

# ENGL 200-700 FW 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 200-700: A History of Literature in English

Course Syllabus (Fall and Winter 2025-2026)

#### Instructor

Dr Robert G. May Associate Professor Department of English

#### **E-Mail Address**

mayr@queensu.ca

#### Office Location

Room 524, John Watson Hall

#### Office Hours (Fall and Winter 2025-2026)

Tuesdays, 10.00 a.m. ET – 12.00 noon ET or at other times by arrangement

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.

#### onO Site

https://onq.queensu.ca/

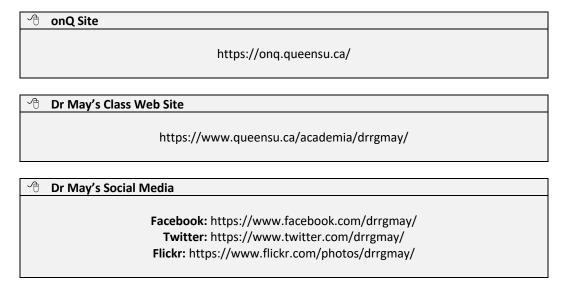
#### **Class Web Site**

https://www.queensu.ca/academia/drrgmay/

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: Essay Instructions	19		
Appendix B: Discussion Forum Instructions	27		
Appendix C: Quiz Instructions	30		
Appendix D: Zoom Meeting Instructions	32		
Appendix X: Examination Instructions	34		
Appendix Y: Grade Conversion Scale	35		
Appendix Z: Statement on Academic Integrity	36		

#### onQ Site, Class Web Site, and Social Media



ENGL 100 is a Queen's University online course. 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 computer 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. For technical information and assistance, please contact Queen's Continuing and Distance Studies (CDS) via telephone (613.533.3322) or e-mail (cds@queensu.ca).

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).

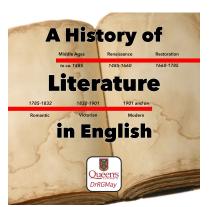
#### **About the Course**

#### **Course Description**

ENGL 200 introduces students to the history of literature in the English language, from early writings from the Anglo-Saxon period to contemporary works from around the English-speaking world. Organized around works representative of major periods, movements, and places in literary history, and supplemented by historical information and documents, the course traces developments in the definition of English as a literary language, the status and role of the writer in society, and the ways in which literary texts circulate, as each relates and contributes to the understanding of individual texts.

The course is divided into six units that correspond to the major periods of literature in English studies:

- Unit A: The Middle Ages
- Unit B: The Sixteenth Century and the Early Seventeenth Century
- Unit C: The Restoration and the Eighteenth Century
- Unit D: The Romantic Period
- Unit E: The Victorian Age
- Unit F: The Twentieth and Twenty-First Centuries



#### **Books**

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

The following books may be purchased 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 8 books are required for this course:

#### Anthology

Greenblatt, Stephen, ed. <i>The Norton Anthology of English Literature</i> . Volume A. 11th ed. Greenblatt, Stephen, ed. <i>The Norton Anthology of English Literature</i> . Volume B. 11th ed. Greenblatt, Stephen, ed. <i>The Norton Anthology of English Literature</i> . Volume C. 11th ed.	(\$95)
Greenblatt, Stephen, ed. <i>The Norton Anthology of English Literature</i> . Volume D. 11th ed. Greenblatt, Stephen, ed. <i>The Norton Anthology of English Literature</i> . Volume E. 11th ed. Greenblatt, Stephen, ed. <i>The Norton Anthology of English Literature</i> . Volume F. 11th ed.	(\$95)

**Note:** The Norton Anthology of English Literature is sold in 2 separate packages of 3 books each. All 6 books are required for the course.

#### **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.

#### **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. Internet Access

- a. For students who will be out of Canada during the course, please be advised that some Web sites that are required to complete online courses, including onQ, are sometimes blocked intermittently in some countries (e.g., China), which may pose an impediment to students in completing the course.
- b. Accommodations cannot be made for students based on the lack of reliable Internet access. It is students' responsibility to ensure that they have adequate Internet access for the entirety of the course.

#### 2. Structure of the Course

- a. The course is 24 weeks in length, 12 weeks in the fall term and 12 weeks in the winter term, and is divided into 6 units:
  - Fall Term Weeks 1-3: Unit A (The Middle Ages)
  - Fall Term Weeks 4-8: Unit B (The Sixteenth Century and the Early Seventeenth Century)
  - Fall Term Weeks 9-12: Unit C (The Restoration and the Eighteenth Century)
  - Winter Term Weeks 1-4: Unit D (The Romantic Period)
  - Winter Term Weeks 5-8: Unit E (The Victorian Age)
  - Winter Term Weeks 9-12: Unit F (The Twentieth and Twenty-First Centuries)
- b. For each unit, students are expected to read a set of assigned materials from *The Norton Anthology of English Literature* (a required book for the course), in conjunction with detailed Course Notes by Dr May posted on onQ (under "Content" > "Course Notes").
- c. To supplement the information provided in the Course Notes, Dr May will host 4 ungraded Live Chats conducted via Zoom (under "Content" > "Zoom Meetings" > "Live Chats"), which students may either participate in live or watch a recording of afterwards.
- d. Throughout the course, students will have the opportunity to demonstrate their understanding of the readings and course concepts via a series of online Discussion Forums on onQ (under "Communications" > "Discussions").
- e. The course also contains instruction on essay-writing skills, drawn from Paul Headrick's A Method for Writing Essays About Literature (a required book for the course).
- f. To supplement the essay-writing information provided in Headrick's book, Dr May will host 4 ungraded Writing Seminars conducted via Zoom (under "Content" > "Zoom Meetings" > "Writing Seminars"), which students may either participate in Live or watch a recording of afterwards.
- g. Following each Writing Seminar, students will have the opportunity to demonstrate their understanding of essay-writing information and concepts via a series of multiple-choice Quizzes to be completed on onQ (under "Assessments" > "Quizzes").
- h. In Weeks 6 and the Examination period of each term, students will have the opportunity to demonstrate their combined understanding of the readings and course concepts, and of the essay-writing information and concepts, in the form of 4 Essays, submitted via onQ (under "Assessments" > "Assignments") or written as an Examination.

#### 3. Essays

- a. Students must complete 4 Essays of varying lengths as take-home assignments and/or Examinations.
- b. Students must submit Essays by the date and time designated by Dr May.
- c. Students may submit take-home Essays 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 Essays more than 14 days after the original due date (not any revised or extended due date) under any circumstances.

