

**Carleton University
Winter 2023
Department of English**

ENGL 1010H: Writing Essays about Literature

Prerequisites: none

Preclusions: precludes additional credit for ENGL 1020

*(*Students may NOT take both ENGL 1010 and 1020 for credit)*

Tuesdays and Thursdays 4:05-5:25 pm

Location: *Please confirm location on Carleton Central*

Format: In-person

Instructor: Dr S. Birkwood

Email: susan.birkwood@carleton.ca

Office: Dunton Tower 1928

Phone: 613-520-2600 ext. 2302

***E-mail is the best method of communication outside of class**

Office Hours: TBA

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/>).

Carleton University is located on the traditional and unceded territory of the Algonquin Nation.

Course Description

ENGL 1010 is an “intensive writing course focusing on the formulation and construction of a literary essay” (See the [Undergraduate Calendar](#)). Through the study of assigned poems and short stories, we will engage in the type of close reading of, and research within, individual texts that is necessary for the writing of well-structured, convincing essays about literature. Clarity of expression is also essential, and so we will cover some common grammar and punctuation problems that can interfere with the meaning of sentences and entire arguments. Throughout the course, we will examine the social and historical contexts of the assigned literary works, and by the end of the term we will have also considered scholarly writing on selected texts. Given our foray into research outside of the text, we will, of course, review the proper citation of sources. The skills you develop in this course will be beneficial for your university studies, regardless of discipline.

- With any luck, we will also have some fun as we go!

General Course Objectives / Learning Outcomes

This course is designed to support you as you develop and refine your abilities to do the following:

- Read and engage critically with literary texts through written work and class discussions
- Write clearly—utilizing clear grammatical constructions and clear syntax—to advance and support arguments
- Develop arguments in response to literary texts and support those arguments with evidence from primary and/or secondary sources
- Understand the expectations of students in the areas of reading, writing, and class discussion in academic-level ENGL courses
- Correctly document all use of sources—whether quoted, paraphrased, or consulted—using **MLA format**
- Reflect on the different components of your writing in a way that fosters continued development of effective communication skills

Required Texts:

- **Katherine Acheson, *Writing Essays about Literature*, 2nd edition**, Broadview Press, 2021
 - Available through [Haven Books](#): Carleton University Students' Association
 - 613-730-9888
 - 43 Seneca St., Ottawa, ON
- ✓ Plus poems and short stories available online. See the **Online Sources for Poems** module and the ARES collection in Brightspace for specific links
 - Access ARES through the Tools drop-down menu

Additional Resources

If you find that you would benefit from further discussions of grammar and punctuation, there are many composition handbooks out there, as well as internet resources

- Purdue Online Writing Lab: [Purdue OWL](#)
 - The online writing lab includes both a “General Writing” section that covers some matters of grammar and punctuation and a “Research and Citation” section that covers the basics of MLA documentation (used in English courses), along with APA, Chicago, etc.
- Khan Academy: Grammar Course <https://www.khanacademy.org/humanities/grammar>

- For grade school students, but the site provides a decent review that includes practice quizzes

(Broadview Press carries a number of composition-related print books and e-books, such as their [Pocket Guide to Writing](#). Other academic presses also publish composition guides. You can always check the MacOdrum Library holdings for writing guides, too.)

Evaluation:

cuPortfolio assignments (within course template)	30%
Close reading & reflection (10%)	
Book Arts Lab reflection (10%)	
Working with feedback (10%)	
Short Quizzes: Grammar and punctuation	10% [4 x 2.5%]
Essay 1	10%
Essay 2 (includes scaffolded research component)	25%
Engagement and peer support	10%
Final range exam (online)	15%

Please note:

- ❖ “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.” (FASS Teaching Regulations)

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>

Assignments: General Expectations and Policies

- ❖ **Clear and effective writing** depends in part on the clarity of grammatical construction and appropriate punctuation, along with effective diction; therefore, grammar and mechanics (e.g., spelling, punctuation) do factor into the evaluation of written work. (See Brightspace for writing resources.)
- ❖ **Strong argumentation** requires the support of sufficient specific, documented textual analysis that illustrates **close reading** of the literary text(s) in question
- ❖ **Research findings** can add strength and depth to your analysis but only if they are integrated smoothly into your prose, as well as your argument.
- ❖ **All sources** must be **properly documented**, both within the body of the assignment AND in the Works Cited

University policies related to **academic integrity** (e.g., plagiarism) apply to ALL term work. (See the section in this outline on Academic Integrity.) Any and all sources must be acknowledged and cited according to MLA format, regardless of whether they are paraphrased or quoted.

Deadlines, Grace Days, and Extensions

For **term assignments only** (not the quizzes or exam)—with the exception of the Research & Documentation assignment—you may make use of **5 grace days** for the term (5 in total). The grace days provide a little extra time, should you need it. It is up to you how you apply them. For instance, you might use one grace day when completing a cuPortfolio assignment and save four for one of the essays.

