

**Carleton University
Winter 2023
Department of English**

ENGL 1010G: Writing Essays about Literature

Precludes additional credit for ENGL1020

**In class discussion Wednesday 6:05 – 8:55pm
Lectures Asynchronous (to be explained below)**

Location: 309 Southam Hall

Instructor: K. Gildea

**email: kevin.gildea@carleton.ca
Office hours: After class**

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/>).

This course will be offered in person, but I will also make many accommodations.

Video lectures, class notes and some other files will be made available at Brightspace prior to the actual class date which you can then download and watch or read at your own pace.

However, you will still be expected to bring the notes to the class and make additional notes depending on your own needs or interests in the material. The in person component will be discussions regarding the lectures you have watched prior to the class.

Primary Reading List:

There are 4 **mandatory** readings for this course which can be found on the **Ares** link located at our course on **Brightspace**. **Access to Ares will be explained in the first lecture.**

Suggested Texts: (do not purchase any texts for this course until you have attended the first lecture)

The Broadview Pocket Glossary of Literary Terms. Broadview Press, 2013.

Engkent, Lucia & Garry Engkent. *Essay Do's and Don'ts* (2nd edition). Oxford, 2017.

Course Description:

An intensive writing course focusing on the formulation and construction of a literary essay.

Note: **this is not an ESL course.**

Specific Course Focus:

In this section, we will learn how to critically read short stories and create analytical essays which are supported by various methods of interpretation. Students will be introduced to literary strategies which will equip them to develop university level literary essays.

Students will write a minimum of two graded writing assignments per term in which they are expected to do the following:

- develop an argumentative thesis across an essay
- establish university-level expectations for grammar and syntax
- develop complex ideas using correct and effective expression according to academic English practice
- use and cite evidence from primary texts appropriately
- develop literary skills

Students will also be introduced to issues in secondary research (such as critical evaluation and citation of secondary materials).

On the use of Brightspace:

Almost everything you need will be gradually made available through Brightspace. I will also post a number of separate files which may be of help.

Grades, however, will not be posted as I feel it is imperative that you read, and take advantage of, the comments placed on your submissions so that you improve as you progress through the course and your academic careers.

Students should note:

For the purposes of this specific course and section, the student will be held responsible for the submission of all written material geared towards the final grade. Therefore, the student **must keep a copy of all materials submitted** towards the composition of the final grade.

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.

Essays must be submitted on the assigned due date to be considered on time.

All assignments must be submitted in class at 6:05 to be considered on time

Late papers:

If any paper is late, it will **only** be accepted the following week and **will receive no comments (there will be no grade penalty). In other words, you have an automatic extension on all papers.**

This policy does not apply for outlines or quizzes.

Do not ask for any further extensions without a medical certificate from the University Health Services or some similar substantiation of disruption.

On the subject of grammar quizzes:

You will be expected to write 2 separate grammar quizzes, each worth 2.5% toward your final grade. Each will consist of 10 sentences you will be asked to correct. The grade will be divided by 5 on each for a possible grade of 2.5. If you do not write either quiz, there will be no make-up dates.

Objectives:

This course is designed to equip students with the skills and strategies necessary for writing university-level literary essays. By the end of the course, the student will have learned how to write structured, logical prose expressed from a critical perspective.

Methodology:

The lectures will be based on subjects including literature, writing methods and, on occasion, grammar skills.

On Documentation and Research:

MLA style is mandatory for this course. See Brightspace for an example of the first page format. For more sophisticated documentation, just type **Owl Purdue** at your favourite search engine.

Grading System:

Portfolio:

Quiz component:	5%
1 st outline:	15%
Short essay (3-4 pages):	25%
2nd outline	25%
Final paper (4-5 pages):	<u>30%</u>
Total:	100%

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.

Academic Dishonesty:

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or 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 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;
- 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 serious offence that cannot be resolved directly by 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 a final grade of "F" for the course.