- d. Students are encouraged not to wait until the last minute to submit their Essays, as lateness penalties begin to accrue immediately following the designated due dates.
- e. Students may arrange for an extension on an Essay 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 Essay on the due date.
- f. Students may not rewrite Essays.
- g. Students must submit Essays only via onQ (i.e., not via hard copy, e-mail, etc.). Students are responsible for ensuring they upload their Essays according to the instructions on onQ. Students who experience technical difficulties in uploading their Essays should contact Queen's ITS for assistance. Accommodations cannot be made for students who do not upload their Essays correctly.
- h. Students must submit only the final version of their Essays. Accommodations cannot be made for students who submit an incorrect draft or version of Essays to onQ.
- i. Students will receive individual, personalized feedback on their Essays from their TA.
- j. Please see Appendix A for complete Essay instructions and topics.

#### 4. Discussion Forums

- a. In response to the readings from *The Norton Anthology of English Literature*, the Course Notes, and/or the Live Chats, students are expected to contribute to the 4 Discussion Forums on a regular basis throughout the course, to help approximate the type of discussion that might take place in a classroom lecture or seminar setting.
- b. Each of the 4 Discussion Forums is divided into 3 Discussion Forum Topics, each of which is open for a limited time only, staggered throughout the course.
- c. Students must post their questions or comments on each Discussion Forum Topic via onQ by 5.00 p.m. ET on the Discussion Forum Topic closing dates, after which the Discussion Forum Topic will be automatically closed, and no further posts will be permitted.
- d. Dr May will evaluate the 4 Discussion Forums as 4 separate assignments. Therefore, students who are unable to contribute very often or actively in one Discussion Forum Topic within any given Discussion Forum can help make up for it by contributing more often and actively in the other Discussion Forum Topic(s) within that same Discussion Forum (e.g., students who are unable to contribute to Discussion Forum Topic 1a can help make up for it by contributing more actively to Discussion Forum Topic 1b and/or Discussion Forum Topic 1c).
- e. Because they are a synchronous, class-participation exercise, extensions are not available for the Discussion Forums under any circumstances.
- f. Students will receive general, standardized feedback on their participation in the Discussion Forums from Dr May, based on their grade for each Discussion Forum.
- g. Students who do not participate in any given Discussion Forum will receive a mark of 0 on that Discussion Forum.
- h. Please see Appendix B for complete Discussion Forum instructions.

#### 5. 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 other key course concepts.
- 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 class. 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 class, after which no further attempts will be permitted.
- d. Students may not rewrite or reattempt Quizzes.

- 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 class will receive a mark of 0 on that Quiz.
- g. Please see Appendix C for complete Quiz instructions.

#### 6. Zoom Meetings

- a. Throughout the course, Dr May will host a series of ungraded Zoom Meetings: 4 Live Chats, 4 Writing Seminars, plus additional informational meetings about Examinations, Academic Integrity, and other topics.
- b. All Zoom Meetings take place on the same day of the week, but they have been scheduled at different times of day to help accommodate students' various schedules and time zones.
- c. At the scheduled day and time, students should access the Zoom Meeting via the link on onQ (under "Content" > "Zoom Meetings").
- d. During the Zoom Meeting, students will have the opportunity to engage in live discussion about the course concepts with Dr May, the TAs, and other students in the course.
- e. Each Zoom Meeting will be approximately 1 hour in length.
- f. The Zoom Meetings are ungraded activities.
- g. Students who are unable to participate live can watch recordings of the Zoom Meetings, which will be posted the day after each Zoom Meeting on onQ.
- h. Please see Appendix D for complete Zoom Meeting instructions.

#### 7. Examinations

- a. Some of the Essays for the course will be written as Examinations during the Examination period.
- 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 and format.

#### **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).

#### Essays<sup>1</sup>

Wk. 6	Fri. 10 Oct. 2025	Essay 1: Due at 5.00 p.m. ET (Appendix A)	10%
Exam	TBA	Essay 2: Time and location TBA (Appendix A, X)	20%
Wk. 6	Fri. 13 Feb. 2026	Essay 3: Due at 5.00 p.m. ET (Appendix A)	10%
Exam	TBA	Essay 4: Time and location TBA (Appendix A, X)	25%

#### Discussion Forums<sup>2</sup>

Wk. 6	Fri. 10 Oct. 2025	Discussion Forum 1: Closes at 5.00 p.m. ET (Appendix B)	5%
Wk. 12	Fri. 28 Nov. 2025	Discussion Forum 2: Closes at 5.00 p.m. ET (Appendix B)	5%
Wk. 6	Fri. 13 Feb. 2026	Discussion Forum 3: Closes at 5.00 p.m. ET (Appendix B)	5%
Wk. 12	Fri. 3 Apr. 2026	Discussion Forum 4: Closes at 5.00 p.m. ET (Appendix B)	5%

#### Quizzes<sup>3</sup>

Wk. 2	Fri. 12 Sept. 2025	Syllabus Quiz: Recommended completion date (Appendix C)	3%
Wk. 2	Fri. 12 Sept. 2025	Al Quiz: Recommended completion date (Appendix C)	2%
Wk. 6	Fri. 10 Oct. 2025	Quiz 1: Recommended completion date (Appendix C)	3%
Wk. 12	Fri. 28 Nov. 2025	Quiz 2: Recommended completion date (Appendix C)	3%
Wk. 6	Fri. 13 Feb. 2026	Quiz 3: Recommended completion date (Appendix C)	2%
Wk. 12	Fri. 3 Apr. 2026	Quiz 4: Recommended completion date (Appendix C)	2%

#### Zoom Meetings<sup>4</sup>

	Thursdays	•	Zoom Meetings: Various times of day (Appendix D)
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100%

<sup>&</sup>lt;sup>1</sup>For Essays written during the Examination period, please monitor your SOLUS account and/or onQ for Examination information as it becomes available from the Exams Office.

<sup>&</sup>lt;sup>2</sup>Please see the "Course Outline and Reading List" below for the closing dates of individual Discussion Forum Topics. The final Topic of each Discussion Forum closes on the dates and times indicated above.

<sup>&</sup>lt;sup>3</sup>Please see the "Course Outline and Reading List" below for the recommended completion dates for individual Quizzes. All Quizzes must be completed by the final day of classes as indicated above.

<sup>&</sup>lt;sup>4</sup>Please see the "Course Outline and Reading List" below for the dates and times of individual Zoom Meetings. Zoom Meetings are ungraded activities.

#### **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 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, 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

Students are strongly encouraged to read and understand all of these plagiarism and academic integrity resources. Students should contact Dr May if they have any questions about plagiarism or academic integrity:

- Queen's University Faculty of Arts and Science Academic Integrity Web Site (please see the URL above)
- Queen's University Faculty of Arts and Science Regulation 1 (please see the Academic Calendar)
- Queen's University Department of English Official Policy on Academic Integrity (please see Appendix Z)
- The Purdue Online Writing Lab, "Use of Sources and Avoiding Plagiarism" (please see "Links" for URL)
- May, Robert G. "Avoiding Plagiarism." (please see the Class Web Site, under "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

Students will benefit most highly from their appointments at the Writing Centre by following these 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 sheet to the appointment, so the writing consultant can see the essay 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.

