

ENGL 100-700 Zoom Meeting 3c

Live Chat 3: Literary Non-Fiction



The meeting will
begin soon.

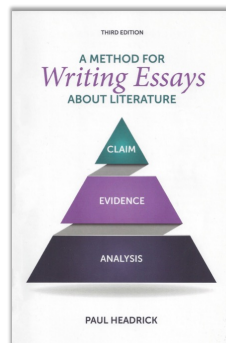
Zoom Meeting Information

- Zoom Meetings are about 60 minutes long and are recorded.
- Recordings and PowerPoints are posted on onQ (under “Content” > “Zoom Meetings”).
- Participate in the discussion by using the “Chat” window or by raising your hand under “React.”
- Attendance will be taken at a random point in the meeting; your camera may be on or off.

ENGL 100-700 Zoom Meetings

Please see the Course Syllabus for specific dates and times

	a. Informational	b. Writing Seminars	c. Live Chats
Unit 1	Intro to ENGL 100	1b. Writing Seminar 1 (Crafting an Effective Thesis Statement)	1c. Live Chat 1 (Short Fiction)
	1a. Academic Integrity		
Unit 2	2a. Midcourse Exam Info Session	2b. Writing Seminar 2 (Structuring an Analytical Essay)	2c. Live Chat 2 (Drama)
Unit 3	3a. TA Check-In	3b. Writing Seminar 3 (Claim, Evidence, and Analysis)	3c. Live Chat 3 (Literary Non-Fiction)
Unit 4	4a. Final Exam Info Session	4b. Writing Seminar 4 (Some Notes on Grammar and Style)	4c. Live Chat 4 (Poetry)

 Headrick, *A Method for Writing Essays About Literature*
**Close Reading**

- Chapter 5: Types of Literary Analysis Essays
– Close Readings

1. Paraphrase the literal content.
2. Identify significant words, phrases, and formal features.
3. Describe the sentences and sentence structures.
4. Identify significant patterns in the manner of expression, along with exceptions to these patterns.
5. Make observations about the significance of the details and patterns you have identified. (Headrick 56-59)

The Elements of Literary Non-Fiction Swift, “A Modest Proposal” Shelley, “A Defence of Poetry” Twain, “Advice to Youth” Woolf, “The Death of the Moth” Hurston, “Coloured Me” Orwell, “Shooting an Elephant” Barthes, “The World of Wrestling” Wagamese, “Finding Father” McCloud, *Understanding Comics* Gourevitch, *We Wish to Inform You* Wallace, “How Tracy Austin Broke” Al-Solaylee, from *Brown***Introduction to Literary Non-Fiction**

truthfulness	<i>based in fact</i>
mode	<i>non-fiction subgenre</i>
sources	<i>research and immersion</i>
viewpoint	<i>narrative and narrator</i>
audience	<i>reading and readers</i>
scenes	<i>building block 1</i>
information	<i>building block 2</i>
narration	<i>recreation, reconstr’n</i>
structure	<i>hook and frame</i>
theme	<i>abstract concept</i>

Review of Literary Non-Fiction

🔗 Kamal Al-Solaylee (1964-)

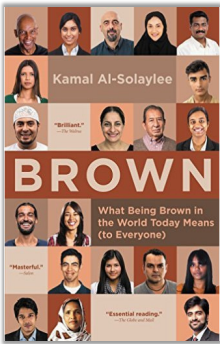


- born in Aden, now in Yemen; grew up in Beirut and Cairo
- completed a PhD in English in London before moving to Canada to teach journalism at TMU
- activist for persecuted people of colour and the LGBTQ community
- his first book, *Intolerable* (2010), is a memoir of his experiences as a gay man in the Middle East
- his second book, *Brown* (2016), deals with brownness as a racial identity (LNF 92)

theme

“Properly speaking, the theme of a work is not its [general] subject [matter or broad topic,] but rather its central idea, which may be stated directly or indirectly.”	“A theme is an idea about the world, expressed by a literary text, of general importance to people ... in general, not just to a small select group.... The topic of a text is not a theme.”	“... an abstract concept that is made concrete through [an analysis of the Elements of Literature that] must go beyond naming the concept ... and assert what the work is saying about it...”	“A salient abstract idea that emerges from a literary work’s treatment of its subject matter ... [that] may be announced explicitly, but more often it emerges indirectly....”
(Cuddon 721)	(Headrick 26-28)	(SF 3-4)	(Baldick 358)

