

MOUNT ROYAL UNIVERSITY
Department of English, Languages, and Cultures

ENGL 4410

Select Topics in Medieval Literature, 650-1500:
Material Medieval Memory: encountering environmental memorialisation

Instructor: Dr. Kenna Olsen
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E-mail: kolsen@mtroyal.ca
Office: EA 3154
Office Hours: by appointment

Semester: Fall 2018
Sections: 001
Classroom: see schedule
Meeting Time: W 10:00-12:50

Calendar Description:

This advanced seminar engages students in a selection of poetic, prose, and dramatic works from the medieval period. Featured works may include Beowulf, the works of Chaucer, literature by and about women, Romances in poetry or prose, religious ecstasies, Arthurian legends, and Middle English lyrics.

Prerequisites: One of English 3246, 3256, 3304, 3305, 3306, 3308, 3309, 3311, 3312, 3313, 3323, 3324, 3327, 3330, 3331, 3340, 3341, 3342, 3343, 3344, 3345, 3350, 3353, 3368, 3372, 3382, 3390, 3394, 3397, Creative Writing 3305 or 3368.

Recommended Preparation: English 3323 or 3324

Course Description:

The Medieval English world was, arguably, a sustainable world. The medieval literary culture produced various articulations of the self and individualism within a cosmology that sometimes articulated harmony with the natural world, yet sometimes expressed distinction – and even dissatisfaction – with the environment and the landscapes of medieval Britain and its neighbours. In concert with Dr. Olsen’s *Material Medieval Memory Project* (funded, in part, by MRU’s Institute of Environmental Sustainability), this course will examine, via various theoretical approaches including ecocriticism, articulations of experience in environmental spaces and the societal responses to environmental challenges evidenced in Anglo-Saxon (Old English) and Middle English literatures and charters. In essence, the foundational questions of this course are: when we engage with the medieval, what are we doing?; how do we engage with and remember the medieval?; how does the material and materiality nuance and influence memory and memorialisation?; and, how does the environment (landscape and place) nuance and influence medieval literature? This course also relies upon traditional reading and teaching practices, and methods that are still widely understood as being “innovative,” including using Twitter in the classroom. As such, this course also serves as an invitation to enhance our practical and habitual ways of communicating and finding new knowledge.

It is important acknowledge that the land on which we gather to learn and discover is the traditional territories of the Blackfoot and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikuni, the Kainai, the Tsuut’ina and the Stoney Nakoda First Nations,. The City of Calgary is also home to the Métis Nation of Alberta, Region III.

Method of Instruction:

(3 credits) 3 hours lecture

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Learning Aims at Mount Royal University:

In every learning experience, both inside and outside of the classroom, Mount Royal helps you gain the knowledge and skills appropriate to your field of studies as well as foundational skills for lifelong learning and self-understanding. Mount Royal's learning aims prepare you to face 21st century challenges by helping you:

- Gain intellectual and practical skills, including:
 - o inquiry and analysis
 - o critical and creative thinking
 - o written and oral communication
 - o quantitative literacy
 - o information literacy
 - o visual literacy
 - o teamwork and problem solving.
- Experience integrative and applied learning, which enables you not only to gain knowledge and skills but to apply them to complex problems and in new settings.
- Develop the knowledge of human cultures and the physical, natural and technological world that will help you engage with the big questions facing us, whether in the past, the present, or the future.
- Develop personal and social responsibility through active involvement with diverse communities and real world challenges.

As you move through the successively higher levels of your undergraduate studies at Mount Royal University, each academic program will also have specific learning aims. For more information on this, please consult your program advisor.

Texts and Other Resources:

REQUIRED:

Essentially, all of the required readings are posted on Blackboard. Please keep them in order and bring them to class. N.b.: I expect you to bring a copy of each reading under discussion to the appropriate class.

RECOMMENDED:

Any good paper dictionary.

Gibaldi, Joseph, ed. *MLA Handbook for Writers of Research Papers*. 8th edition, MLA, 2016.