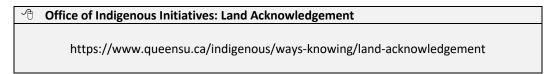
#### Links

#### **English Department Web Site**



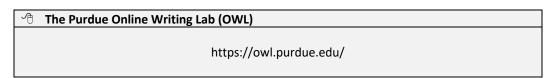
Students are encouraged to make use of the English Department's Web site, which contains important information about the undergraduate and graduate English and Creative Writing programmes at Queen's University, as well as a number of helpful resources for students of English Literature and Creative Writing.

#### **Land Acknowledgement**



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 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 outline and reading schedule is subject to revision. Please consult the electronic version of this Course Syllabus on the class Web site (under "Courses" > "ENGL 200-700" > "Syllabus") for corrections and updates.

☐ Icon Key	
Literature Readings	<ul><li>✓ Introductory: Introductory reading</li><li>✓ Main: Main reading</li></ul>
	<b>NAEL:</b> The Norton Anthology of English Literature
Writing Skills Readings	Headrick: Headrick reading Online: Online reading
	Headrick: A Method for Writing Essays About Literature Class Web Site: see p. 2 for URL
Key Dates	No Class: Classes on these dates will not be held Assignment: Assignments are due on these dates

#### **Fall Term**

#### **Introduction to ENGL 200**

Wks.	Sun. 31 Aug. 2025-	Course Syllabus
1-2	Sat. 13 Sept. 2025	

#### Unit A: The Middle Ages (to ca. 1485)

	NAEL A3-29
Introduction to "The Myth of Arthur's Return" Cluster	NAEL A139
Introduction to "Romance" Cluster	NAEL A141-42
	NAEL A215-16
Introduction to "Religious Exclusions and Identities"	NAEL A285-86
Cluster	
Introduction to "What the Animals Say" Cluster	NAEL A644-46
⊕ Bede Biography	NAEL A30-31
From An Ecclesiastical History of the English People	NAEL A31-33
	NAEL A232-33
From The Book of Margery Kempe	NAEL A233-46
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Thurs. 4 Sept. 2025	Intro to ENGL 200: Takes place at 11.00 a.m. ET (Appendix D)
Thurs. 11 Sept. 2025	Academic Integrity: Takes place at 9.00 a.m. ET (Appendix D)
Fri. 12 Sept. 2025	Syllabus Quiz: Recommended completion date (Appendix C)
Fri. 12 Sept. 2025	Al Quiz: Recommended completion date (Appendix C)
Fri. 12 Sept. 2025	Discussion Forum 1a: Closes at 5.00 p.m. ET (Appendix B)

Wks. 3-4	Sun. 14 Sept. 2025- Sat. 27 Sept. 2025	<ul> <li>Geoffrey Chaucer Biography</li> <li>✓ Introduction to <i>The Canterbury Tales</i></li> <li>☐ "The General Prologue"</li> </ul>	NAEL A467-70 NAEL A471-73 NAEL A473-93
		The deficial Prologue	NALL A475-55
		Introduction to "The Wife of Bath's Prologue and Tale"  "The Wife of Bath's Prologue and Tale"	<i>NAEL</i> A512 <i>NAEL</i> A513-40
		•	
	Unit B: The Sixteenth	Century and the Early Seventeenth Century (1485-1660)	
			<i>NAEL</i> B3-37
		← Introduction to "Faith in Conflict" Cluster	NAEL B141-42
		← Introduction to "Women and Power" Cluster	NAEL B201-02
			NAEL B466
		Introduction to "England and the World" Cluster	NAEL B787-90
		Introduction to the Early Seventeenth Century	NAEL B849-81
			<i>NAEL</i> B1310
		Sir Thomas Wyatt the Elder Biography	NAEL B120-22
		"The Long Love That in My Thought Doth Harbour"	NAEL B122-23
		"Whoso List to Hunt"	NAEL B123-24
		(I Find No Peace"	NAEL B124-25
		(My Galley"	NAEL B125
		Henry Howard, Earl of Surrey Biography	NAEL B134-35
		"The Soote Season"	NAEL B135
		"Love, That Doth Reign and Live Within My Thought"	NAEL B136
		"Alas! So All Things Now Do Hold Their Peace"	NAEL B136-37
	Thurs. 25 Sept. 2025	Writing Seminar 1: Takes place at 9.00 a.m. ET (Appendic	ix D)
	Fri. 26 Sept. 2025	Discussion Forum 1b: Closes at 5.00 p.m. ET (Appendix B	3)
Wks.	Sun. 28 Sept. 2025-		NAEL B561-62
5-6	Sat. 11 Oct. 2025		<i>NAEL</i> B581
		Doctor Faustus	NAEL B582-617
		William Shakespeare Biography	<i>NAEL</i> B620-24
		A Introduction to Sonnets	NAEL B624
		Dedication	NAEL B625
		Sonnet 1	NAEL B625
		Sonnet 12	NAEL B626
		Sonnet 18	NAEL B626 NAEL B626-27
		Sonnet 29	NAEL B628
		Sonnet 106	NAEL B628 NAEL B634
		Sonnet 116	NAEL B634 NAEL B635
		Sonnet 126	NAEL B635 NAEL B636
		Sonnet 130	NAEL B636 NAEL B637
		Sonnet 138	NAEL B637 NAEL B638
		Sonnet 147	NAEL B638 NAEL B639
		See Joiniet 17/	14ALL 0033
	Thurs. 9 Oct. 2025	Live Chat 1: Takes place at 11.00 a.m. ET (Appendix D)	
	Fri. 10 Oct. 2025	Quiz 1: Recommended completion date (Appendix C)	
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	Fri. 10 Oct. 2025	Discussion Forum 1c: Closes at 5.00 p.m. ET (Appendix B	)
	Fri. 10 Oct. 2025	Essay 1: Due at 5.00 p.m. ET (Appendix A)	
	Fall Reading Week takes place 12-18 Oct. 2025.		
Wks. 7-8	Sun. 19 Oct. 2025- Sat. 1 Nov. 2025	John Donne Biography  "The Flea"  "The Canonization"  "A Valediction: Forbidding Mourning"  From Holy Sonnets	NAEL B882-85 NAEL B886 NAEL B889-90 NAEL B897-98 NAEL B910-15
		Robert Herrick Biography  "The Argument of His Book"  "Delight in Disorder"  "Corinna's Going A-Maying"  "To the Virgins, to Make Much of Time"	NAEL B1219-20 NAEL B1220 NAEL B1221-22 NAEL B1222-23 NAEL B1224
		Andrew Marvell Biography  "A Dialogue Between the Soul and the Body"  "To His Coy Mistress"  "The Definition of Love"  "The Garden"	NAEL B1265-66 NAEL B1268-69 NAEL B1272-73 NAEL B1224 NAEL B1280-82
		<ul><li>John Milton Biography</li><li>Introduction to Paradise Lost</li></ul>	<i>NAEL</i> B1381-85 <i>NAEL</i> B1427-29

