

Carleton University
Winter 2023
Department of English

ENGL 1010E: *Writing Essays About Literature*

Prerequisite(s): None

Precludes: Additional Credit for ENGL 1020

Mondays and Wednesdays / 11:35am-12:55pm

Location: *Please confirm location on Carleton Central*

Format: In-person

Professor: Dr. S. B. Calkin

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Office: 1809 DT

Phone: (613) 520-2600 x2337

Office Hours: *Mondays 4-4:45pm; Wednesdays 4-4:45pm, or by appointment*

Important Note: For information on deadlines for withdrawal from courses, please consult the Academic Year section of the Undergraduate Calendar: (<https://calendar.carleton.ca/academicyear/>)

Course Description:

This course teaches first-year students the skills involved in writing university-level essays about literary texts. We will study how one writes an essay that presents a convincing analysis of literature in effective academic prose. We will read some short primary sources (prose and poetry) and hone your skills in close reading, analysis, and interpretation of literary texts. We will develop your ability to find and work with textual evidence from literature and to discern what counts as effective evidence from a primary source. We will discuss the types of secondary, scholarly sources professors expect you to consult in an English course and develop your facility with locating such texts and integrating them into your written analysis in academically rigorous and intellectually honest ways. We will discuss the key components of essay-writing (argument/thesis; paragraphing; structure; presentation of evidence; clarity and accuracy of prose; grammar; proper source acknowledgement and documentation). Classes will involve a mixture of lectures, activities, and some in-class workshops.

Learning Outcomes:

Students in this course will:

- Learn how to analyze and interpret literary texts using techniques such as close reading
- Write a literature essay that develops an argument supported by textual evidence
- Learn what constitutes a scholarly secondary source in English literary study
- Locate scholarly secondary sources on literature using university library resources
- Write a literature essay that uses primary and secondary sources to make an argument
- Learn how to format an essay and document prose and poetic sources in MLA style
- Learn some principles of grammar

- Practise note-taking, essay drafting and essay revising skills

Required Textbook:

- Katherine O. Acheson, *Writing Essays about Literature: A Brief Guide for University and College Students*. 2nd ed. Broadview Press, 2021.

The textbook is available from Haven Books, at the corner of Sunnyside and Seneca Streets, <https://www.shophaven.ca/> .

Required Readings:

- Marie de France, *Lanval*. Translated by Judith P. Shoaf, University of Florida, 1991 and 2005, <http://people.clas.ufl.edu/jshoaf/files/lanval.pdf>. Accessed 18 Dec. 2022. (also available in a different translation in both the Norton and Broadview Anthologies often used for ENGL 2301)
- Tennyson, Alfred. “The Lady of Shalott.” *Tennyson’s Shorter Poems and Lyrics, 1833-1842*. Edited by Beatrice C. Mulliner, Oxford UP, 1909, pp. 1-6. (available on ARES)
- « Peredur Son of Efrog. » *The Mabinogion*. Translated by Sioned Davies, Oxford UP, 2007, pp. 65-102. (available on ARES)
- Chrétien de Troyes, « Perceval, The Story of the Grail.” Translated by Burton Raffle and J.J. Duggan, Yale UP, 1999. (available on ARES)

Evaluation:

READING NOTES ON LANVAL AND “THE LADY OF SHALOTT” **10%**

DUE: Jan. 23-27; as a Word document attachment e-mailed to the Professor

(Using the models provided by Acheson and the professor, you will amass a set of reading notes on these two texts and submit them as a Word file. Notes will be assessed on their accuracy regarding the texts and their efforts to follow the guidelines and suggestions provided in class and in the textbook; a separate assignment hand-out will be posted on Brightspace)

DRAFT INTRODUCTORY PARAGRAPH TO ESSAY ON PRIMARY SOURCES **10%**

DUE: Feb. 6; as a hard copy in class

(Drawing on the ideas from Acheson and class, you will draft the first paragraph of your Essay on Primary Sources. This paragraph will be assessed on how well it introduces the text(s), indicates your thesis statement, and provides a map or outline of your essay body. Proper prose and grammar are expected. Please double space.)

