

**Carleton University
Fall 2019
Department of English**

**ENGL 1010 D: *Writing Essays about Literature*
Prerequisites: None
Preclusions: Precludes additional credit for ENGL1020**

**Monday/Wednesday / 4:05-5:25 p.m.
Location: University Centre 282**

**Instructor: John Coleman
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Office: DT 1906
Phone: TBA
Office Hours: TBA**

I. Course description:

This course introduces students to writing critically engaged academic essays about literature. The learning outcomes are designed to develop skills in close reading, critical interpretation, academic communication, research, and the drafting and revision process. Short stories and poetry will serve as the basis for written work and discussions on topics including setting, perspective, literary devices, and literary representations of identity and inclusion in multicultural societies.

II. Preclusions: ENGL 1020

III. Learning Outcomes:

The purpose of this class is for students to:

- Learn to produce critically engaged and contextually grounded close readings of literary texts
- Practice and develop academic writing, argumentation and communication skills
- Learn how to support an academic argument with secondary research sources
- Develop skills in drafting, revising, proofreading and editing

IV. Texts:

Required texts to purchase (available at the Carleton Bookstore):

Engkent, Lucia, and Garry Engkent. *Essay Do's and Don'ts: A Practical Guide to Essay Writing*. 2nd ed., Oxford UP, 2017.

Other readings:

The following short stories and poems will be made available online through ARES.

- Samuel Selvon, “Finding Piccadilly Circus”
- Beryl Gilroy, “Black Teacher”
- Warsan Shire, selected poems
- NoViolet Bulawayo, “Hitting Budapest”

V. Course calendar:

Date	Readings and Activities	Due
September 4	Introduction to the course	
September 9	• <i>Essay Do's and Don'ts</i> , Ch. 1: The Basics (pp. 1-14)	
September 11	• <i>Essay Do's and Don'ts</i> , Ch. 4: Writing about Readings (pp. 75-86)	
September 16	• <i>Essay Do's and Don'ts</i> , Ch. 4: Writing about Readings (pp. 90-105)	
September 18	• Poe, “The Cask of Amontillado,” <i>Essay Do's and Don'ts</i> , pp. 229-234 • <i>Essay Do's and Don'ts</i> , “Write an Effective Thesis Statement” (pp. 22-24)	
September 23	Workshop: Close Reading and Literary Analysis • Garner, “The Moose and the Sparrow,” <i>Essay Do's and Don'ts</i> , pp. 222-228	
September 25	• <i>Essay Do's and Don'ts</i> , Ch. 2: Essay Structure (pp. 15-22)	Workshop Assignment 1
September 30	• <i>Essay Do's and Don'ts</i> , Ch. 2: Essay Structure (pp. 25-42)	
October 2	Workshop: Drafting Your Short Essay	Workshop Assignment 2
October 7	• <i>Essay Do's and Don'ts</i> , Ch. 5: Research and Documentation (pp. 107-118)	
October 9	• <i>Essay Do's and Don'ts</i> , Ch. 5: Research and Documentation (pp. 119-132) • “Analyze Non-Fiction” (pp. 86-89)	Short Essay
October 14	THANKSGIVING MONDAY	NO CLASS
October 16	Selvon, “Finding Piccadilly Circus”	
Oct. 21-25	READING WEEK	NO CLASS
October 28	Workshop: Conducting Research • Gilroy, “Black Teacher”	Workshop Assignment 3
October 30	• <i>Essay Do's and Don'ts</i> , Ch. 7, “Grammar and Sentence Structure” (pp. 165-176)	

November 4	<ul style="list-style-type: none"> • <i>Essay Do's and Don'ts</i>, Ch. 7, "Grammar and Sentence Structure" (pp. 176-187) 	
November 6	<ul style="list-style-type: none"> • <i>Essay Do's and Don'ts</i>, Ch. 7, "Grammar and Sentence Structure" (pp. 187-198) 	
November 11	Workshop: Effective Grammar	Workshop Assignment 4
November 13	<ul style="list-style-type: none"> • <i>Essay Do's and Don'ts</i>, Ch. 6, "Vocabulary" (pp. 143-153) 	
November 18	<ul style="list-style-type: none"> • <i>Essay Do's and Don'ts</i>, Ch. 6, "Vocabulary" (pp. 153-164) 	
November 20	<ul style="list-style-type: none"> • <i>Essay Do's and Don'ts</i>, Ch. 8, "Punctuation and Format" (pp. 199-212) 	
November 25	<ul style="list-style-type: none"> • Shire, selected poems 	
November 27	Workshop: Drafting Your Research Essay	Workshop Assignment 5
December 2	<ul style="list-style-type: none"> • Bulawayo, "Hitting Budapest" 	
December 4	<ul style="list-style-type: none"> • Common challenges in essay writing 	
December 6	<ul style="list-style-type: none"> • <i>*Monday schedule*</i> -- Review Class • Take-Home Exam instructions provided 	Research Essay

VI. Evaluation:

General criteria that influence grading:

All work completed for this course will receive a numerical grade that corresponds to the guidelines set out by the Faculty of Arts:

- 90-100 – A+
- 85-89 – A
- 80-84 – A-
- 77-79 – B+
- 73-76 – B
- 70-72 – B-
- 67-69 – C+
- 63-66 – C
- 60-62 – C-
- 57-59 – D+
- 53-56 – D
- 50-52 – D-
- Below 50 – F

All term work, examinations and participation will be subject to the following general evaluation criteria:

Each student is encouraged to critically engage with course material by clearly and effectively expressing nuanced ideas about the details of assigned readings, lecture material and class

discussions. Students are encouraged to communicate ideas through critically informed statements supported with concrete textual evidence. Broadly articulated, generalized or overly obvious claims will not be interpreted as reflecting a genuine attempt at critical engagement.

