

The information in this course outline may be subject to change in response to evolving public health guidelines related to the COVID-19 pandemic. Some due dates on schedule may be altered in consultation with the class.

Carleton University
Fall/Winter 2022-2023

FYSM 1004C: Reading Literatures and Cultures
Department of English Language and Literature

Precludes additional credit for ENGL 1000 (no longer offered) [ENGL 1100](#), [ENGL 1200](#), [ENGL 1300](#), [ENGL 1400](#), [ENGL 1600](#), [ENGL 1700](#). This means you cannot get credit for (and should register in) both our course and one of these courses.

Prerequisite(s): 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.

Time: Tuesday/Thursday, 8:35 to 9:55 am
Location: Tory Building 204: *Please confirm on Carleton Central*
Format: In person (with select online elements)

Instructor: Professor Jodie Medd
Email: jodie.medd@carleton.ca
Office: Dunton Tower 1804
Phone: 520-2600 x2329 (please use email)
Office Hours: I can be available Tuesdays 2:35 to 4:00 (please confirm ahead by email) & by appointment (for virtual appt use Zoom link on Brightspace: Course Details & Communications)

Important note:

For information on deadlines for withdrawal from courses, please consult the Academic Year section of the Undergraduate Calendar (<https://calendar.carleton.ca/academicyear/>).

Carleton University is located on the traditional, unceded and un-surrendered territory of the Algonquin People. As a white settler teaching at Carleton University, I acknowledge that settler relationships to both the land and the people of this land have been broken and misused. I am aware of my responsibility to learn about and build relationships with the communities and land the University occupies.

FYSM 1004C: Stories of the Self: Literature that Matters & Writing that Works

Focusing on literature written in English from the early twentieth century to the present, we will explore the many ways that writers tell stories of the self in particular cultural contexts. Developing strategies for analyzing, enjoying, and understanding literature, we will examine how literary texts engage with historical, political, and cultural concerns of human experience, including gender, sexuality, racialization, systemic white supremacy, colonialism, slavery and its legacies, war, psychiatry, trauma, historical memory, and more. Examining different literary genres and forms, we will consider how writers have drawn upon and transformed the formal qualities of these genres to write stories of the self that are simultaneously intimately personal, culturally meaningful, and socially powerful. We will compare, contrast, and debate authors, literary movements, and issues across histories and cultures to forge productive conversations about how and why literature mattered in the past and matters to us now. A variety of topics and approaches will encourage engaging discussions: Identity Matters?: Poetry, the Poet, and Questions of the Self; Letters and Legacies: The Harlem Renaissance to Now; Writing and Remembering Historical Trauma: Representing the Great War; “An ordinary mind on an ordinary day”: Modern Fiction and the Narration of Consciousness; and Being and Belonging in Turtle Island/Canada. Culturally and geographically, we will focus on literatures from Ireland, England, Canada and the US, by authors with a range of lived experiences.

Class time will be dedicated to sharing, exploring, and learning from our responses to the literature; developing skills in analysis, close reading, critical thinking, and self-reflection; acquiring a vocabulary of terms for literary analysis; developing research skills; considering the historical, social, and intellectual contexts in which the

literary works were produced while reflecting on their relevance now; developing strategies for effective writing; honing your own writing voice; and self-reflecting on processes of reading and writing. These practices will help you read, think, and write more effectively about anything. The seminar emphasizes class discussion and peer learning, student participation, regular writing and reflection, and the value and pleasures of learning in community.

Course Intentions: What are the key learning goals for this course?

FYSM 1004 as a Writing Attentive English Course

A FYSM is intended to develop writing skills for a university context. This course is also recommended for English majors and is designated a writing attentive course by the English Department. As such, students will spend a significant amount of class time learning and improving university-level forms of thinking and writing, particularly essay-writing skills. These skills 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 arguments and opinions using persuasive, clear and grammatically correct English
- use and citation of primary literary texts in appropriate and convincing ways
- introduction to the fundamentals of secondary research (including critical evaluation, use, and citation of academic sources)
- completion of a number of writing assignments, including at least one formal scholarly essay
- writing at least one formally scheduled examination or a culminating reflective assignment

Our section has its own (related) learning intentions. This course aims to help you:

Read literary texts slowly and closely, respond emotionally, and think critically and creatively: you will **pay attention** to primary literary texts in order to analyze and interpret the text in a sophisticated way that is meaningful, convincing, subtle, and insightful. This requires being open to your own experience of reading (including emotional and visceral responses), and practicing careful observation and self-reflection to develop thoughtful, clear and complex ideas about the texts. We will consistently attend to the relationships among content (what a text is about), form (how it is written), and context (when/where/by and for whom a text is written).

Write better: you will practice formulating clear, grammatically correct, expressive, well-structured writing that conveys thoughtful ideas with good style, to achieve university-level academic writing while developing your own writing voice and gaining strategies that will improve any kind of writing you do.

Make connections: we will relate, compare/contrast, and debate ideas, points of view, and texts. You will have the chance to explore connections within a text (between parts, or between parts and the whole), across texts, between the literature and your world, between different historical and social contexts, between primary and secondary materials (putting your ideas in conversation with other scholars), and between different points of view in the seminar. You will be encouraged to connect small details with big ideas, consider multiple perspectives, and challenge your own ideas, assumptions, first impressions, and comfort level.

Reflect on your own thinking and learning so that you can keep growing as a student.

Enjoy and benefit from being part of a learning community. We are living in difficult times and first-year university is a huge adjustment. This course aims to co-create a supportive environment for interaction, learning, and meaningful connection among all members of the class. This includes active participation and thoughtful listening.