📖 Al-Solaylee, *Brown*

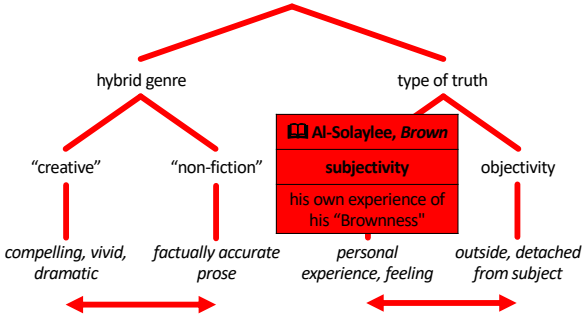


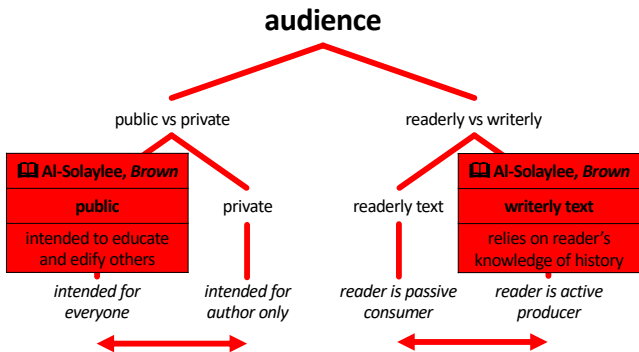
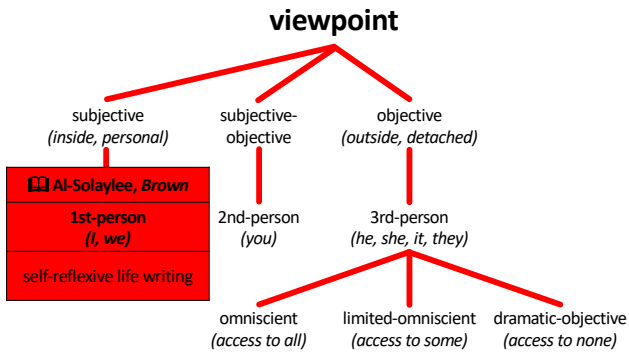
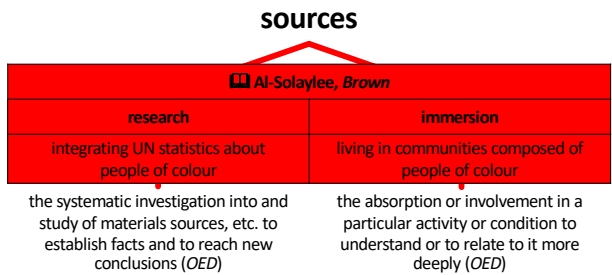
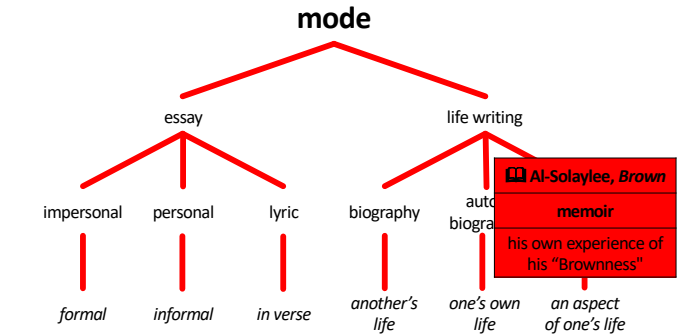
- *Brown: What Being Brown in the World Today Means (to Everyone)* was first published in 2016 (HarperCollins)

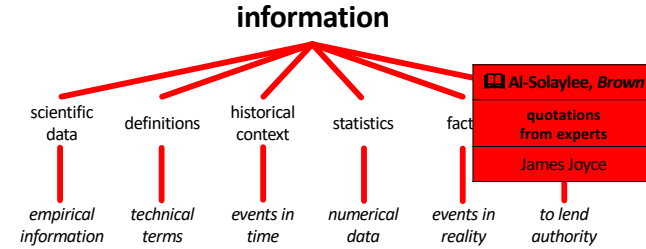
Theme

“Brown people in the ... world” today occupy a “precarious situation” (92) between White people and Black people, rendering them in many cases “invisible or nameless” (101) in contemporary society.

