

Carleton University

Winter 2018

Department of English

ENGL 1010G: *Writing a English Essay*

precludes additional credit for ENGL 1020

Mondays & Wednesdays 8:35 - 9:55 a.m.

Location: 501 SA

Please confirm on Carleton Central

Instructor: Dr. Janne Cleveland

Email: Janne.Cleveland@carleton.ca

Office Hours: TBA or by appointment

Office: 1913 DT

Course

Outline: The goal of this course is to provide students with the tools to develop skills through cumulative, accessible, and practical writing assignments that will build across the span of the course to culminate in the final research paper that constructs a careful academic argument based on the examination of a piece of literature.

Learning Outcomes: By the time students complete the course they will have developed the following:

- 1) Reading skills that allow them to recognize and comprehend academic writing
- 2) An understanding of the components of academic writing
- 3) Development of research skills particular to the study of literature
- 4) Integration of skills of interpretation, writing, and thinking to develop critical analysis

To achieve the goals of the course, cumulative assignments and readings will be employed to introduce students to concepts such as:

- a) The difference between fact and opinion
- b) Reading for sub-text
- c) How to use MLA documentation style
- d) The difference between a topic and a thesis
- e) How and when to summarize effectively
- f) What constitutes plagiarism, and how to avoid it
- g) How to recognize credible, scholarly research sources
- h) How to make a concise argument
- i) Effective sentence structure and correct grammar and punctuation

j) How to access the resources of the university library

Reading List:

Required Texts:

The Broadview Pocket Guide to Writing: A concise Handbook for Students. 4th edition. Broadview Press: 2015. Print.

Acheson, Katherine O. *Writing Essays About Literature: A Brief Guide for University and College Students.* Broadview Press: 2010. Print.

Suggested Texts:

Abrams, M.H., Geoffrey Galt Harpham. *A Glossary of Literary Terms.* 11th Ed. Wadsworth Publishing: 2014. Print.

List of literary texts from which to choose to write on for your final essay:

The Love Song of J Alfred Prufrock by TS Eliot (poem)

Recitatif by Toni Morrison (short story)

Hamlet by William Shakespeare (play)

The Picture of Dorian Gray by Oscar Wilde (novel)

Goblin Market by Christina Rossetti (poem)

Everyday Use by Alice Walker (short story)

Frankenstein by Mary Shelley (novel)

Waiting for Godot by Samuel Beckett (play)

Young Goodman Brown by Nathaniel Hawthorne (short story)

Evaluation:

Portfolio Exercises:

Reflection on feedback to Short essay outline	5%
Reflection on feedback to Short essay	5%
Reflection on feedback to Final essay outline	10%
Workshop Reflections	10%

Final Course Reflection	10%
Short essay Thesis/Outline	10%
Short essay	15%
Final paper Annotated Bibliography	15%
Final Take-Home paper/exam	20%

Portfolios (40%): All students will create and maintain their own electronic portfolio on cuPortfolio containing workshop exercises, in-class writing assignments, personal reflections, and essays assignments. There will be a special presentation by the cuPortfolio specialist from EDC on how to use the electronic platform on **January 10th**. You can also go to <http://carleton.ca/cuportfoliosupport/> where you will find all the instructions for setting up and maintaining your documents. These portfolios allow you to chart your own progress throughout the course. Portfolios will be requested throughout the term, to enable me to see your progress, so keep these up to date. Criteria and prompt questions for all portfolio exercises will be posted on cuLearn. All portfolios will be resubmitted for final grading on **April 11th**.

Short essay Outline/thesis (10%) Due January 24: Students will write an outline that includes a clear thesis/argument in response to one of the short stories listed below.