Required Texts

Books are at Haven Books, 43 Seneca Street on the corner of Sunnyside <http://havenbooks.ca/>. Short walk from campus: follow University Dr. out of campus, cross Bronson to Sunnyside. Turn right on Seneca at stop sign. You can order books from Haven online for curbside pickup; see their website for more information.

Fall Term

- Katherine O. Acheson, *Writing Essays about Literature*, Second Edition (Broadview)
- Gerald Graff and Cathy Birkenstein, *They Say, I Say*, 5th edition (W. W. Norton)*
- Nella Larsen, *Passing* (Penguin) [also available as an unlimited-user ebook at cuLibrary]
- Ta-Nehisi Coates, *Between the World and Me* (Spiegel and Grau)

* Important Bonus: *They Say, I Say* includes a card at the front of the book with a registration code for access to additional digital materials, including *The Little Seagull* Ebook. This is a helpful resource on basic writing issues and MLA citation. We may also use the e-tutorial on Recognizing and Avoiding Plagiarism.

Free Online Writing, Grammar, & Citation Guide:

https://owl.purdue.edu/owl/general_writing/grammar/index.html

Winter Term (available at Haven in Winter Term)

- Pat Barker, *Regeneration* (Penguin: 9780141030937)
- Virginia Woolf, *Mrs Dalloway* (Broadview)
- David Chariandy, *I've Been Meaning to Tell You* (McClelland and Stewart: 9780771018077)
- Tomson Highway, *The Rez Sisters* (Fifth House Publishers: 9780920079447)

Additional course readings available in the public domain and/or CU Library online reserves (ARES), linked in Brightspace weekly modules. Additional reference resources on Brightspace (Reading & Writing Resources)

Requirements, Assignments, and Assessments: Overview

Fall/Winter: Attendance, Participation, and Preparation: 10%

Fall Term Assignments:

1. Introductions: 1% (Class Introduction posted to Discussion Board at 0.5%, + Introductory Self-Reflection submitted to Assignments at 0.5%)
2. [Academic Integrity Online Workshop through CSAS](#): 1%
3. Fall Discussion Board Posts: 3% (posting to 6 Discussion Boards at 0.5% per post)
4. Fall Discussion Board Posts Submitted for Assessment: 4% (2 at 2% each)
5. Poetry Annotation and Reflection: Plath or Lorde Option: 3%
6. Grammar & MLA Quiz: 3%
7. Fall Essay #1: 5%
8. Fall Essay #2: 10%
9. December Exam: 15%

Winter Term Assignments:

1. Mid-year Self-Reflection: 0.5%
2. Winter Discussion Board Posts: 2.5% (posting to 5 Discussion Boards at .5% per post)
3. Winter Discussion Board Post Reflections 4% (2 at 2% each.)
4. Secondary Sources Assignment: 5%
5. Winter Research Essay: 15%
6. Winter Research Essay workshops, bibliography, and peer-editing: 3%
7. April Exam: 15%

Requirements, Assignments, and Assessments: Detailed Expectations

Fall/Winter: Attendance, Participation, and Preparation: 10%

Deciding to take this class means a commitment to attending all of the classes (health permitting) and completing assignments on time. As this is a seminar, you are responsible to other members of the class; learning depends on the engagement and participation of everyone. I am here to support you. You will receive credit for attendance and participation in the following ways:

- Attendance: As a seminar member, you commit to coming to class on time, having completed the assigned reading, with the reading in hand to reference in class, prepared to ask and answer questions and to participate in discussion. I will take attendance at the beginning of class and multiple absences will seriously affect your final grade. **Students are allowed up to three unexplained absences per term (without documentation for the reason of your absence); after that, you risk losing 2% of your final mark for every additional unexplained absence. Absence from more than 5 classes may result in 0/10 for participation; absence from more than one-third of the classes per term (to a maximum of 8 absences in one term) may result in failure in the course. However, within the context of the pandemic, it is important that you do not attend class if you are unwell.** Follow university policies on [self-screening](#) and [symptom reporting](#) (see University Policies below) and *communicate with me about your status*. Always contact me if illness or an emergency requires you to miss multiple classes. If you miss a class, please contact a classmate about work you missed and check Brightspace for information *before* you approach me with questions. Posting to the Discussion Board (including responding to peers) allows you to participate in class if you are unable to attend. Especially this year, ***communication regarding absences is key.***
- Class Participation and Preparation: The class format will rely on discussion (both full-class and small groups) and I will take regular attendance. Additional DB activity will also support your participation. If you tend to be quiet in class but have ideas to share, I encourage you to use the discussion board. Essentially, class participation will be evaluated as follows:
 - Did you attend class regularly, actively participate in activities, and pay attention to discussions?
 - Did you complete the assigned readings before class, bring the appropriate text(s) and required materials to class, and come ready to focus and engage?
 - Did you arrive with questions and observations about the reading, ready to contribute?
 - Did you listen attentively and engage thoughtfully with others by asking and answering questions?
 - Did class members learn from your contributions?
- In addition to the participation activities above, I encourage you to take notes on key terms, contexts, and passages addressed in class. (Writing in the margins of the primary texts and marking off key passages is also a good idea). You will want to be able to refer to passages, terms, themes, and concepts discussed in class for the exam.
- Pop Quizzes: Especially when we are reading longer prose works (novels, memoirs), you may expect a brief pop quiz to check on reading progress.
- You are encouraged to attend a scheduled individual conference with me each term. Conferences are scheduled in relation to essay assignments (Fall: option before First or Second Essay is due; Winter: during writing process of Winter Research Essay). You are welcome to see me outside of these scheduled conferences, during my office hours or by appointment, to discuss any aspect of the course.

