

**Carleton University
Fall 2019
Department of English**

ENGL 1010C: *Writing Essays about Literature*

Prerequisites: Open to students from all disciplines.
Precludes additional credit for ENGL 1020

Time: Wednesdays and Fridays 1:05-2:25 pm

Location: TB 230

Please confirm location on Carleton Central

Instructor: Dr. Esther Post

Office: Dunton Tower 1914

Office hours: Fridays 11:45 am-12:45 pm and by appointment

email: EstherPost@cunet.carleton.ca

COURSE DESCRIPTION:

This course will teach students how to write an effective literary essay. Using four short stories to introduce various methods of literary interpretation and critical reading skills, this course will focus on the writing process, essay structure, how to conduct research at the university level, proper documentation guidelines (MLA), and grammar skills. Generally, the first class of each week will consist of a lecture, and the second class will consist of a writing workshop, where students will be able to implement the ideas discussed earlier in the week through the form of short in-class writing exercises, activities, quizzes, etc.

****Please note:** English 1010 is a *writing-intensive* course. This means that 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 writing, critical reading, and research skills

REQUIRED TEXTS:

Katherine O. Acheson, *Writing Essays about Literature*. Broadview Press: 2010.

(Available at Octopus Books, 116 Third Ave. (just west of Bank St.) by the beginning of the term.)

SHORT STORIES:

Charlotte Perkins Gilman, "The Yellow Wallpaper"

Ernest Hemingway, "Hills Like White Elephants"

Flannery O'Connor, "A Good Man is Hard to Find"

Isabel Allende, "Two Words"

****All short stories will be available online at our course page at CULearn.**

EVALUATION:

Portfolio of in-class writing exercises/assignments/quizzes (8 X 5%): 40%

Essay Outline for Short Essay: 10%

Short essay (3-4 pages): 10%

Research Essay (5-6 pages): 15%

Take-home Final Exam (research essay; 6-8 pages): 25%

***Note: 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.**

EVALUATION:

***Please note: detailed instructions for all assignments, essay topics etc. will be posted to CULearn at least 3 weeks prior to the due date and will be discussed in more detail in class.**

Portfolios (40%):

Due date: Ongoing throughout the semester; will include all in-class writing workshops, exercises, activities, assignments and quizzes based on the specific topic discussed that week (8 in-class activities X 5% each; dates are in bold on the reading and assignment schedule). ***PLEASE NOTE*: As these are in-class writing workshops/tutorials/activities, they cannot be made up; if you miss the class for which an in-class writing activity is scheduled, you will forfeit the 5%. In other words, class attendance is EXTREMELY important for your success in this course.**

Students must maintain a portfolio of not only the eight in-class assignments, writing exercises, quizzes etc., but also ALL work done throughout the semester, including your personal responses to/questions about the readings and assignments, any rough draft work (including brainstorming, topic ideas, research questions, rough outlines, final outlines, tentative thesis statements, essay drafts, preliminary bibliographies, etc.), and all formal writing assignments (including your short essay and formal essay outline). Portfolios are extremely useful in that they allow both the student and the professor to keep track of the student's progress in the course. I will request to see your portfolio at least three times throughout the term (giving one week's notice), so it is extremely important that you maintain your portfolio and keep it up to date. Students will also be required to submit their portfolios for final review on the final day of class. Please do NOT use duotangs or three ring binders, and instead use pocket folders.

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.

COURSE POLICIES:**Essay style and format:**

- All essays must be double spaced, formatted in Times New Roman font 12, and must conform to MLA style and documentation guidelines.

Submissions:

- ALL assignments MUST be submitted as hard copies in class or through the assignment drop box at the English Department (1812 Dunton Tower) AND as digital copies through CULearn.
 - o **Essays will not be marked until both a hard copy and digital copy is received.**

- Assignments are NOT to be slipped under my office 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.

Late Policies:

- Late assignments will be penalized 5% per day, including weekends, beginning at 8:30 am the day after the due date; HOWEVER, assignments due on Fridays MUST be submitted in class or at the English Department assignment drop box by 4:30pm or else they will be penalized 5% per day.
 - o For example, if an assignment is due on a Friday and is submitted at the drop box at 5 pm that day, it will be penalized 5%. If it is submitted to the drop box the next day, on Saturday, it will be penalized 10%.
- assignments submitted 5 days after the due date will be given a grade, but no comments will be given.
- Extensions **may** be granted in extenuating circumstances, supported by proper documentation (medical etc.), but extensions that are requested on or after the due date will NOT be considered. If you are in a situation that may warrant an extension, please speak to me as early as possible, either in person or through email.

Plagiarism: There will be a policy of ZERO TOLERANCE for plagiarism. 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."

Plagiarism is a serious offence that cannot be resolved directly by 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. It is the responsibility of all students to familiarize themselves with the University’s Academic Integrity policy online at <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

COURSE EXPECTATIONS, CLASSROOM ETIQUETTE, and NETIQUETTE

- Since this class is a seminar rather than a lecture, your participation in class discussions is vital to your success in the course. My teaching style, especially for a seminar, is very much a dialogic approach, such that I will not stand and lecture at you, but instead, will engage you in

discussions about our texts and subject matter.