ESSAY ON PRIMARY SOURCES (3-4 pages + List of Works Cited) **25%**

DUE: Feb. 27; as a hard copy in class

(MLA format is required for this essay. A detailed list of my expectations for structure, form, and language will be distributed during term. No secondary research is required.)

READING NOTES ON “PEREDUR” AND PERCEVAL, THE STORY OF THE GRAIL 10%

DUE: Mar. 13; as a Word document attachment e-mailed to the Professor

(Using the models provided by Acheson and the professor, you will amass a set of reading notes on these two texts and submit them as a Word file. Notes will be assessed on their accuracy regarding the texts and their efforts to follow the guidelines and suggestions provided in class and in the textbook; a separate assignment hand-out will be posted on Brightspace)

LEARNING REFLECTION 5%

DUE: Mar. 20; as either a hard copy in class or an e-mailed Word attachment

(Write 200-300 words in which you reflect on three (3) aspects of your essay-writing that did not go as well as you had hoped in the Essay on Primary Sources and outline your ideas for how to improve these three (3) aspects of essay-writing in the Research Essay. Reflections will be assessed on their completeness (3 factors identified) and on the thoughtfulness of the plans for improvement.)

PRELIMINARY BIBLIOGRAPHY FOR RESEARCH ESSAY 5%

DUE: Mar. 22; as a hard copy in class

(Using MLA format, list the primary and secondary sources that you plan to use in your Research Essay. Assessment will consider correctness of MLA format used, scholarliness of secondary sources located, and appropriateness of the sources to the assignment)

INTRODUCTORY PARAGRAPH and RESEARCH ESSAY OUTLINE 5%

DUE: Mar. 29; as 2 hard copies in class

TO BE WORKSHOPPED IN CLASS

(Drawing on the ideas from Acheson and class, you will draft the first paragraph of your Research Essay and an outline for the body of your essay indicating the main points you will cover and the evidence you will use to support your claims. Assignment will be assessed on its completeness and timeliness as well as its efforts to follow the guidelines for Introductory Paragraphs and Essay Outlines discussed in class. Having a thorough draft outline to workshop is the goal of this assignment and you will earn the 10% by showing up with 2 hard copies of a complete introductory paragraph and outline to workshop with your peer.)

RESEARCH ESSAY (5-6 pages + List of Works Cited) 30%

DUE: Apr. 10; as a hard copy in class

(MLA format is required for this essay. A detailed list of my expectations for structure, form, and language will be distributed during term. Secondary research is required.)

Please Note:

- For essays and some assignments, a hard copy on paper (double-spaced, 12-pt font) is preferred to help minimize eyestrain. These should be submitted in class on the date specified. If you must submit your assignment electronically, please let the professor know in advance and ensure that it is submitted as a Word Document attached to an e-mail to

the professor. Please be aware that it takes longer to mark electronic documents because the grammar error notation system is much clunkier than pencil marking grammatical errors on a hard copy.

- **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.**
- **Student or professor materials created for this course (including presentations, projects, hand-outs, assignments, lectures, tests, drafts, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).**
- **Letter/Number Grades and professor comments will be returned in person, and/or via Brightspace, and/or via e-mail depending on the assignment.**

PLAGIARISM: The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts 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, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

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.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Information on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

**** We will discuss ways of managing the attendance challenges Covid and other illnesses create for our course at the first class and decide on a preferred lecture management strategy then (possibilities we can discuss include, for example, note-takers, a buddy system, audio recording, etc.)****

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

Pregnancy: 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 accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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 [click here](#).

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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Schedule of Classes and Readings:

Readings are to be completed for class by the date under which they are listed. Please note that I reserve the right to adjust this syllabus to meet the needs of the class and/or changes in Carleton's public health directives; however, major changes will be announced in advance.