Fall Term Assignments

Due dates on Reading and Assignments Schedule (below) & Brightspace Assignments and Weekly modules.

1. Introductions: 1% (Introduction to Class Introduction Discussion Board, and an Introductory Self-Reflection to Assignments: see questions on Class Introduction Discussion Board and Assignment portal)

2. [Academic Integrity Online Workshop through CSAS](#): 1%

3. Discussion Board Posts: 3% for 6 Posts

You will have several opportunities to submit a short post to the Discussion Board (DB), linked in “Activities” on the weekly module by 9 pm *the night before our scheduled class*. You can also access the Discussion Boards from the Tools menu on the navigation bar. Discussion Boards are numbered 1-6 and there may be more than one option for submitting to a particular Discussion; you only need to post to one option for each numbered board, addressing the reading and questions for the class day you submit. Every DB will include questions or prompts that will inform our in-class discussion that day. You can respond to what most interests you. Posts can be short (100-200 words, although longer is fine). Posts will be evaluated out of 1 (usually 1 or 0) and may receive additional feedback to engage with your ideas and address writing issues. I encourage you to complete the post immediately after completing the reading for class. **Post your own ideas; do seek out or use outside sources.** Criteria and further details on Brightspace: Assignments & DB Expectations.

You are encouraged to read and reply to select posts by other students, or even add to or modify your own ideas; this may be done after class and will contribute to your participation mark and enhance your connection with class members.

Incomplete posts will receive 0. If you need to be absent from class, you can still submit to the Discussion Board to earn credit, engage with ideas on the board, and contribute to participation.

4. Fall Discussion Board Posts Submitted for Assessment: 4% for 2 Posts

In the Fall Term you will submit two DB Posts for assessment credit (letter grade), with the option to revise and enhance your original post. Posts submitted for assessment may be up to 300 words long. You may choose one from before the Fall reading break and one after, or both after the break. At least one must be on a prose text (novel, essay, memoir: after the break, I recommend *Passing* as there will be many discussion prompts). You may not submit a DB Post for assessment on the same poet as your Poetry Annotation & Reflection and Fall Essay #1.

5. Fall Poetry Annotation and Reflection: 3%

Your choice of Plath or Lorde option on Reading and Assignments Schedule; details discussed in class and attached to each assignment in Brightspace.

6. Grammar & MLA Quiz: 3% Thursday, November 3.

7. Fall Short Essay #1: 5%

A close reading of a poem, building on your Poetry Annotation and Reflection. Expectations and format guidelines will be discussed in class and posted to Brightspace Assignments. 1250-200 words

8. Fall Short Essay #2: 10%

Details provided in class and on Brightspace. 1250-200 words

9. December Exam: 15%

This exam will be scheduled as a formal in-person written exam during the regular December exam period, unless public health measures require otherwise. The exam will consist of short answers and essay questions.

Winter Term Assignments

Due dates on Reading and Assignments Schedule (below) & Brightspace Assignments and Weekly modules.

1. Mid-year Self-Reflection: 0.5% (Mid-year check-in self-reflection due to Assignments)**2. Discussion Board Posts: 2.5% for 5 posts**

As in the Fall Term, you will have several opportunities to post to the Discussion Board under “Activities” on the weekly module by 9 pm *the night before the scheduled class*. There may be more than one option for submitting to a particular Discussion Board (numbered 1-5); you only need to post to one option per board, addressing the reading and questions posted for the class day you submit. Evaluation and expectations are the same as Fall Term.

3. Discussion Board Reflections: 4% for 2 posts

The Winter schedule includes two longer (400-700 word) Discussion Board (DB) Reflections, assessed at 2% each. These are based on DB posts and due the night before we address the texts. Details and expectations provided in Winter Term.

4. Engaging Secondary Sources Assignment: 5%

Details of the assignment will be provided in class and posted to Brightspace. 1000-1250 words

5. Winter Research Essay: 15%

Your choice of topic provided by me, involving a comparison/contrast of primary texts, and engaging with secondary research. 2000-2500 words

6. Winter Research Essay Process: Workshops, Bibliography, Peer Editing, & Final Self-Reflection: 3%

The research essay will involve a number of steps, including a library info session, work in progress workshops, research development (bibliography), peer-editing, and a final self-reflection. Your work on these steps will be assessed along with the final draft.

7. April Exam: 15%

The exam will follow a similar format to the December exam; it will focus on material from the Winter Term, but may provide opportunities to refer to Fall Term material. This exam will be scheduled as a formal in-person written exam during the regular exam April period, unless public health measures require otherwise.

Course Policies**Policies on Incomplete Coursework**

Major course work assignments (those worth 5% or more each) and the exams are requirements of the course. If you do not complete them, you cannot pass the course. Failure to complete other coursework items (those worth less than 5% each) will result in 0 for the item.

Assignment Submission Policies

Discussion Board Posts are due 9:00 pm the night before the class. Writing assignments (reflections, essays, etc.) are due as Word doc (preferred) or pdf to Brightspace by the date/time indicated on the assignment. Assignment details and submission portal can be accessed in 1) Assignments & DB Expectations Module, 2) “Assignments” under Tools on NavBar, or 3) the Weekly Module when the Assignment is due.

