

**Carleton University
Fall 2015
Department of English**

**Course and Section No: ENGL 1010 B
Course Title: Writing an English Essay**

Time: Tues. & Thurs. 10:05-11:25

Location: LA B243

Please confirm location on Carleton Central

Instructor: Prof. M. Hewson

Office Hours: Tues. & Thurs. 13:00-14:00

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COURSE DESCRIPTION: This course will introduce students to the fundamentals of literary-critical essay writing. Through an approach that blends practice with analysis, students will learn the steps of essay construction from topic choice to final revision. The classes will be divided among theoretical discussions of how literature essays are written, workshops to implement these ideas and improve students' grammar and writing skills, and the examination of short prose texts to develop analytic skills.

REQUIRED READINGS: Charlotte Perkins Gilman, "The Yellow Wallpaper"
Ernest Hemingway, "Hills Like White Elephants"
James Joyce, "Araby"

SUGGESTED READINGS: Lawrence, D.H. "The Rocking Horse Winner"
Faulkner, William. "A Rose for Emily"
Jackson, Shirley. "The Lottery"
Hawthorne, Nathaniel. "The Birthmark"
Poe, Edgar Allan. "The Fall of the House of Usher"
Updike, John. "A & P"
Atwood, Margaret. "The Grave of the Famous Poet"
All readings will be available soon on Ares

SUGGESTED TEXTS: Roger Davis, et al., *Essay Writing for Canadian Students*, 8th Ed.
Joanne Buckley, *Checkmate: A Writing Reference for Canadians*. 3rd Ed.
Limited quantities available in the Campus Bookstore
Chris Baldick, *Oxford Dictionary of Literary Terms* 4th Ed.
Available soon on Ares

EVALUATION: Short-Essay Outline: 5% (DUE: Oct. 6th)
Short-Essay Draft: 10% (DUE: Oct. 22nd)
Long Essay: 15% (DUE: Nov. 17th)
Portfolio Exercises: 40% (8 x 5%)
Final Take-Home Research Exam: 30% (DUE: Dec 21st)

Make note of the following course regulations:

1) **Portfolios:** All students are asked to maintain a writing portfolio containing the balance of their work for the course. Workshop exercises and essays assignments are to be kept in the portfolios, which should be turned in with each essay assignment so I can review workshop activities and assess your progress through the term. **PLEASE USE POCKET FOLDERS NOT 3-RING BINDERS OR DUO-TANGS.**

2) **Submissions:** A) Essay assignments should be submitted at the beginning of the assigned class, or dropped off at the English Department drop box located outside 1812 Dunton Tower. Those assignments are date-stamped and put in my mailbox. Assignments are NOT to be slipped under my office door. Emailed or faxed assignments will not be accepted without prior written agreement of the professor. If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request; B) Workshop exercises are to be written and submitted in the class during which they are assigned.

2) **Due Dates and Late Policies:** A) Essay assignments submitted after the due date without accompanying medical or other appropriate documentation will be deducted 5% PER DAY, beginning 8:30am the day after the due date, to a maximum of 5 days (weekends counting as one day). After that, no undocumented late papers will be accepted. There will be no individual exemptions from or exceptions to this rule. If non-emergency situations develop, familiarize the professor with them BEFORE they occur whenever possible. Also, be aware that late essay assignments may not be marked in time for return with on-time papers, meaning students may not have time to implement advice and commentary for subsequent assignments; B) Workshop exercises will not be accepted after the assigned class without documentation to explain student absence.

3) **Posted Grades:** All assignment grades will be posted on the course's cuLearn site. Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

4) **Plagiarism:** The University Senate defines plagiarism as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one's own. This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else
- using ideas, quotations, or paraphrased material, concepts or ideas without appropriate acknowledgement in an essay or assignment
- failing to acknowledge sources through the use of proper citations when using another's works, and/or failing to use quotation marks
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university.

You should familiarize yourself with the University's Academic Integrity policy online at http://www2.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf. For more detailed discussion of the issue of plagiarism and proper use of sources, consult the following website: <http://www.utoronto.ca/writing/plagsep.html>.

