

**Carleton University  
Fall 2017  
Department of English**

**ENGL 1010D: *Writing an English Essay*  
Preclusions: ENGL 1020**

**Tuesdays and Thursdays, 10:05-11:25 a.m.  
Location: Southam Hall 506**

**Instructor: Christopher Doody  
Email: christopherdoody@cmail.carleton.ca  
Office: Dunton Tower 1914  
Office Hours: Tuesdays, 11:30 a.m. - 12:30 p.m.**

### **Course Description**

This is a writing-intensive course designed to teach students the fundamentals of writing effective essays on English literature. Students will learn the steps to writing an essay, from the development of a thesis through to final revision. The class is divided between lectures/discussion, and in-class writing workshops where students will develop the skills they have learned. Students will be required to do writing assignments, both in class and outside of class, throughout the semester.

### **Required Texts**

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

Other required texts will be posted to CULearn and ARES.

### **Evaluation**

<b>Type of Assignment</b>	<b>Weight</b>	<b>Due Date</b>
Workshops & Quizzes	30% (10x3.5% each)	Varies
Short Essay	10%	October 19
Long Essay	15%	November 9 & November 16
Secondary Source Analysis	5%	November 28
Take-home Exam	40%	December 22

**All assignments are due IN CLASS on the due date (except for the take-home exam).  
All assignments should be submitted in hard copy.**

### Workshops & Quizzes (10 x 3.5% each):

Throughout the course there will be 8 in-class workshops and 3 quizzes. Each one of these assignments will be graded out of 5. Your lowest assignment (workshop or quiz) will not count towards your final grade.

Workshops: Since this is a writing-intensive class, there will be 8 in-class writing workshops throughout the semester. During each workshop students will be expected to write an assignment in-class using the concepts learned in the previous lecture(s). Students will submit their assignments at the end of the class.

**\*NOTE\***: Since these assignments are written during class time, if you are not in class to write the assignment you will receive a zero on the assignment. I will not accept workshop assignments submitted outside of the class during which they were to be written.

Quizzes: Throughout the semester, we will be reading and discussing three short stories. There will be a quiz on each story. The quiz will be a mix of multiple choice and short answer questions. The purpose of the quiz is to verify that you have read the short story. You do not need to study for these quizzes beyond reading the assigned short story and coming to class prepared to discuss it.

**\*NOTE\***: Quizzes will be written at the beginning of class. If you are late to class, or if you miss the class in which a quiz is assigned, you will receive a zero on the quiz unless there is a valid excuse with proper documentation. There will be no make-up quizzes if a student misses a quiz.

### **Assignments:**

All assignments are to be submitted as **physical copies at the beginning of class** on the day they are due. Do not use CULearn or e-mail for submitting course work.

Students should ensure that they save a copy of their assignment in the unlikely event that it is lost after they submit it. Students might also be asked to submit their assignments electronically, at the discretion of the professor.

### Short Essay (10%):

#### **Due: October 19**

The work you produce during the first four in-class workshops will guide you towards writing an essay that you will complete and edit outside of class.

For this assignment, you are required to take the first four in-class workshop assignments, along with the feedback provided on these assignments, and produce a polished essay. The goal of the essay is to have students think critically about a text. Essay topics and a more detailed explanation of the assignment will be made available in class and on CULearn. The essay should make a tightly-focused argument, supported with specific examples from the primary text, and demonstrate the student's ability to analyze and think critically about the text. The essay will be

evaluated on its ability to make a clear argument, to support this argument using evidence from the text, and to develop the argument in a clear and understandable structure.

The essay will be 3-4 pages in length, double-spaced, with size-12 font. Adherence to MLA format and correct spelling, grammar, and punctuation are required.

Long Essay (15%):

**Introduction Due: November 9**

**Essay Due: November 16**

The goal of the long essay is to have students think critically about one of the texts read during the semester. Essay topics, and a more detailed explanation of the assignment, will be made available in class and on CULearn. The essay should make a tightly-focused argument, supported with specific examples from the primary text, and demonstrate the student's ability to analyze and think critically about the text. The essay will be evaluated on its ability to make a clear argument, to support this argument using evidence from the text, and to develop the argument in a clear and understandable structure.

The essay will be 4-5 pages in length, double-spaced, with size-12 font. Correct adherence to MLA format and correct spelling, grammar, and punctuation are required.