Submission of your written work constitutes your assurance that:

- 1) You are aware of and understand [Carleton's Academic Integrity Policy](#) including its policy on plagiarism.
- 2) Your writing complies with these standards (see more below under “Academic Integrity & Plagiarism”)
- 3) You are expected to complete the Academic Integrity workshop and class discussions and activities on Academic Integrity and avoiding plagiarism. Regardless of whether you complete these requirements, your submission of written coursework presumes that you understand **that there will be no acceptable excuse for plagiarism if it is discovered in your work.**

Please keep a backup copy of all your assignments. Please name your assignment documents with the format Your Lastname_AssignmentName: e.g. Medd_IntroductorySelfReflection. Medd_Essay#1

Late Assignments

Find assignment due dates on the “Reading and Assignment Schedule” below and on each Brightspace Assignment (including exact time). Given the frequency and scaffolding of assignments, there is little margin for late work; however, everyone gets a bank of 4 penalty-free days of extension (“grace days”) *per term* for submitting or *formal essays/assignments* no questions asked (*see below for exemptions). Treat these as a failsafe rather than planning to use them. “Grace days” are measured in 24-hour units calculated by submission to Brightspace in relation to the due date time of the assignment. For example:

- Sylvia submits Essay #1 less than 24 hours after the time it was due = 1 grace day.
- Audre submits the Secondary Sources Assignment more than 48 hours but less than 72 hours after it was due = 3 grace days.
- James submits Essay #2 that is due at 11:00 pm on Nov. 15 on Nov 19 at 8am = 4 grace days.
- David does not submit Essay #1 by the 11 pm deadline, but posts it the next morning at 8 am = 1 grace day.

Your use of grace days will be noted on essay feedback when applicable; you can also check with me. Once a student uses all 4 grace days in a term, late work may be penalized up to 3% late per day (including Sat & Sun), and may not be accepted after two weeks late. (REMINDER: miss a formal essay or assignment worth 5% or more = F for the course). Special consideration may be given to students dealing with a protracted medical issue or other emergencies for which they can provide documentation. As with absences, ***please communicate with me about late assignments.*** Late submissions may be returned later and receive minimal feedback.

***No grace days for the Fall Term Poetry Annotation & Reflection (on Plath or Lorde) or Winter DB Reflection #1 on Owen. Drafts for essay workshops do not qualify for grace days.**

* If you expect to be absent the day an assignment is due, please submit your work on time to Brightspace.

Contacting me: See top of page 1 for office hours and contact information.

I am available to meet during my office hours and I may be available after class on most days for a short in-person chat; please let me know by email if and when you’d like to meet. I am also happy to schedule an appointment outside of these times. Virtual appointments will use the Zoom appointment link on Brightspace (Course Details & Communications).

If you have general questions about the course that are not addressed in this Course Outline, please post them to “Course Q&A” on Brightspace (Course Details & Communications) so all students can benefit. If you have a more personal or specific question, you can send me a message by e-mail and I will respond in good time. Please use common sense when e-mailing. I will not respond to major issues with an assignment 24 hrs before it is due! In fact, if you wish to discuss an assignment, it is best to contact me to arrange an appointment. Carleton offers good etiquette advice on [emailing your instructor](#).

Use of Technology

Laptops or phones in class may be helpful to access course materials and some in-class activities. However, it will also be important that we focus attention on listening to and learning from each other. Class time prioritizes attentive in-person conversations among seminar members; during this time, please only use technology to support your learning and engagement with the class. I will address you directly if your use of technology detracts from this focus.

Inclusive, Adventurous, and Respectful Participation

I hope we will co-create a learning environment that is inclusive and equitable, and which is enriched and enhanced by diversity along many dimensions including race, ethnicity, gender identity, gender expression, sexual orientation, ability, age, class, and religion. Together we can work to support diversity of experience, thought, and perspective, while treating each other with respect. While striving for inclusivity, I also recognize that danger and safety are integral to education. We are called upon to challenge and re-examine our established ways of thinking, and the systems and hierarchies that shape our lives—this process of learning and unlearning can be “uncomfortable” in a productive way. Together, we can support and encourage one another to feel safe enough to take risks, to think differently, and make room for new perspectives. Don’t be afraid to disagree with me or with your classmates, while maintaining an attitude of respect and curiosity. We can also work to be

aware of the structures of oppression that can make learning environments unsafe for many and to be mindful of the power we have to inflict damage on others. As we share this class, I hope we can be both brave and compassionate together.

I also acknowledge that the course readings have been created in specific histories and contexts and reflect particular points of view; we will strive to be mindful of these specific perspectives, including recognizing the contexts and lived experiences out of which authors are writing, while also being aware that the theory and research used to address these authors and their contexts may have limited terms, frameworks, and definitions. The study of English literature has its own history of exclusions, limitations, and hierarchies of value. We will work to be aware of the assumptions, limitations, and biases of the material we read.

Carleton's [Human Rights Policies and Procedures](#) affirms that members of the university share responsibilities to "provide a safe environment, conducive to personal and intellectual growth, which is not only free of discrimination, injustice, and violence but is also characterized by understanding, respect, peace, trust openness and fairness." As such, the university "promotes equity and fairness" and affirms that "Every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment" (2).

With these responsibilities and commitments in mind, early in the course, we will discuss:

- How can we promote an environment of supportive and inclusive intellectual exchange, where we can share ideas (including disagreements) with an attitude of respect, courage, and compassion?
- In order to learn together, how can we co-create an environment that encourages seminar members to take risks in sharing their ideas—to step up and speak up? How can we make space for everyone to contribute—including knowing when to stand back and practice active and respectful listening?

You are welcome to contact me in person, by email, or anonymously to let me know about any experiences in this class that you feel are harmful. I would welcome and appreciate your feedback as we strive to co-create an inclusive learning environment. My early communications with you will invite you to share your name and pronoun, and you are welcome to inform me of changes to that information at any time.