Thurs. 30 Oct. 2025	•	Fall Exam Info <mark>Session</mark> : Takes place at 12.00 noon ET (Appendix D)
Fri. 31 Oct. 2025		Discussion Forum 2a: Closes at 5.00 p.m. ET (Appendix B)

NAEL B1429-48

## Unit C: The Restoration and the Eighteenth Century (1660-1785)

Paradise Lost, Book 1

Wks.	Sun. 2 Nov. 2025-	Introduction to the Restoration and the Eighteenth	NAEL C3-29
9-10	Sat. 15 Nov. 2025	Century	
		Introduction to "Science, Society, and God" Cluster	NAEL C93-96
			NAEL C323-25
		Cluster	NAEL C669-72
		Introduction to "The Rise of the Novel" Cluster	NAEL C743-44
			NAEL C926-30
		Introduction to "Britain and Transatlantic Slavery"	
		Cluster	NAEL C997-99
		John Dryden Biography	NAEL C30-31
		← Introduction to "Mac Flecknoe"	NAEL C58-59
		"Mac Flecknoe"	NAEL C59-64
			NAEL C67
		From "An Essay of Dramatic Poesy"	NAEL C68-70
		From "The Author's Apology for Heroic Poetry and Heroic Literature"	NAEL C71-72

			From "A Discourse Concerning the Original and Progress of Satire"	NAEL C72-73
			John Wilmot, Second Earl of Rochester Biography "A Satire Against Reason and Mankind"	NAEL C132 NAEL C137-43
			Jonathan Swift Biography "A Modest Proposal"	NAEL C362-64 NAEL C511-17
	Thurs. 13 Nov. 2025	•	Writing Seminar 2: Takes place at 10.00 a.m. ET (Appena	lix D)
	Fri. 14 Nov. 2025		Discussion Forum 2b: Closes at 5.00 p.m. ET (Appendix B)	
Wks. 11-12	Sun. 16 Nov. 2025- Sat. 29 Nov. 2025		Alexander Pope Biography Introduction to "The Rape of the Lock" "The Rape of the Lock"  Samuel Johnson Biography Introduction to "The Vanity of Human Wishes" "The Vanity of Human Wishes"	NAEL C517-21 NAEL C537-38 NAEL C538-57 NAEL C788-90 NAEL C790 NAEL C790-98
			Olaudah Equiano Biography From The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself	NAEL C1081-82 NAEL C1082-101
	Thurs. 27 Nov. 2025	•	Live Chat 2: Takes place at 12.00 noon ET (Appendix D)	
	Fri. 28 Nov. 2025		Quiz 2: Recommended completion date (Appendix C)	
	Fri. 28 Nov. 2025		Discussion Forum 2c: Closes at 5.00 p.m. ET (Appendix B)	

Essay 2: Time and location TBA (Appendix A, X)

#### Winter Term

TBA

### Unit D: The Romantic Period (1785-1832)

Wks. 1-2	Sun. 4 Jan. 2026- Sat. 17 Jan. 2026	<ul> <li>Introduction to the Romantic Period</li> <li>Introduction to "Balladry and Ballad Revivals" Cluster</li> <li>Introduction to "Science, Speculation, and Experiment" Cluster</li> </ul>	NAEL D3-32 NAEL D33-34 NAEL D54-56
			<i>NAEL</i> D189-91
		Introduction to "The Gothic and the Development of a Mass Readership" Cluster	NAEL D290-91
		Introduction to "Slavery and the Literature of Abolition" Cluster	<i>NAEL</i> D532-34
		Introduction to "Romantic Literature and Wartime" Cluster	NAEL D742-44
		Introduction to "The Romantic Imagination and the 'Oriental Nations'" Cluster	NAEL D918-20
		<ul> <li>William Blake Biography</li> <li> ☐ "All Religions Are One"</li> <li> ☐ "There Is No Natural Religion" [a]</li> <li> ☐ "There Is No Natural Religion" [b]</li> </ul>	NAEL D117-21 NAEL D121-22 NAEL D122 NAEL D123

			From Songs of Innocence and of Experience	NAEL D123-41
		00	Mary Wollstonecraft Biography	<i>NAEL</i> D228-31
		لهط	From A Vindication of the Rights of Women	NAEL D231-59
		GS.	William Wordsworth Biography	NAEL D314-16
			"We Are Seven"	<i>NAEL</i> D322-23
			"Expostulation and Reply"	NAEL D330-31
			"The Tables Turned"	NAEL D331-32
			"Lines Composed a Few Miles Above Tintern Abbey"	NAEL D333-36
		G-^	Introduction to Preface to Lyrical Ballads	NAEL D337
			From Preface to Lyrical Ballads	<i>NAEL</i> D338-49
	Thurs. 15 Jan. 2026	•	TA Check-In: Takes place at 1.00 p.m. ET (Appendix D)	
	Fri. 16 Jan. 2026		Discussion Forum 3a: Closes at 5.00 p.m. ET (Appendix B)	)
	111. 10 Juli. 2020		Discussion Forum Su. Closes at 9.00 p.m. ET (Appendix b)	
Wks.	Sun. 18 Jan. 2026-	00	Samuel Taylor Coleridge Biography	<i>NAEL</i> D468-71
3-4	Sat. 31 Jan. 2026			NAEL D405-71
3-4	3at. 31 Jan. 2020		The Killie of the Ancient Mariner	NALL 0473-31
		G	George Gordon, Lord Byron Biography	NAEL D630-34
		G-	Introduction to <i>Don Juan</i>	NAEL D690-91
			From <i>Don Juan</i> , Canto I	NAEL D691-722
		G-	Percy Bysshe Shelley Biography	NAEL D759-62
			"Mont Blanc"	NAEL D780-84
			"Hymn to Intellectual Beauty"	NAEL D784-87
			"Ozymandias"	NAEL D786-87
			"England in 1819"	NAEL D801
		<i>a</i> .	John Keats Biography	<i>NAEL</i> D942-44
			"Ode to a Nightingale"	NAEL D969-71
			"Ode on a Grecian Urn"	NAEL D971-72
			Introduction to "Ode on Melancholy"	NAEL D973
			"Ode on Melancholy"	NAEL D973-74
			out on Melanchory	TVALE D373 74
	Thurs. 29 Jan. 2026	•	Writing Seminar 3: Takes place at 11.00 a.m. ET (Append	•
	Fri. 30 Jan. 2026		Discussion Forum 3b: Closes at 5.00 p.m. ET (Appendix B,	
	Unit E: The Victorian	Age (	1830-1901)	
Wks.	Sun. 1 Feb. 2026-	<i>&amp;</i> ✓	Introduction to the Victorian Age	<i>NAEL</i> E3-27
5-6	Sat. 14 Feb. 2026		Introduction to "Great Britain's Imperial Mission"	NAEL E28-30
			Cluster	
		GS	Introduction to "The Promise and Price of	NAEL E309-10
			Industrialization" Cluster	
		G-^	Introduction to "Victorian Debates About Women,	NAEL E511-12

