

Preliminary Course Outline

This is a preliminary outline; some details may change. Complete details on course requirements and a full schedule of readings and assignments will be available in August and provided in our first class.

Fall 2018/Winter 2019 English Department

FYSM 1004G: Literature, Genre, Context

Department of English, Fall 2018/Winter 2019

Location: TBA

Wednesday Time: TBA*please confirm date & location on Carleton Central

Prerequisites additional credit for: ENGL 1000, ENGL 1009, ENGL 1100, ENGL 1200, ENGL 1300, ENGL 1400, ENGL 1609

Prerequisite(s): Normally restricted to students entering the first year of a B.A., B.Cog.Sc., B.G.In.S, or B.CoMS

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History, Identity, and Difference: Literature that Matters and Writing that Works

We will explore how English literature has grappled with complex and contested issues of history, identity, and difference over the past 125 years. Developing strategies for analyzing, enjoying, and understanding literature and its significance, we'll examine how literary genres and movements intersect with historical, political, and cultural concerns, including gender, sexuality, racial politics, colonialism, indigenous experience, war, psychiatry, psychological trauma, religion and spirituality, and disease. Examining different literary genres—poetry, fiction, nonfiction, and drama—we will consider how writers have drawn upon and transformed the formal qualities of these genres to address charged subject matter. Exploring the texts' historical contexts, we will compare, contrast, and debate authors, literary movements, and issues across history to forge provocative and productive conversations about why literature mattered in the past and matters to us now. A variety of compelling texts and topics will ensure engaging discussions: Identity Matters?: Poetry, the Poet, and Questions of the Self; Letters and Racial 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; Angels, Tricksters, Drag Queens, and Bingo Halls: Camping it up on Stage.

Class time will be dedicated to developing skills in analysis, close reading and critical thinking; acquiring a vocabulary of critical terms for literary analysis; developing research skills; examining the historical, social, and intellectual contexts in which the literary works were produced; discussing and debating ideas and interpretations; developing strategies for effective writing; and critical reflection on your own reading and writing. You'll learn how to craft analytical writing that works (through instruction, practice, and revision) and hone your own writing voice. These skills and strategies will help you read, think, and write more critically, effectively, efficiently, and creatively about anything. The seminar emphasizes class discussion, student participation, regular writing and reflection, and the pleasures of academic community.

Required Texts

Books are available at Haven Books, 43 Seneca Street (on the corner of Sunnyside) <http://havenbooks.ca/>.

Fall Term

Katherine O. Acheson, *Writing Essays About Literature* (Broadview)

Doug Babington et. al., *The Broadview Pocket Guide to Writing* (Broadview)

Laura Buzzard and Don LePan, *The Broadview Pocket Glossary of Literary Terms* (Broadview)

Nella Larsen, *Passing* (Penguin)

Ta-Nehisi Coates, *Between the World and Me* (Spiegel and Grau)

David Chariandy, *I've Been Meaning to Tell You* (McClelland and Stewart)

**Additional course readings available in the public domain and/or through CU Library online resources.

Authors include W.B. Yeats, T.S. Eliot, Sylvia Plath, Audre Lorde, James Baldwin, and others.

Winter Term

Gerald Graff and Cathy Birkenstein, *They Say, I Say*, 3rd edition (W. W. Norton)

Pat Barker, *Regeneration* (Penguin)

Virginia Woolf, *Mrs Dalloway* (Broadview)* bundled with the three other Broadview books for the fall

Tony Kushner, *Angels in America*

Tomson Highway, *The Rez Sisters*

**Additional course readings available in the public domain and/or through CU Library online resources.

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

FYSM 1004 as a Writing Attentive English Course

This course is a recommended course for English majors and is designated a writing attentive course; as a FYSM it is also intended to develop writing skills for a university context. The English Department guidelines for a first-year writing attentive course indicate that students will

spend a significant amount of class time learning and improving university-level forms of thinking and writing, particularly essay-writing skills, that will concentrate on the following:

- 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 formally scheduled examination.

