

**Carleton University  
Winter 2021  
Department of English**

**ENGL 1010 E: Writing Essays about Literature**

Prerequisites: none  
Preclusions: ENGL 1020

Scheduled Times (optional course components): Tuesdays & Thursdays, 4:05-5:25pm

Location: online (cuLearn)

Format: Blended (optional synchronous components)

Instructor: Dr. Morgan Rooney  
Email: cuLearn

Individual Office Hours: Tuesdays @ 4:00-5:30pm  
Q&A Drop-In Sessions: Thursdays @ 4:05-5:25pm

**COURSE DESCRIPTION:**

ENGL 1010 is a writing-intensive course designed to prepare students to write literary essays at the undergraduate level. The course will provide 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 consist of 1) weekly online lessons featuring quizzes, mini-lectures, and other learning activities, all mandatory and delivered online asynchronously, and 2) optional weekly opportunities to connect with peers and the instructor via Zoom to ask questions about course content and assignments. While the primary method of delivery will be asynchronous, make no mistake: you will be required to read, write, and complete other assignments on a weekly, ongoing basis throughout the term.

This course is hosted on cuLearn. cuLearn is effectively our online classroom, and so you are required to be familiar with everything posted on it. Be sure to check out our course page at least 3+ times a week.

**COURSE MODALITY & TECHNICAL REQUIREMENTS:**

This course is a blended or mixed modality online course, with mandatory asynchronous components (weekly modules and assignments) and optional synchronous components (weekly individual office hours on Tuesdays and weekly group Q&A drop-in sessions on Thursdays). Note that the Q&A drop-in sessions will be recorded so that they can be shared with the class as an extra resource. Consult Carleton's [Technical Specs for New Students webpage](#) to make sure you have the minimum technical requirements to be able to participate fully in the class. In addition to a desktop, laptop, or tablet with access to reliable high-speed internet, you will also need a microphone to be able to communicate orally during synchronous components and, preferably, a webcam. I strongly discourage you from trying to complete this course on a mobile phone device. For computer programs, note that Carleton students have [free access to the Office 365 suite](#).

## 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, and accurately reflect, 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 the most recent edition of MLA style.** This includes the ability to:
  - Identify and select the appropriate guidelines for a wide variety of documentation issues
  - Explain the principles of the most recent edition of MLA style, and apply them to properly document engagement with sources
- **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, 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):

|   |  |
|---|--|
| Margaret Atwood, “The Age of Lead”                          | } texts we will explore together                       |
| F. Scott Fitzgerald, “Babylon Revisited”                    |  |
| Sinclair Ross, “One’s a Heifer”                             |  |
| Alice Munro, “Who Do You Think You Are?”                    |  |
| Herman Melville, “Bartleby the Scrivener”                   | } texts you can choose to write your Research Paper on |
| Franz Kafka, “The Metamorphosis”                            |  |
| Nathaniel Hawthorne, “The Birthmark”                        |  |
| Robert Silverberg, “Caught in the Organ Draft”              |  |
| Leo Tolstoy, “The Death of Ivan Il’ych”                     |  |
| John Barth, “Lost in the Funhouse”                          |  |
| Harlan Ellison, “‘Repent, Harlequin!’ Said the Ticktockman” |  |
| Tim O’Brien, “How to Tell a True War Story”                 |  |

The Acheson textbook can be purchased directly from Broadview Press in digital (\$16) or print (\$23) format: [to purchase your copy, click on this link](#). The short stories, meanwhile, will be accessible at no cost via ARES, on our cuLearn course page.

Other resources, also available to you at no cost, that you will need to use regularly:

- Purdue University’s Online Writing Lab (OWL): [MLA Formatting and Style Guide](#)
- Purdue University’s Online Writing Lab (OWL): [Grammar](#)
- The [Oxford English Dictionary](#) (OED) (do not use any other dictionary)
- Chris Baldick’s [Oxford Dictionary of Literary Terms](#) (3<sup>rd</sup> edition)
- The [Johns Hopkins Guide to Literary Theory & Criticism](#)
- Indiana University’s [“How to Recognize Plagiarism”](#)

Note: accessing the *OED*, the John Hopkins Guide, and Baldick’s dictionary will require you to use your MC1 login credentials.

