

**Carleton University  
Department of English  
Fall 2016**

**ENGL 1010 C  
Writing an English Essay**

Tuesdays and Thursdays, 4:05-5:25pm  
Location: 2104 CB – *Please confirm on Carleton Central*

Instructor: Dr. Morgan Rooney  
Email: cuLearn / [morgan.rooney@carleton.ca](mailto:morgan.rooney@carleton.ca)

Office: 1913 DT  
Office Hours: Wednesdays 4:30-6pm

**COURSE DESCRIPTION:**

ENGL 1010 is a writing-intensive course designed to prepare students to write literary essays at the undergraduate level. Students will have a rigorous encounter with core essay writing concepts, key essay writing skills such as close reading and analysis, and the mechanics of essay writing (grammar and documentation). Instruction will be a mix of mini-lectures, interactive activities, and hands-on workshop-style sessions. Students in this course will be required to do writing assignments on an ongoing basis throughout the term.

This course is cuLearn supported. cuLearn is a virtual extension of the classroom, and students are expected to be familiar with everything circulated by its means. Students are expected to check out our course page at least 2-3 times a week.

**LEARNING OUTCOMES:**

**By the end of this course, successful students will have demonstrated their ability to:**

- **Write a research paper on a literary topic that employs the techniques of an effective essay.** This includes the ability to:
  - Write effective introductions, thesis statements, and direction statements
  - Organize arguments in a coherent fashion, using complementary but distinct subpoints that derive from the texts being analyzed
  - Write paragraphs that effectively use topic sentences, transitions, and concluding sentences
  - Engage effectively and responsibly with primary and secondary sources
- **Develop sustained analytical readings of literary texts that are informed by close readings.** This includes the ability to:
  - Identify the formal/generic features of works under study, and explain the significance of authors' choices of form/genre
  - Identify authors' deployment of various literary devices (symbolism, foreshadowing, and so on), and explain their significance to their texts
  - Explicate and analyze passages from literary texts in support of an argument

- **Recognize the value of drafting in the essay composition process.** This includes the ability to:
  - Engage productively in peer reviews, receiving feedback on their essays and giving feedback on their peers' essays
  - Revise their papers in light of peer- and instructor-generated feedback
  - Reflect on their development as a writer
- **Create in-text citations and bibliographies that follow MLA style.** This includes the ability to:
  - Identify and select the appropriate guidelines for a wide variety of documentation issues
  - Explain and apply the principles of MLA style
- **Demonstrate an understanding of the elemental principles of English grammar.** This includes the ability to:
  - Label and explain the parts of speech
  - Identify, define, and differentiate between phrases, clauses, subordinate clauses, and independent clauses
  - Identify and classify different sentence types
  - Explain the grammatical function of all marks of punctuation, and diagnose and correct punctuation problems
  - Identify, explain, diagnose, and correct common sentence errors
  - Apply the rules of grammar in their own writing

#### REQUIRED TEXTS:

1. Katherine O. Acheson, *Writing Essays about Literature: A Brief Guide for University and College Students* (Peterborough: Broadview Press, 2011)
2. Short stories on ARES (free):

D. H. Lawrence, "The Horse-Dealer's Daughter"  
 Duncan Campbell Scott, "Paul Farlotte"  
 Sinclair Ross, "One's a Heifer"  
 Alice Munro, "Who Do You Think You Are?"

*}texts we will explore together*

Edgar Allen Poe, "The Fall of the House of Usher"  
 Herman Melville, "Bartleby the Scrivener"  
 Leo Tolstoy, "The Death of Iván Il'ych"  
 Gabriel Garcia Márquez, "The Handsomest Drowned Man in the World"  
 F. Scott Fitzgerald, "Babylon Revisited"  
 Franz Kafka, "The Metamorphosis"  
 John Barth, "Lost in the Funhouse"  
 Margaret Atwood, "The Age of Lead"  
 Tim O'Brien, "How to Tell a True War Story"

*}texts you can choose to write your Research Paper on*

The Acheson book will be available at Octopus Books, which is located at 116 Third Avenue, just off of Bank Street. For more information, call the store at (613) 233-2589 or visit online at [www.octopusbooks.ca](http://www.octopusbooks.ca). The short stories, meanwhile, will be accessible at no cost via ARES, on our cuLearn course page.

