

**Carleton University  
Fall 2021  
Department of English**

**ENGL 1010B: Writing Essays About Literature**  
**Prerequisites: none**  
**Preclusions: precludes additional credit for ENGL 1020**

**Mondays and Wednesdays, 2:35pm-3:55pm**

**Location: *Please confirm location on Carleton Central***  
**Format: In-person**

**Instructor: Professor Julie Murray**  
**Email: [julie\\_murray@carleton.ca](mailto:julie_murray@carleton.ca)**  
**Office: 1803 Dunton Tower**  
**Office Phone: 520-2600 ext. 2315**  
**Office hours: by appointment (Zoom)**

*Carleton University is located on unceded Algonquin territory*

**Course Description:**

This in-person course is designed to teach students how to write a good (effective, persuasive, compelling, lucid) essay about literary texts. You will develop the key skills necessary to write a literature essay, including close reading, analysis, and interpretation of literary texts; finding and working with textual evidence; finding and working with secondary and scholarly sources; and the nuts and bolts of essay writing (argument/thesis, essay structure, organization, grammar, proper citation and documentation). Class time will include lecture, discussion, and some in-class workshops.

**Learning Outcomes:**

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

- Write a literature essay that develops an argument supported by textual evidence
- Learn how to analyze and interpret literary texts using techniques such as close reading
- Understand the importance of drafting and revising in writing an essay
- Learn how to properly format an essay and document sources in MLA style
- Learn the principles of grammar and how to write an error-free essay

**Required Texts:**

Katherine Acheson, *Writing Essays about Literature*, Broadview Press (second edition). Click [here](#) to purchase the text in either digital or print format.

Short stories and poems that we will analyze in class will be available on ARES and accessible through Brightspace.

### **Course Requirements:**

[Details of these assignments will be posted in Brightspace]

Grammar quizzes (2 x 5%) = 10% (Nov 1<sup>st</sup> and Nov 15<sup>th</sup>)

Notes for Short Essay – 10% (due Sept 29<sup>th</sup>)

Outline for Short Essay (1-2 pages) – 10% (due October 6<sup>th</sup>)

Short essay (3-4 pages) – 20% (due October 20<sup>th</sup>)

Reflection on Short Essay (2 pages) – 5% (due November 3<sup>rd</sup>)

Notes and Bibliography for Research Essay – 10% (due November 17<sup>th</sup>)

Outline for Research Essay (1-2 pages) – 10% (due November 24<sup>th</sup>)

Final Exam: (Research Essay – 6-7 pages) – 25% (due in December exam period, Dec 11-23)

**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.”

### **Course Policies:**

**Contacting me:** Email communication should be used for brief messages only. I respond to email Monday-Friday between 9am-5pm, but please anticipate that I may take up to 48 hours to respond. If you have questions about your work or any other aspect of the course that requires more than a brief email exchange, I encourage you to make an appointment to talk to me via zoom. Please email me at [julie\\_murray@carleton.ca](mailto:julie_murray@carleton.ca) and put ENGL1010B in the subject heading. I will not open emails that are not sent from a Carleton account. Finally, avoid being too informal in your email communications. When in doubt, begin a message to your instructors with “Dear Professor.”

**Assignment submission:** All assignments are to be submitted via Brightspace. Please save all written assignments in a .docx or .doc format before you upload.

**Late Assignments:** You will have a bank of 5 penalty-free days for some of the course assignments (ones without a time-sensitive deadline). You can use these “grace days” as you see fit. The Peer Review Workshops and Grammar Quizzes are NOT eligible for grace days and require you to be in class that day, unless you can provide medical or other documentation. Once you have used up your 5 grace days, late assignments will be penalized at 5% per day.

**Completion of Course:** Please note that according to Section 5.1 of the Academic Regulations in the Undergraduate Calendar, “To obtain credit in a course, students must satisfy the course requirements as published in the course outline” (ie, this document).

**Final Grades:** “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.” (Faculty of Arts and Social Science Teaching Regulations)

**Academic Integrity:** The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;
- 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/>

### **Special Information Regarding Fall 2021 Pandemic Measures**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

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](mailto: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.

**Writing Support Services:** [Writing Services](#) offers students one-on-one help with academic and essay-writing. To make an appointment, send an email to [csas@carleton.ca/](mailto:csas@carleton.ca/)

**Centre for Student Academic Support (CSAS):** the CSAS offers a variety of services, including academic skills workshops. Click [here](#) to learn more.