Plagiarism examples:

- Using an author’s words or ideas without proper reference
- Failing to put quotation marks around words taken from a source
- Doing work for someone else, or having someone do it for you
- Unauthorized collaboration
- Falsifying or inventing information or data
- “Cutting and pasting” from the Internet

Since learning to do research is an important objective of the course, any research used for the purposes of essays must be done by the student. No student may outsource for the research component.

Internet sources:

While some Internet sites, such as scholarly journals, are acceptable, many are not reliable. Be careful when using Internet sources and be aware that **you are responsible** for proper documentation (see above website). The library has several data bases that you can access with a library account.

By the time of your first essay submission, you will have been taught how to locate and utilize proper sources and, therefore, should not be including urls or web-based sources in your essays or “Works Cited”.

The Centre for Student Academic Support:

Under non pandemic circumstances:

You would be encouraged to use the human and computerized writing resources available at the Centre for Student Academic Support.

Since the university is in a fluid situation at the time of preparing this outline, I do not know if these resources are available.

If they are, you can call (613-520-3822), go to the Centre’s Support Help Desk located on the 4th floor of the library or make an appointment online through *My Success* at Carleton Central.

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>

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

Please contact your instructor 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: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

Religious obligation

Please contact your instructor 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: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the Paul Menton Centre Website: carleton.ca/pmc

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 its 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/focus/sexual-violence-prevention-survivor-support/>

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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>

Special Information Regarding Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily (**the requirements in this section may have changed since I created the outline**)

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Week by week breakdown for ENG 1010

Class	Lecture	Due Dates and Readings
1	Introduction to course outline and explanation of Ares	The basics: formal versus informal writing
2	Crash course in grammar and common writing mistakes	Commas and possessive case

3	An Introduction to Literary Analysis	What's the Problem? Reading: "Paul's Case"
4	Reading: "The Yellow Wallpaper"	Organization/ structure Grammar quiz (2.5%) Feb 1
5	Paragraphing/ Confusing words Library tour (TBD)	1st Outline due (15%) Feb 8
6	Definitions/ Comma splice "Works Cited"	Outlines for 1st paper returned.
	FALL BREAK OCT 24-28	NO CLASSES
7	Lecture/ Reading: "The Handsomest Drowned Man in the World"	Short paper due (25%) Mar 1, 6pm Outlines workshop for final papers (outline template examples)
8	Lecture/ Reading: "The Rocking-horse Winner"	Essays returned and discussed
9	Finer points of grammar.	Final paper outlines due (25%) 6pm. Mar 15
10	Usage and Vocabulary (prefixes and suffixes)	Final outlines returned and discussed.
11	The Final Essay: Argument (reminders)	Grammar quiz (2.5%). Mar 29

12	Final paper due: (30%) Apr 5, 6pm	Grammar Quiz returned Evaluations etc
13	Late date: 10 (Monday) @ 4pm.	Send as a Word attachment through email.

ON THE SUBJECT OF ESSAYS:

Do not retell the plot or quote at length. Instead, blend short, direct quotes from the primary text with your words to prove whatever argument you are making.

Do not provide explanations of symbolism in your papers as it leads to an explanation of the text, rather than an argument. You may, however, utilize symbols in a given story to argue **why** they enhance an underlying theme or message not readily available from a cursory reading of the text.

Make sure you have properly documented all sources quoted (just for the record, make sure you have, in fact, quoted when necessary from the primary source). It is the student's responsibility to know what an acceptable university paper entails.

Do not provide author biographical material to the essay, unless it is crucial for the argument which you intend to explore (at this level and, considering the length of the papers, you really should not be using biographical material).

Your papers should have an **argument** that has been proven through an analysis of the primary text with key terms or phrases properly defined from credible sources and, perhaps, sources from secondary material.

Make sure you have provided *your own* argument and avoid retelling the plot! Also, do not provide contrast and comparison analysis!

Suggested essay topics can be found later in this outline. Note that topics provided will **not necessarily include a thesis or argument**. Students are encouraged and expected to create and develop these on their own.