**EVALUATION:**

**Note: all of the assignments are mandatory. You must complete and submit all of them in order to receive a grade for the course.**

Assignment	Percentage	Due Date
Grammar Quizzes (2 quizzes, 5% per)	10%	Nov. 3 & Nov. 15
Portfolio Assignments (9 assignments; 1 online quiz 3%, 3 responses 4% per, 1 response + bibliography 6%, 2 peer reviews 8% per, 2 reflections 4%)	45%	Sept. 15 (online quiz), Sept. 20 (Response #1—Short Essay), Oct. 6 (peer review—Short Essay), Nov. 1 (Response #2—Ross), Nov. 8 (Reflection #1—Short Essay), Nov. 17 (Response #3 + bibliography—Research Essay), Nov. 22 (peer review—Research Essay), Nov. 24 (Response #4—Munro), Dec. 8 (Reflection #2—sample papers)
Short Essay	15%	Oct. 20
Final Take-Home Exam (research essay)	30%	Dec. 22

**TEACHING APPROACH:**

I teach in a way that doesn't just invite your participation, but rather that demands it. In this class, you can expect me not to lecture at you in 1.5-hour intervals. Instead, I will be giving mini-lectures interspersed by activities and workshop-style sessions that require your involvement. These activities will give you opportunities to practice and develop the skills and content mastery announced in the learning outcomes, to measure the progress of your learning, and to consolidate the knowledge and skills worked on in each class. Come prepared to be an active participant in your own learning.

**COURSE POLICIES:**

**Attendance:** Regular attendance is vital to securing a passing grade in a course, and that truism is doubly so for a writing-intensive course such as this one. So much of what we do in class connects directly to the assignments you'll be writing. In addition, I use an active learning approach, which means no amount of notes or consultation will capture the learning experience of the classroom. Commit now to regular attendance. If you need further motivation, note that if you miss five or more full classes, I will award you with an "F" for the course, as per [Section 2.1](#) of the Academic Regulations in the Undergraduate Calendar. Exceptions may be made, but only for students who can provide official documentation and/or who have demonstrated commitment to the course.

During each of our meetings, I will circulate a sign-in sheet. These sheets are the final authority on your attendance record. If you must leave class early or come in late, let me know in advance and you will get credit for that part of the class you attended—otherwise, failure to sign one of the sheets counts as an absence. Substantially late arrivals or early exits will be recorded. Every two weeks or so, I will update the "Weekly Attendance Sheet" on cuLearn. It is your responsibility to keep up-to-date on this issue.

Note: anyone who misses class is responsible for catching up with missed material. I strongly recommend reviewing the slides for the class missed, getting notes from a friend, and/or seeking me

out during office hours, at which time I'll direct you to relevant sources. In every scenario involving your absence, be aware that you're responsible for taking initiative to make sure your grade doesn't suffer.

**Basic Preparation:** As a matter of course, you are expected to 1) attend all class meetings; 2) complete the scheduled readings beforehand; 3) arrive prepared to discuss what you have read and to take part in set activities; 4) bring the relevant text(s) to class; and 5) prepare and bring to class any materials requested for in-class activities. I strongly recommend taking notes on the lectures.

**Classroom Etiquette:** On the first day of class, we will discuss, as a class, expectations that we have for one another regarding what happens during class time. We'll discuss and establish an agreed upon list of classroom rules, to be posted afterwards on cuLearn, on the subjects such as the following:

- How do we feel about food and drink in the classroom?
- What will be our position on laptops and cell phones in the classroom? How can we make sure that we're harnessing these technologies for learning?
- What constitutes respectful behaviour in this class and how will we promote it? What constitutes disrespectful behaviour and what will we do to discourage it?

**Assignment Submission:** All assignments are to be submitted, in hard copy, at the start of class on the due date. There is no other acceptable way to submit your assignments. If something comes up and you can't submit a paper copy at the start of class, you should save your assignment as a PDF and email it to me. Assignments submitted this way will be accepted as on time. Students in this situation, however, need to submit a duplicate paper copy to me as soon as possible, so I can begin marking. You can give it to me in person at the next class or during office hours, or you can just use the departmental drop box. Note that the paper copy submitted must be an exact duplicate of the electronic copy; in the event of any discrepancies, I will treat the date I find the paper copy as the actual date the assignment was submitted.

Note: in the rare event that your assignment is lost, misplaced, or not received, you're responsible for having a backup copy that can be submitted immediately upon request.

**Late Assignments:** For all assignments except the Grammar Quizzes, the 4 Responses (Portfolio assignments #2, 4, 6, and 8), and the Final Take-Home Exam, everyone gets a bank of 5 penalty-free days of extension ("grace days") for the course, no questions asked. Treat these as a failsafe rather than planning to use them.