Clark Hall, J.R. *A Concise Anglo-Saxon Dictionary*. 4th ed., U of Toronto P., 1960.

ADDITIONAL RESOURCES:

- 1.) Please consult, on a regular basis, the on-line Blackboard site for our class. Copies of assignments and other course documents will be available on the Blackboard site. I also use Blackboard to email the class any announcements and reminders. Students will submit their take-home writing assignments via Blackboard. Take home writing assignments will be returned via email - students will need to open returned assignments on a computer with Adobe Reader (available in labs on campus).
- 2.) *The Middle English Dictionary*, <http://quod.lib.umich.edu/m/med/>, is an extremely useful online dictionary.
- 3.) *The Oxford English Dictionary*, available via MRU's library, is yet another useful (read crucial) online source.

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4.) The University of Calgary library is a crucial resource for this course's participants.

Additionally, students might consult my website, www.emergingmedievalisms.ca, which will give you some insight into my research, scholarship, and teaching. Some information and resources for our class can be found under the “Teaching” tab.

Content warning: Students registered in English 4410 should note that some material may be triggering or upsetting. Some medieval texts are political, graphic, sexual, and violent, both emotionally and physically. As your instructor, I cannot anticipate which texts might provoke reaction for individual readers. If you feel you require support because of any of the content in this course, please feel free to see me so that I can direct you to the appropriate campus resource, or see the list of campus resources at the end of this syllabus.

Method of Assessment:

- | | |
|--|-----|
| 1. Critical Response Papers (3x15%) | 45% |
| 2. Seminar Leader (incorporating Twitter; groups of 3) | 25% |
| 3. Term Project (group; see below) | 30% |

All assignments and the term project must be completed in order for students to be eligible for a passing grade in the course. Students are advised to keep a copy of all assignments until their graded assignments are returned.

Participation: I expect you to attend class and to participate in the seminar. A seminar, by its very nature, depends upon the participation of all, and is a conversation that continues within and without the classroom. In order to facilitate our sustained conversation, we will use Twitter (see more below, and on individual assignment directions). If you miss a seminar, you are responsible for the work done and should ask a colleague for notes and assignments. Excessive absences will result in grade penalties on outstanding assignments.

A note about Twitter: In my research and teaching, I’m interested in the methods by which we come to critical and scholarly conversations, their sustainability, and the efficacy in using digital methods and social media to enhance our critical curiosity. Twitter, especially “academic Twitter,” has changed my research and teaching for the better, and so I invite you to use Twitter as a tool that will enhance your ability to participate in the seminar, our ideas, decisions, and scholarly work. My research and teaching has found that using Twitter encourages both critical and creative conversation; I’m interested in giving more students opportunities to contribute to seminar content and shape – Twitter is one tool that will help facilitate this goal. In this class, your participation mark, your seminar lead assignment, and (likely) your term project, will require that you engage with Twitter, including having your own Twitter account. Together, we will decide on a course hashtag during our first seminar. As part of your participation, you will tweet 4 times a week outside of seminar time. Your Tweets might be responses to seminar lead Tweets, but please note that the 4 Tweet parameter does not include seminar lead Tweets (see below). Please additionally tweet me (@KennaOlsen, and to our seminar hashtag #____) during, before, or after class – regarding class content, readings, observations, etc. Please be prepared to discuss your Twitter contributions. Tweets may be creative, inquisitive, analogical, humorous, playful, critical, and/or informative. We will be sure to always have the Twitter feed available on the visualization screen. If you do not currently have a twitter account, you will be provided with support regarding Twitter, its logistics, and tips for savvy social media use and presence.

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Please also note, that participation via Twitter is not enough to sustain our seminar, and will not, on its own, allow you to usefully engage with our seminar work and discussion. I expect the seminar to be grounded in face-to-face conversation, yet augmented by electronic discourses.

I do not allow the recording of my seminars, lectures or classes.