- After the grace days are exhausted, the late penalty for term assignments will be 2% / day. (I may not be able to provide detailed feedback on late assignments.)
- In the case of illness or other significant unforeseen circumstances, please get in touch with me as soon as possible so that we can consider an appropriate accommodation.
- ❖ Terms of the final exam may be subject to change

Please note that I am the instructor for three courses this term, so the time it takes me to mark a set of assignments may vary. I will give you progress updates.

Academic Integrity

The following is [University Senate's definition of plagiarism](#):

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others [or of AI generators] as one's own.

Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to [the following]:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

As noted in the FASS regulations and procedures, “Plagiarism 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 a final grade of “F” for the course.”

For further explanation of the university’s approach to academic integrity matters, please see the information prepared by the Registrar’s Office: <https://carleton.ca/registrar/academic-integrity/>

- You are expected to know the policies and procedures regarding plagiarism for the faculty and the university.
- **Unacceptable paraphrasing (see Brightspace for examples) does count as a form of plagiarism. Be particularly careful in your use and documentation of internet sources. I shall report cases of unacknowledged use of sources to the Chair of the English Department.**
- *All assignments, including cuPortfolio entries, must include a Works Cited if any sources are consulted, quoted, or paraphrased*
- **Do not submit assignments for this course that you prepared for another course.** If there is a compelling reason to include sections from an assignment previously or otherwise completed for another course, then treat that assignment as a source and document its use—and check in with your instructor

Engagement and Peer Support

This portion of the final grade acknowledges the many ways to engage with course materials and discussions—and the consequent enrichment of the learning experience for everyone, including me. Preparation for class, contributions to discussion in class (and possibly through Brightspace), and collaboration with classmates in class are all types of engagement.

Preparation for class

- Ideally, you will have read the assigned chapters from Acheson’s *Writing Essays about Literature* and the literary texts before we begin discussing them in class
- Videos explaining grammar and punctuation matters will be assigned as homework

E-mail Communications:

- I will check e-mail daily during the week. If you send a message on Friday evening, be aware that I may not reply to it until Monday morning.
- I may delete mail without opening it, if it comes from a sender I do not recognise, so please use your Carleton account.
- University policy prohibits me from sending information about grades over e-mail if the request comes from any non-Carleton e-mail address.

- It is always a good idea to avoid excessive informality in your e-mail communications with instructors. (“Dear Professor –” is the safest way to begin when e-mailing any instructor.)

General Note on Intellectual Property

The MacOdrum Library has provided the following information regarding materials created by course instructors:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, without the instructor’s express consent, may be charged with misconduct under Carleton's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

- If you have questions about fair dealing and your other rights to use works for educational purposes, please contact copyright@carleton.ca

Course Overview and Readings (*Subject to change, if necessary*)

- Please read the assigned chapters and literary texts *prior* to the respective classes in which we are scheduled to discuss them
- Links to poems are available in Brightspace. See the **Online Sources for Poems** module
- See Brightspace for explanations and examples of common grammar and punctuation problems via course videos that you can view outside of class time
- See Brightspace for details on the short grammar and punctuation quizzes

Dates	Tuesday	Thursday
Jan.10, 12	<p>Introductions</p> <p>—Overview of course: content, objectives, expectations</p> <p>—Words as tools, regardless of the genre</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Acheson, Chap. 1: “The Purpose of an Essay About Literature” • Christina Rossetti’s “In an Artist’s Studio” (See Brightspace module) <p>—Evidence-based analysis</p> <p>—Close reading, clear writing, and critical thinking</p>
Jan. 17, 19	<p>Readings:</p> <ul style="list-style-type: none"> • Acheson Chap. 2: “Research Within the Text” • Acheson, Chap. 3: “Using Reference Works*” • W. H. Auden, “Musée des Beaux Arts” (See Brightspace) <p>—Close reading and “research within the text”</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Armand Ruffo, “Poem for Duncan Campbell Scott” (See Brightspace) <p>—Return to Rossetti and Auden with information from reference works</p> <p>—Begin discussion of Ruffo’s poem</p> <p>—MLA documentation of reference works</p> <p>[Outside of class time:</p>