**EVALUATION:**

**Note: WPAs #1-3 and #5-7, the Short Essay, and the Final Exam are mandatory. You must submit all of them in order to be eligible to receive a passing grade for the course.**

**Also note: the due date for every assignment is almost always Monday @ 4pm.**

| Assignment   | Percentage | Due Date  |
|--|------------|---|
| Module Participation (best 10 of 12, 1% per)   | 10%        | Ongoing—weekly  |
| Grammar Quizzes (2 quizzes, 5% per)  | 10%        | Feb. 8-22 & Mar. 15-22  |
| Writing Portfolio Assignments (WPAs)<br><br>(9 assignments; 1 online quiz 1%, 3 responses 4% per, 1 response + | 35%        | Jan. 18 (online quiz), Jan. 25 (Response #1—Short Essay), Feb. 1/8 (peer review—Short Essay), Mar. 1 (Response #2—Ross), Mar. 15 (Reflection #1—Short Essay), Mar. 15 (Response #3 + bibliography—Research Essay), Mar. 15/22 (peer review—Research Essay), Mar. 22 (Response |

|   |     |  |
|---|-----|--|
| bibliography 6%, 2 peer reviews 6% per, 2 reflections 2% per) |     | #4—Munro), Mar. 29 (Reflection #2—sample papers)   |
| Short Essay   | 15% | Mar. 1   |
| Final Exam (Research Essay)                                   | 30% | TBA—exams are centrally scheduled (“range” option) |

### TEACHING APPROACH:

Learners learn by doing, not by listening, and that is doubly true for a course that focuses on developing your essay writing skills. The course will provide you with a rigorous encounter with material produced by content experts in the form of readings, screen capture recordings, and learning activities in the guided modules, but the next step in your development will require you to practice applying those ideas in your own writing. Learning to write well requires time, attentiveness, being responsive to feedback, and, of course, practice, which the course is designed to give you plenty of. There are no shortcuts to becoming a writer of clear argumentative essays, and the course has been constructed to keep you on a path that will ensure the development of a crucial skill that will serve you throughout your time at university and beyond.

### COURSE POLICIES:

**Course Communications:** There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Emailing the instructor is almost always the last resort. Here’s a guide to communicating with me and your peers:

- *“I have questions about course content, assignments, and policies”*: ask these on the “Ask the Instructor” forum on cuLearn and/or during the synchronous group Q&A drop-in sessions on Thursdays @ 4:05-5:25pm. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *“I have questions about work I’m doing on my own assignments”*: book a 15-min office hour meeting (Tuesdays @ 4:00-5:30pm) via the Scheduler on our cuLearn page. These are usually not matters that can be handled efficiently over email.
- *“I need to connect with a peer to discuss a class-related issue”*: post your question or request via the “Peer-to-Peer Exchange” forum on cuLearn and/or send the student an email using the Email function in cuLearn. For the peer reviews, you will need to coordinate your virtual face-to-face meeting via email and then use a free application such as Skype, FaceTime, or Zoom to conduct the oral part of your virtual face-to-face peer review.
- *“I need to discuss something private, or to set up a time to discuss something private”*: book a 15-min office hour meeting (Tuesdays @ 4:00-5:30pm) via the Scheduler on our cuLearn page. These are usually not matters that can be handled efficiently over email.

In general, use email only for quick questions of a personal nature, to book a meeting at an alternate time, and/or to handle personal situations. I answer email Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and “Path to Success” document on cuLearn to see if they answer your question before you click “send.” Keep these simple

guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, you will not receive a reply until sometime on Monday at the earliest.

**Netiquette:** If you take part in forum discussions or read the comment sections of news stories online, you will have no doubt noticed that online culture often encourages highly uncivil discourse. In this class, however, we will collectively strive to create a harmonious and productive learning environment, and that means being very attentive to our language and tone. You can find [an excellent set of suggestions for online netiquette on this website](#); familiarize yourself with the recommendations that this document lays out, as they articulate my own expectations. Note that we are all subject to the Human Rights Code, and that I absolutely will refer any flagrantly threatening or abusive behavior online to the [Equity and Inclusive Communities](#) office for investigation and follow-up.