Critical Response Papers (3x15%): You will write three, four paged, double-spaced, typed, papers that follow correct MLA style and respond to assigned primary and secondary readings. The readings will be distributed to you one week before the due date. In order to receive a passing grade, these papers **MUST** be formatted according to MLA style, and must follow the rules of MLA citation. These assignments are ladder assignments; this means that success on a critical review depends absolutely on all preceding critical review assignments. To this end, you'll notice that late critical review submissions will not be accepted.

Please read the attached information on the marking codes I use – this will give you some idea of the kinds of errors for which your papers could be penalised. If you are unsure of any of them, or if you feel your paper may contain substantial errors, then you are advised to do any or all of the following things: consult a writing handbook before you start writing; make an appointment with the Student Learning Services on campus; ask a peer whose work you trust to edit your paper with you; see me during office hours. I will not edit your papers, but I will assist you with understanding specific writing errors or problems.

More information regarding the critical review assignments will be provided in class.

Seminar Leader (25%): two seminars will occur in each class. Each seminar will be led by 3 students. Your job is to lead the seminar, as a pair (meaning EACH student must speak and engage equally, as far as possible), for 20 minutes, on the seminar theme selected (see the syllabus schedule for thematic choices). Each seminar will include: copious gestures to the primary text(s) assigned, evidence of engagement with secondary (critical) materials, and (possibly) reference(s) to social media that engages with the seminar theme (for example, an academic's twitter feed, pictures of places mentioned, etc.). Additionally, by 5:00 pm on the **FRIDAY BEFORE YOUR SEMINAR DATE**, you will have Tweeted a thematically appropriate prompt (a question, statement, challenge, etc.) to a seminar hashtag of your own devising; your colleagues will then have the opportunity to respond to your prompt. In this way, our seminar conversations will be rich and already have momentum before our in-person seminar, and seminar leaders will have had feedback they might wish to respond to before their presentation date. You are encouraged to make use of the visualization screen for your seminar leader assignment (presentations). Training is available between 10:00 and 11:00 am September 17, 25, and October 2 (dates available before our seminar lead assignments begin), but you must register here:

https://docs.google.com/forms/d/e/1FAIpQLSf54wU-FgejqMBDnzeguHWXs_pWUAdy3gLntb6zFXdYa--Qyw/viewform

Sign up for seminar lead dates and further information will be available and distributed on 19 September; **you must have signed up to be a seminar leader by 12 noon 21 September (Friday).**

Term Project (Groups of 2-4, 30%): We will discuss your term project, (its goals, parameters, reasoning, and methods) briefly on our first day, again on our 2nd day (19 September) with support from a START Media Trainer, and again on the 17th October with support from a START Media Trainer. By week 6 (October 17), you will have

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informed me of who you are working with. You need to be at least a pair, and the maximum number in a group is 4. Groups will be responsible for responding to a prompt, a question, provided by me on 03 October. The group will create a “storymap.” Using Google Maps, Prezi, or ArcGis, the group must present (together, and in a method that demonstrates shared work load) a summary of their approach to the prompt during our last seminar together (05 December); the prompt will ask groups to include study and inclusion of at least one text or form of materiality on the course syllabus. Groups will submit an approach (including a 5 item annotated reference list) by 24 October that should be approved by me. Groups will submit their project to me via email for our last day, and will present a synopsis of their approach to the class on 05 December. Please note that each member of the group will receive the same grade from me; however, I reserve the right to distribute individual grades in circumstances that indicate unequal work amongst group members. Additionally, each of you will be required to submit, to me, an evaluation (grade) for the other members of your group. More information will be distributed and available on 19 September.

Grading Scheme: The Department of English follows the grading system described in the *MRU Calendar*. For those assignments for which the grade is expressed as a percentage, the following table of equivalents will apply:

95 - 100	A+	4.00	Excellent. Superior performance, showing comprehensive understanding of subject matter.
85 - 94	A	4.00	
80 - 84	A-	3.70	
77 - 79	B+	3.30	Good. Clearly above average performance with knowledge of subject matter generally complete.
73 - 76	B	3.00	
70 - 72	B-	2.70	
67 - 69	C+	2.30	Satisfactory. Basic understanding of subject matter.
63 - 66	C	2.00	
60 - 62	C-	1.70	
55 - 59	D+	1.30	Marginal performance. (Generally insufficient preparation for subsequent courses.)
50 - 54	D	1.00	
0 - 49	F	0.00	Fail. Assigned to students: a) who do not meet the academic requirements of the course, or b) who cease to continue in the course, but do not withdraw as per Mount Royal University policy.