NAEL E606-07

NAEL E167-69

NAEL E174-75

Gender, and Sexuality" Cluster

& Elizabeth Barrett Browning Biography

From Sonnets from the Portuguese

Alfred, Lord Tennyson Biography	<i>NAEL</i> E204-06
"The Lady of Shalott"	<i>NAEL</i> E208-13
"The Charge of the Light Brigade"	NAEL E280-81
"Crossing the Bar"	NAEL E285

Thurs. 12 Feb. 2026	•	Live Chat 3: Takes place at 1.00 p.m. ET (Appendix D)
Fri. 13 Feb. 2026		Quiz 3: Recommended completion date (Appendix C)
Fri. 13 Feb. 2026		Discussion Forum 3c: Closes at 5.00 p.m. ET (Appendix B)
Fri. 13 Feb. 2026		Essay 3: Due at 5.00 p.m. ET (Appendix A)

Winter Reading Week takes place 15-21 Feb. 2026.

Wks. 7-8	Sun. 22 Feb. 2026- Sat. 7 Mar. 2026	Robert Browning Biography  "My Last Duchess"	NAEL E407-08 NAEL E413-14
		Christina Rossetti Biography Goblin Market"	NAEL E634-35 NAEL E641-53
		Gerard Manley Hopkins Biography  "God's Grandeur"  "As Kingfishers Catch Fire  "The Windhover"  "Pied Beauty"  "Felix Randal"  "("Carrion Comfort")	NAEL E720-22 NAEL E722 NAEL E723 NAEL E724 NAEL E725 NAEL E727 NAEL E728
		E. Pauline Johnson Biography  "Brant: A Memorial Ode"  "The Song My Paddle Sings"  "Lullaby of the Iroquois"  "Canadian Born"  From "A Strong Race Opinion: On the Indian Girl in Modern Fiction"	NAEL E914-15 NAEL E915-16 NAEL E916-17 NAEL E918 NAEL E918-19 NAEL E919-21

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#### Unit F: The Twentieth and Twenty-First Centuries (1901 and on)

Wks.	Sun. 8 Mar. 2026-	Introduction to the Twentieth and Twenty-First	<i>NAEL</i> F3-33
9-10	Sat. 21 Mar. 2026	Centuries	
			NAEL F127-28
		Cluster	
			NAEL F142-44
			NAEL F189-91
			NAEL F694-96
			NAEL F712-15
			<i>NAEL</i> F974-76
		Change" Cluster	
		Introduction to "Poetry of Climate Change" Cluster	NAEL F1010-11

		<b>&amp;</b> √	Introduction to "Born-Digital Literature" Cluster	NAEL F109	1-93
			Virginia Woolf Biography	NAEL F276-	
			"The Mark on the Wall"	NAEL F277-	_
			From A Room of One's Own	NAEL F398-	-406
		GS.	James Joyce Biography	NAEL F410-	-13
			"Araby"	NAEL F413-	-17
			T.S. Eliot Biography	<i>NAEL</i> F495-	
		Ш	"The Love Song of J. Alfred Prufrock"	<i>NAEL</i> F498-	-501
	Th 10 Mars 2026	_	Muiting Committee A. Tulon along at 12 00 and a 5T/August	dia DI	l
	Thurs. 19 Mar. 2026		Writing Seminar 4: Takes place at 12.00 noon ET (Append		
	Fri. 20 Mar. 2026		Discussion Forum 4b: Closes at 5.00 p.m. ET (Appendix B)	,	l
<b>VA/I</b>	C 22 May 2020		Mathania - Manafiald Diagonales	NACL 55 44	42
Wks.	Sun. 22 Mar. 2026-		Katherine Mansfield Biography	NAEL F541-	
11-12	Sat. 4 Apr. 2026		"The Garden Party"	NAEL F555-	-65
		<i>G</i>	Salman Rushdie Biography	NAEL F105	5-57
			Salman Rushdie Headnote	NAEL F744	
			["The British Indian Writer and a Dream-England"]	NAEL F745-	
			["English Is an Indian Literary Language"]	NAEL F748-	
			"The Prophet's Hair"	NAEL F105	
			The Frephet's Hall	7071221 200	
		G	Patience Agbabi Biography	<i>NAEL</i> F1168	8-69
			"What Do Women Like Bes'?"	<i>NAEL</i> F1175	5-79
					•
	Thurs. 2 Apr. 2026		Live Chat 4: Takes place at 2.00 p.m. ET (Appendix D)		
	Fri. 3 Apr. 2026		Quiz 4: Recommended completion date (Appendix C)		
	Fri. 3 Apr. 2026		Discussion Forum 4c: Closes at 5.00 p.m. ET (Appendix B)		
	TBA		Essay 4: Time and location TBA (Appendix A, X)		

#### **General Instructions for Essays**

Students must write 4 Essays of varying lengths:

Essay 1: The Sonnet	Essay 3: Romanticism
Essay 2: Satire	Essay 4: Modernism

All Essays must have a clearly defined thesis statement, a logical argument set forth in the body paragraphs with substantial concrete references to the primary source, and a clear conclusion. Essays 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 Essay.

#### 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 Essay instructions and topics. For Essays 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.

#### Turnitin



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 Essays 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.

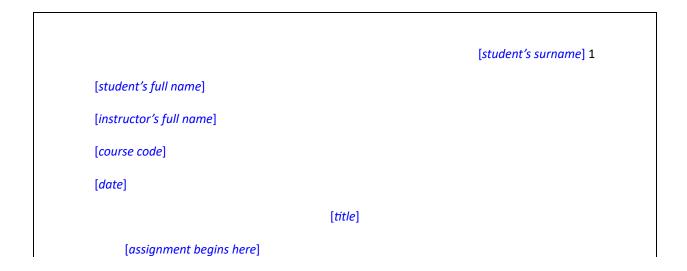
#### **Format**

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 formatting.

#### **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.



#### Submission via onQ

Students must submit their Essays via onQ as a MS Word (.docx) attachment by 5.00 p.m. ET on the due date. Late Essays 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 Essays. The MS Word (.docx) document submitted to onQ should bear the file name "[student's surname] Essay[assignment number]" (e.g., SmithEssay1). Please do not include any other information in the file name. Students will lose 2% for using an incorrect file name.

#### **Evaluation**

Essays will be evaluated according to the following criteria.

