

**Carleton University
Fall 2017
Department of English**

ENGL 1010B: Writing an English Essay
(Precludes additional credit for ENGL 1020)
Time: Monday/Wednesday 8:35 am – 9:55 am
Location: Paterson Hall 218
Please confirm location on Carleton Central
Instructor: Dr. Mayurika Chakravorty
Email: mayurika.chakravorty@carleton.ca
Office: DT 1907
Office Hours: Monday 10:30 am – 12:00 noon

Course Description:

This writing-intensive course is designed to equip the students with the tools for writing effective, undergraduate-level literary essays. The course focuses on building essential skills like close reading and critical analysis of texts, while also strengthening mechanical aspects of essay writing like grammar, formatting, and documentation. Classroom instruction will consist of lectures and interactive workshop style sessions. The students will be expected to complete a series of in-class and take-home writing assignments throughout the term.

Learning Outcomes:

After successfully completing this course, the students will be able to:

- Develop analytical reading skills through close reading of literary texts.
- Strengthen and demonstrate techniques relevant to various progressive stages of the essay writing process, viz. choice of topic, framing a thesis statement, organization of ideas and arguments within the essay, secondary research and effective use of secondary sources, formatting and documentation.
- Demonstrate knowledge and understanding of the fundamental principles and conventions of English grammar and syntax – the building blocks of effective essay writing.

Course Material:

Required Textbook:

Essay Do's and Don'ts: A Practical Guide to Essay Writing, Lucia Engkent and Garry Engkent.
Second Edition (Oxford University Press, 2017)

[Note: This textbook will be available at the Carleton University Bookstore.]

We shall also read and analyze the following short literary texts (short stories and poetry). These are available (free) through ARES and can be accessed from our course page on CULearn. The first story is included in your textbook.

“The Cask of Amontillado” by Edgar Allan Poe

“Semley’s Necklace” by Ursula K. Le Guin

“Seventeen Syllables” by Hisaye Yamamoto

“A Far Cry from Africa” by Derek Walcott

Evaluation:

Portfolio: Throughout the term, the students will be expected to maintain a portfolio of their work including quizzes, in-class writing assignments, and outlines of essays. There will be:

In-class grammar quizzes + in-class workshop/ exercises (10): 40%

Throughout the term, you will write short quizzes (on the readings and grammar) as well as workshop exercises on topics such as literary analysis and various aspects of essay writing including thesis statements, outlines, drafts, secondary research and documentation. The details and samples will be available on CULearn.

Please note that the in-class quizzes and workshop exercises must be completed in class on the dates specified in the “Schedules of Classes” section. They cannot be deferred or written on a later date.

Short Essay Outline: 5% [Due on October 11]

Research Essay Outline: 10% [Due on November 29]

The portfolio (please use a pocket folder) should be kept organized and updated throughout the term as you may be asked to submit them at any time so that I can review your progress. You must hand these in on the last day of classes for final grading.

Short Essay (15%): The short essay should be about 3-4 pages long written on a text chosen from a list of specified texts uploaded on CuLearn. This essay should be based on close reading of the text and there is no expectation of secondary research. Specific guidelines and a rubric will be provided. [*Due on Oct 18*]

Final Take-Home/Research Essay (30%): The final assignment will be a 6-page research essay on a text chosen from a list of specified texts uploaded on CuLearn. You will need to use at least three (3) peer-reviewed secondary sources relevant to your text, thesis, and argument(s). [*Due on December 22*]

Opportunity for bonus marks up to 5%!!!

This course has been registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). CSAS Skill Development Workshops are designed to help students cultivate and refine their academic skills for a university environment.

You may complete **up to five (5)** workshops from the list below. Each workshop that you complete (either face-to-face or online) will earn you an extra 1% bonus mark, to a maximum of 5%.

Here is the list of workshops that you may complete to earn this extra credit:

- *Academic Reading
- *Academic Integrity
- *Critical Thinking
- *Essay Writing
- *Research Skills
- *Strategies for Proofreading
- *Grammar
- *Classroom Expectations

Course Policies

-- All Assignments are mandatory. In the case of late submission of an assignment, there will be a penalty of 5% of the total marks per day unless there is a pressing and well-documented reason and the student has informed me beforehand.

-- All assignments need to be handed in class. Please do not drop in the department drop-box (unless specified in the syllabus or in class) or slip it under my door. 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.