Shooting an Elephant (George Orwell)

The Lottery (Shirley Jackson)

Trap Lines (Thomas King)

Game On (Ivan Coyote)

All short stories will be available on the Ares link on cuLearn

Consult the essay topics and requirements for the Short Essay assignment listed on cuLearn before starting this assignment. You are not required to use secondary sources, but must respond to one of the topic questions with a carefully developed thesis to argue throughout. This assignment allows students to develop their thesis (argument), and through skills of close reading show an analysis that leads to a credible conclusion of the argument. **(It is highly recommended to review the material from Chapter 2 of the Acheson text to help you with this assignment.)** While no secondary sources are required, textual passages should be used as evidence to support your position, and must be properly cited in MLA format. We will talk about MLA formatting in class, but you can also find instructions here: <https://owl.english.purdue.edu/owl/resource/747/01/>

cuPortfolio Feedback on Short essay outline (5%): due on cuPortfolio 5 days after return of Short essay outlines

Short essay (15%) Due February 7: Incorporating feedback from the thesis/outline assignment, students will submit their polished essay. Marks will be given for a well-

crafted thesis, proper use of evidence from the text under discussion, correct MLA citation of in-text quotations, and a conclusion that draws evidence together. This assignment allows students to further develop skills of critical readership, as well as the ability to express their analysis using the mechanics of formal writing expected of academic essays. Topic questions will be posted to cuLearn at the beginning of the term.

cuPortfolio Feedback on Short essay (5%): due on cuPortfolio 5 days after return of Short essay

Annotated Bibliography (15%) Due March 14 on cuLearn (11:55 p.m.): Students will choose one text from the list of texts provided to focus an argument for their final paper. Topic questions will be available on cuLearn at the beginning of the term. As with the short paper thesis/outline, this assignment enables students to focus their argument, and begin to develop the supporting evidence that will be used. Students will use **5 – 6** secondary, scholarly sources, along with their own close reading, in order to support the argument they will develop throughout the paper. Each reference/source will be presented in proper MLA formatting, with an accompanying paragraph that outlines a brief summary of the source, and a detailed explanation of what is significant in the source that will be used as evidence to support your thesis. This assignment becomes the foundation for writing your final paper.

cuPortfolio Feedback on Annotated Bibliography (10%): due on cuPortfolio 5 days after return of Annotated Bibliography

Final Take-home paper/exam (20%) Due April 26: Using feedback from the thesis/outline assignment, students will present a polished, carefully crafted final paper of **8 – 10** pages (excluding Works Cited page) with a coherent, arguable thesis, supported by evidence from the text and scholarly sources, a conclusion that responds to and resolves the argument. Elements of writing such as rich vocabulary, proper use of citation style, correct punctuation and grammar, as well as sentence structure (syntax) will be taken into account. As well, structural elements, such as the logical progression of ideas that form the basis of your argument, will be expected. This assignment is the culmination of all you will have learned in the course, and as such is your opportunity to explore ideas and demonstrate the development of your skills of critical analysis embedded within good writing. In compliance with the University calendar, this final paper/exam is due on **April 26th**. **NOTE:** Because this assignment is due the last day of the official exam period, there will be **NO extensions**.

Attendance: To gain the maximum benefit of the course, it is important to attend all classes. Attendance will be taken in every class.

****Important Notes on Course expectations:**

Submissions: ALL assignments are to be submitted on cuLearn, and will be electronically returned in the same fashion. Assignments are NOT to be slipped under my office door. Emailed assignments will not be accepted without prior written agreement of

the professor. If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.

Due Dates and Late Policies: Assignments must be submitted online through cuLearn on the due dates indicated to receive full marks. There will be **no extensions** granted unless discussed prior to the due date with the instructor. In the case where illness prevents a student from submitting an assignment on time, a doctor's note will be accepted. All other late assignments will be penalized **1 mark** per day up to seven days, including weekends. No assignments will be accepted if they are more than 7 days late, with the exception of those stated above. **NOTE: It is your responsibility to insure that all assignments are submitted on time. Keep a backup copy that can be submitted upon request in the event of a lost or misplaced assignment.**

Worth repeating: All assignments will be submitted electronically **on cuLearn or cuPortfolio (see calendar for assignment due dates and submission ports).**

NOTE: All assignments must be completed in order to be eligible to pass the course. Failure to hand in all assignments may result in a grade of "F".

Posted Grades: All assignment grades will be posted on cuLearn. Standing in a course is determined by the course instructor, and 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 approved by the Dean.

Plagiarism: 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. 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, 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 works, and/or failing to use quotation marks
 - submitting 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, suspension from a program, suspension from the university, or even expulsion from the university.

The Academic Integrity Policy can be accessed at

<https://carleton.ca/registrar/academic-integrity/>

Preparation & Attendance: Attendance will be taken in each class, and regular attendance is expected. Lecture notes or synopses will not be provided to students missing class—it is your responsibility to make up for missed work. Active participation is expected; this means being prepared to take notes, discuss readings and complete workshop exercises. There will be a discussion board set up on cuLearn, so if you miss a class, you should post a request for note-sharing to the list.

Communication: I will use email and the cuLearn course site to communicate with students; you are advised to check both regularly. You are encouraged to contact me through email using your Carleton accounts. Please indicate your concern in the subject line (e.g. “research question”); unidentified emails will be deleted. Excessive informality is discouraged. I check email daily Monday to Friday, but **NOT** on weekends. This means last-minute emails concerning assignments or anything else will likely not be returned in time to clarify questions (particularly those sent later in the day on Fridays).

Classroom Etiquette: Students are expected to be on time for each class so as not to disrupt the lecture for other class members. Also any electronic activity is expected to be for note-taking purposes only; texting, surfing, checking Facebook, twitter, or other social media are rude and disruptive for all others in the classroom. Cell-phones and MP3 players should be turned off for the duration of lecture. Additionally, while discussion is encouraged, private conversations between students are distracting to those not involved; any comments should be made openly or not at all. If you bring food or drinks into class, clean up after yourself, and remove your garbage on your way out.

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 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) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Class Schedule*

Week 1 January 8/10

Day 1: Introduction – explanation of syllabus
Day 2: **cuPortfolio Presentation (in-class)**

Week 2 January 15/17

Day 1: **chapter 1 (Acheson)**: The purpose of a literature essay
Day 2: **chapter 2 (Acheson)**; Writing an essay outline

Week 3 January 22/24

Day 1: **Writing Tutorial Services Presentation (in-class)**
Day 2: **Library Tour**: class will meet at 252 MacOdrum Library
***Short essay outline due on cuLearn (11:55 p.m.)**

Week 4 January 29/31

Day 1: **chapter 3 (Acheson)**: Using reference works; what counts as *scholarly evidence*?
Day 2: How to use library resources effectively

Week 5 February 5/7

Day 1: **chapter 4 (Acheson)**
Day 2: **Broadview Writing Guide (63 - 80)**
Writing about Social/Historical contexts; why context matters
***Short essay due on cuLearn (11:55 p.m.)**

Week 6 February 12/14

Day 1: **chapter 5 (Acheson)**
Day 2: What is literary criticism, and how do you use it?

February 19/21

Winter reading week!

Week 7 February 26/28

Day 1: **chapter 6 (Acheson)**
Day 2: Organizing your research

Week 8 March 5/March 7

Day 1: **chapter 7 (Acheson)**
Day 2: What's an argument?: Knowing the difference between a topic and a thesis
Broadview Writing Guide (32 - 44)

Week 9 March 12/14

Day 1: **chapter 8 (Acheson)**
Day 2: Introductions and Conclusions

***Annotated Bibliography due March 14 on cuLearn (11:55 p.m.)**

Week 10 March 19/21

Day 1: **chapter 9 (Acheson)**

Day 2: Editing: how to avoid common grammar and punctuation errors

Week 11 March 26/28

Day 1: **chapter 10 (Acheson)**

Day 2: **Broadview Writing Guide (190 - 240)**

Documenting sources: Using MLA correctly

Week 12 April 2/4

Day 1: **chapter 11 (Acheson)**

Day 2: review

Week 13 April 9

Last day of class

April 11

Submit final cuPortfolio online

April 26

Last day to submit take-home exam/paper on cuLearn **NO EXTENSIONS!

***Subject to change. Check on cuLearn regularly for updates.**