Some details about these "Grace Days":

- Measured in 24-hour units that start at 4:05pm on the due date. Some examples:
  - Jane Doe submits the Short Essay less than 24 hours after 4:05pm on the due date; she has used 1 grace day.
  - Jill Doe submits the Short Essay more than 24 hours but less than 72 hours after 4:05pm on the due date; she has used 3 grace days.
  - John Doe submits his Short Essay, which was due on Oct. 20 at 4:05pm, on Oct. 24 at 8am; he has used 4 grace days.
  - Jack Doe submits his Short Essay, which was due on Oct. 20 at 4:05pm, on Oct. 24 at 8pm; he has used all 5 grace days.
- Tracked by me. I will provide regular updates on your grace days used on cuLearn.

- Not applicable to the Grammar Quizzes, the 4 Responses (Portfolio assignments #2, 4, 6, and 8), or the Take-Home Essay. This means that there is no late policy for these assignments—complete those assignments on time, or receive a zero. If you have documentation to explain the situation, we can talk about that.

Once a student uses all 5 grace days, any assignment s/he submits late receives an automatic zero. Special consideration may be given to students dealing with a protracted medical issue for which they can provide documentation.

**Completion of Course:** Take careful note of [Section 2.1](#) of the Academic Regulations in the Undergraduate Calendar: “To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations as published in the course outline.” If you have failed to submit all assignments within the prescribed timelines, or if you have failed to comply with my attendance policy, you will fail the entire course.

**Email:** Use email only for quick questions, to set up alternate meeting times, or to handle personal issues (i.e., to advise me of a situation, etc.). If you want to discuss a paper (topic, thesis, outline, etc.), come to office hours. Email is not an effective means for dealing with such matters. There is not enough time before or after class to cover such issues adequately, either. Take advantage of office hours. I’m also available via BigBlueButton/Skype in some instances.

I answer emails Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Be sure to provide a subject line and to limit yourself to the issues outlined above, and consult this syllabus to see if it answers your question before you send your email. Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours).

For questions your classmates might be interested in hearing the answers to, please post them on the cuLearn “Discussion Board.” That way, I can answer it once, for everyone.

**Telephone:** In general, avoid the phone altogether. I’m not in my office outside of announced times and have no voice messaging system. Stick to in-person and/or BigBlueButton/Skype interviews and email for all communication purposes.

**Grade Inquiries:** I’m always willing to review assignments. My one and only rule on this subject is *No discussions about grades until 48 hours have passed after the assignment is returned*. That’s because you need time to process my feedback and to be prepared to engage with it in a conversation with me about it. Once you’ve done so, come see me during office hours. Note that I’ll be providing detailed feedback on most assignments leading up to the Final Take-Home Exam. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

For the Final Take-Home Exam, students may arrange for a time to peruse it, but they can’t remove, correct, or otherwise change it. It must remain, as is, with the department.

**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.

**Academic Integrity:** The University Senate defines plagiarism as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one's own. Acts of academic fraud include the following:

- 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, quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in an essay or assignment;
- failing to acknowledge sources through the use of proper citations when using another's work, 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 can't 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, suspension from a program, suspension from the university, or even expulsion from the university.

It is your responsibility to know what constitutes academic fraud: for more information, see the Office of Student Affairs' information on [Academic Integrity](#) as well as [Section 12](#) of the Academic Regulations described in the Undergraduate Calendar.

#### **ASSIGNMENT DETAILS:**

**Assignment Specifications:** The Short Essay and Final Take-Home Exam (research essay) must conform to the following specifications:

- Times New Roman, 12-point font; double spaced; one-inch margins (sides, top, and bottom); page numbers in the upper right corner; no extra spaces between paragraphs.
- A first page formatted according to MLA style, which means including the following pieces of information: the title of the essay (one that reflects the paper's contents/thesis, not just "Essay"), student name, course code, instructor's name, and date of submission.
- When requested, with a single-sided copy of the rubric attached (stapled to the back).
- Proper documentation of sources (MLA style).

*Note: failure to comply with these specifications will result in deductions of up to 10%. It is folly to throw away these marks. Format your manuscripts to request.*

**Grammar Quizzes (5% per, 2 quizzes; 10% total):** The two grammar quizzes, each worth 5% and held on Nov. 3 and 15, will cover basic matters in grammar and common sentence errors. The sample pop quizzes on cuLearn will provide you with a sense of the content and structure of each quiz. Note: "Grace Days" do not apply to these assignments.