Discussion Board Language Statement

Some of the primary texts on our course may make for uncomfortable reading. Sometimes they ask us to grapple with difficult material; sometimes they may reproduce language or ideas that are offensive and culturally harmful (often in order to expose and critique such language or ideas). While it is important to grapple with the messy complexities of texts and histories, we are also aware that dehumanizing or belittling language *hurts*. If your discussion board post cites a section of text that uses offensive language, please omit that phrase, using a few dashes [----] or another means of signaling the alternation. Offensive or harmful language is often—but not always—obvious. Some of us—myself included—will inevitably make mistakes. Your feedback is welcome and I'll do my best to address my own missteps. Mistakes are an opportunity to learn and I hope we can learn together in a spirit of mutual generosity and respect.

Mental Health Acknowledgement

The COVID-19 pandemic and ongoing world events have made for stressful and challenging times. While encouraging focused and engaged academic work in this class, I am mindful of your health and wellbeing and the need to balance academic commitments with other responsibilities. My hope is that the literature on the course will be engaging to read and discuss together, and that we will work to foster a supportive learning environment. You are welcome to contact me if you are encountering difficult circumstances, struggling with the class, or if you would like help connecting with academic support or health resources.

Portions of the Inclusivity and Language Statements and Mental Health Acknowledgement are adapted from: Carleton's Office of Equity and Inclusive Communities
Jennifer Hardwick. "A Safe Space for Dangerous Ideas; a Dangerous Space for Safe Thinking." *Hybrid Pedagogy*, August 13, 2014
Carleton course outlines by Dr. Brian Johnson (English), Dr. Laura Horack (Film), and Dr. Sarah Casteel (English)

Here is a list of on- and off-campus resources that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Supporting your Success: Learning and Writing Support Services

The Centre for Student Academic Support (CSAS) offers online [Learning and Writing Support Workshops](#) designed to help students cultivate and refine their academic skills for a university environment. I encourage you to check out the variety of online workshops they offer (e.g. Note-Taking, Academic Reading, Writing for Academic Purposes, Strategies for Proofreading, Time Management, Study Smarter, and many more). CSAS also offers [Learning Support Sessions](#) with a Peer Learning Assistant and offers [Writing Support Services](#), including one-on-one consultations. If you are struggling with an assignment for our course, Writing Support Services can provide help. If you are interested in participating in an online workshop or finding out more about the services offered, you can enroll through the [CSAS website](#).

University Policies & Services

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.

Information on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused its mandatory mask mandate as of June 25, 2022. Even though masks may no longer be mandatory, we continue to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. For more information please visit <https://carleton.ca/covid19/policies-and-protocols/mask-policy/>.

Vaccines: While proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Academic Integrity & Plagiarism

Carleton University has a clear policy on academic integrity, including procedures to address academic misconduct. The University's Academic Integrity Policy is available here: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>

It is important that students understand and meet academic integrity standards, and are sure they do not violate these standards through 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.*” According to the Department examples of plagiarism 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;
- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- 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 by 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/>

Intellectual Property

My lectures and course materials, including presentations, posted notes, assignments and exams remain my intellectual property and are protected by copyright. They are intended for personal use and may not be reproduced or redistributed without my prior written consent. This is also true for student work. Occasionally I may use brief anonymous student examples to address writing issues. I will seek consent to use a longer sample. No video or audio recording of in-class lectures or discussions is allowed.

Academic Accommodation

Carleton University is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. You can find more information on the processes for requesting accommodation [here](#), and below:

Pregnancy obligation

Please 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#). See also [EIC Student Guide to Academic Accommodation](#).

Religious obligation

Please 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>

Helpful Student Services <http://students.carleton.ca/student-support-101/>

The Centre for Student Academic Support (<http://carleton.ca/csas/>) provides free one-on-one writing services support (tutoring) to help even strong writers improve their work (<https://carleton.ca/csas/writing-services/>). Book appointments online well before essay due dates. The Centre also offers free programs and services to support student learning, including academic skills development workshops and info sessions, peer helpers, drop-in sessions on study skills, study rooms, etc. 4th floor MacOdrum Library

The Academic Advising Centre (<http://carleton.ca/academicadvising/>) offers academic advising for students, including educational planning, registering changes in your program or major, and transfer credits. 302 TB

The Student Experience Office (<http://carleton.ca/seo/>) offers a variety of programs and services for both new students and parents of CU students, to ensure student success. 430 Tory Building

International Student Services Office (<http://www.carleton.ca/isso/>) offers services and programs that contribute to positive international experiences for all Carleton students, including helping international and exchange students adjust to life in Canada and helping them get the most out of their student experience. 128 University Centre

Carleton Health and Counselling Services (<http://www.carleton.ca/health/>) offers health care, including counselling of personal problems and emotional distress. 2600 Carleton Technology & Training Centre.

The Centre for Indigenous Support and Community Engagement

(<https://carleton.ca/indigenous/cisce/students/>), formerly known as the Centre for Indigenous Initiatives, supports First Nations (status and non-status), Inuit, and Métis students, staff, and faculty by providing culturally safe spaces for dialogue and learning, including culturally-centred individual counselling. The Centre provides weekly, monthly and annual programming for students and also develops and delivers resources and training to educate the Carleton community about Indigenous histories, worldviews and perspectives.