- M. Jan. 9 Overview of Course and Requirements
- W. Jan. 11 What Do English Professors Want In An Essay?
READ: Acheson, Chapter 1: "The Purpose of an Essay About Literature," pp. 3-18
- M. Jan. 16 How Do I Analyze and Interpret Literary Texts? Part 1
READ: Acheson, Chapter 2: "Research Within the Text," pp. 19-34
 Marie de France, *Lanval* (available as a translation by Judith Shoaf at <http://people.clas.ufl.edu/jshoaf/files/lanval.pdf>)
- W. Jan. 18 How Do I Analyze and Interpret Literary Texts? Part 2
READ: Alfred Tennyson, "The Lady of Shalott" (available on ARES)
- M. Jan. 23 **DUE: JAN. 23-27: READING NOTES on *Lanval* and "Lady of Shalott"**

 Using References Works and Other Tools for Understanding Literature
READ: Acheson, Chapter 3: "Using Reference Works," pp. 35-53
- W. Jan. 25 Moving from Reading Notes to an Argument
READ: Acheson, Chapter 6: "Inventing Your Argument," pp. 85-97
- M. Jan. 30 Thesis Statements and Introductions
READ: Acheson, Chapter 7: "Composing Your Argument," pp. 101-13

- W. Feb. 1 Introductions and Essay Outlines
- M. Feb. 6 **DUE: DRAFT INTRODUCTORY PARAGRAPH to Essay on Primary Sources**
The Body of an Essay: Paragraphing
READ: Acheson, Chapter 8: “Writing the Body of the Essay,” pp. 115-23
- W. Feb. 8 The Body of an Essay: Evidence from Primary Texts and MLA Style
- M. Feb. 13 Draft a 3-4 Page Essay on Primary Sources (In-class workshop)
- W. Feb. 15 Revising and Editing
- M. Feb. 20 **NO CLASS; READING WEEK**
W. Feb. 22
- M. Feb. 27 **DUE: ESSAY on Primary Sources**

How Do I Analyze and Interpret Literary Texts? Part 3
READ: “Peredur Son of Efrog” (available on ARES)
- W. Mar. 1 How Do I Analyze and Interpret Literary Texts? Part 4
READ: Chrétien de Troyes, “Perceval, The Story of the Grail” (available on ARES)
- M. Mar. 6 How Do I Analyze and Interpret Literary Texts? Part 4 continued
READ: Chrétien de Troyes, “Perceval, The Story of the Grail” (available on ARES)
- W. Mar. 8 Secondary Sources: Positioning Your Analysis Historically and Socially
READ: Acheson, Chapter 4: “Research About Social and Historical Contexts,” pp. 55-67

- M. Mar. 13 **DUE: READING NOTES on “Peredur” and “Perceval, The Story of the Grail”**
Secondary Sources: Positioning Your Analysis in Relation to the Analyses of Other Scholars
READ: Acheson, Chapter 5: “Research About the Current Critical Assessment of Literary Works,” pp. 69-83
- W. Mar. 15 Finding and Accessing Scholarly Secondary Sources plus a Library Treasure Hunt!
- M. Mar. 20 **DUE: LEARNING REFLECTION**
Taking Notes on Secondary Sources and Using Them in an Essay
READ: Acheson, Chapter 10: “Documenting Your Sources and Presenting Your Work,” pp. 147-59
- W. Mar. 22 **DUE: PRELIMINARY BIBLIOGRAPHY for Research Essay**
Thesis, Introduction, and Essay Body Review and Lessons From Essay 1
READ: Acheson, Chapter 11: “The Process of Essay Writing—A Summary,” pp. 163-68
- M. Mar. 27 Common Grammar Errors
- W. Mar. 29 **DUE: INTRODUCTORY PARAGRAPH and RESEARCH ESSAY OUTLINE**
In-Class Peer Review Workshop on Research Essay Outline
- M. Apr. 3 In-Class Writing Period
- W. Apr. 5 Citing Primary and Secondary Sources Re-Cap: How to Avoid Plagiarism
- M. Apr. 10 **DUE: RESEARCH ESSAY**
Course Wrap-Up