- Thesis Statement: The foundation of an essay is its thesis statement, a specific interpretive argument about the text. Students should articulate a clear and specific argument that can be stated in a single, succinct sentence. Remember, the entire purpose of the essay is to persuade the reader of the validity of the critical, argumentative assertion made in the thesis statement.
- Introduction: After the thesis statement, the introduction is perhaps the most important part of the essay. In this opening paragraph, students should introduce the topic to be discussed, offer the specific thesis they intend to prove, and indicate how they intend to go about proving it. The introduction thus gives the reader a clear sense of the whole essay—think of it as a "road map" of the essay—although it contains no specific evidence to back up its claims.
- **Body:** The bulk of the essay will be taken up with a series of paragraphs that offer evidence from the primary source(s) to support the argument offered in the thesis. Each paragraph should have a topic sentence that clearly defines the aspect of the argument the paragraph will explore, and a number of sentences to present the proof. Remember, it is not sufficient merely to make an assertion about the text; this assertion must also be backed up with solid, specific evidence. Be conscious of making smooth transitions between paragraphs. Show the reader why the shift is being made, and draw the necessary connections to show that the paragraphs together are part of a larger, coherent argument, and not simply independent "mini essays."
- **Conclusion:** The essay should end with a brief conclusion that brings the essay together and leaves the reader satisfied that students have proven what they set out to prove in the thesis statement. The best conclusions both rearticulate the thesis statement (i.e., phrase the thesis in different words) and provide closure for the reader in the form of a memorable final statement.
- **Style:** It is not sufficient merely to have intelligent insights about texts; those insights must be communicated to the reader clearly and concisely. Therefore, students will be assessed on technical matters such as spelling, diction, grammatical correctness, and sentence structure.

- **Tone:** A formal essay must maintain a professional, mature tone from beginning to end. Address the arguments to the reader in a consistently courteous, confident, and formal manner. Avoid colloquialisms, slang expressions, abbreviations, jokes, puns, coarse language, and anything else that might lower the formal, professional tone of the essay.
- Additional Instructions: Students will lose 2% per violation of the special formatting and presentation instructions listed above.
- Lateness: Students will lose 2% per 24-hour period or portion thereof for late assignments not accompanied by appropriate documentation.

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

#### **Essay 1 Instructions**

Write a 1000-word Essay (plus or minus 100 words) on the topic below.

**The Sonnet:** Choose 1 (and only 1) of the sonnets studied in Unit B, and analyse it to show how the sonnet form helps reveal the sonnet's theme.

Elements to consider include (but are not limited to):

- type of sonnet (e.g., Petrarchan, Shakespearean, etc.)
- rhyme scheme
- metre
- placement of the volta or turn
- rhetorical devices (e.g., metaphors, similes, alliteration, assonance, patterns of imagery, etc.)

#### **Essay 1 Tips**

- Be sure to choose a sonnet, and not another type of poem. If you choose a poem other than a sonnet, you will receive a zero.
- Be sure to choose a sonnet studied in Unit B (i.e., one that is listed in the "Course Outline and Reading List" in the Course Syllabus). If you choose a poem that is not listed in Unit B of the Course Syllabus, you will receive a zero.
- Be sure to analyse 1 and only 1 sonnet. Do not analyse multiple sonnets.

#### **Essay 2 Instructions**

Write an Essay on the topic below. This Essay does not have a word limit because it is being written during the Examination period.

**Satire:** Choose 1 (and only 1) of the satirical works below, and analyse it to show how it fulfils Baldick's definition of satire as "A mode of writing that exposes the failings of individuals, institutions, or societies to ridicule and scorn" (322).

[Actual works will be revealed at the Examination.]

Issues to consider include (but are not limited to):

- type of satire (e.g., Juvenalian, Horatian, etc.)
- genre (e.g., poetry, prose, etc.)
- rhetorical structure of the work (i.e., its organizational principle)
- tone (e.g., gentle, harsh, persuasive, angry, etc.)
- rhetorical devices (e.g., hyperbole, irony, patterns of imagery, etc.)



• Be sure to analyse 1 and only 1 satirical work. Do not analyse multiple works.

#### **Essay 3 Instructions**

Write a 1000-word Essay (plus or minus 100 words) on the topic below.

**Romanticism:** According to Baldick, the Romantic sensibility can be characterized by "emotional intensity, often taken to extremes of rapture, nostalgia (for childhood or the past), horror, melancholy, or sentimentality. Some—but not all—Romantic writers cultivated the appeal of the exotic, the bizarre, or the macabre; almost all showed a new interest in the irrational realms of dream and delirium or of folk superstition and legend. The creative imagination occupied the centre of Romantic views" (316). Choose 1 (and only 1) of the poems studied in Unit D, and analyse it to show how it adheres to Baldick's definition of Romanticism.

Issues to consider include (but are not limited to):

- narrative perspective (i.e., the attitude, personality, tone, etc. of the poetic persona)
- Romantic poets' own definitions of and discussions about poetry (e.g., Wordsworth's Preface to *Lyrical Ballads*, Coleridge's *Biographia Literaria*, Shelley's "Defence of Poetry," etc.)
- type of poem (i.e., the mode or subgenre, such as ode, return poem, ballad, etc.)
- rhetorical devices (e.g., personification, Classical allusions, patterns of imagery, etc.)

#### **Essay 3 Tips**

- Be sure to choose a poem studied in Unit D (i.e., one that is listed in the "Course Outline and Reading List" in the Course Syllabus). If you choose a poem that is not listed in Unit D of the Course Syllabus, you will receive a zero.
- Be sure to analyse 1 and only 1 poem. Do not analyse multiple poems.

#### **Essay 4 Instructions**

Write an Essay on the topic below. This Essay does not have a word limit because it is being written during the Examination period.

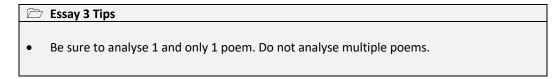
**Modernism:** According to Baldick, Modernism is an "experimental" and "innovative" literary movement that "is characterized chiefly by a rejection of nineteenth-century traditions and of their consensus between author and reader." This rejection helps emphasize Modernist writers' view of themselves as an *avant-garde* disengaged from bourgeois values" (230) and helps highlight their "sense of urban cultural dislocation" and alienation (231).

Choose 1 (and only 1) of the Modernist works below, and analyse it to show how it adheres to Baldick's definition of Modernism.

[Actual works will be revealed at the Examination.]

Issues to consider include (but are not limited to):

- the rejection of realism, chronological time, consistent viewpoint, and other traditional conventions
- the rejection of traditional metres in favour of free verse and other forms
- the use of difficult, arcane, or avant-garde styles, such as the stream of consciousness, fragmentation, etc.