5) **Preparation & Attendance:** While attendance will not be actively monitored, regular attendance at lectures is expected. Lecture notes or synopses will not be provided to students missing class—it is your responsibility to make up for missed work. Active participation is expected; this means being prepared to take notes, discuss readings and complete workshop exercises.

6) **Communication:** I will use email and the cuLearn course site to communicate with students; you are advised to check both regularly. You are encouraged to contact me through email using your connect accounts. Please indicate your concern in the subject line (e.g. "research question"); unidentified emails will be deleted. Excessive informality is discouraged. I check email once daily Monday to Friday (usually sometime in the morning) but NOT on weekends. This means last-minute emails concerning assignments or what-have-you will likely not be returned in time to clarify questions (particularly those sent later in the day on Fridays).

7) **Classroom Etiquette:** Students are expected to be on time for each class so as not to disrupt the lecture for other class members. Also any electronic activity is expected to be for note-taking purposes only; texting, surfing, "facebooking," "tweeting" etc are rude and disruptive for all others in the classroom. Cell-phones and MP3 players should be turned off for the duration of lecture. Additionally, while discussion is encouraged, private conversations between students are distracting to those not involved; any comments should be made openly or not at all.

ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

- 1) **Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www.carleton.ca/equity/>
- 2) **Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www.carleton.ca/equity/>
- 3) **Academic Accommodations for Students with Disabilities:** The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

Lecture/Reading/Assignment Schedule

Date	Topic	Readings	Work Submitted
Sept. 3 rd	Course Intro		
Sept. 8 th	Analyzing Fiction		
Sept. 10 th	Formal Analysis Lecture	<u>"The Yellow Wallpaper"</u>	
Sept. 15 th	Topic to Thesis		
Sept. 17 th	Thesis Workshop		Workshop Exercise
Sept. 22 nd	Outlines & Drafts		
Sept. 24 th	Outlining Workshop		Workshop Exercise
Sept. 29 th	Quoting & Documentation		
Oct. 1 st	Group Analysis	"Hills Like White Elephants"	
Oct 6 th	Intros & Conclusions		Short-Essay Outline
Oct 8 th	Intros/Concs Workshop		Workshop Exercise
Oct 13	Essay Types		
Oct 15 th	Essay-Types Workshop		Workshop Exercise
Oct. 20 th	Virtual Library Tour		
Oct 22 nd	Researching Workshop		Workshop Exercise & Short Essay
Oct 27 th & 29 th	READING WEEK		
Nov. 3 rd	Managing Evidence		
Nov. 5 th	Evidence Workshop		Workshop Exercise
Nov 10 th	Common Grammar Issues 1		
Nov 12 th	Group Analysis	"Araby"	
Nov. 17 th	Effective Style		Long Essay
Nov. 19 th	Style Workshop		Workshop Exercise
Nov. 24 th	Common Grammar Issues 2		
Nov. 26 th	Self-Evaluation		Workshop Exercise
Dec. 1 st	Take-Home Preparation		
Dec. 3 rd	Review		

General Explanation of Grading Criteria

Below is a general summary of elements that will factor into the grade for each of the essays you submit. The list for each grade provides an idea of the “do’s and don’t’s” associated with that letter grade; students should assume that they must meet all the positive expectations and avoid all the negative ones to achieve the mark in question.

A-range Grades: Excellent

(Paper exceeds standard expectations for first-year essays):

- Arguments are always clear, explained and proven via cogent textual analysis
- Ideas are original and imaginative not derivative of lecture material
- Overall structure and paragraph structure are logical and well linked
- Style and language are sophisticated
- Grammar is free of any flaws
- Documentation is correct throughout
- Technical expectations (length, formatting etc) are completely met

B-range Grades: Good

(Paper meets standard expectations for first-year essays):

- Arguments are generally clear and well explained with fairly cogent textual analysis
- Ideas are not totally original/imaginative, but derivative ideas are handled well
- Overall structure and paragraph structure essentially logical and linked, but with some flaws
- Style and language are handled fairly well but with some flaws
- Some grammar errors are evident
- Documentation is almost always correct
- Technical expectations are completely met