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

Read slowly and closely, think critically and creatively: you will **pay attention** to primary literary texts in order to **analyze and interpret a primary text in a sophisticated way** that is meaningful, convincing, subtle, and insightful. This requires careful observation and self-reflection to formulate strong, thoughtful, clear and complex ideas about the texts and ideas (growing from a basic to a deeper understanding). As a literary critic, you will practice relating content (what a text is about) to form (how it is written).

Write better: you will work on formulating **clear, correct, well-structured and effective 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 are doing.

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

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

Practice and gain confidence in your ability think, talk, and write about rich, challenging literary texts.

Enjoy being part of a learning community.

Course Requirements: How will student learning be assessed?

You will complete a variety of assignments, including informal in-class writing and short take-home assignments, essays, research, quizzes, online and classroom discussions, writing workshops, peer-editing, and two exams. These tools are to help develop your own skills and critical voice in reading, writing, analysis, and discussion. We will address the process of interpreting, researching, and writing about literature; you will have the chance to develop drafts, receive feedback, and revise your work.

**** To receive a grade for this course, students must complete all major requirements in a timely manner ****

Requirements, Assignments, and Assessments Overview

Year-long: attendance and participation: 10%

Fall Term Assignments:

Portfolio Assignments: quizzes, annotations, informal reflections: 10%

Fall Short Essay #1: 10%

Fall Short Essay #2: 5%

December Exam: 15%

Winter Term Assignments:

Portfolio Assignments: quizzes, annotations, informal reflections: 10%

Secondary Sources Assignment: 5%

Winter Research Essay: 15%

Winter Research Essay workshops and peer-editing: 5%

April Exam: 15%

NOTE: Updated and complete details of course requirements, expectations, and final grade distributions will be available with the final course outline, later in the summer.

Attendance, Participation, and Preparation (includes informal writing & small discussion): 10%

Deciding to take this class means a commitment to attending all of the classes 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 will work to help everyone develop the tools to succeed. You will receive credit for attendance and participation in the following ways:

- 1) Attendance: If you take this class, you are committing to coming to class on time, prepared to ask and answer questions and to participate in discussion. I will take attendance at the beginning of every 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. Students who miss more than 5 classes in a term risk receiving 0/10 for participation; students absent for more than one-third of the classes per term (to a maximum of 8 absences in one term) may not write the exam and cannot pass the course. Please contact me if illness or an emergency requires you to miss more than three classes.** If you miss a class, please contact a classmate about work you missed and check cuLearn for information *before* you come to me with questions.
- 2) Class Participation and Preparation: The class format will rely on discussion (both full-class and small group) and I will take regular attendance. You may also have the opportunity to participate in on-line discussion. Essentially, class participation will be evaluated as follows:
 - Did you attend class regularly, actively participate in class activities, and convey your attention to class 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 in class discussion by asking and answering questions?
 - Did other students and/or the professor learn from your contributions?

In addition to the participation activities above, I encourage you to take notes on key terms and passages addressed in class. (Writing in the margins of the primary texts and marking off key passages is also a good idea). Passages, terms, themes, and concepts discussed in class are likely to appear on the exam.

- 3) In-class Writing and Group Discussion Notes: Informal and spontaneous in-class writing helps you to respond to the readings, generate ideas, practice writing, and prepare for discussion. Small group discussions (including taking notes on your discussions) allow you to explore ideas before sharing them with the class. Informal writing and small group discussions will occur throughout the course.

Individually they may not receive a formal grade: in some cases you will receive feedback based on a check-mark system, in others you will just be given credit for having done the work (which depends on coming prepared, having done the reading). You may also be asked to post your group discussion notes on cuLearn. **Put your full name and date on all informal writing and group discussion notes.**

- 4) You are required to attend a scheduled individual conference with me each term. Conferences are scheduled in relation to essay assignments. You are welcome to see me outside of these scheduled conferences, during my regular office hours or by appointment, to discuss any aspect of the course.