Essays in General:

You will be assigned one short essay this semester and a final longer paper. Papers will not necessarily require secondary material to achieve a passing grade. However, if you wish to achieve a high grade on either paper, secondary material will be strongly recommended.

Minimum requirements for all MLA essays:

- be typed on one side of the paper, using black ink
- be double-spaced and have 1-inch margins
- have page numbers and last name running header in the top right corner
- Include the following information on the top left corner of the first page:
 - Your name
 - Your student number
 - Your professor's name
 - The course number (ENGL 1010 and section)
 - The date submitted
- not have a title page (but should have a title)
- use the MLA format for documentation
- be written in a style appropriate to an academic paper
- font for entire paper including Works Cited is **Times New Roman 12**

Suggested essay topics:

The essay topics below should only serve as starting points for you to then develop.

Why, specifically, does “Paul’s Case” end the way it does?

How does “Paul’s Case” not/work as a coming of age story?

What is the major cause of the protagonist’s death in “The Rocking-horse Winner”?

Comment on the psychological implications in "The Rocking-horse Winner."

What causes the protagonist to go insane in “The Yellow Wallpaper”?

Discuss the notion of madness in Gillman’s “The Yellow Wallpaper”.

Discuss the importance of feminism/ patriarchy in Gillman’s “The Yellow Wallpaper”.

Comment on the power of the imagination in “The Handsomest Drowned Man in the World”.

Discuss the notion of transformation in Marquez's "The Handsomest Drowned Man..."

Comment on the religious elements in “The Handsomest Drowned Man...”

Guide to Grading:

In General:

An **“F” or “D” paper** suggests the student has presented personal observations or rewritten class notes.

- there is no "Works Cited"
- there are few (if any) quotes from the primary source
- there is no sense of a thesis

For a "C" paper, I find that students usually give a retelling of the story with a few quotes, but they do not actually have their own, specific argument. This becomes readily evident in the introduction. If I cannot find a clear thesis statement in the introduction that suggests the argument you will prove, then chances are the paper falls into this category. A common comment applicable to a paper like this is as follows:

"You need to learn to create, develop and sustain an argument that can be *proven* through a textual analysis. The major problem with this essay is that you have simply retold the story with one or two insights, but have not actually developed any theory of your own. You must learn what a thesis is/does and how that translates into an argument."

That is not to say that this is the only pertinent comment, but it is one that reveals to the student the technical problems that exist in the paper.

I have noticed that, with "C" papers, students use phrases such as "I will discuss" or "It will be shown". In other words, the student is discussing (which of course means they could discuss forever) or "showing" (which could also go on forever), but does not have a plan of attack that illuminates where s/he is actually going. With these papers:

- the student has simply retold / explained the story
- there are a few quotes, but their significance is not developed
- there is a lack of argumentation
- there is too much repetition
- what is being said on page 4 could easily be said on page 2
- in other words, there is no development, or
- the student may have simply rewritten lecture notes

For a "B" paper, students must show that they, in fact, do have an argument, that they are trying to work through that argument and that they are utilizing the text to prove it. They may have incorporated secondary material, but have still not mastered the art of sophisticated argumentation (often, the secondary material is making the argument for you). There is an argument, but it needs more of your own insight to place it at the next level. With these papers:

- the student has the beginnings of an argument, but...
- it is self-evident from a reading of the text, or
- secondary material does most of the work, or
- the paper does not develop because of a narrow thesis
- the student has a vision of where the paper is going, but
- the student still explains the text, rather than proves the argument
- there are very few grammatical errors

- key terms are properly defined from credible sources

For an "A" paper, it is essential that the writing is grammatically sound, there is a specific, sophisticated argument, the documentation is flawless and there is no repetition. The argument should be clear and focused and continually developing.

- the student's grammar is flawless
- there is a specific argument and...
- key terms are properly defined from credible sources
- the paper begins with the student's own ideas
- and marries the text with sources
- documentation is flawless
- an A paper should obviously stand out against any others

These guidelines are general and are provided only to help you understand what is expected.