C-range Grades: Adequate

(Paper meets some but not all standard expectations for first-year essays):

- Some unclear, unexplained and unproven arguments, with limited cogent textual analysis
- Ideas are usually derivative and not always handled well
- Overall structure and paragraph structure are loose, sometimes illogical and not well linked
- Flaws are evident in style and language use
- Many grammar errors are noticeable
- Documentation errors occur with relative frequency
- Some technical expectations are not met

D-range Grades: Poor

(Paper only meets a few of the standard expectations for first-year essays):

- Arguments are generally unclear, unexplained and unproven without cogent textual analysis
- Ideas, if present, are generally derivative and ill-handled
- Overall structure and paragraph structure are scattered, often illogical and poorly linked
- Significant flaws in style and language use exist
- Problems with grammar are evident throughout
- Documentation is largely incorrect or missing
- Many technical expectations are not met

F-range Grades: Failure

(Paper fails to meet the standard expectations for first-year essays):

- Arguments, if present, are confused and unproven with only superficial textual analysis
- General lack of ideas driving the paper to conclusion
- Overall structure and paragraph structure difficult or impossible to discern
- Major flaws exist in style and language use
- Systematic grammar errors are present throughout
- Documentation is incorrect or absent
- Majority of technical expectations are not met

GRADING ABBREVIATIONS

Grammar & Style Problems

<u>abc</u> or <u>ABC</u>	letter-case error (incorrect capitalization/non-capitalization)
≠	faulty parallelism
agr	agreement (subject/verb or pronoun)
awk	awkward construction
CS	comma splice
DM	dangling modifier
frag	sentence fragment
gr	complex grammar problem
MM	misplaced modifier
ref	referent problem with pronoun
rep	repetition (of word, phrase or idea)
run on	run-on/fused sentence
shift	incorrect change in verb tense or mood
WC	word choice (inappropriate selection)
WW	wrong word (incorrect selection)
×	omit

Logic & Argumentation Problems

expand	ideas require more discussion to be persuasive
explain	ideas need further definition/clarification
link?	unclear transition between sentences/paragraphs
logic problem	sentence creates situation counter to logic/reality
unclear/?	ideas are not comprehensible
vague	ideas remain ambiguous, inexplicit or imprecise

Essay Writing Guidelines

When constructing each of your papers for this course be aware that the intention of the assignment is for you to create valid and well-defended arguments about some aspect of the text(s) you have chosen to write about. It is not sufficient either to synopsise the plot or to offer simple biography of the author(s).

Papers are to be presented double spaced (without additional spacing between paragraphs) in black ink on standard 8.5 x 11 white paper with 1" margins in Times New Roman 12-point font).

Papers must conform to standard MLA guidelines for documentation of sources. You can consult this site for information regarding MLA rules and regulations:
<https://owl.english.purdue.edu/owl/resource/747/1/>.

Be sure to familiarize yourselves with the basic expectations for university-level papers on literature in addition to the discussion offered in class. The following site has a lot of good information and tips: [Guide to Grammar and Style](#).

As stated above, plagiarism will not be tolerated in the course. All work must be the student's own, created for this course specifically. Any and all use of other people's intellectual property must be accurately documented in the manner explained in the above website. Be certain you understand what constitutes plagiarism, and learn to avoid it.

All assignments for the course must

- deal with a text from the recommended reading list or elsewhere but not from the required list; Gilman, Hemingway and Joyce are out of bounds as they will be the focus of in-class exercises
- meet minimum length requirements WILL NOT be accepted. That means, for example, that a 3-4 page assignment must be at least 3 FULL pages of text, exclusive of works-cited pages.

REMINDER: Late assignments without accompanying medical or other appropriate documentation will be deducted 5% PER DAY beginning 8:30am the day after the due date to a maximum of 5 days (weekends counting as one day). After that, undocumented late papers WILL NOT be accepted. There will be no individual exemptions from or exceptions to this rule.