FOIP: Students should be aware that Mount Royal University operates under the Freedom of Information and Protection of Privacy Act. Please consult the Academic Calendar for further details.

The following is a brief guide for the interpretation of letter-grades (especially written work).

A+: outstanding work.

A: absolutely exceptional work.

A-: excellent work, interesting, challenging, focused, carefully developed arguments, demonstrating a clear command of prose style

B+: very good work, original and insightful arguments, fluid and sophisticated prose, carefully supported arguments.

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B: good, even very good, a “B” paper will be free of all writing errors, and demonstrate a coherent argument with a careful organization

B-: better than average, clear engagement with the issues discussed, demonstrating a strong argument.

C+: satisfactory work, but with some weaknesses, perhaps in the organization, or in the development of the argument, or in the sentence structure and style.

C: average work, no substantial problems, but needing improvement in the level of analysis and argument.

C-: some obvious weaknesses in basic skills, or in the development of the argument.

D-D+: minimal pass, problems with basic skills (including content, organization, writing), but with sufficient material to allow credit.

F: incoherent writing style, substantial weaknesses in the argument, misuse of secondary sources, or failure to write on a topic assigned.

Course Policies:

Classroom and electronic equipment: This class depends upon an interaction with social media and electronic devices. Please do so responsibly, reasonably, and respectfully.

Attendance and Participation: Students are expected to attend all classes and are responsible for all information and instruction provided in them. Marks (on upcoming assignments) will be deducted for absences.

Lectures and discussions provide much of the material for which you are responsible. I will not repeat a lecture, summarize a lecture, or provide anyone with my lecture notes. My lectures are copyrighted material, so no recording, please.

Submissions: Assignments are due at the beginning of class on the due date assigned, unless you are instructed otherwise. Be sure to keep a copy of each assignment for your own records (I urge you to keep a hard copy of your assignments. Please note that I reserve the right to request a hard copy of any assignments at any time). You must keep your notes and assignments together and in order. Please note, finally, that I will not meet with you to discuss returned assignments on the day of their return.

Missed or Late Assignments: Assignments are due as indicated on the course schedule and course outline. In this course, we build on skills garnered throughout the term; this means that weaknesses or adjustments that I identify for you in your work needs to be addressed or rectified by the next submission in order for your work and engagement with the course material to improve and flourish. In order to achieve these levels of understanding and skill competences, assignments must be submitted by the deadline indicated on the course outline, schedule, or assignment sheet, and seminar presentations and/or responses must be shared on the required day. This method ensures that I can provide you with comments and suggestions for your work before your next submission date. Late assignments will not be accepted; all assignments, presentations, seminars, and term projects must be completed and submitted in order to achieve a passing grade in this class.

Email Policy: Emails received within 24 hours prior to a due date cannot be guaranteed an answer before the assignment is due. Note, also, that email is not an appropriate alternative to meeting with the instructor during office hours and that email will not be used to explain material that was covered in missed lectures.

Campus Resources: Mount Royal University has several supports for students:

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Wellness Services

Room: U216

Phone: 403.440.8877

Web: mru.ca/wellness

Your Mental Health

Are you feeling overwhelmed, stressed and anxious? Finding it hard to be motivated, meet deadlines or attend class? Having a hard time sleeping, concentrating or retaining information no matter how much you study? Help is available! See the mental health website for more information.

Student Learning Services

Room: EL2100 (Riddell Library and Learning Centre)

Phone: 403.440.6452

Web: mru.ca/sls

Take charge of your learning by working with Writing and Learning Strategists, Math Learning Strategists, Learning Peers, and Mentors. Develop stronger studying and writing skills, work toward a better understanding of course content, hone math and problem-solving skills, and connect with mentors to help you succeed at university and beyond.

More about Writing and Learning Strategists and Math Learning Strategists:

Writing and Learning Strategists can help you with writing, organizing ideas, referencing, learning, time management, planning presentations, academic reading strategies, exam preparation strategies, and more. Math Learning Strategists support foundational mathematics practice and problem-solving strategies needed for many math, science, business, and statistics-based courses.

Appointments are free of charge and can be booked online (through MyMRU, Academic Success tab), by phone, or in person. Workshops are also offered for a variety of popular topics, and you can find the schedule online.

Iniskim Centre

Room: T110

Phone: 403.440.5596

Web: <http://mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/IniskimCentre/index.htm>

The Iniskim Centre offers programs and services to increase the engagement and success of Indigenous students while raising awareness of Indigenous peoples and cultures. The centre recognizes and respects the diversity of all Indigenous peoples of Canada.

Indigenous students can take advantage of:

- A welcoming space and community for students on campus
- Office hours with instructors, professors, and post secondary coordinators
- Accessibility services including learning accommodations, technology and assessments
- Writing and learning supports — small group sessions are held on writing, studying and referencing
- Library support for research, ideas and possible resources for your studies
- Counseling Services 1.5 days in the Centre and throughout the week in the Wellness Centre
- Academic Advising services to help create and stick to an academic plan
- Workshops that will help you to complete papers, scholarship applications and budgets

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- Medicine Trail Program for cultural teachings and practices individually and in small groups
- Indigenous Housing Program for residence resources and community programs
- Aboriginal Science and Technology Program that supports students aspiring to be in or registered in the Faculty of Science and Technology
- Study spaces for tutoring and small group work

Office of Campus Equity & Meaningful Inclusion

Room: C201

Phone: 403.440.5956

Web: mtroyal.ca/diversitymru.ca/cemi

The Office of Campus Equity & Meaningful Inclusion offers programs and services to foster a safe, respectful, equitable and meaningfully inclusive campus for every member of the Mount Royal community.

Students can access our department to:

- Enjoy a welcoming space and community
- Receive confidential information and support related to discrimination, harassment, accommodation and dating, domestic and sexual violence
- Volunteer for peer-to-peer programming related to social justice or interfaith topics
- Register for a variety workshops and other inclusive programming events (e.g. Movie Nights)
- Participate in faith-based programming and interfaith dialogue
- Receive mediation or conflict management assistance

To schedule an appointment or learn more, visit our website.

Career Services

Room: A200 (Kerby Hall)

Phone: 403.440.6307

Web: mtroyal.ca/careerservices

Career Services provides opportunities for students to clarify, experience and achieve their career and employment goals.

Plan your career: If you are not sure what program or major to choose, wondering if graduate school is an option, want to explore career options related to your program of study - meet with our certified career development team.

Find a job: Build experience while you study and find relevant employment through: resume critiques, recruitment events, the Student and Graduate online job bank and our online resource centre. Connect with us in person through individual appointments, workshops, and on-campus recruitment events.

Co-op, Work Experience and Internships: We provide opportunities to integrate experiential learning with your degree.

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Accessibility Services

Room: Y201

Phone: 403.440.6868

Web: mtroyal.ca/accessibility

Accessibility Services assists the University in creating an accessible learning environment that encourages full participation in academic courses for students experiencing disability-related barriers.

If you are a student experiencing a disability-related barrier who may require academic accommodation and have not yet registered with Accessibility Services, please contact their office. You must be registered with Accessibility Services to access academic accommodations.

If you are a student with an Academic Accommodation Letter and Professor Acknowledgement form from Accessibility Services, please make an appointment with me as soon as possible to discuss your accommodations in a private and confidential setting. Requests to review and sign academic accommodation documents should not be made during or between classes.

Diversity and Human Rights

Diversity, Inclusion, Human Rights and Sexual Violence: You are encouraged to find general information as well as information on how to address issues related to diversity, inclusion, discrimination, harassment, accommodation, healthy relationships and dating, domestic and sexual violence. See the [MRU Diversity and Human Rights Website](#).

<http://www.mtroyal.ca/CampusServices/CampusResources/DiversityHumanRights/index.htm>

Academic Honesty

Plagiarism and Academic Dishonesty: Please consult the Student Code of Conduct at http://www.mtroyal.ca/wcm/groups/public/documents/pdf/code_student_conduct.pdf.

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Tentative Course Schedule:

Note: please be advised that this schedule is tentative – changes may be made (with notice!) according to class progress. Any changes (including additions and/or deletions to the readings, or changes in test or assignment dates) will be announced in class or via Blackboard.

Please also note that our class takes place in different spaces in the Riddell Library and Learning Centre. These are clearly marked below. We will NOT meet in EA1064, as suggested by MRU’s online system, unless otherwise announced.

Students are responsible for finding out what the readings are and doing the readings before class. **This schedule does not include all of the readings that will be assigned over the term.** Part of the joy of a senior seminar is being able to respond to class demands and interests, as we progress together. Depending on class progress, handouts may be added to the course readings – you are responsible for all assigned readings, including handouts not included on this schedule.

WEEK	DATE	CLASS LOCATION, CLASS ACTIVITY, READINGS AND ASSIGNMENTS DUE
1	12 Sept	Visualization Ideas Lounge (EL 1270) Seminar Introduction
2	19 Sept	Visualization Ideas Lounge (EL 1270) <i>Method and Materiality; Memory and Archive</i> Readings: Exeter Book Riddles: #12, #26, Gillespie, Robertson (BB) Bree Smith, SMART Media Trainer 10:00-11:00 Peter Houston, MRU Archives, 12:00-12:50
3	26 Sept	Visualization Ideas Lounge (EL 1270) <i>Origin Theory, the Idea of Memory</i> Readings: Geoffrey of Monmouth; MacFarlane; <i>Brut</i> (BB)
4	03 Oct	Visualization Ideas Lounge (EL 1270) <i>Manipulating Memory: Landscape and Place; Medieval Materiality</i> Readings: “Dream of the Rood”; Chaganti; <i>Battle of Brunanburh</i> ; Rouse (BB) <u>Seminar 1: “Dream of the Rood”; Chaganti</u> Student 1 _____ Student 2 _____ Student 3 _____

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		<p><u>Seminar 2: <i>Battle of Brunanburh</i>; Rouse</u></p> <p>Student 1 _____ Student 2 _____ Student 3 _____</p>
5	10 Oct	Reading Break: No class
6	17 Oct	<p>Visualization Ideas Lounge (EL 1270)</p> <p><i>Memorializing Culture; Mapping Culture</i></p> <p>Readings: “Othhere & Wulfstan”; Niles; <i>Wonders of the East</i>; Howe Bree Smith, SMART Media Trainer 12:00-12:50</p> <p>Term project groups due CR1 due</p> <p><u>Seminar 3: <i>Memorializing Culture: Othhere & Wulfstan</i>”; Niles</u> Student 1 _____ Student 2 _____ Student 3 _____</p> <p><u>Seminar 4: <i>Mapping Culture: Wonders of the East</i>; Howe</u> Student 1 _____ Student 2 _____ Student 3 _____</p>
7	24 Oct	<p>Immersion Studio (EL 3345)</p> <p>Readings: TBA (BB)</p> <p>Term project approach and annotated reference list due</p>
8	31 Oct	<p>Visualization Ideas Lounge (EL 1270)</p> <p><i>Economy of land; Chronicling Memory; Forgetting and remembering landscape</i></p> <p>Readings: <i>Erik the Red’s Saga</i>; Waage; ASC, <i>Annals 855-78</i>; Wulfstan, Peterborough Chronicle; Rouse; <i>The Ruin</i>; Williams</p> <p>Guest seminar participant: Jaelyn Carter (10:00-11:30)</p> <p><u>Seminar 5: <i>Chronicling Memory: ASC, Annals 855-78; Wulfstan; Rouse</i></u> Student 1 _____ Student 2 _____ Student 3 _____</p>