**Note:** Students are required to bring the introduction to their essay to class on **November 9th**. This introduction should have a clear thesis statement and correct spelling, grammar, and punctuation.

Secondary Source Analysis (5%):

**Due: November 28**

Students will read and analyze one secondary source from a list provided. Students will write an analysis of the secondary source. The analysis will be evaluated on the student's ability to identify and summarize the thesis, identify the stages of the argument, and engage in thoughtful evaluation of the article's strengths and weaknesses.

A list of secondary sources, and a more detailed explanation of the assignment, will be made available in class and on CULearn. The analysis will be 2-3 pages in length, double-spaced, with size-12 font. Correct adherence to MLA format and correct spelling, grammar, and punctuation are required.

Take-home Exam:

**Due: by 1:00 pm December 22nd**

In the final examination of this course, students will demonstrate the writing and analyzing skills that they have developed throughout the semester by writing a formal argumentative research essay. The goal of the essay is for students to think critically about a text, to present a clear argument, to support this argument using evidence from the text, and to develop the argument in a clear and understandable structure, while incorporating at least one secondary source.

Essay topics and a more detailed explanation of the assignment will be made available in class and on CULearn. The essay should make a tightly-focused argument, supported with specific examples from the primary text, engage with at least one second source, and demonstrate the student's ability to analyze and think critically about the text. The essay will be evaluated on its ability to make a clear argument, to support this argument using evidence from the text, to develop the argument in a clear and understandable structure, and to incorporate secondary-source material using quotation or paraphrase.

The essay will be 6-7 pages in length, double-spaced, with size-12 font. Adherence to MLA format and correct spelling, grammar, and punctuation are required.

**Note:** The take-home exam is due by 1:00 pm on December 22nd. Essays are to be submitted to the English Department dropbox, located on the 18th floor of Dunton Tower. Late exams **CANNOT** be accepted and will result in a grade of zero on the exam.

### **Course Policies:**

**Attendance:** Attendance and participation are required and expected throughout the course. Students are expected to come to class prepared, having read the assigned material and ready to discuss them

**Late Policy:** Assignments submitted after the due date will be deducted one third of a letter grade (i.e. B+ becomes a B) per day late, up to a maximum of five days late, after which point the assignment will no longer be accepted.

If students think that they will require an extension, they should notify the professor as far in advance as possible, and bring any relevant documentation. Extensions are granted at the discretion of the professor.

**NOTE:** There is no late policy for the take-home exam. **If the take-home exam is submitted late, it will receive a grade of zero.**

## Course Calendar

Week 1: Introduction  
September 7 - Introduction

Week 2:  
September 12 – Essay Basics

- READ: *Essay Do's and Don'ts*, Chapter 1, pages 1-14

September 14 – Literary Analysis

- **[QUIZ]**
- Read: “The Boat” by Alistair MacLeod

Week 3:  
September 19 - Outline and Drafts  
September 21 - Workshop

Week 4:  
September 26 – From Topic to Thesis

- READ: *Essay Do's and Don'ts*, Chapter 2, pages 15-42

September 28 - Workshop

Week 5:  
October 3 – Essay Structure  
October 5 - Workshop

Week 6:  
October 10 – Quotation Integration

- READ: *Essay Do's and Don'ts*, Chapter 4, 75-105

October 12 – Workshop

Week 7:  
October 17 – Group Literary Analysis

- **[QUIZ]**
- READ: “The Yellow Wallpaper” by Charlotte Perkins Gilman

October 19 – Group Literary Analysis

- **[Short Essay Due in Class]**
- **[QUIZ]**
- READ: “The Painted Door” by Sinclair Ross

READING WEEK (October 23-27)

Week 8:  
October 31 – Finding Secondary Sources

- READ: *Essay Do's and Don'ts*, Chapter 5, 107-142

November 2 - Workshop

Week 9:

November 7 - Workshop (Revision)

November 9 – Workshop (Peer Editing)

- **[Long Essay Introduction Due in Class]**

Week 10:

November 14 – Reading Secondary Sources

November 16 – Grammar

- **[Long Essay Due]**
- READ: *Essay Do's and Don'ts*, Chapter 7, pages 165-198

Week 11:

November 21 – MLA Style

November 23 - Plagiarism

Week 12:

November 28 - Workshop

- **[Secondary Source Analysis Due in Class]**

November 30 – Essay Feedback + Common Problems

Week 13:

December 5 - Take-home prep

December 7 – Course Review

## 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.

### 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](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*).