Formal Written Assignments and Exams

These are mandatory course requirements; you cannot pass the course if you do not complete them.

Failure to complete one portfolio assignment per term = 0 for the assignment; failure to complete more than one portfolio assignment per term = F for the course. Failure to complete essay workshop activities = 0 for the activity. Failure to complete an essay or formal assignment in a term = F for the course.

The final "Reading and Assignment Schedule" will indicate assignment due dates.

Assignment details and evaluation criteria will be distributed and discussed for each assignment.

Fall Term Assignments

Portfolio Assignments: 10%

There will be an online quiz (1%), a poetry annotation (3%), a grammar quiz (2%), and informal reflections (2% X 2). In some cases, simply completing the work will give you 100%; in other cases there will be a general assessment.

Fall Short Essay #1: 5%

Close reading of a poem. Essay expectations and format guidelines will be discussed in class.

Fall Short Essay #2: 10%

Details provided in class.

December Exam (during scheduled exam period): 15%

The exam will consist of short answer and essays, and will be based on our discussions and learning in class. Details about exam format and expectations will be discussed in class before the exam.

Winter Term Assignments

Portfolio Assignments

These will include a poetry annotation and informal reading reflections. Details provided in class.

Engaging Secondary Sources Assignment: 10%

Details of the assignment will be provided in class.

Winter Research Essay: 15% + 5% Workshops, Peer Editing, & Writing Reflections

Your choice of topics, involving a comparison/contrast of primary texts, and engaging with secondary research. The final paper will include a number of steps, including a proposal, workshops, research development, peer-editing, and draft revisions. Your work on developing the essay, providing feedback to peers, and reflecting on your writing goals and process will be assessed along with the final draft.

April Exam: 15%

The exam will follow a similar format to the December exam; it will cover only material from the winter term

Course Policies

Classroom Etiquette and Use of Technology

Early in the course, 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 expectations, including:

- 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 attention 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 Policies

Unless otherwise noted, writing assignments are due in hard copy at the beginning of class on the due date, along with an e-submission on cuLearn. A policy on late assignments will be provided in the updated outline. The submission of each writing assignment must be accompanied by a statement of awareness of and compliance with Carleton's academic integrity policy, submitted to cuLearn.

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

I am available during my office hours to discuss any aspect of the course. You can visit or call during my office hours. If these times conflict with your schedule, or if I need to alter my office hours for any reason, I am happy to schedule an appointment. You can also send me a message by e-mail or my office voice mail, and I will respond in good time. E-mail is the most reliable means of contacting me; however, use common sense when e-mailing. Do not expect me to respond to major issues with an assignment the night before it is due!

University Policies

Academic Integrity & Plagiarism

Carleton University has a clear policy on academic integrity, including procedures to address academic misconduct. See the Undergraduate Calendar under "Academic Regulations of the University" Section 12.0: <http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academicintegrity/>

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.*" 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. For more information please go to: <https://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>

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

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 <http://carleton.ca/equity/accommodation/academic/students/>

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 above.

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).

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 (<http://carleton.ca/csas/writingservices/>). 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/sei/>) 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://www1.carleton.ca/isso/>) 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.

FYSM 1004A Fall 2018 Reading and Assignment Schedule

NOTE: at the time of posting this preliminary outline, specific class date and times were not available, making it impossible to provide detailed information about the reading and assignment schedule. The below provides a preliminary week-by-week schedule of topics, readings, and approximate assignment due dates. The class will meet twice a week. Final details will be available later in the summer/before the start of class.

PD = Public Domain: out of copyright material will be provided in class, on cuLearn, or can be accessed through the internet

ARES = Carleton Library's electronic reserves

YOU MUST bring hard copies of the appropriate primary readings to every class!

