-style-type: none"> <li>• Elements of the Gothic</li> <li>• Narrators and questions of reliability</li> </ul>	<p><b>Pocket Guide:</b> Sentence Fragments, Comma Splices, Run-on Sentences (120-24)  <b>BIL:</b> Charlotte Perkins Gilman, “The Yellow Wallpaper”</p> <ul style="list-style-type: none"> <li>• The Gothic and narrators, cont’d.</li> <li>• Adding emphasis and nuance through punctuation</li> </ul> <p><b>Close reading assignment due</b></p>
Oct. 2, 4	<p><b>Pocket Guide:</b> Dangling Constructions (112-14)  <b>BIL:</b> Eden Robinson, “Terminal Avenue”</p> <p><b>* Eden Robinson will be at the Writers Festival on Oct. 22!</b></p>	<p><b>Conducting research and using Carleton’s Macodrum Library’s resources: Session with Research Librarian Janice Scammell</b></p> <p>*There is a bonus assignment linked to this session, which will be distributed during class</p>

9, 11	<b>THANKSGIVING: no class</b>	Catherine Hernandez, <i>Scarborough</i>
16, 18	Catherine Hernandez, <i>Scarborough</i>	Catherine Hernandez, <i>Scarborough</i>  <b>*Catherine Hernandez will be at the Writers Festival on Oct. 21!</b>
23, 25	<b>READING WEEK:</b>	<b>NO CLASSES</b>
Oct. 30, Nov. 1	<b>Pocket Guide:</b> The Hyphen, The Dash, and The Apostrophe (138-40); Active and Passive Voice (14, 58-60, 105-06) <b>Ekphrasis: writing about visual art</b> <i>BIL:</i> W.H. Auden, "Musée des Beaux Arts" <ul style="list-style-type: none"> <li>Please look up images of the following paintings by Pieter Breugel the Elder: "The Census at Bethlehem," "Massacre of the Innocents," and "Landscape with the Fall of Icarus"</li> <li>Here's one link: <a href="https://www.royalcollection.org.uk/collection/405787/massacre-of-the-innocents">https://www.royalcollection.org.uk/collection/405787/massacre-of-the-innocents</a></li> </ul>	<b>(to be confirmed) Carleton University Art Gallery (CUAG) visit:</b> Meet in the Gallery, which is in St Pat's <i>*There is an assignment linked to this visit</i>
6, 8	<b>An Intriguing Twist on Being a Dog Person</b> <i>André Alexis, Fifteen Dogs</i>	<i>André Alexis, Fifteen Dogs</i>
13, 15	<i>André Alexis, Fifteen Dogs</i>	<i>André Alexis, Fifteen Dogs</i>
20, 22	<b>Grammar and Punctuation Test</b> (in class)  <b>CUAG assignment due</b>	Essay-writing workshop (Details about the focus will be provided closer to the time)
27, 29	<b>Poetry: Form and Metre</b> <b>See the materials on poetry in cuLearn</b> <i>BIL:</i> Poetry (See 461-84) Back to William Blake, "London"	<b>Poetic Exchanges</b> <i>BIL:</i> Christopher Marlowe, "The Passionate Shepherd to his Love"; Sir Walter Raleigh, "The Nymph's Reply to the Shepherd"; Philip Larkin, "This Be the Verse"
Dec. 4, 6, 8*	<b>The Sonnet</b> <i>BIL:</i> William Shakespeare, Sonnets 18 and 130; John Donne, <i>Holy Sonnets</i> 10	<i>BIL:</i> Christina Rossetti, "In an Artist's Studio"; Wilfrid Owen, "Anthem for Doomed Youth" <b>Major fall-term essay due</b>  <b>*Fri., Dec. 8 follows a Mon. class schedule: Exam Review</b>

**Examination Period: December 10-22**Exam Schedule: <http://carleton.ca/ses/exam-schedule/>The Academic Year: <http://calendar.carleton.ca/academicyear/>

- ❖ Do not finalise travel plans until you know the exam schedule.



Dates	Monday	Wednesday
Jan. 8, 10	<b>Historical Fiction, the <i>Bildungsroman</i> and the Process of Reconciliation</b> Richard Wagamese, <i>Indian Horse</i>	Richard Wagamese, <i>Indian Horse</i>
15, 17	Richard Wagamese, <i>Indian Horse</i>	Richard Wagamese, <i>Indian Horse</i>
22, 24	<b>The Presence of the Past</b> <b>BIL:</b> John Keats, "Ode on a Grecian Urn"; Al Purdy, "Lament for the Dorsets"; Seamus Heaney, "The Grauballe Man"	<b>Legacies of Colonisation</b> <b>BIL:</b> W. B. Yeats, "Easter 1916"; Langston Hughes, "The Negro Speaks of Rivers," "Harlem (2)"
29, 31	<b>BIL:</b> Derek Walcott, "A Far Cry from Africa" Marilyn Dumont, "Not Just a Platform for My Dance," "The White Judges"	<b>BIL:</b> Thomas King, "A Short History of Indians in Canada" (short story)
Feb. 5, 7	<b>Family Matters</b> Katherena Vermette, <i>The Break</i>	Katherena Vermette, <i>The Break</i>
12, 14	Katherena Vermette, <i>The Break</i>	Katherena Vermette, <i>The Break</i>
19, 21	<b>READING WEEK:</b>	<b>NO CLASSES</b>
26, 28	<b>The Dramatic Monologue</b> <b>BIL:</b> Alfred Lord Tennyson, "Ulysses"; Robert Browning, "My Last Duchess"	<b>BIL:</b> T. S. Eliot, "The Love Song of J. Alfred Prufrock"; Sylvia Plath, "Lady Lazarus"
Mar. 5, 7	<b>Realism and the Social Drama</b> <b>BIL:</b> Henrik Ibsen, <i>A Doll's House</i>	<b>BIL:</b> Henrik Ibsen, <i>A Doll's House</i>
12, 14	<b>BIL:</b> Hannah Moscovitch, <i>Essay</i>	<b>BIL:</b> Hannah Moscovitch, <i>Essay</i> <b>Winter-term major essay due</b>
19, 21	Review of poetic form as needed Presentation prep class* *We can revise the schedule as needed once groups are established.	Presentation prep class
26, 28	Presentations on poetry: TBA	Presentations on poetry: TBA
Apr. 2, 4	Presentations on poetry: TBA	Presentations on poetry: TBA
9	Exam review	

### Examination Period: April 14-26, 2018

- ❖ **Final exams:** Given the time crunch before final grades are due, I don't always post exam or participation grades in the cuLearn Gradebook right away. (I pull everything into Excel, rather than calculate the grades in cuLearn.) Feel free to e-mail me.
- ❖ Final exams will not be returned to you; however, you may make an appointment to review your exam after it is marked.
- ❖ Final exams are kept in the English Department for one year.
  
- ❖ **Final Grades** are not official until they have been approved by both the Department Chair and the Dean. Consequently, I will not post final grades in cuLearn. You may access your final grades through **Carleton Central**.