FYSM 1004C Fall 2022 Reading and Assignment Schedule

hyperlinked readings are in the Public Domain or accessible through CU Library; most are also available on ARES and/or Brightspace. I recommend you access the readings through our Brightspace Weekly Modules
ARES = Carleton Library's electronic reserves (link in Brightspace, or login at the CU [library website](#))

IMPORTANT: bring copies of the appropriate primary readings to every class: hard copies preferred!

Wk/ Date	Topics, Readings, and Viewings	Activities, Assignments Due & Other Important Dates
Welcome week Th 9/8	Welcome to the Course: Introductions and Expectations	Class Introduction (Discussion Board) and Introductory Self-Reflection (Assignments) are due next Tuesday (9/13), but you can submit as soon as you like
Wk1 Tu 9/13	Chimamanda Ngozi Adichie, The Danger of a Single Story bell hooks, "1: Critical Thinking" (& recommended "32: Practical Wisdom") from Teaching Critical Thinking Katherine Acheson, <i>Writing Essays about Literature</i> , Chapter 1 & 2 (if you have not yet bought it, you can find the first two chapters on ARES Reserve)	Post short introduction to Class Introduction Discussion Board: (prompts on Discussion Board) Introductory Self-Reflection to Assignments (see questions with Assignment)
Th 9/15	Identity Matters?: Poetry, the Poet, and Questions of the Self W.B. Yeats, "The Stolen Child," "The Lake Isle of Innisfree" (Brightspace)	Discussion Board #1 (Wk 1: Th)
Wk 2 Tu 9/20	Yeats, "To the Rose Upon the Rood of Time" , "The Second Coming" * notes on poems on ARES ("The Poems") (poems also on Brightspace) <u>Context:</u> Yeats, "The Symbolism of Poetry" in Ideas of Good and Evil (237-256) Arthur Symons, Introduction and Conclusion to The Symbolist Movement in Literature : Please read pdf, Introduction (1-10) and Conclusion (171-175) only.	This week give yourself time to access and complete the Academic Integrity Workshop, due Friday. Sept 20: last day for registration & course changes for Fall term and Fall/Winter courses
Th 9/22	Yeats, "Sailing to Byzantium" *notes on ARES (under "The Poems") Acheson, <i>Writing Essays about Literature</i> , Chapter 3.	Sept 23 (Fri) complete by end of day: 1) Academic Integrity Online Workshop through CSAS . Submit "record of completion award" to Brightspace Assignments. More info: https://carleton.ca/csas/learning-support-2/incentive-program/ Select "Attendance"
Wk 3 Tu 9/27	T. S. Eliot "Tradition and the Individual Talent" Class Discussion of Academic Integrity	

Th 9/29	<p>Eliot, "The Love Song of J. Alfred Prufrock" (use full text with notes on Brightspace)</p> <p>Recommended to prepare for upcoming <u>Poetry Annotation and Reflection</u>: Acheson, <i>Writing Essays about Literature</i>, Chapter 6</p>	<p>Discussion Board #2 (Wk 3: Th)</p> <p>*Fri 9/30: last day to withdraw from Fall term and Fall/Winter courses with full fee adjustment</p>
Wk 4 Tu 10/4	<p>Sylvia Plath, "In Plaster" (Plath, <i>The Collected Poems</i>, ARES) "The Applicant", "Daddy", and "Lady Lazarus"</p> <p>Context: please read/view the following <i>before class</i>: Short Interview with Plath</p> <p>"Let's Play House," from The Fifties (just watch the first 24 mins)</p> <p>First Chapter of Betty Friedan's The Feminine Mystique</p>	<p>Poetry Annotation & Reflection Option #1 due Monday 9pm (No grace days! Be prepared to discuss your ideas in class)</p> <p>Discussion Board #3 (Wk 4: Tu or 5: Tu): feel free to use ideas from your Poetry Annotation and Reflection for your post</p>
Th 10/6	Plath, continued	
Wk 5 Tu 10/11	<p>Audre Lorde, essays: "Poetry is Not a Luxury," "The Transformation of Silence into Language and Action," and "The Master's Tools Will Never Dismantle the Master's House," from Sister Outsider</p> <p>Audre Lorde, poetry: "Who Said It Was Simple" (<i>A Land Where Other People Live</i>, 1973) "A Litany For Survival" (<i>The Black Unicorn</i>, 1978) (or use ARES) "A Poem for Women in Rage" (1981) (ARES)</p> <p>Context: selections from documentary <i>A Litany for Survival</i></p>	<p>Poetry Annotation & Reflection Option #2 due Monday 9pm (No grace days! Be prepared to discuss your ideas in class)</p> <p>* optional conferences scheduled this week for students who did Poetry Annotation and Reflection Option #1</p> <p>Discussion Board #3 (Wk 4: Tu or 5: Tu): feel free to use ideas from your Poetry Annotation & Reflection for your post</p>
Th 10/13	Lorde, continued. 5 (Start reading Acheson, Chapters 6, 7, 8)	
Wk 6 Tu 10/18	Essay workshop: Essay Expectations & Common Writing Issues Acheson, Chapters 6, 7, & 8.	* optional conferences scheduled this week for students who did Poetry Annotation and Reflection Option #2
Th 10/20	Peer Review Workshop (format for exchanging papers TBD) Acheson, Chapters 9 & 10: focus on Ch. 9!	Fall Essay #1 full draft for peer review workshop (format TBD) *Fri. 10/21 Fall Essay #1 Final Draft due!
10/26-28	FALL READING BREAK ~ no classes or office hours ~	