	<p>*Dictionaries, encyclopedias, critical editions —Brief introduction to MacOdrum Library resources</p>	<p>Grammar & Punctuation Homework: Sentence Errors Video & Practice Quiz (Acheson covers some of the common problem areas in Chapter 9 if you want to jump ahead.)]</p>
Jan. 24, 26	<p>Readings:</p> <ul style="list-style-type: none"> Acheson, Chap. 4: “Research About Social and Historical Contexts” View in preparation for the class: <p>Collaborative Indigenous Learning Bundle: Indigenous-Canada Relations (See the CILB module in Brightspace) —Apply discussion of diplomacy and treaty-making to Ruffo’s poem **Stacy Malloch will visit the class to answer questions about cuPortfolio</p>	<p>—Continue discussion of Ruffo’s poem for preparation of cuPortfolio assignment —Guidelines for quoting poetry —Guidelines for avoiding plagiarism: documenting paraphrases and quotations</p> <p>cuPortfolio: Close Reading & Reflection due Jan. 29</p>
Jan. 31, Feb. 2	<p>View in preparation for the class: Collaborative Indigenous Learning Bundle: Indigenous Environmental Relations Reading:</p> <ul style="list-style-type: none"> Richard Van Camp, “Like a Razor Slash” in <i>150 Years Retold</i> (ARES) <p>—Discussion of Bundle and the graphic fiction text</p>	<p>Reading:</p> <ul style="list-style-type: none"> Scott McLeod, “Blood in the Gutter” from <i>Understanding Comics</i> (ARES) Acheson, Chap. 6: “Inventing Your Argument” <p>—Continue discussion of “Like a Razor Slash”; Gathering and organizing evidence [Outside of class time: Grammar & Punctuation Homework on Apostrophes, semi-colons, and colons video & Practice Quiz Graded Brightspace Quiz #1: Sentence Fragments, Comma Splices, Fused Sentences]</p>
Feb. 7, 9	<p>Readings:</p> <ul style="list-style-type: none"> Acheson, Chap. 7: “Composing Your Argument” <p>—Introductions and thesis statements</p>	<p>Reading:</p> <ul style="list-style-type: none"> Acheson, Chap. 8: “Writing the Body of The Essay” <p>—Paragraphing: unity, coherence, development; Transitions</p>

	—Establishing the direction of the argument and creating a route map	—Integrating and documenting quotations and paraphrases [Outside of class time: Graded Brightspace Quiz #2: Apostrophes, Semicolons, and Colons]
Feb. 14, 16	Reading: <ul style="list-style-type: none"> • Acheson, Chap. 9: “Editing and Proofreading Your Essay” • Acheson, Chap. 10: “Documenting Your Sources,” pp. 147-49 —Mini editing challenge in class	<i>Writing and editing session</i> <i>Details TBD</i> Essay #1 due Feb. 17
Feb. 20-24	WINTER READING WEEK	NO CLASSES
Feb. 28, Mar. 2	Printing and book production Readings: William Blake, “The Chimney Sweeper,” <i>Songs of Innocence</i> and “The Chimney Sweeper,” “London” from <i>Songs of Experience</i> (See Brightspace) —See sample essay in Brightspace	Meet in the Book Arts Lab (MacOdrum Library) [Outside of class time: Grammar & Punctuation Homework: Dangling Modifiers, Pronoun Reference, Passive Voice Video & Practice Quiz]
Mar. 7, 9	Readings: <ul style="list-style-type: none"> • Sonnet Form resource in Brightspace • Percy Bysshe Shelley, “England in 1819,” • Wilfred Owen, “Anthem for Doomed Youth” —Form and content—with a focus on the sonnet (Recall Rossetti, “In an Artist’s Studio”)	Readings: <ul style="list-style-type: none"> • Charles G.D. Roberts, “The Winter Fields” • Dorothy Livesay, “The Difference” cuPortfolio: Book Arts Lab response /reflection due Mar. 12 [Outside of class time: Graded Brightspace Quiz #3: Dangling Modifiers, Pronoun Reference, Passive Voice]
Mar. 14, 16	Lectures on / discussion of the texts that are your options for the final paper: <ul style="list-style-type: none"> • A.M. Klein, “Heirloom” (<i>Hath Not a Jew. . . .</i>) • Dionne Brand, “Blues Spiritual for Mammy Prater” (<i>No Language is Neutral</i>—See ARES) 	Lectures on / discussion of the texts that are your options for the final paper: <ul style="list-style-type: none"> • George Elliott Clarke, “Blank Sonnet” (<i>Whylah Falls</i>) • Katherena Vermette, “bury me at Batoche” (<i>River Woman</i>—See ARES) [Outside of class time: Graded Brightspace Quiz #4: Quotation Integration]

Mar. 21, 23	Lectures on / discussion of the texts that are your options for the final paper: <ul style="list-style-type: none"> • Mustafa, selection(s) from <i>When Smoke Rises</i> 	Finding relevant and appropriate sources —We will do some searches for the relevant texts cuPortfolio: Working with Feedback due Mar. 26
Mar. 28, 30	Reading: <ul style="list-style-type: none"> • Acheson, Chap. 5: “Research about the Current Critical Assessment of Literary Works” —Library resources, finding and assessing scholarly sources, integrating evidence from primary and secondary sources 	Return to Acheson, Chaps 6 & 7: Inventing and composing your argument —Thesis statements redux Research and Documentation component (due date subject to change)
Apr. 4, 6	Keeping your analysis front and centre while integrating evidence from the literary text and research sources —Paraphrasing, quoting and citing in MLA format	<i>Writing and editing session</i> <i>Details TBD</i>
Apr. 11	TBA, depending on need Essay #2 due	

Final Examination Period: April 15-27, 2023

- Exam Schedule: <http://carleton.ca/ses/exam-schedule/>
- The Academic Year: <http://calendar.carleton.ca/academicyear/>

Faculty 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/>
- Ojigkwanong Indigenous Student Centre: <https://carleton.ca/indigenous/cisce/students/ojigkwanong-indigenous-student-centre/>

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>

Statement 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.