

**Carleton University  
Fall 2020  
Department of English**

**ENGL 1010B: Writing Essays about Literature**

**Prerequisites:** none

**Prerequisites:** precludes additional credit for ENGL 1020

**Mondays and Wednesdays 10:05-11:25 am**

**Location:** *online*; **Format:** Blended\*

**Instructor:**

**Email:** [susan.birkwood@carleton.ca](mailto:susan.birkwood@carleton.ca)

Office: Dunton Tower 1928

Phone: 613-520-2600 ext. 2302

**\*Please use e-mail while we are all working remotely**

**Office Hours: TBA**

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

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### **Course Description**

The Undergraduate Calendar describes ENGL 1010 as an "intensive writing course focusing on the formulation and construction of a literary essay." 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 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!

**\*\*[Carleton Online's definition of a blended course](#):** "An online course where there is a mixture of synchronous meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. The specific dates will be communicated by the instructor in the course outline. The asynchronous

activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require **reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.**"

- *Generally, for ENGL 1010B, the asynchronous materials for each week will be available by class-time on the Monday, while any synchronous sessions will be scheduled during the Wednesday class time. (Further details will be available in cuLearn.)*

## Learning Outcomes

By the end of this course, students should be able to do the following:

- Read and engage critically with literary texts through written work and class discussions
- Write clearly and utilize proper grammar and syntax in order 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 English courses
- Properly document all use of primary and/or secondary sources, using MLA format

## Required Texts:

- Katherine Acheson, *Writing Essays about Literature*, Broadview Press
  - Available through Octopus Books (See cuLearn for details)
- ✓ Plus poems and short stories available through ARES or other online source

## 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 OWL: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
  - 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.

(If you want to purchase a handbook from Broadview Press, they carry a number of titles in print and as e-books, such as their [Pocket Guide to Writing](#))

**Evaluation:**

cuPortfolio assignments	15% [intro + 2 reflections]
Close reading assignments	10% [best 2 of 4, plus bonus]
Dictionary / reference work assignment	5%
Grammar & punctuation quizzes	10% [some built into modules]
Research and citation exercise	5%
Essay 1	15% [includes scaffolded components]
Essay 2	15% [includes scaffolded components]
Discussion forum and synchronous participation	10%
Final take-home exam <i>via cuPortfolio</i>	15%

**Please note:**

- You must complete **the term work and the final exam** in order to be eligible to pass the course. This means that failure to complete the term work may result in a final grade of "F."
  - There are policies in place to support students who require academic accommodation. (See the details provided in this syllabus.) Should you, though, find yourself in circumstances that threaten to preclude your successful completion of an assignment, please contact me before the particular deadline. I would much rather work with you to find a solution than have you face the possibility of failing the course.
- ❖ "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 Accommodations**

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 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](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).

### **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 must 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>

### **Assignment Submission**

- ***All assignments should be submitted via cuLearn***

**Close-reading assignments** must be submitted on or before the days assigned because we will discuss some of the analyses in a cuLearn forum or during a synchronous session. (Part of your participation grade will be based on the discussions.)

- You will have some leeway, since I will assign 3 topics throughout the term to give you some choice. You may write on all 3; however, you need to write on only a minimum of 2. If you complete more than 2, I will count the best 2 of 3 grades and assign a bonus mark as follows: 1% for a grade of C+ or higher or 1.5% for B+ or higher to the overall close-reading assignment grade (10% of the final grade).

### **cuPortfolio assignments and essays**

These assignments all have assigned due dates; however, you each have a total of **4 grace days** for the term to use to best advantage when completing the following:

- cuPortfolio Part 1
- cuPortfolio Part 2
- Essay #1
- Essay #2

For instance, you could use 2 grace days when completing one cuPortfolio assignment and 2 when completing one of the essays, or you could give yourself a one-day extension on each of these four assignments. (In other words, you have a built-in extension should you experience hardware failures or other problems.) Otherwise, requests for extensions MUST be made BEFORE the due date. Busier-than-average schedules or computer problems do not ordinarily constitute good reasons for extensions. After the grace days are exhausted, the late penalty for the cuPortfolio assignments and the essays due during classes will be 5% / day.

- **Close-reading assignments, cuPortfolio assignments, and essays are ALL to conform to MLA format. Errors in documentation and formatting will cost you marks.**
- **Policies related to academic integrity (e.g. plagiarism) apply to ALL term work, as well as to exams**

### **Note re: cuPortfolio**

The following pages have been set up for you in cuPortfolio:

- Prologue: The story so far
- Part 1: Close-reading reflection
- Part 2: Engagement with essay feedback
- Part 3: Final assessment
- Epilogue: Thinking back and looking ahead

- *Part 3 and Epilogue will constitute the final take-home exam component*

## **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentional 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 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, or suspension from a program. For more information please go to:

<https://carleton.ca/registrar/academic-integrity/>

- **You are expected to know the University's policy and procedures regarding plagiarism. (See the explanation above and the section on "Academic Integrity" in the University Calendar.) Unacceptable paraphrasing 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 reflections, must include a Works Cited if any sources are consulted, quoted, or paraphrased.***

## Participation

- Keeping up with each week's material is always important, but when posted lectures are available, it can be tempting to think that one leave things and get caught up later. . . .
  - Try to avoid that trap!
- During the course, there will be opportunities to participate through exercises, cuLearn forums (fora), as well as through synchronous discussion sessions. Students' thoughtful participation in the course greatly enriches the learning experience for everyone, including me.
  - ❖ *I will include more details in cuLearn re: the participation grade*

## **Preparation for forum posts / discussion sessions:**

- Ideally, you should have the texts read before we begin discussing them in class.