**Portfolio Assignments (9 assignments, 3-8% per, 45% total):** The Portfolio Assignments consist of 9 separate assignments, each worth 3-8%, as follows:

1. Online Quiz, 3% (due Sept. 15): the quiz is located [here](#). Once you successfully complete the quiz, you will earn a certificate. Print up, sign, and submit that certificate for 3%.
2. 2 Peer Reviews, 8% per (due Oct. 4/6 & Nov. 17/22): 3~ weeks in advance of each essay, you will take part in a 3-step peer review exercise. Worth 8%, the in-class portions of these assignments will take place on Oct. 4 & Nov. 17, while the assignments themselves will be submitted on Oct. 6 & Nov. 22. The process for each is as follows:
  - a. Create an outline for your upcoming essay using a template provided (before Oct. 4 & Nov. 17);
  - b. Come to class, exchange outlines with a peer, and review each other's work using a rubric provided, providing written and oral feedback (on Oct. 4 & Nov. 17);
  - c. Go home, reflect on your partner's feedback, and produce a reflective document that follows a template provided. This piece should be 1 page long if single spaced, 2 pages long if double spaced (due on Oct. 6 & Nov. 22); and
  - d. On the due dates (Oct. 6 & Nov. 22), hand in all three documents stapled together (the original outline, your partner's feedback form, and your reflection piece). Please be sure to print up, review, and then attach the rubric to the back of your submission.
3. 3 Responses, 4% per (due Sept. 20, Nov. 1, & 24): Over the course of the term, you will write 4 Responses to the assigned short stories (1 on the story you choose for the Short Essay, 1 on Ross's story, 1 on Munro's story, and 1 on the story you choose for the Research Essay—more on this last one immediately below). These will be modeled after the process detailed in Chapter 2 of Acheson's book. A rubric will be provided—be sure to print up, review, and then attach it to each submission. Note: "Grace Days" do not apply to these assignments.
4. 1 Response + bibliography, 6% (due Nov. 17): Portfolio assignment #6 / Response #3 will be tied directly to the Research Paper. You will write a Response on the story you are writing on and, in addition, include a bibliography of 5 peer-reviewed, scholarly resources that are directly on the subject of the story you have selected. A rubric will be provided—be sure to print up, review, and then attach it with your submission. Note: "Grace Days" do not apply to this assignment.
5. 2 Reflections, 4% (due Nov. 8 & Dec. 8): You will complete 2 reflection documents over the course of the term, each 1.5 pages / 500-600 words long. In the first one, you will reflect on the feedback provided on the Short Essay and, more generally, the experience of writing that essay. In the second one, you will reflect on the sample student papers that we'll be reviewing close to the end of the term. A rubric will be provided—be sure to print up, review, and then attach it with each submission.

**Short Essay (15%)**: Due Oct. 20, the Short Essay is a 3-page/1000-word essay that you will write on either Lawrence's "The Horse-Dealer's Daughter" or Scott's "Paul Farlotte." This assignment will be an exercise in close reading, with no secondary criticism allowed. Essay topics/prompts as well as further instructions will be provided at the start of the term. A rubric will also be provided—be sure to print up, review, and then attach it to your final submission.

**Final Take-Home Exam (30%):** Due Dec. 22, the Final Take-Home Exam is a 6-page/2000-word Research Essay. The subject of your paper will be one of the optional short stories available on ARES. You will be required to engage with 2 appropriate, vetted pieces of peer-reviewed criticism directly relating to your story of choice. Essay topics/prompts as well as further instructions will be provided at the start of the term. A rubric will also be provided—be sure to print up, review, and then attach it to your final submission. Note: “Grace Days” do not apply to this assignment.

## **SUPPORT SERVICES & ACCOMMODATIONS:**

**Writing Tutorial Service (WTS):** The [WTS](#) offers students one-on-one, personalized assistance with academic writing, free of charge. To make an appointment for a 50-minute session, call 613-520-2600, ext. 1125, book [online](#) via Carleton Central, or visit in person at the Centre for Student Academic Support (CSAS) on the 4<sup>th</sup> floor of the MacOdrum Library.

**Centre for Student Academic Support (CSAS):** The [CSAS](#) offers students a variety of free services, including academic skills workshops and information sessions. To learn more about these services, visit the Centre on the 4<sup>th</sup> floor of the MacOdrum library, contact them by phone at (613) 520-2600, x.1125, or visit [online](#).