- Students are thus expected to attend classes regularly, having read the assigned material before class, and to be prepared to share your thoughts on the readings. Critical reading and analytic skills cannot be learned simply by reading a text, and asking questions, responding to my prompts, and contributing to class discussions will hone your critical thinking skills.
- Attendance will be taken at every class, absences will be noted, and any missed classes without adequate reasons will negatively impact your participation mark
 - o students who miss more than 3 classes per term will be asked to meet with me individually and more than 3 missed classes per term could result in a grade of zero for participation. Please speak to me in person, after class or during office hours if you are in any kind of situation that may affect your ability to regularly attend class. It's also a good idea to notify me by email before class if you will be unable to attend.
- **Classroom etiquette:** We will have a discussion on the first day of class about these policies, but these are some of the most important principles:
 - o While students will be encouraged to share their opinions about our readings, there will be toleration of sexist, misogynist, racist, homophobic, or transphobic language. I expect all students to show respect for their fellow classmates and the instructor, even if there are significant differences of opinion.
 - o Private conversations between students, especially while other students or the instructor is speaking, are disrespectful to everyone else in the room and will be discouraged.
 - o Likewise, using phones or laptops to do anything that is not course-related is also extremely disrespectful, not to mention highly distracting for both the professor and other students. You will be asked to turn your phones to silent at the beginning of each class, and gentle reminders will be given to students using their phones for the first few classes, after which point, not-so-gentle reminders will be given.
 - o Laptops should be used only for note-taking purposes, and students who use their computers for any other reason will be asked to turn their computers off. If this is a consistent issue, only students with PMC-approved laptops will be allowed to use them in class.
 - o Please do not wear headphones or earbuds during class, as your full attention is needed for the duration of the class.
- **Netiquette:**
 - o The best way to get in contact with me is by email (EstherPost@cunet.carleton.ca). I check email at least once a day, and will respond to emails within 48 hours, though it could take longer on weekends.
 - o When emailing, please be professional. Do not use text speak, do not begin your email with an informal greeting such as "hey!", and identify yourself by your full name as well as the course code.
 - o Emails should be reserved for clear, precise questions; they should not be used to ask questions such as, "what should I read for next week?" or anything else that simply requires you to read the syllabus.
- **CULearn:**
 - o You will be required to use CULearn on a regular basis, as all relevant documents related to our course, including the syllabus, assignment instructions, etc. will be uploaded to this page. Most importantly, treat this syllabus as your bible for this course, as it provides all necessary information in terms of reading and assignment schedules, submission policies, etc.
 - o Should I need to cancel a class due to illness, family emergency, etc., I will post an

announcement to CULearn before class begins and will also email the entire course. I suggest checking CULearn for such announcements before class, especially if you are commuting.

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

Please contact 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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 its 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: carleton.ca/sexual-violence-support

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. Please contact your instructor 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>

CLASS SCHEDULE (subject to revisions):

Week 1: Intro to course

Wed. Sept.4: Intro to course and overview of syllabus

Fri. Sept. 6: overview of important elements of literature (themes, symbols, imagery, character development, language, tone, narrative perspective, setting, etc.)

Week 2: Analyzing a Literary Text (read Gilman, “The Yellow Wallpaper”)

W. Sept. 11: Active vs. Passive Reading; sample “close/active reading”

F. Sept. 13: lecture on Gilman, “The Yellow Wallpaper”

Week 3: Gilman, “The Yellow Wallpaper” (cont’d)

Wed. Sept. 18: Gilman, “The Yellow Wallpaper”

Fri. Sept. 20: ***in-class writing assignment #1***

Week 4: From Topic to Thesis Statement

Wed. Sept. 25: from topic to thesis statement (lecture)

Fri. Sept. 27: ***in-class writing assignment #2***

Week 5: The Writing Process (brainstorming, essay outlines, and first drafts)

Wed. Oct. 2: lecture: the writing process (brainstorming and how to write an essay outline)

Fri. Oct. 4: ***in-class assignment #3***

Week 6: Essay Structure

Wed. Oct. 9: lecture on essay structure (introduction, body of paragraphs, conclusion)

Fri. Oct. 11: the introduction (cont’d); ***in-class writing assignment #4***

Week 7: Paragraphs (read Hemingway, “Hills Like White Elephants”)

Wed. Oct. 16: lecture on Hemingway; lecture on effective paragraph structure

Fri. Oct. 18: ***in-class assignment #5***

Wed. Oct. 23: FALL BREAK – no classes

Fri. Oct. 25: FALL BREAK – no classes

Week 8: Grammar I: Sentence Structure

Wed. Oct. 30: lecture on proper and improper (including comma splices, fragments and run-on) sentences

Fri. Nov. 1: ***in-class assignment #6***

Week 9: The Research Essay (read O’Connor, “A Good Man is Hard to Find”)

Wed. Nov. 6: how to conduct research for an English essay/ virtual tour of Carleton’s library; begin O’Connor

Fri. Nov. 8: O’Connor (cont’d); ***in-class assignment #7***

Week 10: Using Textual Evidence and Secondary Sources: How to introduce and integrate direct quotations using MLA style and documentation guidelines

Wed. Nov. 13: lecture on in-text citations of quotations (MLA)

Fri. Nov. 15: O’Connor (cont’d)

Week 11: Writing a Bibliography (MLA); Read Allende, “Two Words”

Wed. Nov. 20: lecture on Isabel Allende, “Two Words”

Fri. Nov. 22: Allende (cont’d); lecture on how to write a proper bibliography (MLA)

Week 12: Spelling, Mechanics, and Common Mistakes with Punctuation

Wed. Nov. 27: lecture on common punctuation mistakes; prep for take home exam (choose story, topic, etc.)

Fri. Nov. 29: ***in-class assignment #8***

Week 12: Review week

Wed. Dec. 4: course review and preparation for take home exam/essay ****FINAL CLASS****