

Fall 2018/Winter 2019 English Department

FYSM 1004G: Literature, Genre, Context

Department of English: Fall 2018/Winter 2019

Location: (F) Paterson 240; (W) River Building 1200

Time: (F) Mon & Wed 2:35-3:55; (W) Mon & Wed 1:05-2:25

Precludes 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

Professor J. Medd

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Fall Office Hours: Mon 4-5:15; Wed 9-10 & by appointment

Phone: 520-2600 x2329

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 will 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 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 reflecting 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)

*Broadview texts are bundled together, with *Mrs Dalloway*, to save you money!

**Additional course readings available in the public domain and/or through CU Library online reserves [ARES]. 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 three other Broadview books from Fall Term

Tony Kushner, *Angels in America* (Theater Communications Group)

Tomson Highway, *The Rez Sisters* (Fifth House Publishing)

**Additional course readings available in the public domain and/or through CU Library online reserves [ARES]. Authors include Rupert Brooke, Wilfred Owen, and Siegfried Sassoon

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

- 1) 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)
- 2) complete a minimum of two graded writing assignments per term, in which they will be expected to demonstrate the above skills.
- 3) 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 do.

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, and informal reflections): 10%

Fall Short Essay #1: 5%

Fall Short Essay #2: 10%

December Exam: 15%

Winter Term Assignments:

Portfolio Assignments (quizzes, annotations, and informal reflections): 10%

Secondary Sources Assignment: 5%

Winter Research Essay: 15%

Winter Research Essay workshops and peer-editing: 5%

April Exam: 15%

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.

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 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 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 requires coming prepared, having done the reading). You may also be asked to post your group discussion notes on cuLearn. **Please 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

NOTE: these are mandatory course requirements. If you do not complete them, you cannot pass.

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 on time = 0 for the activity.

Failure to complete an essay, a formal assignment, or a formal exam in a term = F for the course.

The “Reading and Assignment Schedule” indicates assignment due dates.

Specific 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 & reflection (3%), a grammar quiz (2%), and two informal reflections (2 X 2% each = 4%). 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 and posted to cuLearn before the exam.

Winter Term Assignments

Portfolio Assignments: 10%

One poetry annotation & reflection (2%), and four informal reading reflections (2% each)

Engaging Secondary Sources Assignment: 5%

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

Assignment Submission Policies

Unless otherwise noted, writing assignments are due in hard copy at the beginning of class on the due date AND as an e-copy to cuLearn. 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. In other words: unless otherwise noted, I will not mark your paper until I receive it as a hard copy and I will not release your feedback and assessment until you have submitted an e-copy and a statement of academic integrity to cuLearn.

Late Assignments

Given the frequency of assignments, there is little margin for late work; however, everyone gets a bank of 4 penalty-free days of extension ("grace days") for submitting critical reflections, no questions asked. Treat these as a failsafe rather than planning to use them. "Grace days" are measured in 24-hour units that start at the end of class on the due date. Submission times are calculated by submission to cuLearn (as soon as you submit to cuLearn, the clock stops ticking). In the case of a late submission, after you submit to cuLearn, submit a hard copy of the late assignment to the essay drop-box in the English Department, 1812 Dunton Tower as soon as possible or in the next class. Grace days examples:

- Sylvia submits Reflection #1 to cuLearn less than 24 hours after the class it was due = 1 grace day.
- Audre submits Reflection #1 more than 48 hours but less than 72 hours after it was due = 3 grace days.
- James submits a reflection that is due in an afternoon class on Nov. 2 on Nov 6 at 8am = 4 grace days.
- David does not attend class on the due date for Essay #1 but posts his essay to cuLearn that night, 6 hours after the end of class = 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, any late reflection receives a zero. (REMINDER: miss more than one portfolio assignment = F for the course; miss a formal essay = F for the course). Special consideration may be given to students dealing with a protracted medical issue for which they can provide documentation. **Late submissions may be returned later and receive less feedback than student work that was submitted on time.**

NOTE: If you expect to be absent the day an assignment is due, you may submit your work on time (or before the due date) to cuLearn AND in hard copy to the essay drop-box in the English Department Office (1812 DT).