**Foot Patrol:** The Foot Patrol is a student-run, volunteer-based service available to Carleton students, free of charge. Its patrollers will escort you safely to your destination, whether on or off campus (provided that it is within 30-minutes’ walking distance of campus). For more information, visit [online](#). To register for a Safe-Walk, call 613-520-4066 or visit in person at 426 UC.

**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 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](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*). **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](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).



**CLASS SCHEDULE:**

Readings for a given date are to be completed *in advance of* that day's class meeting.

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Other Topics, Important Dates</b>
Thurs., Sept. 8			Introductions, academic integrity
Tues., Sept. 13	Doing literary analysis	Acheson, Chapter 1, pp.3-15	
Thurs., Sept. 15	Investigating literary texts I	Acheson, Chapters 2 & 3, pp.19-34 & 35-53	<b>*1<sup>st</sup> Portfolio assignment (online quiz) due</b>
Tues., Sept. 20	Investigating literary texts I	D. H. Lawrence, "The Horse-Dealer's Daughter"	<b>*2<sup>nd</sup> Portfolio assignment (Response #1—Short Essay) due</b> <i>*Last day to change courses or sections for fall term courses</i>
Thurs., Sept. 22	Investigating literary texts I	Duncan Campbell Scott, "Paul Farlotte"	
Tues., Sept. 27	Finding an argument	Acheson, Chapter 6, pp.83-94	
Thurs., Sept. 29	Expressing and structuring an argument	Acheson, Chapter 7, pp.97-109	<i>*Sept. 30, last day to withdraw from fall term courses with a full fee adjustment</i>
Tues., Oct. 4	Answering your questions about the Short Essay		<b>*In-class peer review #1 (Short Essay)</b>
Thurs., Oct. 6	Introductions & conclusions		<b>*3<sup>rd</sup> Portfolio assignment (Peer Review for Short Essay) due</b>
Tues., Oct. 11	Paragraphing	Acheson, Chapter 8, pp.111-19	
Thurs., Oct. 13	Editing & proofreading	Acheson, Chapter 9, pp.123-26	
Tues., Oct. 18	Documenting sources	Acheson, Chapter 10, pp.143-55; my resources on cuLearn	
Thurs., Oct. 20	Grammar I	Acheson, Chapter 9, pp.127-41; my resources on cuLearn	<b>*Short Essay due</b>
Oct. 25 & 27			<b>**Fall Reading Week—no class or office hours**</b>
Tues., Nov. 1	Practicing literary analysis I	Sinclair Ross, "One's a Heifer"	<b>*4<sup>th</sup> Portfolio assignment (Response #2—Ross) due</b>
Thurs., Nov. 3	Practicing literary analysis I	Sinclair Ross, "One's a Heifer"	<b>*Grammar quiz 1</b>
Tues.,	Grammar II	Acheson, Chapter 9, pp.127-41;	<b>*5<sup>th</sup> Portfolio assignment</b>

Nov. 8		my resources on cuLearn	<b>(Reflection on Short Essay) due</b>
Thurs., Nov. 10	Investigating literary texts II (researching)	Acheson, Chapter 4, pp. 55-67	<i>*Nov. 11, last day to request formal exam accommodations to the PMC</i>
Tues., Nov. 15	Investigating literary texts II (researching)	Acheson, Chapter 5, pp.69-82	<b>*Grammar quiz 2</b>
Thurs., Nov. 17	Managing evidence I (quoting, summarizing, paraphrasing)		<b>*6<sup>th</sup> Portfolio assignment (Response #3 + Bibliography for Research Essay) due</b> <i>*In-class peer review #2 (Research Essay)</i>
Tues., Nov. 22	Managing evidence II (varying subpoints)		<b>*7<sup>th</sup> Portfolio assignment (Peer Review for Research Essay) due</b>
Thurs., Nov. 24	Practicing literary analysis II	Alice Munro, “Who Do You Think You Are?”	<b>*8<sup>th</sup> Portfolio assignment (Response #4—Munro) due</b>
Tues., Nov. 29	Practicing literary analysis II	Alice Munro, “Who Do You Think You Are?”	
Thurs., Dec. 1	Putting it all together	Acheson, Chapter 11, pp159-63; sample student papers on cuLearn	
Tues., Dec. 6	Putting it all together	Sample student papers on cuLearn	
Thurs., Dec. 8	Take-home exam prep		<b>*9<sup>th</sup> Portfolio assignment (Reflection on sample papers) due</b> <i>*Dec. 9, last day of fall term classes; last day to withdraw from a fall term course</i>
Dec. 10–22			<b>**Exam Period**</b> <b>*Dec. 22, Take-Home Exam (Research Paper) due</b>