For any synchronous components of our course (Q&A sessions, office hours, the peer reviews), it is vital that you have a mic and, preferably, a webcam, and that you enable both when you are engaging in conversation with other people. When we communicate, things such as tone, facial expressions, and body language tell our listeners a lot of about how we want them to understand our message. I know it can be tempting to turn off your webcam in particular, but I ask you to use it when you're communicating synchronously with me or any other students in the class.

**Assignment Submission:** All assignments in this course are to be submitted via cuLearn—email submissions will NOT be accepted. For all written assignments, please save your file as a .DOCX or .DOC (and no other format) before you upload. All other assignment or activity types are either quizzes or activities embedded in the weekly modules; these are completed directly in cuLearn. All assignments and activities are released no later than 4:01pm on the Monday at the start of the new week, and all assignments for the week are due no later than 4pm on the following Monday. For WPAs #3 and 7, I recommend that you complete the Peer Review component before 4pm on Saturday, to ensure enough time to complete that activity and the follow-up reflection piece. Make sure that your file functions properly prior to upload and submission: file corruption is something that happens at the user's end, before upload to cuLearn. Files that are unreadable are not grounds for an extension and will be deemed late.

**Late Assignments:** In this class, some assignments have firm deadlines that can't change and for which there can be no extensions, and some assignments are eligible for penalty-free and no-questions-asked extensions, which require you to use 1 or more of your bank of 5 "grace days" for the course. Treat these as a failsafe rather than planning to use them. Here's a breakdown of which assignments are eligible for a "grace day" extension or not:

- Not eligible: all weekly online module activities (Module Participation), the Grammar Quizzes, WPAs #2-4 and 7-9, and the Final Exam.
- Eligible: the Short Essay, and WPAs # 1, 5, and 6.

Assignments that are not "grace days" eligible have not be selected arbitrarily: they need to be completed by a certain deadline because 1) the next module contains content that would put the writers of late submissions at a significant advantage over those who submitted on time (i.e., WPAs #2, 4, 8, and 9), 2) marks and feedback have already been released to those who completed the assignment (i.e., the Grammar Quizzes), or 3) the next step in the assignment can't move forward without having completed the prior step (i.e., for WPAs #3 and 7).

Late assignments that are ineligible for “grace days” automatically earn a grade of zero. Similarly, once a student uses all 5 grace days, any assignment s/he submits late that would normally be eligible for “grace days” receives an automatic zero. Special consideration may be given if you are dealing with a protracted medical issue for which you can provide documentation.

Some further details about these “Grace Days”:

- Measured in 24-hour units that start at 4:00pm on the due date (Mondays). Some examples:
  - Jane Doe submits the Short Essay less than 24 hours after 4:00pm 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 4:00pm on the due date; she has used 3 grace days.
  - John Doe submits his Short Essay, which was due on Mar. 1 at 4:00pm, on Mar. 5 at 8am; he has used 4 grace days.
  - Jack Doe submits his Short Essay, which was due on Mar. 1 at 4:00pm, on Mar. 5 at 8pm; he has used all 5 grace days.
- Tracked by me. I will provide regular updates on your grace days used on cuLearn.

**Completion of Course:** Take careful note of [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.” As per the announcement at the top of the “Evaluation” section above (p. 3), if you have failed to submit the mandatory assignments within the prescribed timelines (WPAs #1-3 & 5-7, the Short Essay, and the Final Exam), you will fail the entire course. You do not have the option to opt out of core course assignments.

**Grade Inquiries:** I’m always willing to review assignments. I only have two rules on the matter: 1) *No discussions about grades until 48 hours have passed after the assignment is returned*, and 2) *Students must prepare a list of specific issues to discuss, ones that engage faithfully with the feedback provided.* You need to be prepared to engage with the feedback in a conversation with me about it. Once you’ve done so, book an appointment with me during office hours. Note that I’ll be providing detailed feedback on most assignments leading up to the Final Exam. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

**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.

**Course Copyright:** My recordings, lessons, activities, and all other course materials (including all PowerPoint slides, handouts, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not, however, allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

**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 10](#) of the Academic Regulations described in the Undergraduate Calendar.