Furthermore, it is paramount for students to display a genuine attempt at:

- (a) developing academic reading, writing and communication skills
- (b) formulating nuanced arguments based on critical engagement with course material

All written assignments designated under "Term Work" will be subject to the following evaluative criteria in addition to any particular criteria stated in each assignment's outline:

- 1) Written term work must be guided by a clear argumentative focus, articulated in a thesis statement. A thesis statement is expected to convey a nuanced position about the text(s) being analyzed in the assignment. Each thesis' scope must reflect an accurate reading of the assignment question and be appropriate for the length of the assignment.
- 2) Written assignments are to be presented in MLA citation style and format. All references to texts must be cited parenthetically in your prose. Written assignments must be formatted following MLA style (double-spaced, 12 point Times New Roman Font, numbered pages, identification info at top left-hand corner of page one).

Students are encouraged to consult the Eighth Edition of the *MLA Handbook*, on reserve in the library.

- 3) Significant consideration will be paid to:
 - (a) accuracy in identifying texts, authors and context
 - (b) effective expression and communication of ideas through proper grammar, spelling, punctuation and sentence and paragraph structure

"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."

Examinations:

Take-Home Exam, due December 21, 25% of final grade: Students will write a take-home exam, due on December 21, the final day of the Fall 2019 exam period. Students will submit their exams **in digital format only**, through a submission portal on cuLearn. Anything from course readings and class discussions can be drawn upon. The graded exam will not be returned to students or include extensive comments. If a student wishes to review their final exam after it has been graded, they can schedule a meeting with the instructor to do so.

Deferred Examinations: N.B. Deferred finals, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The minimum standard for any student to be in good standing in this course, and entitled to write a deferred final exam, is to

have completed all term work within the allowable parameters designated in this outline, and to have a 50% average in the course.

Term work:

Short Essay, due October 9, 2-3 double-spaced pages, 10% of final grade:

This assignment will provide students feedback on how their writing is developing to meet the standards of evaluation for this course, and how they will be able to address areas for improvement. This is a formal writing assignment, expected to be guided by a thesis statement and academic in tone. Further explanation will be provided well before the due date in the assignment outline.

Pop Assignments, written in three unspecified classes, 5% each for a total of 15% of final grade:

In three previously unspecified classes, students will be given a quiz or a brief writing assignment based on readings that have been assigned up to and including that day. Students will be expected to display accurate and extensive knowledge of, and genuine engagement with, the readings.

Workshops, see schedule for dates, 5% each for a total of 25% of final grade:

In five scheduled classes, students will participate in workshops designed to develop essay-writing skills. Activities will be based on readings that have been assigned up to and including the day of each workshop. Students will be evaluated on participation, as well as on a writing assignment handed in following each workshop. Instructions for how students are to prepare will be provided in class prior to the date of each workshop.

Note that the first workshop's assignment will be due on September 25, the next class following the first workshop, and will take the form of a critical response requiring students to develop a thesis and analysis of a literary text.

Research Essay, due December 6, 4-5 double-spaced pages, 20% of final grade:

Students will write a formal research essay in response to one of a few writing prompts which the instructor will provide. Further explanation will be provided in the assignment outline well in advance of the due date.

Other forms of evaluation:

Participation and attendance, 5% of final grade:

Attendance will be taken regularly and class participation will be evaluated. Students are expected to reflect thorough knowledge of and genuine engagement with readings in class discussions and activities. Students are encouraged to contribute to this component of their final

grades by participating on discussion forums about course material that the instructor will set up on cuLearn.

Policy on Attendance: Attendance is mandatory in this course. Each student must attend at least 75% of classes. Otherwise, they will be contacted by the instructor and unexcused absences may result in them not meeting the criteria to pass this course.

For a student's absence from class to be excused, official documentation noting the student's inability to attend class, such as a doctor's note or documentation of a personal emergency, must be provided. This applies in situations where a student may be allowed to complete an alternate assignment in place of an in-class assignment.

Policy on handing in assignments: All term work written outside of class time is due in hard copy at the beginning of the class in which it is due *and* in digital format on cuLearn. Submission portals where students can submit digital versions of assignments will be made available on cuLearn. Submission of an assignment outside of class time will not be accepted unless prior arrangements have been made with the instructor, aside from submissions which conform to the policies on late papers and extensions outlined below.

The short essay, research essay, workshop assignments and take-home exam are all mandatory. Failing to complete these assignments and the exam may result in a student not meeting the criteria to pass this course.

Late Paper Policy: After its due date, term work is to be submitted in class or to the English Department Essay Dropbox (18th floor Dunton Tower). Each assignment will be docked 2% per day up until one week after the due date, after which it will receive a grade of zero.

Policy on Extensions: Extensions for term work will be considered on a case-by-case basis.

If a student is aware in advance that an extension will be needed, they must provide the instructor with a valid reason at least one week before the due date, and a new due date may be negotiated.

In emergency circumstances within one week of the due date, the instructor must be made aware of the situation and valid reasons necessitating an extension immediately, and a new due date may be negotiated.

For late assignments to be accepted without being docked late marks, official documentation noting the student's inability to attend class and/or complete school work, such as a doctor's note or documentation of a personal emergency, must be provided.

Policy on lost assignments: If a student claims to have handed in an assignment in class or to the English Department Essay Dropbox, and the instructor has not received the assignment, the student must email the instructor an electronic version of the assignment within two hours of email request by the instructor.

Policy on handing back assignments: The instructor will strive to hand back all graded assignments within two weeks of submission. Graded assignments will always be handed back in class, unless other pickup arrangements are made.

VII. Statement on Plagiarism

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 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/>

VII. 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

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

Religious obligation

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. 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>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline