



ENGL 161 W Syllabus

Dr Robert G. May | Department of English



- Scan this QR Code to access this Syllabus on a mobile device via Dr May's class Web site.
- Students are encouraged to print out this Syllabus for easy reference throughout the course.
- Students are responsible for reading and understanding this Syllabus in its entirety.
- Accommodations cannot be made for students who fail to follow the instructions and policies in this Syllabus.

Department of English Literature and Creative Writing

ENGL 161: The Elements of Fiction

Course Syllabus (Winter 2027)

Instructor

Dr Robert G. May
Associate Professor
Department of English

*Please note this Course Syllabus is subject to revision.
Please consult the electronic version of this Course
Syllabus on the class Web site regularly for updates.*

E-Mail Address

mayr@queensu.ca

onQ Site

<https://onq.queensu.ca/>

Office Location

Room 524, John Watson Hall

Class Location

Room 101, Kinesiology and Health Studies Building

Office Hours (Fall and Winter 2026-2027)

Fall: Wednesdays, 10.30 a.m. ET – 12.00 noon ET
Winter: Tuesdays, 10.30 a.m. ET – 12.00 noon ET

Class Hours

Tuesdays, 8.30 a.m. ET – 10.00 a.m. ET
Fridays, 10.00 a.m. ET – 11.30 a.m. ET

Teaching Assistant Information

Some assignments in this course are assessed by a Teaching Assistant (TA). E-mail contact information for TAs can be found on the course onQ home page (under "Contact Information" > "Teaching Assistants").

Please record TA contact information here for easy access during the course.

TA Name

TA Group Number

TA E-Mail Address

Course Syllabus Table of Contents

Instructor, TA, and Class Information.....	1
onQ Site, Class Web Site, and Social Media.....	2
Accessibility and Accommodation.....	2
About the Instructor and About the Course.....	3
Books.....	4
Course Regulations.....	5
Key Dates and Assignment Weightings.....	8
Academic Integrity.....	9
The Writing Centre at Queen's University.....	10
Links.....	11
Course Outline and Reading List.....	12
Appendix A: Writing Assignment Instructions.....	15
Appendix B: Class Participation Instructions.....	26
Appendix C: Quiz Instructions.....	28
Appendix D: Writing Seminar Instructions.....	30
Appendix X: Examination Instructions.....	32
Appendix Y: Grade Conversion Scale.....	33
Appendix Z: Statement on Academic Integrity.....	34

onQ Site, Class Web Site, and Social Media

 onQ Site
https://onq.queensu.ca/
 Dr May's Class Web Site
https://www.queensu.ca/academia/drrgmay/
 Dr May's Social Media
Facebook: https://www.facebook.com/drrgmay/ Twitter: https://www.twitter.com/drrgmay/ Flickr: https://www.flickr.com/photos/drrgmay/

Students will find all course materials on the onQ site (aside from the course textbooks, which must be purchased at the Campus Bookstore). Students will also submit all assignments via onQ. Students should log on to the onQ site with their Queen's University NetID to get started.

Students will require a device capable of accessing the latest version of the onQ online learning environment. Students should also have access to a Queen's University e-mail account to communicate with Dr May and their TAs.

Students are also encouraged to consult Dr May's Class Web site regularly. It contains additional resources Dr May uses in his on-campus courses that may also prove useful to online students. Students should also consider subscribing to Dr May's class Facebook page, Dr May's class Twitter feed, and/or Dr May's class Flickr stream to keep up to date on important class information and announcements.

Accessibility and Accommodation

 Queen's University Student Wellness Services
https://www.queensu.ca/studentwellness/

Queen's University, the English Department, and Dr May are committed to providing an accessible learning environment to all students. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. Students with a disability are strongly encouraged to register with Student Wellness Services.

Queen's University, the English Department, and Dr May are committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. All course documents are available in an accessible format or with appropriate communication supports upon request.

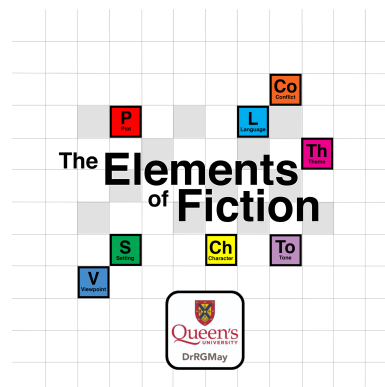
About the Instructor

Dr Robert G. May is an Associate Professor in the Department of English at Queen's University. A specialist in Canadian literature in English, he has extensive teaching and publishing experience in nineteenth- and twentieth-century Canadian poetry and fiction. He has taught survey courses in Canadian literature, as well as upper-year undergraduate seminars in the Montreal Group, Canadian Literary Criticism, and Gay Poetry in Canada. He has published peer-reviewed articles on Canadian literary figures such as Duncan Campbell Scott, F.R. Scott, Leo Kennedy, and Gary Geddes. He is the editor of *Gary Geddes: Essays on His Works* (Toronto: Guernica, 2010) and *Duncan Campbell Scott's In the Village of Viger: A Critical Edition* (Ottawa: Tecumseh, 2010).

About the Course

Course Description

The periodic table of the elements provides a visual representation of the chemical elements that are the basic building blocks of matter. But did you know that literary critics also use “elements” to talk about literary works? The Elements of Fiction are the basic building blocks of fiction: *plot, conflict, character, setting, viewpoint, language, tone, and theme*. Like the elements in the periodic table, the Elements of Fiction have discernible characteristics and interrelationships. Each of the Elements of Fiction has a specific role to play in revealing the deeper themes and meanings of fictional works. By studying works of fiction with the Elements of Fiction, literary critics can uncover the richness and variety of fictional works. In ENGL 161, we will study the Elements of Fiction by applying them to a selection of some of the most influential works of modern prose fiction. We will study a diverse range of short-fiction authors, including Charlotte Perkins Gilman, James Joyce, Virginia Woolf, Chinua Achebe, Haruki Murakami, Leanne Betasamosake Simpson, and others.



Learning Outcomes

Upon successful completion of this course, students should be able to do the following:

- Identify and describe the hallmarks or “Elements” of fiction;
- Identify, analyze, and employ the language of literary analysis and close reading in the critical discussion and interpretation of literary texts (e.g., *metaphor, irony, pathos, parody, rhetoric, ideology*, etc.);
- Demonstrate a sound knowledge of grammar, punctuation, diction, and syntax;
- Compose original arguments that evaluate, analyze, and synthesize primary texts, and that do so within a structural framework that includes an effective thesis statement, strong claims, integration of textual evidence, a compelling conclusion, and other characteristics of analytical literary essays.

Books

 The Campus Bookstore
https://www.campusbookstore.com/

Students should purchase the following books at the Campus Bookstore. It is highly recommended that students use the editions of these books that are stocked at the Campus Bookstore. Students who use alternate editions are reminded that the content and page numbers of those editions may differ from those of the recommended editions.

Required Books

The following 5 books are required for this course:

Anthology

 Chalykoff, Lisa, et al., eds. *The Broadview Introduction to Literature: Short Fiction*. Second Edition. (\$50)

Note: Other courses in the English Department use books in The Broadview Introduction to Literature series. Be sure to purchase the “Short Fiction” volume only. Other volumes in the series (such as “Drama,” “Poetry,” “Concise Edition,” etc.) are not appropriate substitutes, as they do not contain the required readings for this course.

Novels

 Amis, Kingsley. *Lucky Jim* [1954]. (\$24)

 Atwood, Margaret. *The Edible Woman* [1969]. (\$24)

Reference Book

 Baldick, Chris. *The Oxford Dictionary of Literary Terms*. 4th ed. (\$28)

Writing Manual

 Headrick, Paul. *A Method for Writing Essays About Literature*. 3rd ed. (\$15)

Note: Paul Headrick’s *A Method for Writing Essays About Literature* is available as an e-book only and should be purchased through the Campus Bookstore’s Web site, rather than through a third-party vendor.

 Books Tips
• Students are encouraged to purchase their books as early in the term as possible, and to avoid waiting until the last minute, as the Campus Bookstore sometimes runs short of stock. • If the Campus Bookstore has sold out of a book, be sure to ask them to order it. The Campus Bookstore does not automatically replenish stock of sold-out books. • Please note that accommodations cannot be made for students who are unable to complete an assignment on time owing to a sold-out book.

Course Regulations

1. Structure of the Course

- a. The course is 12 weeks in length, and is divided into 4 types of classes: 1) Intro or Review classes, 2) Elements of Fiction classes, 3) Novel Study classes, and 4) Writing Seminars.

Week No.	Class 1	Class 2
Week 1	Intro: ENGL 161	Intro: Academic Integrity
Week 2	Intro: Elements of Fiction	Element: Theme
Week 3	Writing Seminar 1	Novel Study: Kingsley Amis, <i>Lucky Jim</i>
Week 4	Element: Plot	
Week 5	Element: Conflict	
Week 6	Writing Seminar 2	
Week 7	Element: Character	Element: Setting
Week 8	Element: Viewpoint	Novel Study: Margaret Atwood, <i>The Edible Woman</i>
Week 9	Writing Seminar 3	
Week 10	Element: Language	
Week 11	Element: Tone	
Week 12	Writing Seminar 4	Review: Elements of Fiction

- b. Students are expected to attend 2 lectures per week.
- c. In preparation for each lecture, students are expected to read a set of assigned materials from the required books or online resources.
- d. Throughout the course, students will have the opportunity to demonstrate their understanding of the readings and course concepts via Class Participation (or the Discussion Forums on onQ).
- e. Students will have the opportunity to demonstrate their understanding of the readings and course concepts in the form of 4 Writing Assignments, submitted via onQ or written during the Examination Period.
- f. Please see the “Course Outline and Reading List” for a list of assigned readings for the course.
- g. Please see “Key Dates and Assignment Weightings” for a list of assignment due dates for the course.

2. Writing Assignments

- a. Students must complete 4 Writing Assignments of varying lengths as take-home assignments and/or Examinations.
- b. Students must submit Writing Assignments by the date and time designated by Dr May.
- c. Students may submit take-home Writing Assignments up to 14 days after the due date, but they will be subject to a lateness penalty of 2% per 24-hour period or portion thereof. Students may not submit Writing Assignments more than 14 days after the original due date under any circumstances.
- d. Students are encouraged not to wait until the last minute to submit their Writing Assignments, as lateness penalties begin to accrue immediately following the designated due dates.
- e. Students may arrange for an extension on a Writing Assignment only by approaching Dr May before the due date and providing him with adequate supporting documentation (e.g., an accommodations letter, an academic consideration document from Student Wellness Services, etc.) of their inability to submit the Writing Assignment on the due date.
- f. Students may not rewrite Writing Assignments. Alternate and make-up assignments are not available.
- g. Students must submit Writing Assignments only via onQ (i.e., not via hard copy, e-mail, etc.). Students are responsible for ensuring they upload their Writing Assignment according to the instructions on onQ. Students who experience technical difficulties in uploading their Writing Assignments should contact Queen’s ITS for assistance. Accommodations cannot be made for students who do not upload their Writing Assignments correctly.

- h. Students must submit only the final version of their Writing Assignments. Accommodations cannot be made for students who submit an incorrect draft or version of Writing Assignments to onQ.
- i. Students will receive individual, personalized feedback on their Writing Assignments from their TA.
- j. Please see Appendix A for complete Writing Assignment instructions.

3. Class Participation

- a. Active Class Participation (and not just passive attendance) is expected of all students.
- b. Students will receive Class Participation marks by participating actively in class discussions (or contributing to the Discussion Forums on onQ) on a regular basis. Alternate and make-up assignments are not available.
- c. Dr May will evaluate Class Participation twice: once at the mid-point of the course and again at the end of the course.
- d. Students should comport themselves appropriately in class to avoid losing Class Participation marks.
- e. Students can augment their Class Participation mark by attending extracurricular events organized by Dr May and/or the English Department (e.g., film nights, poetry readings, DSC-organized events, etc.).
- f. Please see Appendix B for complete Class Participation instructions.

4. Quizzes

- a. Students are expected to complete a series of short multiple-choice Quizzes on onQ based on the content of the Course Syllabus, Academic Integrity, and the 4 Writing Seminars.
- b. Each Quiz should take approximately 10 minutes to complete, but no time limit has been imposed on the Quizzes on onQ. Students may take as long as they wish to complete each Quiz.
- c. Students should complete each Quiz by the recommended completion date, but all Quizzes will remain open and available for completion until the last day of classes (as indicated on onQ). There is no lateness penalty for completing a Quiz after the recommended completion date, but Quizzes will permanently close on onQ at 5.00 p.m. ET on the last day of classes (as indicated on onQ), after which no further attempts will be permitted under any circumstances.
- d. Students may not rewrite or reattempt Quizzes. Alternate and make-up assignments are not available.
- e. Quizzes are automatically assessed and graded on onQ. Students will receive general, standardized feedback following their completion of each Quiz via an answer key on onQ.
- f. Students who do not complete any given Quiz by 5.00 p.m. ET on the last day of classes (as indicated on onQ) will receive a mark of zero on that Quiz.
- g. Please see Appendix C for complete Quiz instructions.

5. Writing Seminars

- a. Dr May will provide in-class essay-writing instruction in the form of 4 Writing Seminars:
 - **Writing Seminar 1:** Crafting Effective Thesis Statements
 - **Writing Seminar 2:** Structuring an Analytical Essay
 - **Writing Seminar 3:** Claim, Evidence, and Analysis
 - **Writing Seminar 4:** Some Notes on Grammar and Style
- b. Students are expected to adhere to the guidelines and information contained in the Writing Seminars in writing the 4 Writing Assignments for the course.
- c. Please see Appendix D for the complete Writing Seminar instructions.

6. Examinations

- a. Some of the Writing Assignments for the course will be written as Examinations during the Examination period.
- b. When the Examination schedules have been finalized, the Examination dates will be posted on students' SOLUS account.
- c. Students must write the Examinations at the date, time, and location designated by the University. Students may not change the date or time of their Examinations under any circumstances.
- d. Students should not schedule vacations, appointments, etc., during the Examination period.
- e. Students who require special Examination accommodations must contact the Examinations office in the Faculty of Arts and Science well before the designated date of the Examinations.
- f. Please see Appendix X for complete Examination instructions.

Key Dates and Assignment Weightings

For all assignments in this course, students will receive both a numerical mark and a letter grade. Numerical marks and letter grades correspond to each other according to Queen's Official Grade Conversion Scale (please see Appendix Y for more information).

Writing Assignments

Wk. 3	Fri. 22 Jan. 2027		Writing Assignment 1: Due at 5.00 p.m. ET. (Appendix A)	10%
Exam	TBA		Writing Assignment 2: Midcourse Exam (Appendix A, X)	20%
Wk. 9	Fri. 12 Mar. 2027		Writing Assignment 3: Due at 5.00 p.m. ET. (Appendix A)	10%
Exam	TBA		Writing Assignment 4: Final Exam (Appendix A, X)	20%

Class Participation

Wk. 6	Fri. 12 Feb. 2027		Class Participation Wks. 1-6: Assessed in Wk. 6 (Appendix B)	15%
Wk. 12	Fri. 2 Apr. 2027		Class Participation Wks. 7-12: Assessed in Wk. 12 (Appendix B)	15%

Quizzes

Wk. 1	Fri. 8 Jan. 2027		Syllabus Quiz: Recommended completion date (Appendix C)	1%
Wk. 2	Fri. 15 Jan. 2027		A1 Quiz: Recommended completion date (Appendix C)	1%
Wk. 3	Fri. 22 Jan. 2027		Quiz 1: Recommended completion date (Appendix C)	2%
Wk. 6	Fri. 12 Feb. 2027		Quiz 2: Recommended completion date (Appendix C)	2%
Wk. 9	Fri. 12 Mar. 2027		Quiz 3: Recommended completion date (Appendix C)	2%
Wk. 12	Fri. 2 Apr. 2027		Quiz 4: Recommended completion date (Appendix C)	2%

100%

Academic Integrity

 Queen's University Faculty of Arts and Science Academic Integrity Web Site
https://www.queensu.ca/artsci/undergraduate/student-services/academic-integrity
 Queen's University Faculty of Arts and Science Academic Regulations
https://www.queensu.ca/academic-calendar/arts-science/academic-regulations/

Queen's University is a member of the Centre for Academic Integrity (CAI). As such, it is committed to the principle of academic integrity as the foundation for the free exchange of ideas in the university setting. Academic integrity comprises the six fundamental values of honesty, trust, fairness, respect, responsibility, and courage. Queen's University is committed to the promotion of these values in its academic relationship with students.

Departures from academic integrity include plagiarism, the use of unauthorized materials, the use of generative AI platforms such as ChatGPT, facilitation, forgery, and falsification. Such departures potentially compromise the six values of academic integrity. The university provides a number of remedies or sanctions for such departures, including mark reductions, official warnings, the rescinding of awards or bursaries, a requirement to withdraw from the university for a specified period of time, or the revocation of degrees.

It is crucial, therefore, that students endeavour to uphold the six principles of academic integrity in their academic relationships with the university and its associated faculties and departments. The Queen's University Faculty of Arts and Science Academic Regulation 1 provides complete information about academic integrity, detailed definitions of the six core values, in-depth explanations of the various departures from academic integrity, and procedural materials. It is highly recommended that all students read and understand Regulation 1, which is found in the current Arts and Science Calendar or on the Arts and Science Academic Integrity Web Site.

 A Selection of Plagiarism and Academic Integrity Resources	
• Faculty of Arts and Science Academic Integrity Web Site	Course Syllabus > "Academic Integrity"
• Faculty of Arts and Science Regulation 1	Course Syllabus > "Academic Integrity"
• Department of English Official Policy on Academic Integrity	Course Syllabus > Appendix Z
• Purdue Online Writing Lab, "Use of Sources and Avoiding Plagiarism"	Course Syllabus > "Links"
• Robert G. May, "Avoiding Plagiarism."	Class Web Site > "Resources" > "Documents"
• Robert G. May, "AI Drawbacks."	Class Web site > "Resources" > "Documents"

The Writing Centre at Queen's University

 The Writing Centre at Queen's University
https://sass.queensu.ca/

Part of Student Academic Success Services (SASS) and located in the Learning Commons at Stauffer Library, the Writing Centre at Queen's University provides a comprehensive programme of tutorial sessions and writing workshops to students of all disciplines and levels within the university. Students will find a full description of services on the Writing Centre's Web site.

Perhaps most useful is the Writing Centre's one-on-one tutorial sessions, to which students may bring a draft of their assignments for advice on style, format, and content. It is highly recommended that students in the Department of English make use of the Writing Centre's one-on-one tutorial services. Students may schedule an appointment at the Writing Centre by visiting the Web site above, by calling 613.533.6315, or by visiting the front desk at the Learning Commons.

 Writing Centre Tips
• Book appointments early in the term: spaces are often limited, and they fill up quickly. • Before the appointment, try to get as much information as possible down on paper. It is helpful to have at least a first paragraph, a thesis statement, or even just ideas in point form available for the writing consultant to see. • Always bring a copy of the assignment to the appointment, so the writing consultant can see the topics and instructions. • Always bring a copy of primary source(s) and, if possible, any pertinent secondary sources, to the appointment. • Bring everything in hard copy, as consultants do not work from laptops, tablets, or other devices. • Remember, the Writing Centre is not a proofreading or editing service. Its mandate is to provide practical advice on developing effective writing skills.

Links

English Department Web Site

 Queen's University Department of English Literature and Creative Writing
https://www.queensu.ca/english/

Students are encouraged to make use of the English Department's Web site, which contains important information about the undergraduate and graduate English and Creative Writing programmes at Queen's University, as well as a number of helpful resources for students of English Literature and Creative Writing.

Land Acknowledgement

 Office of Indigenous Initiatives: Land Acknowledgement
https://www.queensu.ca/indigenous/ways-knowing/land-acknowledgement

Queen's University is situated on traditional Anishinaabe and Haudenosaunee territories. For more information about these traditional territories, please see the Office of Indigenous Initiatives Web site.

The Purdue Online Writing Lab (OWL)

 The Purdue Online Writing Lab (OWL)
https://owl.purdue.edu/

The Department of English endorses the Purdue Online Writing Lab (OWL). Students should access OWL for comprehensive information about MLA style, conducting research, avoiding plagiarism, grammar and style issues, and writing essays.

Course Outline and Reading List

Please note that this Course Outline and Reading List is subject to revision. Please consult the electronic version of this Course Syllabus on Dr May's class Web site (under "Courses" > "ENGL 161" > "Syllabus") for corrections, revisions, and updates.

Legend	
Icons	Glasses: Introductory reading Book: Main reading Pencil: Headrick reading Mouse: Online reading Page: Assignments are due on these dates
Required Books	SF: <i>The Broadview Introduction to Literature: Short Fiction</i> Headrick: <i>A Method for Writing Essays About Literature</i> Amis: Kingsley Amis, <i>Lucky Jim</i> Atwood: Margaret Atwood, <i>The Edible Woman</i>
Online Readings	OWL: <i>The Purdue Online Writing Lab</i> (https://owl.purdue.edu/owl/)
Readings on onQ	Course Syllabus: onQ > "Content" > "Course Syllabus" Course Notes: onQ > "Content" > "Course Notes" Course Readings: onQ > "Content" > "Course Readings"

Winter Term 2027

Wk. 1	Tues. 5 Jan. 2027	Introduction to ENGL 161 Course Syllabus	Course Syllabus
	Fri. 8 Jan. 2027	Academic Integrity Chapter 5: Plagiarism Appendix 1: MLA Format	Course Notes Headrick 69-73 Headrick 81-91
Fri. 8 Jan. 2027 Syllabus Quiz: Recommended completion date (Appendix C)			
Wk. 2	Tues. 12 Jan. 2027	Introduction to the Elements of Fiction "The Study of Literature" "Short Fiction" Chapter 5: Close Readings Charlotte Perkins Gilman Biography Charlotte Perkins Gilman, "The Yellow Wallpaper"	SF xv-xxvi SF 1-16 Headrick 56-59 SF 29 SF 29-43
	Fri. 15 Jan. 2027	Element of Fiction: Theme James Joyce Biography James Joyce, "Araby"	SF 54 SF 54-59
Fri. 15 Jan. 2027 AI Quiz: Recommended completion date (Appendix C)			
Wk. 3	Tues. 19 Jan. 2027	Writing Seminar 1: Crafting Effective Thesis Statements Albert Camus	Course Notes Course Readings

	Albert Camus, "The Guest"	Course Readings
	Chapter 1: Audience and the Literary Analysis Essay	Headrick 1-6
	Chapter 3: Theme	Headrick 25-42
	Appendix 2: A Literary Analysis Essay on a Short Story	Headrick 93-95

Fri. 22 Jan. 2027 **Novel Study: Amis, *Lucky Jim***
 Kingsley Amis, *Lucky Jim* Amis chs. 1-5

Fri. 22 Jan. 2027	 Quiz 1: Recommended completion date (Appendix C)
Fri. 22 Jan. 2027	 Writing Assignment 1: Due at 5.00 p.m. ET (Appendix A)

Wk. 4 Tues. 26 Jan 2027 **Element of Fiction: Plot**
 Virginia Woolf Biography SF 64-65
 Virginia Woolf, "Kew Gardens" SF 66-71

Fri. 29 Jan. 2027 **Novel Study: Amis, *Lucky Jim***
 Kingsley Amis, *Lucky Jim* Amis chs. 6-11

Wk. 5 Tues. 2 Feb. 2027 **Element of Fiction: Conflict**
 Katherine Mansfield Biography SF 72
 Katherine Mansfield, "The Garden Party" SF 72-84

Fri. 5 Feb. 2027 **Novel Study: Amis, *Lucky Jim***
 Kingsley Amis, *Lucky Jim* Amis chs. 12-18

Wk. 6	Tues. 9 Feb. 2027	Writing Seminar 2: Structuring an Analytical Essay	Course Notes
		 Albert Camus	Course Readings
		 Albert Camus, "The Guest"	Course Readings
		 Chapter 2: Analytical Paragraphs	Headrick 7-14
		 Chapter 4: Argument Structure	Headrick 43-55
		 Appendix 2: A Literary Analysis Essay on a Short Story	Headrick 93-95

Fri. 12 Feb. 2027 **Novel Study: Amis, *Lucky Jim***
 Kingsley Amis, *Lucky Jim* Amis chs. 19-25

Fri. 12 Feb. 2027	 Quiz 2: Recommended completion date (Appendix C)
Fri. 12 Feb. 2027	 Class Participation Wks. 1-6: Assessed in Wk. 6 (Appendix B)
TBA	 Writing Assignment 2: Midcourse Exam (Appendix A, X)

(Winter-Term Reading Week takes place Sun 14 Feb. 2027-Sat. 20 Feb. 2027)

Wk. 7 Tues. 23 Feb. 2027 **Element of Fiction: Character**
 Flannery O'Connor Biography SF 99
 Flannery O'Connor, "A Good Man Is Hard to Find" SF 99-112

Fri. 26 Feb. 2027 **Element of Fiction: Setting**
 Chinua Achebe Biography SF 133
 Chinua Achebe, "Dead Men's Path" SF 133-36

Wk. 8	Tues. 2 Mar. 2027	Element of Fiction: Viewpoint  Raymond Carver Biography  Raymond Carver, "Cathedral"	SF 165 SF 165-77						
	Fri. 5 Mar. 2027	Novel Study: Atwood, <i>The Edible Woman</i>  Margaret Atwood, <i>The Edible Woman</i>	Atwood chs. 1-6						
Wk. 9	Tues. 9 Mar. 2027	Writing Seminar 3: Claim, Evidence, and Analysis  Albert Camus  Albert Camus, "The Guest"  Chapter 2: Analytical Paragraphs  Appendix 2: A Literary Analysis Essay on a Short Story	Course Notes Course Readings Course Readings Headrick 7-24 Headrick 93-95						
	Fri. 12 Mar. 2027	Novel Study: Atwood, <i>The Edible Woman</i>  Margaret Atwood, <i>The Edible Woman</i>	Atwood chs. 7-12						
<table><tr><td>Fri. 12 Mar. 2027</td><td> Quiz 3: Recommended completion date (Appendix C)</td></tr><tr><td>Fri. 12 Mar. 2027</td><td> Writing Assignment 3: Due at 5.00 p.m. ET (Appendix A)</td></tr></table>				Fri. 12 Mar. 2027	 Quiz 3: Recommended completion date (Appendix C)	Fri. 12 Mar. 2027	 Writing Assignment 3: Due at 5.00 p.m. ET (Appendix A)		
Fri. 12 Mar. 2027	 Quiz 3: Recommended completion date (Appendix C)								
Fri. 12 Mar. 2027	 Writing Assignment 3: Due at 5.00 p.m. ET (Appendix A)								
Wk. 10	Tues. 16 Mar. 2027	Element of Fiction: Language  Margaret Atwood Biography  Margaret Atwood, "Happy Endings"	SF 178 SF 178-81						
	Fri. 19 Mar. 2027	Novel Study: Atwood, <i>The Edible Woman</i>  Margaret Atwood, <i>The Edible Woman</i>	Atwood chs. 13-21						
Wk. 11	Tues. 23 Mar. 2027	Element of Fiction: Tone  Haruki Murakami Biography  Haruki Murakami, "On Seeing the 100% Perfect Girl One Beautiful April Morning"	SF 207 SF 207-11						
	Fri. 26 Mar. 2027	Novel Study: Atwood, <i>The Edible Woman</i>  Margaret Atwood, <i>The Edible Woman</i>	Atwood chs. 22-31						
Wk. 12	Tues. 30 Mar. 2027	Writing Seminar 4: Some Notes on Grammar and Style  Albert Camus  Albert Camus, "The Guest"  "General Writing" > "Mechanics"  "General Writing" > "Grammar"  "General Writing" > "Punctuation"	Course Notes Course Readings Course Readings OWL OWL OWL						
	Fri. 2 Apr. 2027	Review of the Elements of Fiction  Leanne Betasamosake Simpson Biography  Leanne Betasamosake Simpson, "Big Water"	SF 308 SF 309-11						
<table><tr><td>Fri. 2 Apr. 2027</td><td> Quiz 4: Recommended completion date (Appendix C)</td></tr><tr><td>Fri. 2 Apr. 2027</td><td> Class Participation Wks. 7-12: Assessed in Wk. 12 (Appendix B)</td></tr><tr><td>TBA</td><td> Writing Assignment 4: Final Exam (Appendix A, X)</td></tr></table>				Fri. 2 Apr. 2027	 Quiz 4: Recommended completion date (Appendix C)	Fri. 2 Apr. 2027	 Class Participation Wks. 7-12: Assessed in Wk. 12 (Appendix B)	TBA	 Writing Assignment 4: Final Exam (Appendix A, X)
Fri. 2 Apr. 2027	 Quiz 4: Recommended completion date (Appendix C)								
Fri. 2 Apr. 2027	 Class Participation Wks. 7-12: Assessed in Wk. 12 (Appendix B)								
TBA	 Writing Assignment 4: Final Exam (Appendix A, X)								

Appendix A

General Instructions for Writing Assignments

Students must submit 4 Writing Assignments of varying lengths.

- 📄 **Writing Assignment 1:** Crafting an Effective Thesis Statement
- 📄 **Writing Assignment 2:** Structuring an Analytical Essay (Midcourse Exam)
- 📄 **Writing Assignment 3:** Claim, Evidence, and Analysis
- 📄 **Writing Assignment 4:** Final Essay (Final Exam)

All Writing Assignments should focus on students' own interpretations and close readings of the primary source instead of on other critics' interpretations in secondary sources. Students must keep within 10% of the word limit as indicated in the instructions for each Writing Assignment.

Policies, Due Dates, and Weightings

- Please see the Course Syllabus ("Course Regulations") for policies.
- Please see the Course Syllabus ("Key Dates and Assignment Weightings") for weightings.
- Please see the Course Syllabus ("Course Outline and Reading List") for due dates.

Instructions

Please see the Course Syllabus (Appendices A1, A2, A3, and A4) for individual Writing Assignment instructions. For Writing Assignments written during the Examination period, please see the Course Syllabus (Appendix X) for additional instructions.

Academic Integrity

Please see the Course Syllabus (Appendix Z) for the English Department's policy on Academic Integrity and Plagiarism. Students should also read carefully the Academic Integrity and Plagiarism resources listed in the Course Syllabus ("Academic Integrity"). Students should contact Dr May and/or their TA if they have any questions or concerns about Academic Integrity and/or Plagiarism.

Artificial Intelligence

It is not appropriate to use generative Artificial Intelligence (AI) and/or Large Language Model (LLM) platforms or apps, including but not limited to ChatGPT and Grammarly, at any stage of the writing process for assignments in this course. Use of such platforms or apps constitute a potential departure from Academic Integrity, and will be formally investigated as such.

Turnitin

 Turnitin
https://www.turnitin.com/

This course makes use of Turnitin, a third-party application that provides instructors with information about the authenticity of submitted work. When students submit their Writing Assignments to onQ, they are automatically also submitted to Turnitin. In doing so, students' work will be included in the Turnitin reference database, where it will be used for the purpose of detecting plagiarism. Turnitin compares submitted files against its extensive database of content, and produces a similarity report for each assignment. The similarity report includes the

similarity score, the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process. For more information, please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, available on their Web site, above.

Please also note that Turnitin uses cookies and other tracking technologies. However, in its service contract with Queen's, Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy. Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

The Writing Centre at Queen's University

Students are encouraged to make use of the services of the Writing Centre. Please refer to the Course Syllabus ("The Writing Centre at Queen's University") for the Writing Centre's contact information and a list of tips and recommendations for getting the most from Writing Centre appointments.

MLA Style

All written work submitted to the English Department must conform to the latest formatting standards of the Modern Language Association (MLA). For additional information, please see the "MLA Style" resources on the Purdue Online Writing Lab (OWL) (the URL can be found in the Course Syllabus ("Links")). Please also see the Writing Resources on the Class Web Site (the URL can be found in the Course Syllabus ("onQ Site, Class Web Site, and Social Media")). Students should contact Dr May and/or their TA if they have any questions about MLA Style.

Formatting and Presentation Instructions

Please adhere to the following special formatting and presentation instructions. Students will lose 2% per violation of these instructions:

- Please use only the Times New Roman font, size 12.
- Please use only 1" margins.
- Please use only Canadian spelling (i.e., not American spelling).
- Please double-space the entire assignment, including all headings, titles, block quotations, and the list of Works Cited.
- Rather than a title page, use the first four lines at the top of the assignment to indicate 1) student's full name, 2) the instructor's name, 3) the course code, and 4) the date (please see below).
- Please include a descriptive title for the assignment, centred immediately below the headings (please see below).
- Please number pages on the top, right-hand corner of the page, with surname (please see below).
- Please include a list of Works Cited at the end of the assignment, formatted according to MLA style.

[student's surname] 1

[student's full name]

[instructor's full name]

[course code]

[date]

[title]

[assignment begins here]

Submission via onQ

Students must submit their Writing Assignments via onQ as a MS Word (.docx) attachment by 5.00 p.m. ET on the due date. Late Writing Assignments will be subject to a lateness penalty of 2% per 24-hour period or portion thereof. Please see onQ for complete instructions on how to upload Writing Assignments. The MS Word (.docx) document submitted to onQ should bear the following file name:

[student's surname]Assignment[assignment number]

(e.g., SmithAssignment1). Please do not include any other information in the file name. Students will lose 2% for using an incorrect file name.

Evaluation

Written feedback from instructors and/or TAs is a basic component of writing instruction. In writing-intensive courses such as this one, written feedback is particularly important. No piece of writing can be considered complete as an act of communication until readers have read and responded to it. Dr May's and/or the TA's detailed written feedback will assist students in developing their voice, to improve their technical skills, and to strengthen their ability to communicate through writing. Students should consult Dr May's and/or their TA's comments on previous Writing Assignments as they work on the Writing Assignments that follow. Dr May and/or TAs will be looking for evidence that students can respond to written feedback towards improving their work.

Students should contact Dr May and/or their TA if they have any questions or concerns about their Writing Assignments.

Appendix A1

Writing Assignment 1: Crafting an Effective Thesis Statement

Objective

- To compose and refine an effective thesis statement that passes the two thesis “tests” as outlined in Writing Seminar 1

Instructions

Please follow these instructions to complete Writing Assignment 1:

Step 1: Review Writing Seminar 1. Make note of the process for composing and refining an effective thesis statement, and of the process for subjecting your draft thesis statement to the two thesis “tests”: the “So What?” Test and the Counterargument Test.

Step 2: Compose a draft thesis statement that identifies a theme in 1 (and only 1) of the 2 works of short fiction indicated in the Box below.

