

**Carleton University  
Winter 2016  
Department of English**

**ENGL 1010H: *Writing an English Essay***

**Mondays & Wednesdays 6:05 – 7:25 p.m.  
Location: 415 SA (*Please confirm on Carleton Central*)**

**Instructor: Dr. Janne Cleveland  
Email: [Janne.Cleveland@carleton.ca](mailto:Janne.Cleveland@carleton.ca)  
Office Hours: TBA or by appointment  
Office: 1913 DT**

**Course Description:** The goal of this course is to provide students from any discipline with the tools to develop skills through cumulative, accessible, and practical writing assignments that will build across the span of the course to culminate in the final research paper. By the time students complete the course they will have developed the following:

- 1) Strengthened reading skills that allow them to distinguishing between academic and non-academic writing
- 2) An understanding of the components of academic writing
- 3) Development of literacy skills across multiple media
- 4) Integration of skills of interpretation, writing, and thinking to develop critical analysis

To achieve the goals of the course, cumulative assignments and readings will be employed to introduce students to concepts such as:

- a) The difference between fact and opinion
- b) Reading for sub-text
- c) How to use MLA documentation style
- d) The difference between a topic and a thesis
- e) How and when to summarize effectively
- f) What constitutes plagiarism, and how to avoid it
- g) How to recognize credible, scholarly research sources
- h) How to make a concise argument
- i) Effective sentence structure and correct grammar and punctuation
- j) How to access the resources of the university library

## **Reading List:**

### **Required:**

*Shooting an Elephant* George Orwell (1936)

*The Lottery* Shirley Jackson (1949)

*Game On* Ivan E. Coyote (2005)

*Traplines* Thomas King (1993)

These short stories are available on the course page of cuLearn.

### **Required Text:**

*The Broadview Guide to Writing*. 6<sup>th</sup> edition. Broadview Press: 2015. Print.

Rooke, Constance. *The Clear Path: A Guide to Writing English Essays*. 3<sup>rd</sup> Ed. Nelson

College Indigenous: 2004. Print.

### **Suggested Texts:**

Abrams, M.H., Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11<sup>th</sup> Ed.

Wadsworth Publishing: 2014. Print.

### **List of literature from which to choose to build your final essay:**

Note: There are online versions of all these works available.

*The Love Song of J Alfred Prufrock* by TS Eliot (poem)

*Recitatif* by Toni Morrison (short story)

*Hamlet* by William Shakespeare (play)

*The Picture of Dorian Gray* by Oscar Wilde (play)

*Goblin Market* by Christina Rossetti (poem)

*Everyday Use* by Alice Walker (short story)

*Frankenstein* by Mary Shelley (novel)

*Waiting for Godot* by Samuel Beckett (play)

*Young Goodman Brown* by Nathaniel Hawthorne (short story)

## Evaluation:

Portfolio Exercises	30% (6 X 5%)
Short essay Thesis/Outline	10%
Short essay	10%
Quizzes	10%
Workshops	10%
Final paper Thesis/Outline	10%
Final Take-Home paper/exam	20%

**Portfolios (30%):** All students are asked to create and maintain their own portfolio on cuPortfolio containing workshop exercises, quizzes, in-class writing assignments, personal reflections, and essays assignments. To learn how to use cuPortfolio, go to <http://carleton.ca/cuportfoliosupport/> where you will find all the instructions for setting up and maintaining your documents. These portfolios allow you to chart your own development throughout the course. Portfolios will be randomly requested throughout the term, to enable me to see your progress, so keep these up to date. Portfolios will be handed in for final grading on the last day of class.

**Short essay Thesis/Outline (10%):** Students will choose one of the following topics and craft a short (4 – 5 page) essay, with a carefully developed thesis to argue throughout. This assignment allows students to develop their thesis (argument), and through skills of close reading, show an analysis that leads to a credible conclusion of the argument. No secondary sources are required, but textual passages used as evidence must be properly cited in MLA format. We will talk about MLA formatting in class, but you can also find instructions here: <https://owl.english.purdue.edu/owl/resource/747/01/>

**Short essay (10%):** Incorporating feedback from the thesis/outline assignment, students will submit their polished essay. Marks will be given for a well-crafted thesis, proper use of evidence from the text under discussion, correct MLA citation of in-text quotations, a conclusion that draws evidence together, vocabulary of formal writing, and correct punctuation and grammar.

**Quizzes (10%):** There will be random in-class quizzes conducted on various topics (grammar, punctuation, thesis construction, etc.) throughout the term. There will be no opportunity to do the quizzes outside of the class in which they take place, so attendance is important.

**Workshops (10%):** These are in-class exercises based on the topic of that week. Students will record their reflections on learning from the workshops in their cuPortfolios. Students must attend and participate in workshops for full marks.