<p>Wk 7 Tu 11/1</p>	<p>Discussion of returned essay, next essay assignment, and writing issues</p> <p>Grammar & MLA Workshop</p>	<p>Final options for scheduling individual conferences (this week and next)</p> <p>Complete online Practice Grammar Quiz (lessons embedded in answers) to prepare for Grammar Quiz</p>
<p>Th 11/3</p>	<p>Grammar & MLA Quiz & Prose Revision Strategies</p> <p>Background on the Harlem Renaissance: please watch before next class (Tu 11/8): <i>I'll Make Me a World: Without Fear or Shame</i> (ARES) to 34:18 (content warning: disturbing racist language 27:09-29:45: it's in the title of a novel. This documentary itself is excellent, but just be prepared for the language)</p>	<p>Grammar & MLA Quiz (will not take long)</p>
<p>Wk 8 Tu 11/8</p>	<p>Letters & Legacies: The Harlem Renaissance to Now</p> <p><u>Context: Documentary</u> Pre-watch Selections from <i>I'll Make Me a World: Without Fear or Shame</i> (ARES): to 34:18 (content warning above)</p> <p><u>Context: Primary Sources (Essays from the Harlem Renaissance)</u> Alain Locke, "The New Negro" (ARES)</p> <p>Langston Hughes, "The Negro Artist and the Racial Mountain"</p> <p><u>Primary Sources for Class Discussion:</u> <u>Poetry</u> Hughes, "The Negro Speaks of Rivers", "Negro," (<i>The Collected Poems of Langston Hughes</i>, in ARES) "I, Too"</p> <p><u>Context: (Very Short Secondary Sources)</u> Isabel Wilkerson, "1914-1919" The Great Migration" in <i>Four Hundred Souls: A Community History of African America</i> (ARES)</p> <p>Farah Jasmine Griffin, "1924-1919: The Harlem Renaissance" in <i>Four Hundred Souls</i> (ARES)</p>	<p>Discussion Board #4 (Wk 8: Tu or Th)</p>
<p>Th 11/10</p>	<p>Hughes, "The Weary Blues", "Jazzonia" (ARES)</p> <p><u>Suggested: Hughes, the Harlem Renaissance, and BLM in 2020</u></p>	<p>Discussion Board #4 (Wk 8: Tu or Th)</p> <p>Fri 11/11: last day to submit accommodation requests to the Paul Menton Centre for December exams</p>

Wk 9 Tu 11/15	Nella Larsen, <i>Passing</i> , Part I: Encounter	Discussion Board #5 (Wk 9 or 10: Tu or Th) *Fall Essay #2 Final Draft due Mon 9pm! *
Th 11/17	Larsen, <i>Passing</i> , Part II: Re-Encounter	Discussion Board #5 (Wk 9 or 10: Tu or Th)
Wk 10 Tu 11/22	Larsen, <i>Passing</i> , Part III: Finale (finish the novel)	Discussion Board #5 (Wk 9 or 10: Tu or Th)
Th 11/24	Larsen, <i>Passing</i> , discussion concluded Evie Shockley, "Clare's Song" in The New Black (page 15)	Discussion Board #5 (Wk 9 or 10: Tu or Th)
Wk11 Tu 11/29	James Baldwin, "My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation" <u>Strongly Recommended:</u> Baldwin, "On Being White and Other Lies" And/or watch 1979 Interview with Baldwin <u>Suggested Context</u> (listen to on your own): Seeing White (S2, E1, 2, 3)	
Th 12/1	Ta-Nehisi Coates, <i>Between the World and Me</i> (try to complete Part I and II) <u>Intertextual connections:</u> Richard Wright, "Between the World and Me" (<i>Partisan Review</i> , July 1935, 18-19) Sonia Sanchez, "Malcolm" Langston Hughes, "Who but the Lord?"	Discussion Board #6 (Wk 11/12: any class on <i>Between the World and Me</i> , including film)
Wk 12 Tu 12/6	Coates, <i>Between the World and Me</i> , concluded (finish the book) <u>Context:</u> reviews of <i>Between the World and Me</i> (on Brightspace)	Discussion Board #6 (Wk11/12: any class on <i>Between the World and Me</i> , including film)
Th 12/8	Film, Between the World and Me	Discussion Board #6 (Wk 11/12: any class on <i>Between the World and Me</i> , including film) Discuss Board Posts for Assessment due to Brightspace Assignments!
	December Exam Period	

FYSM 1004C Winter 2023 Reading and Assignment Schedule

* tentative Winter Schedule: to be finalized by/before first classes in January (minor details may change)

* additional chapters from course writing guides may be assigned in relation to assignments and workshops

IMPORTANT: bring copies of primary readings to every class (hard copies preferred when possible)

DB = Discussion Board (post to Discussion Board night before class)