Classroom Etiquette and Use of Technology

Early in the course, we will discuss and agree upon 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?

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. =

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. The policy can be found at: <http://carleton.ca/fass/wp-content/uploads/Academic-Integrity-Sept-2017.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

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

carleton.ca/pmc

Survivors of Sexual Violence

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

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/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://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.

schedule begins next page...

FYSM 1004G Fall 2018 Reading and Assignment Schedule

hyperlinked readings are available in the Public Domain; most are also available on ARES

ARES = Carleton Library's electronic reserves (login through our cuLearn course or on the CU [library website](#))

Selections from *The Broadview Pocket Guide to Writing* may be added for writing workshops.

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

Date	Topics and Readings	Assignments Due & Other Important Dates
Wed 9/5	Introductions and Expectations	
Mon 9/10	9/10 Acheson, <i>Writing Essays about Literature</i> , Chapters 1, 2, 3	Introduction & Self-Reflection (cuLearn)
Wed 9/12	Identity Matters?: Poetry, the Poet, and Questions of the Self 9/12 W.B. Yeats, "The Stolen Child" "The Lake Isle of Innisfree" * notes on Yeats' poems on ARES ("The Poems")	online quiz
Mon 9/17	Yeats, "To the Rose Upon the Rood of Time" , "The Second Coming" * notes on poems on ARES ("The Poems") Yeats, essay "The Symbolism of Poetry" Arthur Symons, Introduction and Conclusion to The Symbolist Movement in Literature : Please read pdf version, Introduction (1-10) and Conclusion (171-175) only.	* Tues 9/18: last day for registration & course changes for F/W courses with full fee adjustment
Wed 9/19	Yeats, "Sailing to Byzantium" * notes on poems on ARES (under "The Poems")	Poetry Annotation & Reflection
Mon 9/24	T. S. Eliot "Tradition and the Individual Talent" (PD)	
Wed 9/26	Eliot, "The Love Song of J. Alfred Prufrock" "The Love Song of J. Alfred Prufrock" (PD) (notes provided in class)	* Sun 9/30: last day to withdraw from F/W courses with full adjustment
Mon 10/1	Sylvia Plath, "In Plaster" , "The Applicant" , "Daddy" , and "Lady Lazarus"	
Wed 10/3	Plath, continued	
Mon 10/8	Thanksgiving: no classes or office hours	no classes or office hours
Wed 10/10	Audre Lorde, essays, "Poetry is Not a Luxury," and "The Transformation of Silence into Language and Action," from Sister Outsider 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," (ARES only)	
Mon 10/15	Essay workshop: draft due in class!	Fall Essay #1 draft
Wed 10/17	Essay workshop: draft due in class!	Fall Essay #1 draft * Fri. 10/19 Fall Essay #1 Final Draft due! (DT 1812 & cuLearn)
10/22 & 24	FALL READING BREAK no classes or office hours	no classes or office hours
Mon 10/29	Class cancelled: individual conferences & essay consultations	

Wed 10/31	Letters & Legacies: The Harlem Renaissance to Now Alain Locke, "The New Negro"	Grammar quiz
Mon 11/5	Langston Hughes, "The Negro Artist and the Racial Mountain" Hughes, "The Negro Speaks of Rivers" , "Negro," "I, Too" from The Collected Poems of Langston Hughes (23, 24, 46)	
Wed 11/7	Hughes, "The Weary Blues" , "Jazzonia"	* Fri 11/9 Fall Essay #2 Final Draft due! (DT 1812 & cuLearn) * Fri 11/9: last day to submit to the Paul Menton Centre Formal Examination Accommodation Forms for December exams
Mon 11/12	Nella Larsen, <i>Passing</i> , Part I: Encounter	
Wed 11/14	Larsen, <i>Passing</i> , Part II: Re-Encounter	Informal Reflection #1
Mon 11/19	Larsen, <i>Passing</i> , finish the novel	
Wed 11/21	CUAG: Meet at Carleton Art Gallery, St Patrick's Building	
Mon 11/26	James Baldwin, "My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation" Langston Hughes, "Who but the Lord?" Ta-Nehisi Coates, selections from <i>Between the World and Me</i>	Informal Reflection on CUAG visit (cuLearn): for attendance
Wed 11/28	Coates, selections from <i>Between the World and Me</i> concluded	
Mon 12/3	David Chariandy, <i>I've been meaning to tell you</i>	12/3 Informal Reflection #2
Wed 12/5	Chariandy, <i>I've been meaning to tell you</i> , concluded	
Fri 12/7	** TBA (Friday, but follows a Monday schedule)	* last day of fall classes
12/9-21	December Exam Period	