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		<p><u>Seminar 6: Forgetting and remembering landscape: The Ruin; Williams</u> Student 1 _____ Student 2 _____ Student 3 _____</p>
9	07 Nov	<p>Flexible Learning Lab (EL 2462)</p> <p>Readings: <i>House of Fame</i>; Evans CR2 due</p>
10	14 Nov	<p>Flexible Learning Lab (EL 2462)</p> <p>Readings: <i>SGGK</i>; Evans;</p> <p>Seminar 9&10</p>
11	21 Nov	<p>Visualization Ideas Lounge (EL 1270)</p> <p><i>Place and the Natural; Aurality and materiality as artefacts of memorialisation</i> Reading: <i>Egil's Saga</i>; Hermann Guest seminar participant: Jaclyn Carter (10:00-11:30)</p>
12	28 Nov	<p>Visualization Ideas Lounge (EL 1270)</p> <p><i>Encountering environmental memorialisation</i> Readings: TBA CR3 due</p>
13	05 Dec	<p>Visualization Ideas Lounge (EL 1270)</p> <p>Term Presentations</p>

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MARKING CODES

ERRORS THAT WILL SERIOUSLY HINDER AN ASSIGNMENT'S SUCCESS; ERRORS BELOW MUST BE RECTIFIED BY THE NEXT WRITTEN ASSIGNMENT

agr or s/v agr	Agreement problem–i.e. subject and verb do not agree; pronoun does not agree with antecedent.
cs	Comma-splice–i.e. joining two independent clauses with a comma.
frag	Sentence Fragment– <u>Serious Error</u> .
m/m or mod.	Modifier Error–either a dangling modifier, or a misplaced modifier.
poss	Error in use of possessive form.
punct	Punctuation Error.
ref	Referent Error–a pronoun has no clear antecedent.
run-on	Run-on sentence–i.e. two independent clauses joined without any punctuation.
sp	Spelling Error– <u>Serious Error</u> .
ss	Sentence structure error.
//	Parallelism error.

ERRORS AGAINST MLA STYLE

MLA	Error in documentation or MLA style.
source?	Argument or claim is in need of a source– <u>Serious Error</u> .

ERRORS OF OTHER TYPE (STYLE, DEVELOPMENT, CONTENT, ETC.)

awk	Awkward syntax, diction, phrasing, or structure.
dev	Development needed.
diction	Diction weakness or error.
gen	Overgeneralisation.
log	Logic error–in sentence, in diction, in argument.
organis.	Organisation problem–i.e. ideas do not follow logically, or are not organised effectively.
PP	Paragraphing Errors–weak or faulty transitions; new paragraph needed; not an actual paragraph.
prfrd	Proofread–essay needs to be proofread– <u>Serious Error</u> .
pv or voice	Passive Voice problem–in general, you should try to use the active voice in your writing. Use the passive voice carefully.
qual	Qualification needed.
red	Redundant.
rep	Repetitive–i.e. repetitive ideas, diction or phrasing.
sign?	Significance?–significance of statement of quotation not fully developed.
slang	Inappropriate use of slang.
this?	“This” what?? Do not use “this” without the noun it modifies. The same goes for “these,” as in “these are...” or “this is...”. Use the full idea, as in “this idea is..” or “these issues....”
trans	Transition error–i.e. between ideas or arguments; between paragraphs.
vague	Diction or sentence is too vague.
verb	Verb Error or errors–i.e. an error in tense, or a shift in tense; an error in the form of the verb used.

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wordy	Wordiness—taking too many words to say what a more precise phrase or sentence can accomplish effectively.
ww or wc	Wrong word or word choice.
^	Insert here (usually with a suggested correction above).
/	Insert a space here.
¶	Paragraph.