### **ASSIGNMENT DETAILS:**

**Assignment Specifications:** While I’m not overly particular about the formatting of the WPAs (excepting ones that deal with technical matters, such a bibliography), the Short Essay and Final 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 (latest edition), 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.
- Proper documentation of sources (latest edition of 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.*

**Module Participation (1% per week, best 10 of 12, 10% total):** The weekly modules will require you to do a few tasks, including a pre-module Comprehension Quiz and one or more activities in the module themselves (reflections, quizzes, etc.). The criteria for earning up to 1% per week is laid out in the checklist on cuLearn, but basically participation is graded on an all-or-nothing pass/fail basis (i.e., either you did the activity or activities in the module as requested, or you didn’t). To earn these grades, you must complete the module before the end of the week in question. Note that in order to access the content, activities, and assignment submission forms for the week’s module, you first need to earn 80% on that module’s Comprehension Quiz. Not eligible for Grace Days.

**Grammar Quizzes (5% per, 2 quizzes; 10% total):** The two grammar quizzes, each worth 5% and due on Feb. 22 & Mar. 22, 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. Not eligible for Grace Days.

**Writing Portfolio Assignments (9 assignments, 1-6% per, 35% total):** The WPAs consist of 9 separate assignments, each worth 1-6%, as follows:

1. Online Quiz, 1% (due Jan. 18): the quiz is located [here](#). Once you successfully complete the quiz, you will earn a certificate. Save as a PDF, sign, and submit that certificate for 1%. **Grace Days eligible.**
2. 2 Peer Reviews, 6% per (due Feb. 1/8 & Mar. 22/29): 3~ weeks in advance of each essay's due date, you will take part in a 3-step peer review exercise. Worth 6%, Part 1 (essay outline) is due on Feb. 1 & Mar. 22, respectively; Parts 2 & 3 (peer review + reflection) are due Feb. 8 & Mar. 29, respectively. **Not eligible for Grace Days.** The process for each is as follows:
  - a. Part 1: create and submit an outline for your upcoming essay using a template provided (by Feb. 1 & Mar. 22, respectively);
  - b. Part 2: exchange outlines with your assigned peer, then review each other's work using a template provided, providing written and oral feedback; you will need to coordinate with your partner(s) to establish the time and medium for your oral feedback session (by Feb. 6 & Mar. 27, respectively);
  - c. Reflect on your partner's feedback and then produce a reflective document that follows a template provided. This piece should be ~2 pages long if single spaced, 3-4 pages long if double spaced. Submit this piece along with your partner's or partners' feedback files, separately or together (by on Feb. 8 & Mar. 27, respectively)
3. 3 Sets of Notes, 4% per (due Jan. 25, Mar. 1, & Mar. 22): Over the course of the term, you will write 4 Sets of Notes on 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 item below). These will be modeled after the notetaking process detailed in Chapter 2 of Acheson's book. A rubric is provided—be sure to review it. **Not eligible for Grace Days.**
4. 1 Set of Notes + Bibliography, 6% (due Mar. 15): WPA #6 is tied directly to the Research Paper. You will write a Set of Notes 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 is provided—be sure to review it. **Grace Days eligible.**
5. 2 Reflections, 2% (due Mar. 15 & 29): You will complete 2 reflection documents over the course of the term, each +750 words long (~2 pages if single spaced, 3-4 if double spaced). 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 is provided—be sure to review it. **The first is Grace Days eligible; the second is not.**

**Short Essay (15%):** Due Mar. 1, the Short Essay is a 3-4 page/1000-word essay that you will write on either Margaret Atwood's "The Age of Lead" or F. Scott Fitzgerald's "Babylon Revisited." This assignment will be an exercise in close reading; you may use reference works for this essay (i.e., the *OED*, a dictionary of literary terms, etc.), but no other secondary sources (i.e., research on socio-historical contexts or literary scholarship). Essay topics/prompts as well as a rubric are provided—be sure to review them carefully. Grace Days eligible.