-- Regular attendance is mandatory to successfully complete this course. It is particularly important because of the regular interactive workshop style sessions that cannot be made up later. Students are expected to come to class having read the assigned text(s) and they should be prepared to enthusiastically participate in class discussion/activities. Missing five or more classes may result in a final F (Fail) grade for the course. Exceptions may be made but only for students who can provide official documentation.

-- This will be an active learning classroom where you will learn by doing, i.e. there will be a lot of hand-written in-class assignments, workshops, quizzes etc. Please make sure that you come to class with your textbook/readings, loose-leaf paper, and a pen/pencil.

-- To ensure active participation and lively discussion in class, I do not recommend the use of laptops in class. However, if you wish to type your notes on the computer, you may do so using a word-processing software (e.g. MS Word). But absolutely no internet browsing/e. mail checking/social-networking in class. Cell-phones need to be switched off during class hours.

-- Please come to class on time (and prepare to stay for the entire class) to be marked present for the day. If you have a pressing reason (e.g. a doctor's appointment) for late arrival or early departure, please inform me in advance.

-- In this class, you will be using CuLearn to communicate with me, submit assignments (when specified), post reflections or questions about the readings etc. You are responsible for ensuring that you have a Carleton computer/email account and for checking this account on a regular basis. I will be using CuLearn to post announcements, reminders, and grades as well as to email

about anything related to this class. Please use the “mail” function in CuLearn to send me any messages. This will help to ensure that you have a record of any sent message in case it does not reach me.

-- Although it is expected that we shall discuss a wide variety of perspectives on the topics discussed in this class, we are also required to do so in a respectful manner. Racist, sexist, homophobic, or ableist comments are unacceptable. To this end, students must familiarize themselves with the regulations concerning conduct and academic standing as outlined in the Undergraduate Calendar.

Schedule of Classes:

Week 1

Sep 6 Introduction

Week 2

Sep 11 Literary Essay: The Basics; Read *EDAD*, Ch. 1, pp. 1-14

CSAS presentation in class

Sep 13 Literary Analysis; Read “The Cask of Amontillado” pp. 229-234.

Short Quiz on *Amontillado*

Week 3

Sep 18 Literary Analysis; Read *EDAD*, Ch. 3, pp. 75-98

Sep 20 Group workshop on Literary Analysis

Library presentation in class

Week 4

Sep 25 Thesis Statement/Essay Outline, *EDAD*, Ch. 2, pp. 15-42

Sep 27 Thesis Statement/Essay Outline Workshop

Grammar Quiz

Week 5

Oct 2 Read “Semley’s Necklace”

Quiz on Semley’s Necklace

Oct 4 Understanding Literary Terms; Ch. 3, pp. 99-106

Short Essay Outline Due

Week 6

Oct 9 Thanksgiving – No classes!

Oct 11 CSAS Essay Writing Workshop

Week 7

Oct 16 Language/Vocabulary, Read *EDAD*, Ch.6, pp. 143-164

Oct 18 Grammar Quiz

Short Essay Due

Week 8

Oct 23 Fall Break – No classes!

Oct 25 Fall Break – No classes!

Week 9

Oct 30 Secondary Research, Read *EDAD*, Ch. 5. pp. 107-142.

Nov 1 Workshop on secondary research

Week 10

Nov 6 Read “Seventeen Syllables”

Quiz on “Seventeen Syllables”

Nov 8 Secondary Research (Ch. 5 contd.)

Week 11

Nov 13 Grammar/Sentence Structure; Read *EDAD*, Ch. 7.

Nov 15 Grammar/Sentence Structure, Read *EDAD*, Ch. 7.

Grammar Quiz

Week 12

Nov 20 Read “A Far Cry from Africa”

Quiz on “A Far Cry from Africa”

Nov 22 Grammar Quiz

Week 13

Nov 27 Punctuation and Formatting, Read *EDAD*, Ch. 8

Nov 29 Punctuation and Formatting, Read *EDAD*, Ch. 8

Workshop Exercise

Week 14

Dec 4 Take-Home Exam Prep/Workshop

Dec 6 Take-Home Exam Prep/Workshop

Week 15

Dec 8 Review

Academic Honesty

All students are expected to be aware of and abide by the University's academic integrity policy. Plagiarism is a serious offence which 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 a final grade of "F" for the course.

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."

REQUEST 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 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](#).

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](#).

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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).