truthfulness

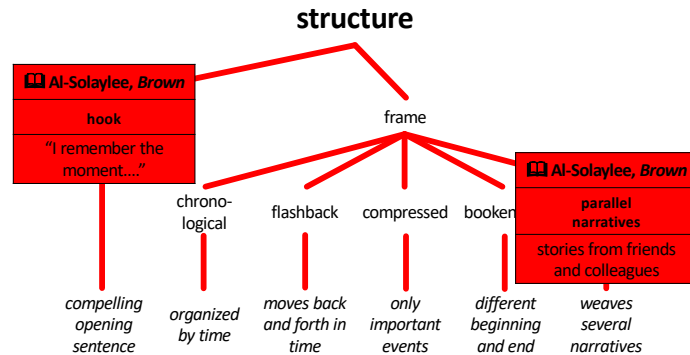






16. **LEGISLATIVE NON-FUNCTION**

There appears to be a lack of political consensus on the subject of the role of the legislature. The majority of respondents (70%) believe that the legislature should be a law-making body, while 20% believe that it should be a law-making and a law-enforcing body. The remaining 10% believe that it should be a law-making and a law-enforcing body, but only in the case of the executive branch. This suggests that the majority of respondents believe that the legislature should be a law-making body, while the executive branch should be a law-enforcing body. This is a common view in many countries, where the legislature is responsible for making laws and the executive branch is responsible for enforcing them. This view is also consistent with the principle of separation of powers, which is a fundamental principle of democratic governance. The principle of separation of powers is based on the idea that the three branches of government – the legislature, the executive, and the judiciary – should each have its own distinct functions and should not overlap. This helps to ensure that no single branch becomes too powerful and that there is a system of checks and balances. In the context of the Maldives, this principle is particularly important, given the country's history of authoritarian rule. The 2008 constitution, which was the first democratic constitution in the country's history, established a system of separation of powers. However, the 2012 constitution, which was the first democratic constitution in the country's history, did not fully implement the principle of separation of powers. This has led to a situation where the executive branch has become increasingly powerful and has often acted in a way that is inconsistent with the constitution. This has led to a loss of confidence in the government and has contributed to the country's political instability. The 2014 constitution, which was the first democratic constitution in the country's history, sought to address these issues by strengthening the role of the legislature and by ensuring that the executive branch was subject to the same checks and balances as the legislature. However, the 2014 constitution has not been fully implemented, and the executive branch remains the most powerful branch of government. This has led to a situation where the legislature is often seen as a mere rubber stamp for the executive branch, and its role in law-making is largely symbolic. This is a departure from the original intent of the 2008 constitution, which was to establish a system of separation of powers and to ensure that the legislature was a powerful and independent body. The 2014 constitution, which was the first democratic constitution in the country's history, sought to address these issues by strengthening the role of the legislature and by ensuring that the executive branch was subject to the same checks and balances as the legislature. However, the 2014 constitution has not been fully implemented, and the executive branch remains the most powerful branch of government. This has led to a situation where the legislature is often seen as a mere rubber stamp for the executive branch, and its role in law-making is largely symbolic. This is a departure from the original intent of the 2008 constitution, which was to establish a system of separation of powers and to ensure that the legislature was a powerful and independent body.



For More Information

The Purdue Online Writing Lab
<https://owl.purdue.edu/>

- **Close Reading:** Subject-Specific Writing > Writing in Literature
 - Writing About Poetry
 - Poetry: Close Reading
 - Writing About Fiction
 - Writing About Literature

Dr May's Class Web Site
<https://www.queensu.ca/academia/drrgmay/docs/>

	AI Drawbacks Dr Robert G. May Department of English
	Avoiding Plagiarism Dr Robert G. May Department of English
	Citing Prose, Poetry and Drama Dr Robert G. May Department of English
	Close Reading Dr Robert G. May Department of English
	The Elements of Fiction Dr Robert G. May Department of English
	The Elements of Poetry Dr Robert G. May Department of English

Syllabus Appendix A3

Writing Assignment 3

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|---|---|--|
| <p>Step 1
Participate in Writing Seminars 1-3.</p> | <p>Step 2
Compose and refine a thesis statement that responds to the topic in Appendix A3 of the Course Syllabus.</p> | <p>Step 3
Compose 3 claims based on your thesis statement that might form the basis of 3 analytical paragraphs.</p> |
| <p>Step 4
Choose 1 (and only 1) of your 3 claims and write 1 (and only 1) analytical paragraph that adheres to the "claim," "evidence," and "analysis" structure as outlined in Writing Seminar 3.</p> | <p>Step 5
Submit the following elements in 1 (and only 1) document on onQ:</p> <ul style="list-style-type: none"> • 1 thesis statement (final version) • 3 claims • 1 analytical paragraph (300 words +/- 30 words) | |

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