**Final Exam (30%):** The Final Exam is a 6-page/2000-word Research Essay. The paper will have a date range for submission that will be determined and announced by the university after Feb. 12 (i.e., a “Range” exam). The subject of your paper will be one of the optional short stories available on ARES. You will be required to engage with 3 appropriate, vetted pieces of peer-reviewed criticism directly relating to your story of choice. Essay topics/prompts as well as a rubric are provided—be sure to review them carefully. Not eligible for Grace Days.

## SUPPORT SERVICES & ACCOMMODATIONS:

**Writing Services:** [Writing Services](#) offers students one-on-one, personalized assistance with academic writing, free of charge. To make an appointment for a 40-minute session, send an email to [csas@carleton.ca](mailto:csas@carleton.ca). Book your appointment well in advance.

**Centre for Student Academic Support (CSAS):** The [CSAS](#) offers students a variety of free services, including academic skills workshops (online and face-to-face). To learn more about these services, visit the [website](#).

**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 click [here](#).
- **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 must 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>

## WEEKLY CLASS SCHEDULE

This class follows a weekly modular schedule that ‘rolls over’ at 4pm on Monday of each week (first ‘roll over’ date: Jan. 18). This means that the lesson opens no later than Monday at 4:01pm each week, giving you until 4pm on Monday of the next week (i.e., 1 full week—but note the exceptions in weeks 4, 5, 10) to complete all assigned tasks in the module. At 4:01pm on the following Monday, the next module opens and the window of time to earn marks for completing the prior lesson closes.

The optional synchronous components for the course are

- 1) weekly by-appointment office hours on Tuesdays @ 4:00-5:30pm (book a 15-min meeting timeslot via the Scheduling tool on cuLearn); and
- 2) weekly Q&A drop-in sessions on Thursdays @ 4:05-5:25pm.

All synchronous sessions / meetings take place in Zoom. If you plan to attend one of the Thursday afternoon Q&A sessions, it’s a good idea to complete the weekly reading(s), pre-module quiz, and module in the 48-hours prior. Note that the group sessions will be recorded.

| Week(s)                | Topics  | Readings & Modules  | Deadlines & Other Important Dates  |
|------------------------|---|---|--|
| #1<br>(Jan. 11-18)     | Introductions<br>Academic Integrity                               | <b>Module #1 (1%)</b>   | <b>*1<sup>st</sup> WPA (online quiz) due Jan. 18 @ 4pm (1%)</b>  |
| #2<br>(Jan. 18-25)     | Doing literary analysis   | Acheson, Chapters 1, 2, & 3, pp.3-53<br><br>Margaret Atwood, “The Age of Lead” (ARES)<br><br>F. Scott Fitzgerald, “Babylon Revisited” (ARES)<br><br><b>Module #2 (1%)</b> | <b>*2<sup>nd</sup> WPA (Set of Notes #1—Short Essay) due Jan. 25 @ 4pm (4%)</b><br><br><i>*Jan. 25: Last day to change courses or sections for fall term courses</i>   |
| #3<br>(Jan. 25-Feb. 1) | Investigating literary texts I (primary sources, reference works) | <b>Module #3 (1%)</b>   | <b>*Part 1 of 3<sup>rd</sup> WPA (Short Essay outline) due Feb. 1 @ 4pm (1.2%)</b><br><br><i>*Jan. 31, last day to withdraw from fall term courses with a full fee adjustment</i>  |
| #4<br>(Feb. 1-8)       | Finding, expressing, and structuring an argument                  | Acheson, Chapters 6 & 7, pp.83-109<br><br><b>Module #4 (1%)</b>   | <b>*Parts 2 &amp; 3 of 3<sup>rd</sup> WPA (Peer Review &amp; Reflection for Short Essay) due Feb. 8 @ 4pm (4.8%)</b>   |
| #5<br>(Feb. 8-22)      | Grammar I<br>Introductions & conclusions<br>Paragraphing          | Acheson, Chapter 8, pp.111-19<br><br>“Grammar I” document on cuLearn<br><br><b>Module #5 (1%)</b>   | <b>*Grammar Quiz 1 (opens Feb. 8 @ 4pm, closes Feb. 22 @ 4pm) (5%)</b><br><br><i>*Feb. 12: winter term exam schedule available online<br/>*Feb. 15-19: Winter reading week; enjoy a break; module window extended to two full weeks. No synchronous offerings on Feb. 16/18.</i> |

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| #6<br>(Feb. 22-<br>Mar. 1)  | Editing &<br>proofreading<br><br>Documenting<br>sources   | Acheson, Chapter 9 & 10,<br>pp.123-27 & 143-55<br><br>Sinclair Ross, “One’s a<br>Heifer” (ARES)<br><br>“MLA Style” document<br>on cuLearn<br><br><b>Module #6 (1%)</b> | <b>*Short Essay due Mar. 1 @ 4pm<br/>(15%)</b><br><br><b>*4<sup>th</sup> WPA (Set of Notes #2—Ross)<br/>due Mar. 1 @ 4pm (4%)</b>  |
| #7<br>(Mar. 1-8)            | Practicing<br>literary<br>analysis I  | <b>Module #7</b>   |  |
| #8<br>(Mar. 8-15)           | Investigating<br>literary texts II<br>(secondary<br>sources)  | Acheson, Chapters 4 & 5,<br>pp. 55-82<br><br><b>Module #8 (1%)</b>   | <b>*5<sup>th</sup> WPA (Reflection on Short<br/>Essay) due Mar. 15 @ 4pm (2%)</b><br><br><b>*6<sup>th</sup> WPA (Set of Notes #3 +<br/>Bibliography for Research Essay)<br/>due Mar. 15 @ 4pm (6%)</b>   |
| #9<br>(Mar. 15-22)          | Managing<br>evidence<br>(quoting vs.<br>summarizing<br>vs<br>paraphrasing;<br>varying<br>subpoints)<br><br>Grammar II | Acheson, Chapter 9,<br>pp.127-41<br><br>Alice Munro, “Who Do<br>You Think You Are?”<br>(ARES)<br><br>“Grammar II” document<br>on cuLearn<br><br><b>Module #9 (1%)</b>  | <b>*Part 1 of 7<sup>th</sup> WPA (Research Essay<br/>outline) due Mar. 22 @ 4pm (1.2%)</b><br><br><b>*Grammar Quiz 2 (opens Mar. 15 @<br/>4pm, closes Mar. 22 @ 4pm) (5%)</b><br><br><b>*8<sup>th</sup> WPA (Set of Notes #4—Munro)<br/>due Mar. 22 @ 4pm (4%)</b><br><br><i>*Mar. 19, last day to request formal exam<br/>accommodations to the PMC</i> |
| #10<br>(Mar. 22-29)         | Practicing<br>literary<br>analysis II   | Sample student essays on<br>cuLearn<br><br><b>Module #10 (1%)</b>  | <b>*Parts 2 &amp; 3 of 7<sup>th</sup> WPA (Peer<br/>Review &amp; Reflection for Short Essay)<br/>due Mar. 29 @ 4pm (4.8%)</b><br><br><b>*9<sup>th</sup> WPA (Reflection on sample<br/>papers) due Mar. 29 @ 4pm (2%)</b><br><br><i>*Mar. 31, last day of for summative tests or exams<br/>worth +15% of course grade</i>                                 |
| #11<br>(Mar. 29-<br>Apr. 5) | Putting it all<br>together  | Acheson, Chapter 11, pp.<br>159-63<br><br><b>Module #11 (1%)</b>   |  |
| #12<br>(Apr. 5-12)          | Final Exam<br>prep  | <b>Module #12 (1%)</b>   | <i>*Apr. 14, last day of winter term classes; last day to<br/>withdraw from a fall term course; classes follow a<br/>Friday schedule</i>   |
| Apr. 16-27                  |   |  | <b>*Final Exam (Research Paper)<br/>(30%) – due date to be announced<br/>after Feb. 12</b>   |