**Final Take-Home Paper/Exam Thesis/Outline (10%):** Students will choose one text from the list of texts and topics provided to focus an argument for their final paper. As

with the short paper thesis/outline, this assignment enables students to focus their argument, and begin to develop the supporting evidence that will be used. Students will use **5 – 6** secondary, scholarly sources, along with their own close reading, in order to support the argument they will develop throughout the paper. Each reference/source will be presented in proper MLA formatting, with an accompanying paragraph that outlines a brief summary of the source, and a detailed explanation of what is significant in the source that will be used as evidence to support your thesis. This assignment becomes the foundation for writing your final paper.

**Final Take-home paper/exam (20%):** Using feedback from the thesis/outline assignment, students will present a polished, carefully crafted final paper of **8 – 10** pages (excluding Works Cited page) with a coherent, arguable thesis, supported by evidence from the text and scholarly sources, a conclusion that responds to and resolves the argument. Elements of writing such as rich vocabulary, proper use of citation style, correct punctuation and grammar, as well as sentence structure (syntax). As well, structural elements, such as the logical progression of ideas that form the basis of your argument, will be expected. This assignment is the culmination of all you will have learned in the course, and as such is your opportunity to explore ideas and demonstrate the development of your skills of critical analysis embedded within good writing. In compliance with the University calendar, this final paper/exam is due on **April 23<sup>rd</sup>**.

### **Important Notes on Course expectations:**

**Submissions:** ALL assignments are to be submitted on cuLearn, and will be electronically returned in the same fashion. Assignments are NOT to be slipped under my office door. Emailed 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.

**Due Dates and Late Policies:** A) Essay assignments submitted after the due date without accompanying medical or other appropriate documentation will be deducted 1 mark PER DAY, beginning 8:30am the day after the due date, to a maximum of 7 days (weekends included). 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.

**Posted Grades:** All assignment grades will be posted on the course's cuLearn site. Standing in a course is determined by the course instructor, and 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 approved by the Dean.

**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](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>.

**Preparation & Attendance:** Attendance will be taken in each class, and 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. There will be a discussion board set up on cuLearn, so if you miss a class, you should post a request for note-sharing to the list.

**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 daily Monday to Friday, but NOT on weekends. This means last-minute emails concerning assignments or anything else will likely not be returned in time to clarify questions (particularly those sent later in the day on Fridays).

**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, checking facebook, twitter, or other social media 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. If you bring food or drinks into class, clean up after yourself, and remove your garbage on your way out.

## ACCOMMODATIONS

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

1. 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. 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. 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](mailto: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/>

## **Class Schedule\***

**January 6**

Introduction – explanation of syllabus

**January 11/13**

Day 1: In-class writing assignment; Interviews; Biographies (Short essay topics discussed)  
Day 2: Reading: *Shooting an Elephant*  
Analyzing a Short Story  
Analysis Workshop

**January 18/20**

Day 1: Writing Tutorial Services Presentation  
Day 2: Reflections on WTS; Topic vs Thesis;  
Reading: *Clear Path* 1 – 13; Workshop: Writing a thesis statement

**January 25/27**

Day 1: Library Tour: class will meet at 6:00 pm at 252 MacOdrum Library  
**Short essay outline due**  
Day 2: Reflections on Library resources;

**February 1/3**

Day 1: Let's eat Grandma vs Let's eat, Grandma; or, How proper punctuation saves lives; Reading: *Clear Path* 96 - 112  
Day 2: Punctuation workshop

**February 8/10**

Day 1: Writing a synopsis: finding themes, symbols, voice; Reading: *Clear Path* 123 - 129  
Day 2: Reading *Traplines*  
Workshop: writing a synopsis of *Traplines*  
**Short essay due**

**February 15/17**

**Winter reading week!**

**February 22/24**

Day 1: What counts as *scholarly* evidence? Where to find sources  
Day 2: Workshop: how to be a detective finding evidence

**February 29/March 2**

Day 1: What is MLA and how do you use it?;  
Reading: *Clear Path* 69 - 81  
Day 2: Workshop: MLA formatting

**March 7/9**

Day 1: Introductions and Conclusions: Dos and Don'ts; Reading: *Clear Path* 14 - 17  
Workshop: intros and conclusions  
Day 2: Reading: *The Lottery*

**March 14/16**

Day 1: Structuring an argument: how to organize your paragraphs **Final paper outline due**

Day 2: Syntax (sentence structure): Common grammar mistakes; Reading: *Clear Path* 85 – 96

Workshop: Finding and correcting Grammar mistakes

**March 21/23**

Day 1: Plagiarism: How to avoid it

Day 2: Workshop: final paper outlines

**March 28/30**

Day 1: That's not what I meant! Using vocabulary

Day 2: Workshop: finding the right words

**April 4/6**

Day 1: Reading: *Game On*

Day 2: Review

**\*Subject to change. Check on cuLearn regularly for updates.**