 Works of Short Fiction
 Gilman, “The Yellow Wallpaper” (SF 29-43)
 Joyce, “Araby” (SF 54-59)

Do not use a thesis statement already discussed in class or contained in the textbooks. Brainstorm your own entirely new thesis statement based on your own reading and your own interpretation of the work of short fiction.

Step 3: Refine your draft thesis statement to a final version using the techniques in Writing Seminar 1. Subject your draft thesis statement to the two thesis “tests” to ensure its effectiveness. If your draft thesis statement fails one of both of the two thesis “tests,” return to Step 1 and begin again.

Step 4: Submit the following 3 elements in 1 (and only 1) document on onQ:

- Thesis Statement:** The final version (and only the final version) of your thesis statement (one sentence) as refined according to the techniques in Writing Assignment 1.
- The “So What?” Test:** A short paragraph (150 words) explaining how the final version of your thesis statement passes the “So What?” Test.
- The Counterargument Test:** A short paragraph (150 words) explaining how the final version of your thesis statement passes the Counterargument Test.

Evaluation

Your Writing Assignment 1 submission will be evaluated according to the following criteria:

- Thesis Statement (25%):** Is your thesis statement argumentative? Does it avoid the pitfalls contained in Writing Seminar 1? Is it significant, single, specific, and supportable?
- The “So What?” Test (25%):** Does your thesis statement pass the “So What?” Test? How persuasive is your short paragraph explaining how your thesis statement passes the “So What?” Test?
- The Counterargument Test (25%):** Does your thesis statement pass the Counterargument Test? How persuasive is your short paragraph explaining how your thesis statement passes the Counterargument Test?

- **Grammar and Style (25%):** Does your submission adhere to the rules of grammar and style? Are there departures from the rules of grammar and style that impede readability or render your arguments less persuasive?

 Writing Assignment 1 Tips
• Write about 1 (and only 1) of the 2 short stories indicated. You will receive a zero on the assignment if you write about a short story other than one of those indicated. • Be sure to submit all 3 elements of Writing Assignment 1 (thesis statement, “So What?” Test paragraph, Counterargument Test paragraph). Your assignment will not be considered complete if any parts are missing. • Use headings to separate the 3 elements of your submission (“Thesis Statement,” “So What?” Test,” “Counterargument Test”). • Make careful note of the word limits for elements 2 and 3 (150 words each), and keep within 10% of that word limit (+/- 15 words). • Avoid losing marks unnecessarily by following carefully the “Formatting and Presentation Instructions” in the Course Syllabus (Appendix A). • Submit 1 (and only 1) MS Word file (.docx) to onQ.

Please see the Course Syllabus (Appendix A) for general Writing Assignment instructions.

Appendix A2

Writing Assignment 2: Structuring an Analytical Essay (Midcourse Exam)

Objectives

- To write a short Essay that adheres to the Essay structure as outlined in Writing Seminars 1 and 2, including an effective thesis statement as outlined in Writing Seminar 1, and the “introduction,” “analytical paragraphs,” and “conclusion” structure as outlined in Writing Seminar 2.

Instructions

Writing Assignment 2 will be written during the Examination period as a Midcourse Exam. There is no word limit for Writing Assignment 2 because it is being written under a 3-hour time limit. Please follow these instructions to complete Writing Assignment 2:

Step 1: Review Writing Seminar 2. Make note of the overall structure of an analytical essay, including the three components of an analytical essay: the “introduction,” the series of “analytical paragraphs,” and the “conclusion.” Review Writing Seminar 1. Make note of the process for composing and refining an effective thesis statement, and of the process for subjecting your draft thesis statement to the two thesis “tests”: the “So What?” Test and the Counterargument Test.

Step 2: Write a short Essay about Amis’s *Lucky Jim* in response to 1 (and only 1) of the prompts indicated in the Box below.

 Prompts	
[prompt] [prompt]	[Actual prompts will be revealed at the Examination.]

Step 3: Ensure your thesis statement fulfils the criteria as outlined in Writing Seminar 1. Ensure the overall structure of your Essay adheres to the structure as outlined in Writing Seminar 2.

Step 4: Submit the final version (and only the final version) of your Essay in 1 (and only 1) document on onQ (if writing online) or in hard copy (if writing in person).

Evaluation

Your Writing Assignment 2 submission will be evaluated according to the following criteria:

- Thesis Statement (25%):** Is your thesis statement argumentative? Does it avoid the pitfalls contained in Writing Seminar 1? Is it significant, single, specific, and supportable?
- Introduction and Conclusion (25%):** Does your introductory paragraph contain the 3 components as outlined in Writing Seminar 2: an attention-getting introductory remark, contextualizing information, and the thesis statement? Does your concluding paragraph contain those same 3 components in reverse order as outlined in Writing Seminar 2?
- Claim, Evidence, and Analysis (25%):** Do your claims represent clear, identifiable subtopics of your overall thesis? Is your evidence well integrated, and does it effectively support your claim? Does your analysis connect your evidence to your claim clearly, logically, and persuasively?

- **Grammar and Style (25%):** Does your submission adhere to the rules of grammar and style? Are there departures from the rules of grammar and style that impede readability or render your arguments less persuasive?

 Writing Assignment 2 Tips
• Write about 1 (and only 1) of the prompts indicated. You will not receive credit for writing on more than one prompt. • Write about the indicated work of fiction only. You will receive a zero on the assignment if you write about a work of fiction other than the one indicated. • Submit 1 (and only 1) MS Word file (.docx) to onQ (if writing online).

Please see the Course Syllabus (Appendix A) for general Writing Assignment instructions.

Appendix A3

Writing Assignment 3: Claim, Evidence, and Analysis

Objectives

- To compose and refine an effective thesis statement that passes the two thesis “tests” as outlined in Writing Seminar 1
- To write an analytical paragraph based on this thesis statement containing the three discrete components of “claim,” “evidence,” and “analysis” as outlined in Writing Seminar 2 and elaborated on in Writing Seminar 3.

Instructions

Please follow these instructions to complete Writing Assignment 3:

Step 1: Review Writing Seminar 3. Make note of the structure of an analytical paragraph: “claim,” “evidence,” and “analysis.” Review Writing Seminar 2. Make note of the overall structure of an analytical essay: “introduction,” “analytical paragraphs,” and “conclusion.” Review Writing Seminar 1. Make note of the process for composing and refining an effective thesis statement, and of the process for subjecting your draft thesis statement to the two thesis “tests”: the “So What?” Test and the Counterargument Test.

Step 2: Compose a draft thesis statement that responds to the following topic:

- Choose 1 (and only 1) of the 3 Elements of Fiction indicated in Box A, and indicate how that Element creates meaning or reveals theme in 1 (and only 1) of the 3 works of short fiction indicated in Box B.

 Box A: Elements of Fiction
 character  setting  viewpoint

 Box B: Works of Short Fiction
 Woolf, “Kew Gardens” (SF 66-71)  Mansfield, “The Garden Party” (SF 72-84)  O’Connor, “A Good Man Is Hard to Find” (SF 99-112)

Refine your draft thesis statement to a final version using the techniques in Writing Seminar 1. Subject your draft thesis statement to the two thesis “tests” to ensure its effectiveness. If your draft thesis statement fails one of both of the thesis “tests,” return to Step 1 and begin again.

Step 3: Using the techniques in Writing Seminar 2, compose 3 claims based on your thesis statement that might form the basis of 3 analytical paragraphs in a hypothetical essay. Each claim should be 1 (and only 1) sentence in length, and should represent a separate aspect, sub-argument, or sub-thesis of the central thesis statement as developed in Step 2.

Step 4: Choose 1 (and only 1) of your claims from Step 3 and compose 1 (and only 1) analytical paragraph based on your thesis statement that adheres to the “claim,” “evidence,” and “analysis” structure as outlined in Writing

Seminar 3. Ensure all 3 components are present, in the recommended order. Ensure all 3 components are discrete: avoid mixing one component with another.

Step 5: Submit the following 3 elements in 1 (and only 1) document on onQ:

1. **Thesis Statement:** The final version (and only the final version) of your thesis statement (1 sentence) as refined according to the techniques in Writing Seminar 1.
2. **Claims:** Your 3 claims (3 and only 3 sentences) as refined according to the techniques in Writing Seminar 2.
3. **Analytical Paragraph:** Your 1 (and only 1) analytical paragraph (300 words) based on 1 (and only 1) of these claims and containing the 3 discrete components of “claim,” “evidence,” and “analysis” as outlined in Writing Seminar 3.

Evaluation

Your Writing Assignment 3 submission will be evaluated according to the following criteria:

- **Claim (25%):** Does your claim represent a clear, identifiable subtopic of your overall thesis? Is your claim clear and succinct? Does it consist of 1 sentence only?
- **Evidence (25%):** Does your evidence help support your claim? Is your evidence integrated effectively? Have you used a selection of quotation types (long, short, direct, and indirect)?
- **Analysis (25%):** Does your analysis connect your evidence to your claim clearly? Is your analysis logical, cogent, and persuasive?
- **Grammar and Style (25%):** Does your submission adhere to the rules of grammar and style? Are there departures from the rules of grammar and style that impede readability or render your arguments less persuasive?