Wk#	Topics and Readings	Assignments
1	Introductions and Expectations (only one class this week)	
2	Acheson, Chapters 1, 2, & 3 <i>Identity Matters?: Poetry, the Poet, and Questions of the Self</i> W.B Yeats, selected poetry and essays	
3	Yeats, continued	Online Quiz due Poetry annotation & reflection due
4	T. S. Eliot, "Tradition and the Individual Talent" (PD) Eliot, "The Love Song of J. Alfred Prufrock" (PD)	
5	Sylvia Plath, "The Applicant," "Lady Lazarus," and other selected poetry (ARES)	
6	Audre Lorde, "Poetry is Not a Luxury," and "The Transformation of Silence into Language and Action," from <i>Sister Outsider</i> (ARES) Lorde, "Who Said It Was Simple," "A Litany for Survival," "A Poem for Women in Rage," "To the Poet Who Happens to Be Black and the Black Poet Who Happens to Be a Woman." [ARES]	
7	Essay workshops Essay workshops	Fall Essay #1 due
	BREAK	
8	Class cancelled: individual conferences & essay consultations <i>Letters and Racial Legacies: The Harlem Renaissance to Now</i> Alain Locke, "The New Negro" (PD/ARES)	Grammar quiz
9	Langston Hughes, "The Negro Artist and the Racial Mountain," and selected poetry (PD/ARES)	Fall Essay #2 due
10	Nella Larsen, <i>Passing</i>	Informal Reflection due
11	Larsen, <i>Passing</i> , concluded James Baldwin, "The Fire Next Time" (ARES) Ta-Nehisi Coates, selections from <i>Between the World and Me</i>	
12	Coates, selections from <i>Between the World and Me</i> concluded David Chariandy, <i>I've been meaning to tell you</i>	
13	Chariandy, <i>I've been meaning to tell you</i> , concluded	Informal Reflection due

FYSM 1004A Winter 2018 Reading and Assignment Schedule

* this schedule may change: schedule will be confirmed by/before start of winter term *

* please bring hard copies of online material for class discussion! *

* Chapters from *Writing Essays About Literature* and *They Say, I Say* will be assigned over the term in relation to assignments and workshops

* additional readings/review readings from writing guides may be assigned for Writing Workshops *

Wk#	Topics and Readings	Assignments
1	Writing and Remembering Historical Trauma: Representing the Great War Rupert Brooke, selected poetry (PD)	
2	Wilfred Owen, selected poetry Siegfried Sassoon, selected poetry	Poetry Annotation & Reflection due
3	Pat Barker, <i>Regeneration</i>	Informal Reflection due
4	Barker, <i>Regeneration</i>	
5	"An ordinary mind on an ordinary day": Modern Fiction and the Narration of Consciousness Virginia Woolf, selections from "Modern Fiction" and "Mr Bennett and Mrs Brown" Woolf, <i>Mrs Dalloway</i> <i>They Say, I Say</i> , select chapters. <i>Writing Essays About Literature</i> , select chapters	Informal Reflection due
6	Woolf, <i>Mrs Dalloway</i>	Engaging with Secondary Sources Assignment due
2/18	BREAK	
7	Updates and Adaptations: Literature That Still Matters <i>The Hours</i> (film)	Informal Reflection due
8	Library Informal Session: Accessing Secondary Sources Essay proposal workshop <i>Writing Essays About Literature</i> , select chapters	
9	Angels, Tricksters, Drag Queens, and Bingo Halls: Camping it up on Stage Tony Kushner, <i>Angels in America, Part 1: Millennium Approaches</i>	
10	Kushner, <i>Angels in America</i> Essay Draft workshop	
11	class cancelled: individual conferences & essay consultations Writing Workshop: peer review	Final Research Essay due
12	Tomson Highway, <i>The Rez Sisters</i>	
13	(only one class this week) Highway, <i>The Rez Sisters</i>	Informal Reflection due