Assignments

Short-Essay Outline (Due Oct. 6th) 1-2 pages [Value: 5%]

Students will submit a preliminary formal outline of their short essay following the format explained in class and via the online handouts on the course site at cuLearn. The outline should be laid out according to the guidelines provided and will form the backbone of the completed essay due later in the month.

NOTE: For concision of view and ease of comprehension when grading, this assignment ONLY should be presented single spaced.

Short-Essay Draft (Due Oct. 22nd) 3-4 pages [Value: 10%]

Students will submit a formal argumentative paper (introduction, body paragraphs, conclusion) that is a development of the outline submitted earlier. Papers should conform to structural and logical principles of essay writing as explained in class and via the online handouts on the course cuLearn site. The essay will be evaluated on its ability to establish a claim, support that claim using evidence from the works themselves, present the claim in proper grammar and style, and offer information in a technically accurate way (*i.e.* to comply with all the rules and limitations presented above and in the grade-level explanations outlined in the syllabus).

NOTE: The graded outline **MUST** be submitted along with the completed essay or it **WILL NOT** be marked.

Long Essay (Due Nov. 17th) 4-5 pages [Value: 15%]

Students will submit a formal argumentative paper conforming to the structural and logical principles of essay writing as explained in class and via the online handouts on the course site at cuLearn. The essay will be evaluated on its ability to establish a claim, to support that claim using evidence from the works themselves, to present the claim in proper grammar and style, and to offer information in a technically accurate way (*i.e.* to comply with all the rules and limitations presented above and in the grade-level explanations outlined in the syllabus).

NOTE: Students **MAY NOT** write on the same author who was the subject of the short essay.

Take-Home Research Exam (Due Dec. 12th) 6-7 pages [Value: 30%]

As a final examination the writing and analyzing skills developed across the course of the semester, Students will complete and submit a formal argumentative research paper, incorporating within it reference to at least one secondary sources researched in the ways discussed in class and via the online handouts on the course site at cuLearn. As before, this essay will be evaluated on its ability to establish a claim, to support that claim using evidence from the works themselves, to present the claim in proper grammar and style, to offer information in a technically accurate way (*i.e.* to comply with all the rules and limitations presented above and in the grade-level explanations outlined in the syllabus), and to incorporate secondary-source material through quotation or paraphrase directly in the paper.

NOTE: 1) Provision of only a bibliography without incorporation into the text of the essay of elements from a secondary source is insufficient. Any such papers **WILL NOT** be accepted.

2) Students **MAY NOT** write on the author who was the subject of either the short or long essay.

Essay Topics

Students are encouraged to create their own topics based on personal analysis of stories on the recommended reading list or derived from their reading out of class, developing their ideas in the ways discussed in lecture. The aim of all essay assignments is to construct a convincing interpretive argument about some facet of the story selected. Author biography and plot synopsis have no place in the papers unless implemented to help prove a literary-critical argument on the text. You are expected to engage directly with the chosen text by way of quotation and analysis.

Sample topics: Why does Faulkner present plot elements in “A Rose for Emily” in non-chronological order?

Do Faulkner and Lawrence exhibit a similar attitude on social pressure on individuals?

Are we meant to believe realistically in the events told to us by Poe’s narrator in “The Fall of the House of Usher”?

Is the characterization of the first-person narrators handled similarly by Atwood and Updike?

What is the nature of the insight gained by the narrator at the conclusion of Updike’s “A & P”?

Are the causes and effects of obsession similar for Hawthorne and Lawrence?

What is Hawthorne’s attitude toward science in “The Birthmark”?

Can we find similarities between “A Rose for Emily” and “A & P” if we consider them as coming-of-age stories?

Why does Lawrence tell the story of “The Rocking Horse Winner” in the form of a modern-day magical fairy tale?

How similar are Atwood’s and Faulkner’s views of gender roles and relationship politics?

Why is tradition only ambivalently important to the townsfolk in “The Lottery”?

Do Hawthorne and Poe use supernatural situations for similar or different purposes?

What is the significance of the grave in Atwood’s story belonging to a famous poet?

Though physically dissimilar, are the moral causes of death for the characters in “The Lottery” and “The Birthmark” the same?