**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 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**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 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>

## SCHEDULE OF CLASS MEETINGS

(subject to minor changes that will be announced well in advance)

### SEPTEMBER

Wednesday 8	Introduction to course; review syllabus.
Monday 13	Fake People, Real People: What is Fiction? To prepare for class, read Kristin Roupenian, “Cat Person” (ARES)
Wednesday 15	To prepare for class, read Alexis Nowicki, “Cat Person and Me” (ARES)  And read the short story by Robert McGill, “Something Something Alice Munro” (ARES)
Monday 20	To prepare for class, read Acheson, Chapter 1, “The Purpose of an Essay About Literature,” (p. 3-15) and Chapter 2, “Research Within the Text” (p. 19-34)
Wednesday 22	To prepare for class, read Acheson Chapter 3: “Using Reference Works” (p. 35-53) and (p.169-176)
Monday 27	To prepare for class, read Alice Munro’s, “The Bear Came Over the Mountain” (ARES)
Wednesday 29	To prepare for class, read Acheson, Chapter 6 “Inventing Your Argument” (p. 85-97) <b>Due: Set of notes for Short Essay</b> (detailed instructions in Brightspace)

### OCTOBER

Monday 4 To prepare for class, read Acheson, Chapter. 7: “Composing Your Argument” (p. 101-113)

Wednesday 6 To prepare for class, read Acheson, Chapter 8: “Writing the Body of the Essay” (p. 115-123)

**Due: Outline for Short Essay** (detailed instructions in Brightspace)

Monday 11 **THANKSGIVING – NO CLASS**

Wednesday 13 **In-class Peer Review Workshop on Short Essay Outline.** To prepare for class, please arrive with a hard copy of your Outline for your Short Essay, ready to exchange with a classmate.

Monday 18 To prepare for class, read Acheson, Chapter 9: “Editing and Proofreading Your Essay” (p. 127-145)

**Grammar Workshop I: common grammar and punctuation problems including comma splices, sentence fragments, and pronoun reference**

Wednesday 20 **Due: Short Essay** (detailed instructions in Brightspace)

**Grammar Workshop II: faulty parallelism, dangling modifiers and other common grammatical errors**

October 25-29 **FALL BREAK – No classes**

## **NOVEMBER**

Monday 1 To prepare for class, read Acheson, Chapter 10: “Documenting Your Sources and Presenting Your Work” (p. 147-159)

Introduction to MLA format

**Grammar Quiz #1 in class**

Wednesday 3 Social and Historical Contexts I:  
To prepare for class, read Acheson, Chapter. 4: “Research About Social and Historical Contexts” (p. 55-67) and (177-187)

Read Percy Bysshe Shelley, “England in 1819” (ARES)  
**Due: Reflection on Short Essay** (detailed instructions in Brightspace)

**Grammar Workshop III: topics TBA**

Monday 8 Social and Historical Contexts II:  
Wilfrid Owen, “Anthem for Doomed Youth” and “Dulce et Decorum Est” (ARES)

Wednesday 10 Analyzing Literary Texts I: How to be a Good Close Reader  
Keats “Ode on a Grecian Urn” and “Ode to a Nightingale” (ARES)

**Grammar Workshop IV: topics TBA**

Monday 15 Analyzing Literary Texts II: Finding Things in Narrative  
To prepare for class, read Arthur Conan Doyle, “The Speckled Band” (ARES)

**Grammar Quiz #2 in class**

Wednesday 17 To prepare for class, read Acheson, Chapter 5: “Research about the Current Critical Assessment of Literary Works” (p. 69-83) and (189-201)

**Due: Set of Notes plus Bibliography for Research Essay**

Monday 22 The Research Essay I: Managing your own voice when there are other voices in your essay

Wednesday 24 The Research Essay II: The moves writers of research essays make

**Due: Outline for Research Essay**

Monday 29 The Research Essay III: Avoiding plagiarism when writing a research essay

## **DECEMBER**

Wednesday 1 **In-class Peer Review Workshop for Research Essay Outline**  
To prepare for class, please arrive with a hard copy of your Outline for your Short Essay, ready to exchange with a classmate.

Monday 6 To prepare for class, read Acheson Chapter 11 “The Process of Essay Writing – A Summary” (p. 163-168)



Wednesday 8

Q&A and troubleshooting for final exam (Research Essay)