Please see [Carleton Online](#) for the following:

Netiquette: <https://carleton.ca/online/online-learning-resources/netiquette/>

Guidelines for discussion posts: <https://carleton.ca/online/online-learning-resources/online-discussion-tips/>

**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 will 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.)

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

- *The following is meant as an overview of readings and topics for each week. You will also need to consult the schedule in cuLearn for more details regarding discussion forum posts and synchronous session participation*
- *Any minor revisions will be made prior to the first class on Sept. 9*

<b>Week</b>	<b>Topics and Readings</b>
Week 1 (Sept. 9)	Introduction to the course: content, objectives, expectations Kira & Kathryn's videos
Week 2 (Sept. 14, 16) cuPort intro due the end of this week	Acheson, Chap. 1&2: "The Purpose of an Essay About Literature," "Research Within the Text" William Blake, "The Chimney Sweeper," <i>Songs of Innocence</i> and "The Chimney Sweeper," "London" from <i>Songs of Experience</i> ➤ See sample essay in cuLearn
Week 3 (Sept. 21, 23)  Ref. works assignment due this week	Acheson, Chap. 3: "Using Reference Works"  W. H. Auden, "La Musee des Beaux Arts" Dionne Brand, "Blues Spiritual for Mammy Prater" Excerpt from Chelene Knight's <i>Dear Current Occupant</i>
Week 4 (Sept. 28, 30) Close reading due this week	Acheson, Chap. 7: "Composing Your Argument"—please focus on "A Variation: An Essay Without Secondary Sources" Common grammar and punctuation problems: e.g. comma splices, fragments, pronoun reference, dangling modifiers, etc. Avoiding plagiarism: paraphrasing, quoting and citing in MLA format
Week 5 (Oct. 5, 7)	Acheson, Chap. 4: "Research About Social and Historical Contexts" Richard Van Camp, "Like a Razor Slash"  ➤ Indigenous Learning Bundle: Indigenous Environmental Relations ➤ NFB film, <i>Fort Good Hope</i> ( <a href="https://www.nfb.ca/film/fort_good_hope/">https://www.nfb.ca/film/fort_good_hope/</a> )

	<ul style="list-style-type: none"> <li>➤ "Blood in the Gutter" from Scott McLeod's <i>Understanding Comics</i> (ARES)</li> </ul>
Week 6 (Oct. 12, 14) cuPortfolio assignment due this week	Oct. 12: THANKSGIVING HOLIDAY Oct. 14: Acheson, Chap. 6: "Inventing Your Argument" Chap. 8: "Writing the Body of The Essay" Paragraph unity, coherence, development
Week 7 (Oct. 19, 21) Scaffolding components for Essay #1	Acheson, Chap. 9: "Editing and Proofreading Your Essay" <ul style="list-style-type: none"> <li>➤ Review of elements</li> <li>➤ Gaining critical distance</li> <li>➤ Recognizing problems in your own work</li> <li>➤ Strategies for success</li> </ul>
<b>Oct. 26, 28</b>	<b>FALL READING WEEK: NO CLASSES</b>
Week 8 (Nov. 2, 4) Essay #1 due this week	Literary analysis: Another look at the relationship between form and content  Percy Bysshe Shelley, "England in 1819," Christina Rossetti, "In an Artist's Studio"; George Elliott Clarke, "Blank Sonnet"
Week 9 (Nov. 9, 11) Close- reading due this week	How to write effectively about the relationship between form and content Wilfrid Owen, "Anthem for Doomed Youth"
Week 10 (Nov. 16, 18) Close- reading due this week	Acheson, Chap. 5: "Research about the Current Critical Assessment of Literary Works" <ul style="list-style-type: none"> <li>➤ Library resources, finding and assessing scholarly sources, integrating evidence from primary and secondary sources</li> <li>➤ <b>Research and citation exercise</b></li> </ul>
Week 11 (Nov. 23, 25)  cuPortfolio assignment due this week	Literary text TBA  Return to Acheson, Chaps 6 & 7: Inventing and composing your argument <ul style="list-style-type: none"> <li>➤ Thesis statements redux</li> </ul>
Week 12 (Nov. 30, Dec. 2) Scaffolding components for Essay #2	Integrating evidence from primary and secondary sources <ul style="list-style-type: none"> <li>➤ Grammatically and in terms of the argument</li> <li>➤ Paraphrasing, quoting and citing in MLA format</li> </ul>
Week 13	Shaping and Refining: editing, proofreading



(Dec. 7, 9, 11) Essay #2 due this week	Further review / consultation as needed
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**Examination Period: December 12-23, 2020**

Exam Schedule: <http://carleton.ca/ses/exam-schedule/>

The Academic Year: <http://calendar.carleton.ca/academicyear/>