#### Appendix B

#### **General Instructions for Discussion Forums**

As a class participation exercise, students are expected to contribute questions and comments to the Discussion Forums on a regular basis throughout the course:

Discussion Forum 1: Fall Term Weeks 1-6	<b>Discussion Forum 3:</b> Winter Term Weeks 1-6
Discussion Forum 2: Fall Term Weeks 7-12	Discussion Forum 4: Winter Term Weeks 7-12

Students may post on any topic or subject matter they wish, provided it is germane to the literary work(s) in question. There are no specific assigned discussion topics. Students should post their comments in response to the course readings and Course Notes, as well as to each other's questions and comments.

#### 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 Discussion Forums**

The purpose of the Discussion Forums is to generate discussion and debate about the issues encountered in the readings and Course Notes. In an on-campus course, this discussion would take place in the classroom, in a lecture or seminar setting. Because this course is conducted entirely online, this discussion must take place online, as well. In other words, the Discussion Forums are a class-participation exercise, rather than a writing exercise, even though they involve writing. The Discussion Forums will therefore be assessed as a class-participation exercise, and not as a writing exercise. Dr May will evaluate students' performance in the form of a grade and a set of standardized comments corresponding to that grade. More importantly, however, students will have the opportunity within the Discussion Forums to learn from each other by reading, thinking about, and responding to each other's questions and comments, to supplement and build upon the information Dr May has provided in the Course Notes. This kind of back-and-forth discussion and debate is crucial in literary studies, which is why the Discussion Forums are an important, peer-to-peer component of this online course.

#### Structure of the Discussion Forums on onQ

Four main Discussion Forums are posted on onQ (under "Communications" > "Discussions"): Discussion Forum 1 deals with readings for Fall Term Weeks 1-6, Discussion Forum 2 deals with readings for Fall Term Weeks 7-12, Discussion Forum 3 deals with readings for Winter Term Weeks 1-6, and Discussion Forum 4 deals with readings for Winter Term Weeks 7-12. Each Discussion Forum is worth 5% of students' final grade for the course, for a total of 20%. Each Discussion Forum is subdivided into 3 Discussion Forum Topics, which correspond to the works on the Course Syllabus. For example, Discussion Forum 1 is subdivided into Discussion Forum Topic 1a, which deals with readings for Fall Term Weeks 1-2, Discussion Forum Topic 1b, which deals with readings for Fall Term Weeks 3-4, and Discussion Forum Topic 1c, which deals with readings for Fall Term Weeks 5-6. Each Discussion Forum Topic is open for a limited time only, and only 1 Discussion Forum Topic is open at a time, so students should take careful

note of the opening and closing dates for each Discussion Forum Topic. Students may contribute to Discussion Forum Topics only while they are open. There will always be 1 Discussion Forum Topic open at any given time in the course.

Students contribute to Discussion Forum Topics either by starting a new thread or by replying to other participants' threads. After clicking on a Discussion Forum Topic, students can start a new thread by clicking on the "Start a New Thread" button. After clicking on another participant's thread, students can reply to that thread by clicking on the "Reply to Thread" button. There are other tools within the Discussion Forum interface for sorting, filtering, and editing threads and replies.

Dr May evaluates the 4 Discussion Forums as 4 separate assignments. For example, he evaluates Discussion Forum Topics 1a, 1b, and 1c together, to arrive at students' grade for Discussion Forum 1. Therefore, students who are unable to contribute very often to a certain Discussion Forum Topic can help make up for it by contributing more actively to the other Discussion Forum Topic(s) within any of the given 4 Discussion Forums (e.g., students who are unable to contribute to Discussion Forum Topic 1a can help make up for it by contributing more actively to Discussion Forum Topic 1b and/or Discussion Forum Topic 1c).

#### **Discussion Forum Guidelines**

- Students will contribute to the Discussion Forums within their TA Groups (i.e., in Groups of approximately 25-30 students), to keep the number of posts manageable. Discussion Forums will be graded by Dr May, so questions and concerns about this component of the course should be directed to him.
- Students should post questions and comments on a regular basis throughout the course, rather than only in
  the closing day or two before the Discussion Forum deadlines. The point of the Discussion Forums is to create
  a useful, back-and-forth discussion about the works on the Course Syllabus, to approximate the type of
  discussion that might take place in a classroom lecture or seminar setting, so regular participation is both
  encouraged and expected.
- Students should contribute to the Discussion Forums both by responding to threads that other participants in the Group have started, and by starting threads of their own on new subject matter. Before starting a new thread, students should first check to see that another student has not yet started a thread on the same or similar subject matter, to avoid duplication. If a thread has already been started on a certain subject matter, students should reply within that thread, instead of starting a new thread on that subject matter.
- Students should actively monitor threads they start or contribute to, and respond to students who reply to
  their posts. Students should respond in a way that advances or builds on the original idea by adding further
  examples from the primary source, by subjecting the idea to a deeper or more nuanced analysis, or by offering
  alternative or competing points of view in a constructive, respectful way. Students who contribute to the
  Discussion Forums earlier in the week will maximize their opportunities to monitor and respond to other
  participants' posts later in the week.
- Students should back up and contextualize their comments with direct and/or indirect quotations from the
  primary source. Try to subject the primary source to a careful close reading, isolating the various linguistic
  devices and rhetorical strategies the author uses to articulate their themes, to create meaning in the work,
  and to advance the main argument of the thread.
- Students do not necessarily have to back up and contextualize their comments with quotations from secondary research. However, they may use secondary research if they wish, provided that research contributes in a substantive and useful way to the argument of the thread. Students should not simply repeat other critics' research, but they should build on that research to add their own analytical voice. Students who use secondary sources must cite these sources appropriately, using correct MLA Style. Academic integrity applies to the Discussion Forums in the same way it does to the Essay component of the course.
- Students who are having difficulty gauging how often they should be posting to the Discussion Forums and what types of issues they should be dealing with should monitor the Discussion Forums carefully to see how often other participants are contributing to them, and to assess what types of issues are being discussed. Students are being evaluated and assessed in comparison with each other's contributions.

Students must complete their posts to the Discussion Forums by the individual Discussion Forums' due dates.
 After the due date has passed, the Discussion Forum will automatically close on onQ, and no further posts will be permitted.

#### Etiquette

Students should be read other participants' comments and respond to them courteously. They should express disagreement with someone else's viewpoint respectfully. The use of offensive, discriminatory, or otherwise inappropriate language is not permitted. No personal attacks or insults will be tolerated. Violators of this policy may lose their Discussion Forum privileges and forfeit their mark for this component of the course.

#### **Evaluation**

Twenty percent (20%) of students' final grade for the course will be devoted to participation in the Discussion Forums, five percent (5%) for each of Discussion Forums 1, 2, 3, and 4. Students are expected to post to the Discussion Forums on a regular basis throughout the course, just like they are expected to attend and participate in their classes on a regular basis. Students will be assessed not only on how regularly they post to the forums compared to other participants in their Group, but also on how thoughtful and self-reflective their comments are compared to other participants in their Group. Although the Discussion Forums are not a writing assignment, students should still write professionally and spell-check their posts carefully. Dr May will evaluate students' performance in the form of a grade and a set of standardized comments corresponding to that grade.