Date	Topics & Readings	Assignments Due & Other Information
Wk 1 Tu 1/10	Writing & Remembering Historical Trauma: Representing the Great War Rupert Brooke, " 1914 ": Sonnet Sequence: "I. Peace," "II. Safety," "III. The Dead," "IV. The Dead," "V. The Soldier"	
Th 1/12	Brooke, concluded Wilfred Owen, "1914" (ARES: "The Poems of Wilfred Owen") <u>Context:</u> Class Lecture on the Great War, 1914-1918	Mid-Year Self Reflection due Friday, January 13, 9 pm
Wk 2 Tu 1/17	Wilfred Owen, " Preface ," " Anthem for Doomed Youth ," " Dulce et Decorum Est ," in <i>Poems</i>	
Th 1/19	Owen, " Strange Meeting ," " Disabled ," " Mental Cases ," " S.I.W. ," " Greater Love ," in <i>Poems</i> (see additional informational notes on Brightspace) Upcoming: documentary on Shell Shock: Please watch before next class (see Brightspace for Wk 3)	DB #1 (Wk 2: Th) DB Reflection #1 (with annotation) due Wed 9 pm, on poem of your choice from Th reading
Wk 3 Tu 1/24	Pat Barker, <i>Regeneration</i> , Part I <u>Context:</u> Lecture & documentary: Shell Shock & the Great War	DB #2 (Wk 3 or 4: Tu or Th)
Th 1/26	Barker, <i>Regeneration</i> , Part II TBA: Siegfried Sassoon, selections from The War Poems	DB #2 (Wk 3 or 4: Tu or Th)
Wk 4 Tu 1/31	Barker, <i>Regeneration</i> , Part III & IV	DB #2 (Wk 3 or 4: Tu or Th)
Th 2/2	Barker, <i>Regeneration</i> , discussion concluded	DB #2 (Wk 3 or 4: Tu or Th)
Wk 5 Tu 2/7	"An ordinary mind on an ordinary day": Modern Fiction and the Narration of Consciousness Virginia Woolf, "Modern Fiction" (ARES: <i>The Essays of Virginia Woolf</i>) Woolf, "Mr Bennett and Mrs Brown" (ARES: <i>A Woman's Essays</i>)	Online workshop on Academic Integrity & Avoiding Plagiarism: TBA
Th 2/9	Woolf, <i>Mrs Dalloway</i> to 83 (break on page) <i>They Say, I Say</i> , Introduction & Ch 1-3	DB #3 (Wk 5 Th or Wk 6: Tu or Th)
Wk 6 Tu 2/14	Woolf, <i>Mrs Dalloway</i> to 166 (break on page) <i>They Say, I Say</i> , Ch 4-7	DB #3 (Wk 5 Th or Wk 6: Tu or Th)
Th 2/16	Woolf, <i>Mrs Dalloway</i> , finish the novel	DB #3 (Wk 5 Th or Wk 6: Tu or Th) Secondary Sources Assignment due

2/21&23	WINTER READING BREAK ~ no classes or office hours ~	
Date	Topics & Readings	Assignments Due & Other Information
Wk 7 Tu 2/28	Library Information Session: Accessing Secondary Sources <i>Writing Essays About Literature</i> , Chapter 4 & 5	Please bring laptop to class if possible
Th 3/2	Research Essay Workshop and Discussion: <ul style="list-style-type: none"> • Final Paper Expectations • Accessing Sources • Common Writing Issues • Sharing ideas for your Research Essay Review: <i>Writing Essays About Literature</i> , Ch 6-8	100+-word informal Research Essay Proposal: What primary texts and essay prompt are you interested in? What are your initial thoughts and observations about the topic? What research questions do you want to pursue (in primary and secondary texts)? This can be brief, but if you provide more details, then I can provide more early feedback/suggestions.
Wk 8 Tu 3/7	Being and Belonging in Turtle Island/Canada David Chariandy, <i>I've Been Meaning to Tell You</i>	DB #4 (Wk 8: Tu or Th)
Th 3/9	David Chariandy, <i>I've Been Meaning to Tell You</i>	DB #4 (Wk 8: Tu or Th)
Wk 9 Tu 3/14	Research Essay Workshop/Check-in: Essay in Progress Bring your questions & work-in-progress ideas <u>Reading:</u> <i>They Say, I Say</i> , Ch 15 (Research as Conversation), 16 (Entering Conversations about Literature) we will directly address the readings this week!	* 3/15: last day to submit accommodation requests to the Paul Menton Centre for April exams; last day for academic withdrawal from full-year course Sign up for individual essay consultations this week (by appointment)
Th 3/16	Research Essay Workshop: trouble-shooting incorporation of research and other issues + time to ask questions! <u>Reading:</u> <i>They Say, I Say</i> , Ch 8 (Connecting the Parts), 9 (Academic Writing Doesn't Mean Setting Aside Your Own Voice), 10 (The Art of Metacommentary)	updated proposal (including provisional thesis and outline) and annotated bibliography due Thursday, March 16, 9 pm (or bring to consult if our individual consult is on Thursday)
Wk 10 Tu 3/21	No in-person class! Individual conferences & essay consultations <u>Reading:</u> <i>They Say, I Say</i> , Ch 11 (Revising Substantially)	individual essay consultation (by appointment)
Th 3/23	Writing Workshop: Peer Review Research Essay Full Draft	Research Essay Full Draft for Peer Review Workshop in class
Wk 11 Tu 3/28	Virtual Class (no in-person class today). By Thursday please complete the two Indigenous Learning Bundles on Brightspace: The First Peoples: A Brief Overview Ongoing Colonialism: An Advanced Overview	Final draft of Research Essay due to Brightspace (Monday, March 27) DB #5 (Wk 11: Tu/Th or Wk 12: Tu)
Th 3/30	Carleton University Art Gallery (CUAG) Visit	DB #5 (Wk 11: Tu/Th or Wk 12: Tu)
Wk 12 Tu 4/4	Tomson Highway, <i>The Rez Sisters</i> , Act 1 Tomson Highway, "Why Cree is the Sexiest of All Languages" (Also on ARES)	DB #5 (Wk 11: Tu/Th or Wk 12: Tu)

Th 4/6	Highway, <i>The Rez Sisters</i> , Act II	DB Reflection #2: “Connection Reflection” due Wed April 5, 9 pm
Wk 13 Tu 4/11	Concluding discussion of <i>The Rez Sisters</i> + wrapping up our course ♥	* 4/12: Last day of Winter term
4/15-27	April Exam Period	