 Writing Assignment 3 Tips
• Write about 1 (and only 1) of the 3 works of fiction indicated. You will receive a zero on the assignment if you write about a work other than one of those indicated. • Write about 1 (and only 1) of the 3 Elements of Fiction indicated. You will receive a zero on the assignment if you write about an Element other than one of those indicated. • Be sure to submit all 3 elements of Writing Assignment 3 (1 thesis statement, 3 claims, and 1 analytical paragraph). Your assignment will not be considered complete if any part is missing. • Use headings to separate the 3 elements of your submission (“Thesis Statement,” “Claims,” “Analytical Paragraph”). • Make careful note of the word limits for element 3 (300 words), and keep within 10% of that word limit (+/- 30 words). • Avoid losing marks unnecessarily by following carefully the “Formatting and Presentation Instructions” in the Course Syllabus (Appendix A). • Submit 1 (and only 1) MS Word file (.docx) to onQ.

Please see the Course Syllabus (Appendix A) for general Writing Assignment instructions.

Appendix A4

Writing Assignment 4: Final Essay (Final Exam)

Objectives

- To write a short Essay that adheres to the Essay structure outlined in Writing Seminars 1, 2, and 3, including an effective thesis statement as outlined in Writing Seminar 1, the “introduction,” “analytical paragraphs,” and “conclusion” structure as outlined in Writing Seminar 2, and the “claim,” “evidence,” and “analysis” structure as outlined in Writing Seminar 3.
- To write a short Essay that avoids the grammar and style errors outlined in Writing Seminar 4.

Instructions

Writing Assignment 4 will be written during the Examination period as a Final Exam. There is no word limit for Writing Assignment 4 because it is being written under a 3-hour time limit. Please follow these instructions to complete Writing Assignment 4:

Step 1: Review Writing Assignment 4. Make note of the frequently recurring grammar and style errors, how to identify those errors, and how to correct those errors. Review Writing Seminar 3. Make note of the structure of an analytical paragraph: “claim,” “evidence,” and “analysis.” Review Writing Seminar 2. Make note of the overall structure of an analytical essay: “introduction,” “analytical paragraphs,” and “conclusion.” Review Writing Seminar 1. Make note of the process for composing and refining an effective thesis statement, and of the process for subjecting your draft thesis statement to the two thesis “tests”: the “So What?” Test and the Counterargument Test.

Step 2: Write a short Essay about Atwood’s *The Edible Woman* in response to 1 (and only 1) of the prompts indicated in the Box below.

Prompts	
• [prompt] • [prompt]	[Actual prompts will be revealed at the Examination.]

Step 3: Ensure your thesis statement fulfils the criteria as outlined in Writing Seminar 1. Ensure the overall structure of your Essay adheres to the structure as outlined in Writing Seminar 2. Ensure the analytical paragraphs of your Essay adhere to the structure as outlined in Writing Seminar 3. Ensure you have avoided the grammatical and stylistic errors as outlined in Writing Seminar 4.

Step 4: Submit the final version (and only the final version) of your Essay in 1 (and only 1) document on onQ (if writing online) or in hard copy (if writing in person).

Evaluation

Your Writing Assignment 4 submission will be evaluated according to the following criteria:

- **Thesis Statement (25%):** Is your thesis statement argumentative? Does it avoid the pitfalls contained in Writing Seminar 1? Is it significant, single, specific, and supportable?
- **Introduction and Conclusion (25%):** Does your introductory paragraph contain the 3 components as outlined in Writing Seminar 2: an attention-getting introductory remark, contextualizing information, and the thesis

statement? Does your concluding paragraph contain those same 3 components in reverse order as outlined in Writing Seminar 2?

- **Claim, Evidence, and Analysis (25%):** Do your claims represent clear, identifiable subtopics of your overall thesis? Is your evidence well integrated, and does it effectively support your claim? Does your analysis connect your evidence to your claim clearly, logically, and persuasively?
- **Grammar and Style (25%):** Does your submission adhere to the rules of grammar and style? Are there departures from the rules of grammar and style that impede readability or render your arguments less persuasive?

 Writing Assignment 4 Tips
• Write about 1 (and only 1) of the prompts indicated. You will not receive credit for writing on more than one prompt. • Write about the indicated work of fiction only. You will receive a zero on the assignment if you write about a work of fiction other than the one indicated. • Submit 1 (and only 1) MS Word file (.docx) to onQ (if writing online).

Please see the Course Syllabus (Appendix A) for general Writing Assignment instructions.

Appendix B

General Instructions for Class Participation

Active Class Participation (and not just passive attendance) is expected of all students. Students will receive Class Participation marks by participating actively in class discussions (or by contributing to the Discussion Forums on onQ) on a regular basis.

Policies, Due Dates, and Weightings

- Please see the Course Syllabus (“Course Regulations”) for policies.
- Please see the Course Syllabus (“Key Dates and Assignment Weightings”) for weightings.
- Please see the Course Syllabus (“Course Outline and Reading List”) for due dates.

Purpose of Class Participation

English is a discussion-based discipline. The study of literature involves the free exchange of ideas and interpretations of literary works in an open and dynamic setting. While Dr May will devote a portion of each class to lecturing, he will also provide frequent opportunities in class for students to contribute their own thoughts, ideas, questions, and criticisms of the literary works under discussion. Dr May will use a portion of class time to facilitate a useful, back-and-forth conversation about the literary works to provide students with an opportunity to learn from each other, not just from one individual at the front of the classroom. Students are not expected to agree with everything Dr May or their classmates say, but they are expected to articulate their own thoughts and ideas about the literary works, and to support these thoughts and ideas with thoughtful close reading and analysis. In other words, they are expected to participate actively in the process of becoming literary critics.

Guidelines

- Students should make every effort to attend class regularly and, even more importantly, to contribute to class discussions actively and on a regular basis throughout the course.
- Students who miss a class or who are unable to contribute to a class discussion can help make up for their absence or lack of participation by contributing comments on the corresponding Discussion Forum Topic on onQ (under “Communications” > “Discussions”).
- There are 12 Discussion Forum Topics on onQ, one for each week of the course. Each Discussion Forum Topic is open for 1 week only, and it automatically closes on Friday at 5.00 p.m. ET. At that time, the following week’s Discussion Forum Topic will open. There is 1 Discussion Forum Topic open at any given time throughout the course.
- The Discussion Forums are not a substitute for regular attendance and class participation. They are intended for occasional use by students who must miss an occasional class for a valid reason or who are unable to participate in an occasional class discussion.

Student Comportment

Students should comport themselves appropriately in class to avoid losing Class Participation marks:

- Students should attend class regularly and arrive to class punctually.
- Students who are unable to attend class are expected to inform Dr May ahead of time, and to provide him with a valid reason for the absence.
- Students should raise their hand to pose a question or to make a comment.
- Students should address Dr May, their TA, and their classmates courteously and respectfully in class discussions, meetings, and Discussion Forums.

- Students should give their undivided attention to Dr May during class (e.g., please avoid texting, working on other class work, conversing with others, etc. during class time).

Extracurricular Events

Students can augment their Class Participation mark by attending extracurricular events organized by Dr May and/or the English Department (e.g., film nights, poetry readings, DSC-organized events, etc.).

- Dr May will advertise qualifying events via Facebook, Twitter, and/or class announcement.
- Students can get credit for attending an event organized by Dr May by signing the attendance sheet circulated at the end of the event.
- Students can get credit for attending events not organized by Dr May by submitting via e-mail, within 48 hours of the event, a 1- to 2-page report about the event and/or a photograph of the event (photographs will be posted, with attribution, to Dr May's Flickr stream).
- Students who are unable or who do not wish to attend extracurricular events will not lose Class Participation marks.

Evaluation

Thirty percent (30%) of students' final grade for the course will be devoted to class participation, 15% for the first half of the course and 15% for the second half of the course. Students will be assessed not only on how regularly they attend class and participate in class discussions (or contribute to the Discussion Forums), but also on how thoughtful and self-reflective their contributions are compared to other students in the class. Dr May will evaluate students' performance in the form of a grade and a set of standardized comments corresponding to that grade.

Students should contact Dr May if they have any questions or concerns about Class Participation.

Appendix C

General Instructions for Quizzes

Students are expected to complete a series of short multiple-choice Quizzes on onQ:

- 📄 **Syllabus Quiz:** Introduction to the Course
- 📄 **AI Quiz:** Academic Integrity
- 📄 **Quiz 1:** Crafting Effective Thesis Statements
- 📄 **Quiz 2:** Structuring an Analytical Essay
- 📄 **Quiz 3:** Claim, Evidence, and Analysis
- 📄 **Quiz 4:** Some Notes on Grammar and Style

Policies, Due Dates, and Weightings

- Please see the Course Syllabus (“Course Regulations”) for policies.
- Please see the Course Syllabus (“Key Dates and Assignment Weightings”) for weightings.
- Please see the Course Syllabus (“Course Outline and Reading List”) for due dates.