#### ☐ Formatting Tips

Please observe the following formatting guidelines in the Discussion Forums:

- When beginning a new thread, use a brief but descriptive title to summarize the subject matter of the post (e.g., "Imagery in *The Handmaid's Tale*" rather than just "Imagery" or "*The Handmaid's Tale*").
- Before beginning a new thread, check to see that another student has not already started a thread on the same or similar subject matter, to avoid duplication.
- When beginning a new thread, deal with a single issue or question only, rather than attempt to cover multiple issues or questions.
- To make threads easier to read, do not include the original post in replies (disable this feature by clicking on "Settings" and unchecking the box labelled "Include original post in reply").
- Try to avoid unnecessary or elaborate formatting, such as the use of different font types and sizes, varying line spacings, underlining and boldface type, etc.
- Be sure to include bibliographical references for any secondary sources used, formatted according to correct MLA Style.
- Be conscious of using correct grammar and sentence structure, and maintain a courteous and professional tone at all times.

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

#### 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	Quiz 1: Crafting Effective Thesis Statements
Al Quiz: Academic Integrity	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
- Al 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 Essays and/or 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 other 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 15% of students' final grade for the course, 2% or 3% 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 Zoom Meetings**

Dr May will host a series of ungraded Zoom Meetings:

Information Sessions	Writing Seminars	Live Chats	
<ul> <li>Information Session:         Academic Integrity and MLA</li> <li>Information Session: Fall         Examination Information</li> <li>Information Session: Teaching         Assistant Check-In</li> <li>Information Session: Winter         Examination Information</li> </ul>	<ul> <li>Writing Seminar 1: Crafting Effective Thesis Statements</li> <li>Writing Seminar 2: Structuring an Analytical Essay</li> <li>Writing Seminar 3: Claim, Evidence, and Analysis</li> <li>Writing Seminar 4: Some Notes on Grammar and Style</li> </ul>	<ul> <li>Live Chat 1: The Sixteenth         Century and the Sonnet</li> <li>Live Chat 2: The Eighteenth         Century and Satire</li> <li>Live Chat 3: The Nineteenth         Century and Romanticism</li> <li>Live Chat 4: The Twentieth         Century and Modernism</li> </ul>	

Zoom Meetings take place at different times of day to help accommodate students' various schedules and time zones.

#### 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 Zoom Meetings**

The purpose of the Zoom Meetings is to provide regular opportunities for students to gather synchronously to discuss and ask questions about the course and its content. Online courses can sometimes seem impersonal, so the Zoom Meetings are designed to give Dr May, the TAs, and students an opportunity to meet each other in the same virtual space. The Zoom Meetings are ungraded and informal.

#### **Types of Zoom Meetings**

There are 3 main types of Zoom Meetings:

- **Information Sessions:** In the Information Sessions, Dr May will provide important information about the course, its assignments, his expectations, and students' responsibilities.
- Writing Seminars: In the Writing Seminars, Dr May will review the information contained in Headrick's A Method for Writing Essays About Literature to assist students in composing their Essays in the course.
- **Live Chats:** In the Live Chats, Dr May will facilitate a discussion about the course readings and Course Notes to provide students with an opportunity to discuss class concepts with each other.

#### Accessing the Zoom Meetings on onQ

At the scheduled day and time, students should access the Zoom Meeting via the link on onQ (under "Content" > "Zoom Meetings" > "Live"). Each Zoom Meeting will be approximately 1 hour in length. The Zoom Meetings are ungraded activities. Students who are unable to participate live can watch recordings of the Zoom Meetings, which will be posted the day after each Zoom Meeting on onQ (under "Content" > "Zoom Meetings" > "Recording").

Students should contact Dr May if they have questions or concerns about the Zoom Meetings.

#### Appendix D4

#### **Writing Seminar 4 Handout**

Below is a sample introductory paragraph. The paragraph contains 10 grammatical and stylistic errors commonly seen in undergraduate Essays. How many errors can you find? 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.

In a 2015 lecture about The Handmaid's Tale, Margaret Atwood makes a revealing remark about the reception of her novel. "Nothing makes me more nervous than people who say, 'It can't happen here.' Anything can happen anywhere, given the right circumstances" (qtd. in Miller). The dystopian society and environment of *The Handmaid's Tale* is clearly fictional. The dystopia is characterized by an oppressive government régime and the subjugation of an underclass of women to be handmaids for the ruling class. However, the physical settings in the novel strike the reader as anything but fictional. In fact, the settings are eerily familiar, they bear strong resemblances to everyday places in twenty-first-century western life. For example, Atwood depicts the handmaids sleeping quarters as a school gymnasium, complete "with stripes and circles painted on" the floor and "the pungent scent of sweat" still permeating the air (3). Offred, the narrator, can't help but think back to a time in her youth when she attended school dances in similar gymnasiums. This emphasizes the relatively brief length of time that has elapsed between Offred's previous life as a free woman and her new life under Gileadean captivity. To properly understand the thematic use of setting in The Handmaid's Tale, it is necessary to recognize that Atwood uses familiar and domestic settings deliberately rather than merely by chance. This essay will demonstrate that Atwood uses familiar, domestic settings in The Handmaid's Tale to suggest that the institution of a repressive political régime is a real possibility in the modern western world, rather than the stuff of science fiction.

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

#### Appendix X

#### **General Instructions for Examinations**

Some of the Essays 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.



#### Instructions

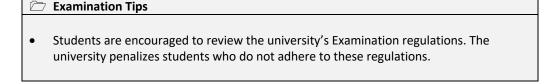
Here are the instructions for the Examinations exactly as they will be phrased on the Examination paper:

**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 Fall-Term Examination) or Appendix A4 (For the Winter-Term Examination) will follow.]

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



#### 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	
	Α	85-89	4.0	Evenade evpostations	
	A-	80-84	3.7	Exceeds expectations	
	B+	77-79	3.3		
	В	73-76	3.0	Meets expectations	
(typical	B-	70-72	2.7		(typical
median)	C+	67-69	2.3		median)
	С	63-66	2.0	Falls short of expectations	
	C-	60-62	1.7		
	D+	57-59	1.3	Falls considerably short of	
	D	53-56	1.0	expectations	
	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
- 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.

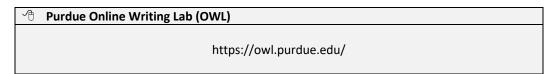
More serious cases, those categorized as Level 2, typically include some aggravating circumstance, such as the existence of a previous finding, and the sanction may involve a student failing the entire course. Level 2 findings are kept in a student's main file in the Faculty Office.

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:



#### 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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