FYSM 1004A Winter 2018 Reading and Assignment Schedule

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

* additional chapters from *Writing Essays About Literature*, *They Say, I Say*, and *The Broadview Pocket Guide to Writing* may be assigned over the term in relation to assignments and workshops

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

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

Date	Topics and Readings	Assignments Due & Other Important Dates
Mon 1/7	Writing & Remembering Historical Trauma: Representing the Great War Rupert Brooke, “I. Peace,” “II. Safety,” “III. The Dead,” “IV. The Dead,” “V. The Soldier,” in <i>The Collected Poems of Rupert Brooke</i> [65-69]	
Wed 1/9	Brooke, continued Lecture: The Great War, 1914-1918 Wilfred Owen, “1914” [ARES]	
Mon 1/14	Wilfred Owen, “Preface” (3), “Anthem for Doomed Youth,” (12) “Dulce et Decorum Est” (15) in <i>Poems</i> .	
Wed 1/16	Owen, “Strange Meeting” (4), “Disabled” (28), “Mental Cases” (9), “S.I.W.” (21) “Greater Love” (6), in <i>Poems</i> ; see also informational notes on cuLearn.	Poetry Annotation & Reflection
Mon 1/21	Pat Barker, <i>Regeneration</i> , Part I Lecture & documentary: Shell Shock & the Great War	
Wed 1/23	Barker, <i>Regeneration</i> , Part II Siegfried Sassoon, selected poetry from <i>The War Poems</i>	Informal Reflection #1
Mon 1/28	Barker, <i>Regeneration</i> , Part II & IV	
Wed 1/30	Barker, <i>Regeneration</i> , concluded	
Mon 2/4	“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,” Appendix B, 3&4 in <i>Mrs Dalloway</i>	
Wed 2/6	Woolf, <i>Mrs Dalloway</i> <i>They Say, I Say</i> , select chapters. <i>Writing Essays About Literature</i> , select chapters	Informal Reflection #2
Mon 2/11	Woolf, <i>Mrs Dalloway</i>	
Wed 2/13	Woolf, <i>Mrs Dalloway</i>	Secondary Sources Assignment
2/18 & 20	WINTER READING BREAK: no classes or office hours	no classes or office hours
Mon 2/25	Library Information Session: Accessing Secondary Sources	
Wed 2/27	Essay proposal workshop <i>Writing Essays About Literature</i> , select chapters	Research Essay Proposal
Mon 3/4	Angels, Tricksters, Drag Queens, and Bingo Halls: Camping it up on Stage Tony Kushner, <i>Angels in America, Part I: Millennium Approaches</i>	
Wed 3/6	Kushner, <i>Angels in America</i>	Informal Reflection #3
Mon 3/11	Kushner, <i>Angels in America</i>	
Wed 3/13	Kushner, <i>Angels in America</i>	* 3/15: Last day to submit to the Paul Menton Centre Formal Examination

		Accommodation Forms for April Exams
Mon 3/18	Essay Draft workshop: essay draft due in class!!	Research Essay Draft
Wed 3/20	class cancelled: individual conferences & essay consultations	Research Essay Draft
Mon 3/25	Writing Workshop: peer review: essay draft due in class!	Research Essay Draft
Wed 3/27	Tomson Highway, <i>The Rez Sisters</i>	* Fri 3/29 Research Essay Final Draft (DT 1812 & cuLearn)
Mon 4/1	Highway, <i>The Rez Sisters</i>	Informal Reflection #4
Wed 4/3	Highway, <i>The Rez Sisters</i>	
Mon 4/8	TBA	* 4/9: Last day of Winter term & for academic withdraw from F/W courses
4/12-27	April Exam Period	