Academic Integrity

Please see the Course Syllabus (Appendix Z) for the English Department’s policy on Academic Integrity and Plagiarism. Students should also read carefully the Academic Integrity and Plagiarism resources listed in the Course Syllabus (“Academic Integrity”). Students should contact Dr May and/or their TA if they have any questions or concerns about Academic Integrity and/or Plagiarism.

Purpose of the Quizzes

The purpose of the Quizzes is for students to demonstrate their knowledge and understanding of key course concepts:

- **Syllabus Quiz:** the basic structure of the course as outlined in the Introductory class and the Course Syllabus
- **AI Quiz:** the fundamental principles of academic integrity and avoiding plagiarism
- **Quiz 1:** crafting effective thesis statements for analytical literary essays as outlined in Writing Seminar 1
- **Quiz 2:** structuring analytical literary essays as outlined in Writing Seminar 2
- **Quiz 3:** structuring analytical paragraphs as outlined in Writing Seminar 3
- **Quiz 4:** avoiding common grammatical and stylistic errors as outlined in Writing Seminar 4

Students will go on to apply their knowledge and understanding of these key course concepts in the Writing Assignments for the course.

Quiz Guidelines

- Students are expected to complete the series of Quizzes on onQ (under “Assessments” > “Quizzes”).
- Each Quiz contains a series of multiple-choice questions based directly on the relevant material indicated above.
- The Quizzes are open-book assessments: students may consult their course textbooks, course materials, and/or course notes to complete each Quiz.
- Each Quiz should take approximately 10 minutes to complete. However, no time limits have been imposed on the Quizzes on onQ. Students may take as long as they wish to complete each Quiz.
- Each Quiz has a recommended date of completion. However, no due dates have been imposed on the Quizzes on onQ, other than the last day of class. Students may complete each Quiz whenever they wish, until the final

day of class. On the final day of class, the Quizzes will automatically close on onQ, and no further attempts will be permitted. Students are encouraged to complete each Quiz by the recommended date of completion.

- Students may attempt each Quiz only once. Students may not reattempt Quizzes they have already completed.
- Students may complete the Quizzes in any order they wish. However, it is highly recommended that students complete the Quizzes in the order they are presented in the course, as the content of some Quizzes build on knowledge acquired in preceding Quizzes.
- Students are expected to complete the Quizzes independently, without consultation with other students, to avoid departures from academic integrity.

Evaluation

Quizzes are worth 10% of students' final grade for the course, 1% or 2% per Quiz. The Quizzes are automatically assessed and graded on onQ, and final results are immediately posted to students' grades for the course on onQ.

Students should contact Dr May if they have questions or concerns about Quizzes.

Appendix D

General Instructions for Writing Seminars

Dr May will provide essay-writing instruction in the form of 4 Writing Seminars:

-  **Writing Seminar 1:** Crafting Effective Thesis Statements
-  **Writing Seminar 2:** How to Structure an English Essay
-  **Writing Seminar 3:** Claim, Evidence, and Analysis
-  **Writing Seminar 4:** Some Notes on Grammar and Style

Policies, Due Dates, and Weightings

- Please see the Course Syllabus (“Course Regulations”) for policies.
- Please see the Course Syllabus (“Key Dates and Assignment Weightings”) for weightings.
- Please see the Course Syllabus (“Course Outline and Reading List”) for due dates.

Purpose of the Writing Seminars

The purpose of the Writing Seminars is to introduce students to some of the fundamentals of analytical essay writing, and to familiarize students with some of the basic requirements and expectations of university-level essays in English studies.

Students are expected to apply this knowledge in the 4 Writing Assignments for the course. They should articulate an effective thesis statement as outlined in Writing Seminar 1, adhere to the structural guidelines outlined in Writing Seminars 2 and 3, and avoid common grammatical and stylistic errors as outlined in Writing Seminar 4.

Readings

Readings for Writing Seminars are contained in two sources:

- **Writing Seminars 1-3:** Paul Headrick’s *A Method for Writing Essays About Literature*
- **Writing Seminar 4:** selected writing resources and documents on OWL and/or Dr May’s class Web site

Please see the Course Syllabus (“Course Outline and Reading List”) for the specific readings from these sources for each Writing Seminar.

Students should contact Dr May if they have questions or concerns about the Writing Seminars.

Appendix D4

Writing Seminar 4 Handout

Below is a sample analytical paragraph consisting of 10 sentences. The paragraph contains 10 grammatical and stylistic errors commonly seen in undergraduate Essays. How many errors can you find and correct? In Writing Seminar 4, Dr May will review this paragraph sentence by sentence, identify the grammatical or stylistic errors, and provide information on how to correct all 10 errors.

¹ Through both the prisoners decision to turn himself in and his families threat to Daru, the story suggests that personal attachments are powerful and inescapable. Daru and the ² prisoner go to sleep, the prisoner asks Daru if he will be accompanying him to Tinguit. When ³ Daru says he doesn't know, the man says, "Come with us" (8). The urgency of his request, ⁴ phrased as an invitation or a command, suggest that he feels an attachment to Daru. The power ⁵ of this attachment is evident when, after he is left to do as he pleases, the man expresses "a sort of panic" (11) then stands with "his arms hanging" (12) before taking the road to prison. This ⁶ suggests that complete freedom distresses him, while his "hanging" arms imply an inability to ⁷ act on his freedom. By looking at Daru then taking the road to prison, Camus suggests that the man's attachment to the schoolmaster guides his actions more powerfully than does his free ⁸ will. The power of personal attachments also emerges through the message on Daru's ⁹ chalkboard, "You handed over our brother. You will pay for this" (12). Although Daru has tried to completely detach himself from other people, the board's reference to communal ¹⁰ brotherhood suggests that such detachment is impossible. The quote, "You will pay for this" further implies that the consequences of his attachments to other people are inescapable.

Adapted from Paul Headrick, "A Literary Analysis on a Short Story," A Method for Writing Essays About Literature, 3rd ed., Nelson, 2013, Appendix 2, pp. 93-94.

Please see the Course Syllabus (Appendix D) for general Zoom Meeting instructions.

Appendix X

General Instructions for Examinations

Some of the Writing Assignments for this course will be written during the Examination period.

Policies, Due Dates, and Weightings

- Please see the Course Syllabus (“Course Regulations”) for policies.
- Please see the Course Syllabus (“Key Dates and Assignment Weightings”) for weightings.
- Please see the Course Syllabus (“Course Outline and Reading List”) for due dates.

Queen’s University Examination Regulations

Please see the university registrar’s Web site for the university’s Examination regulations.

 Queen’s University Examination Regulations
https://www.queensu.ca/registrar/academic-info/exams/students

Instructions

Here are the instructions for the Examinations exactly as they will be phrased on the Examination paper:

General Instructions: Answer all questions in the answer booklets provided. Please make sure your student number is written clearly on the front of all answer booklets. Please note: Proctors are unable to respond to queries about the interpretation of Examination questions. Do your best to answer the questions as written.

Examination Instructions: It is highly recommended that you read this entire Examination paper through before you begin to write. This Examination is 3 hours in length. Please remember to phrase all of your responses in complete sentences. You will not receive credit for responses in point form or otherwise not phrased in complete sentences. Please double-space your responses. You will be penalized for failing to double-space your responses. No aids are permitted.

[The instructions in Appendix A2 (for the Midcourse Exam) or Appendix A4 (for the Final Exam) will follow.]

Students should contact Dr May if they have any questions or concerns about the Examinations.

 Examination Tips
• Students are encouraged to review the university’s Examination regulations. The university penalizes students who do not adhere to these regulations.

Appendix Y

Grade Conversion Scale

For all assignments in this course, students will receive both a numerical mark and a letter grade. Numerical marks and letter grades correspond to each other according to the following table, which is based on Queen's Official Grade Conversion Scale:

	Letter Grade	Mark Range	GPA	Verbal Meaning	
	A+	90-100	4.3	Far exceeds expectations	
	A	85-89	4.0	Exceeds expectations	
	A-	80-84	3.7		
	B+	77-79	3.3	Meets expectations	
	B	73-76	3.0		
(typical median)	B-	70-72	2.7		(typical median)
	C+	67-69	2.3	Falls short of expectations	
	C	63-66	2.0		
	C-	60-62	1.7		
	D+	57-59	1.3	Falls considerably short of expectations	
	D	53-56	1.0		
	D-	50-52	0.7	Falls far short of expectations	
	F	0-49	0.0	Failing grade	

At the end of the course, students' "Final Calculated Grade" on onQ will be rounded up to the next whole number and converted to a final letter grade according to the table above. Only the final letter grade will appear on students' transcript and be used to calculate students' GPA.

