

**Carleton University  
Early Summer 2016  
Department of English**

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

**Mondays and Wednesdays 2:35 pm -5:35pm**

**Location: *Please confirm on Carleton Central***

**Instructor: K. Gildea**

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**Office: 1915 Dunton Tower**

**Office hours: TBA**

**Primary Reading List:**

**Suggested Texts:** (do not purchase until we meet at the first class)

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

Baker, Sheridan & Lawrence B. Gamache. *The Canadian Practical Stylist.* Addison,  
Wesley and Longman, 1998. Print.

Buckley, Joanne. *Checkmate: A Writing Reference for Canadians.* Nelson, Thomson,  
2012. Print.

There are also 3 **mandatory** readings for this course which can be found on Ares.

**Course Description:**

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

**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 CULearn:**

I will create a discussion board so that students may engage in a **professional dialogue** about questions and interests they may encounter throughout the course.

A number of files will also be posted, so make sure to check the site and download whichever you think will help you for the course.

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.**

On submitting essays:

Essays must be submitted **at the beginning of class** on the assigned due date to be considered on time.

No email submissions will be accepted. You are expected to have a hard copy ready on the due date.

**Do not use the drop box located at the Department of English.** Any term assignments left there will not be considered submitted for the course. Since the turnaround time for them to be graded is short, we need them in our hands the night they are due. Use the drop box only for the final papers as those will be due after the regular term has ended.

If any paper is late, it will **only** be accepted at **the beginning** of the following class, **but will receive no comments. In other words, you have an automatic extension on all papers.**

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 miss either quiz, there will be no make-up dates.

**Final note:** students are advised not to make travel plans before examination dates have been set: **no exceptions.**

**Review week:** there will be no classes scheduled for this course in the review week periods.

### **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 first half of each week will consist of a lecture based on subjects including literature, writing methods and, on occasion, grammar skills. The second half will involve some lecture and a workshop environment where students apply the skills they have been taught in the lecture component.

### **Grading System:**

Portfolio:

Quiz component:	5%
1 <sup>st</sup> outline:	5%
Short essay (3-4 pages):	15%
2 <sup>nd</sup> outline:	10%
Short essay (3-4 pages):	25%
3 <sup>rd</sup> outline ( <b>emailed June 5</b> ):	10%
Final take-home:	<u>30%</u>
Total:	100%

**On the subjects of Documentation and Research:**

MLA style is mandatory for this course. See CU Learn for an example of the first page format. For more sophisticated documentation, see:

[http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html)

(or just type Owl Purdue at your favourite search engine)

### **Academic Dishonesty:**

Forms of academic fraud include improper, missing or made-up bibliographical information, passing off others' work as one's own, turning in the same assignment for more than one class, collaborative efforts when individual work is requested. ALL forms of academic dishonesty are prohibited and, if detected, may result in failure of the assignment, failure of the course or worse. Further information may be found in the Faculty of Arts Calendar.

<http://www2.carleton.ca/studentaffairs/academic-integrity>

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 research 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 Writing Centre:**

As a member of this class, you are encouraged to use the human and computerized resources available at the Writing Tutorial Service. You can call (ext 1125), go to the Support Services desk located on the 4<sup>th</sup> floor of the library or make an appointment online through *My Success* at Carleton Central.

Final Notes: attendance is mandatory for this kind of lecture/workshop environment. Therefore, if you miss more than 4 group sessions, you will automatically receive a final grade of “F” for the course.

### **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 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 see the Student Guide at:

<http://carleton.ca/equity/accommodation/academic/students/>

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 see the Student Guide above.

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).

### **Week by week breakdown for ENG 1010**

	Lecture	Group
Monday, May 2.	Introduction to course; overview of academic writing. Introduction to Ares	Crash course in grammar and common writing mistakes
Wed, May 4	Lecture/ <b>Reading:</b> “The Rocking-horse Winner”	From Subject to Thesis: CPS 3 “Works Cited” <b>Grammar quiz (2.5%)</b>
Monday, May 9	Paragraphs: CPS 5 (Intros. & conclusions) Structure (15 steps).	Outlines workshop on 1 <sup>st</sup> paper (outline samples will be shown) <b>Quiz returned</b>
Wed, May 11	<b>Library tour/</b> Definition	Thesis and Structure Workshop <b>1<sup>st</sup> paper outlines due: 5% (no exceptions)</b>
Monday, May 16	Lecture/ <b>Reading:</b> “The Yellow Wallpaper”	Argument lecture: CPS 11 <b>1<sup>st</sup> paper outlines returned and discussed</b>
Wed, May 18	“Cause/ Effect” lecture	Outline workshop 2 <sup>nd</sup> paper.
Monday, May 23: VICTORIA DAY (NO CLASS)		
Wed, May 25	Comparison and contrast models: CPS 4	<b>Short Essay #1 due (15%).</b> Annotated bibliographies
Monday, May 30	Lecture/ <b>Reading:</b> “The Handsome Drowned Man in the World”	<b>2<sup>nd</sup> paper outlines due: (10%)</b> Research essay outline workshop <b>Essays returned</b>
Wed, June 1	Finer points of grammar. CPS 12&13 <i>Big Bang</i> “subjunctive”	<b>2<sup>nd</sup> paper outlines returned and discussed</b>
<b>Reminder</b>	<b>Research outlines due 10%</b>	To be <b>emailed</b> Sunday, June 5 @ 4pm

Monday, June 6	Style, syntax and vocabulary: CPS 8,9&10	<b>Short Essay #2 due (25%). Research outlines returned and discussed</b>
Wed, June 8	The Research Essay: Argument (reminders)	<b>Grammar quiz (2.5%). Papers returned and discussed</b>
Monday, June 13	<b>Grammar quiz returned</b> Evaluations and wrap-up	Questions on final take home paper assignment.
	REVIEW WEEK: THERE IS NO REVIEW WEEK FOR THIS COURSE	<b>Final paper due:</b> Monday, June 20, 2016 @ 4pm. Place in the drop box at the Department of English (1812DT). Late date: 4pm Friday, June 24, 2016.

### **ON THE SUBJECT OF ESSAYS:**

Do not retell the plot or quote at length. Instead, blend small quotes into 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 two short essays this semester and a final major paper, each offering an opportunity to develop a particular rhetorical pattern. Academic essays rarely use just one rhetorical format, but mastering these patterns of writing and thinking will allow you to draw on them when you are organizing sections of longer essays.

**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 in the top right corner (except for first page)
- 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

**Suggested essay topics:**

I will post a number of short stories on Ares. Even though we will only be discussing the specific ones listed in the weekly breakdown above, feel free to use others on Ares or any favourites of your own for your essays.

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

Choose a short story from the ones listed on Ares or choose any short work of fiction you like and create your own unique argument. For example, you might argue why a given author chooses to portray a certain character in a certain manner, or you might reveal the underlying message a given author is working through in a specific text (ie the figurative, rather than the literal meaning of the 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."

Comment on Lawrence's attitudes towards capitalism 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...”

How do certain symbols in “The Lottery” convey an underlying meaning?

How are tradition and/or ritual important to the story "The Lottery"?

Discuss the feminist aspects found in “The Chrysanthemums”.

Comment on the notion of social constraints in Steinbeck's "The Chrysanthemums."

Discuss Hawthorne’s portrayal of hypocrisy in “Young Goodman Brown”.

Why does the main protagonist lose his faith in “Young Goodman Brown”.

Discuss the question of morality in “Young Goodman Brown”.

Or, choose a favourite story of yours and write a paper on that.

### **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.