The typical median for this course is 70% (B-).

Appendix Z

Queen's Department of English Statement on Academic Integrity

Queen's University values and promotes an ethos of academic integrity, based on the values of honesty, trust, fairness, respect, responsibility, and courage. Departures from these values compromise the integrity of the scholarly community that the University strives to foster. Such departures are accordingly regarded with great seriousness, and are subject to a range of sanctions.

The following are examples of departures from academic integrity:

- plagiarism, such as the unacknowledged use of sources;
- using unauthorized materials during a test;
- facilitation, such as the buying or selling of term papers;
- the forging of documents; and
- falsification, such as impersonating someone in an examination.

These values and departures from them are more fully defined and explained in Queen's Arts and Science Regulation 1, "Academic Integrity":

 Queen's University Faculty of Arts and Science Academic Calendar
https://www.queensu.ca/academic-calendar/arts-science/

Students should familiarize themselves with this Regulation, which provides the framework within which the Department treats all departures from academic integrity.

Plagiarism

The boundary between what may be regarded as appropriate borrowing on the one hand, and plagiarism or improper borrowing on the other, may vary from one discipline to another. Students taking courses in the Department need to understand what constitutes plagiarism in the discipline of English, why it is so regarded, and how to avoid inadvertently crossing the boundary between the acceptable and the unacceptable use of sources.

To ensure that all students understand these issues, the Department requires that this document be appended to every course syllabus. The purpose of this document is thus to inform. It does not imply a presumption of anyone's intent to plagiarize. Many instructors also devote class time to the subject, and provide opportunity for discussing it. In any case, students who are unsure about what constitutes plagiarism should seek clarification from their instructor.

Citation of Sources: Purposes and Methods

Since plagiarism results from inadequate citation of the sources of one's ideas or expressions, it is important to begin by understanding the purposes for citation. Citing sources properly is not just a matter of avoiding plagiarism; it has rhetorical purposes within an essay and constructive purposes within the discipline. A literary essay is not a simple monologue, in which everything originates with the essayist; it is more like a conversation involving the essayist, the subject matter, the reader, and (in many cases) other critics who have commented on the subject before.

Citation is a way of making the conversation and the essayist's part in it clear by attributing all parts to their proper sources. If exact citation makes clear what the essayist's debts are, it also helps to highlight the essayist's own contributions. Proper citation has several other positive functions:

- enhancing essayists' authority by showing that they have informed themselves on the subject,
- sharing information (e.g., by identifying sources the reader may not have known), and
- ensuring accuracy by making representations of others' ideas and statements subject to checking.

Methods or formats of citation vary somewhat from one discipline to the next: for instance, while social scientists commonly use the American Psychological Association (or APA) style of citation, the Modern Language Association (or MLA) style is widely accepted in the discipline of literary studies and is considered standard within the Department.

Plagiarism: Definitions and Guidelines

Just as different disciplines use different styles of citation, what counts as permissible borrowing and what counts as plagiarism may also differ between disciplines. A borrowing without citation that may be acceptable in one discipline because it is considered a statement of fact or of common knowledge may be unacceptable in a literary research paper because it is considered somebody's representation or interpretation. In general, the discipline of literary studies is more sensitive than others to the integrity of particular interpretations, representations, and phrasings, and more likely to view the representation of these elements as requiring citation.

Arts and Science Regulation 1, which is binding for all Departments, defines plagiarism as "presenting another's ideas or phrasings as one's own without proper acknowledgement." The Regulation provides the following examples of prohibited acts:

- copying and pasting from the Internet, a printed source, or other resource without proper acknowledgement;
- copying from another student;
- using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement;
- submitting the same piece of work in more than one course without the permission of the instructors.

Facilitation of a departure from academic integrity, such as "knowingly allowing one's essay or assignment to be copied by someone else" or "the buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism," is also prohibited. In the words of Regulation 1, this listing "defines the domain of relevant acts without providing an exhaustive list."

The Department also offers the following guidelines on how to avoid plagiarism in undergraduate English essays:

- Electronic sources (e.g., Web sites, online databases) have the same status as printed sources (e.g., books, journal articles). Borrowings from either type of source must be fully and specifically acknowledged.
- Listing a source on a page of Works Cited is not in itself adequate acknowledgement. All specific borrowings from the source (whether of ideas or of language) must also be acknowledged locally with internal citations and, where appropriate, with quotation marks.
- An internal citation is not adequate if it is not clear how much information has been taken from the cited source. For example, a citation at the end of a paragraph is not adequate if it remains unclear whether the borrowing extends to one sentence or to more, or whether it extends to ideas only or also to the language used to express those ideas. In some cases, a borrowing with inadequate citation can constitute plagiarism.
- Do not attribute greater claims to a source than the source actually makes or alter a quotation without indicating how it has been altered.
- Collaboration in the writing of an essay is permitted only if specified in the assignment, and then the assignment should be co-signed; presenting collaborative work without acknowledgement may fall under the

definition of plagiarism. If in doubt, students should ask their instructor whether or to what extent collaboration is permitted.

- Unforeseen difficulties (e.g., illness or family emergency) are not an excuse for plagiarism, for they can be dealt with in other ways. In such cases, students should ask their instructor for accommodation.
- Plagiarism can occur with or without intent; the definitions used by Arts and Science Regulation 1 and by the Department do not presume a deliberate attempt to deceive. Unintentional plagiarism may result if the essayist copies sources carelessly, forgets what originates with the sources, and then represents ideas or language taken from those sources as original work. It is therefore important to keep track of exactly what comes from where during the research process. It is the student's responsibility to ensure that there can be no misunderstanding about what information should be credited to the student and what derives from another source.
- It is also the student's responsibility to ensure that the version of work submitted for academic credit is the final version; a claim that a wrong draft was submitted by accident will not be accepted as an excuse for plagiarism.

Students who are uncertain about how to document a specific source, or about what constitutes plagiarism in the fulfilment of a specific assignment, should seek clarification from the instructor. Seeking such clarification is their responsibility.

How Possible Departures from Academic Integrity are Treated

Arts and Science Regulation 1 prescribes a procedure for dealing with cases where a possible departure from academic integrity is suspected. This procedure is here summarized.

For more detail, students should consult the Regulation itself, as well as the Academic Integrity section of the Faculty of Arts and Science Web site:

 Queen's University Faculty of Arts and Science Academic Integrity Web Site
https://www.queensu.ca/artsci/undergraduate/student-services/academic-integrity

An instructor who has concerns relating to a possible departure from academic integrity will send to the student a "Notice of Investigation," outlining the basis for concern. Students must respond to this notice within ten days, either by contacting the instructor to arrange a meeting or by notifying their intention to submit a written response. Either option gives students an opportunity to respond to the instructor's concerns; students who opt for a meeting are entitled to bring a friend or advisor.

After the meeting, or after receiving a written response, the instructor will determine whether the evidence warrants a finding of a departure from academic integrity. An instructor who determines that there are no grounds for such a finding will inform the student, and all documents in the case will be destroyed. An instructor who determines that the evidence does warrant a finding of such a departure will then decide, taking into account the seriousness of the finding and all relevant circumstances, whether the finding is Level 1 or Level 2, and what sanction to impose.

The distinction between a Level 1 and a Level 2 finding is described in Arts and Science Regulation 1. Briefly, a Level 1 finding is less serious, the sanction is imposed within the Department, and the record is kept in a separate file in the Faculty Office, but not in the student's main file, and is only consulted in the case of a subsequent finding. In the Department, the sanction for a Level 1 finding is often a mark of zero for the particular assignment.

More serious cases, those categorized as Level 2, typically include some aggravating circumstance, such as the existence of a previous finding, and the sanction may involve a student failing the entire course. Level 2 findings are kept in a student's main file in the Faculty Office.

In all cases, the instructor will send the student a formal notice of a "Finding of a Departure from Academic Integrity." The student has a right to appeal this finding or to appeal the sanction, and the procedure for doing so is described on the form. In some instances, and always when the student has previously been the subject of a finding of a departure from academic integrity, the instructor will refer the finding to the Associate Dean (Studies), who may apply a more serious sanction, possibly including a recommendation to Senate that the student be required to withdraw from the University.

It is the responsibility of all students to read both Faculty and Department policies on this matter. For the Faculty policy, see Arts and Science Regulation 1.

Essential Further Reading

The Department endorses the Purdue Online Writing Lab (OWL), which contains a wealth of information for English students:

 Purdue Online Writing Lab (OWL)
https://owl.purdue.edu/

Questions?

If you have any questions about Academic Integrity or Plagiarism, please speak to your instructor or contact the Undergraduate Chair via e-mail (ugrad.english@queensu.ca).

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