

**Carleton University  
Winter 2017  
Department of English**

**ENGL 1010P: *Writing an English Essay*  
Mondays and Wednesdays: 10:05-11:25am  
Location: RB 1200**

**Instructor:** Dr. Esther Post  
**Email:** esther\_post@carleton.ca  
**Office:** 1913 Dunton Tower  
**Office Hours:** TBA and by appointment

**COURSE DESCRIPTION:**

This course will teach students how to write an effective literary essay. Using four short stories to introduce various methods of literary interpretation and critical reading skills, this course will focus on the writing process, essay structure, how to conduct research at the university level, proper documentation guidelines (MLA), and grammar skills. Generally, the first class of each week will consist of a lecture, and the second class will consist of a writing workshop, where students will be able to implement the ideas discussed earlier in the week through the form of short in-class writing exercises, activities, quizzes, etc.

**\*\*Please note:** English 1010 is a *writing-intensive* course. This means that students will write a minimum of two graded writing assignments per term in which they are expected to do the following:

- develop an argumentative thesis across an essay
- establish university-level expectations for grammar and syntax
- develop complex ideas using correct and effective expression according to academic English practice
- use and cite evidence from primary texts appropriately
- develop writing, critical reading, and research skills

**REQUIRED TEXTS:**

Lucia Engkent and Garry Engkent. *Essay Do's and Don'ts: A Practical Guide to Essay Writing*. Don Mills, ON: Oxford UP, 2013

\*\* Available at Octopus Books, 116 Third Ave (just west of Bank St.)

**SHORT STORIES:**

Charlotte Perkins Gilman, "The Yellow Wallpaper"

Ernest Hemingway, "Hills Like White Elephants"

Katherine Mansfield, "Bliss"

Isabel Allende, "Two Words"

\*\*All short stories will be available online at our course page at CULearn.

**EVALUATION:**

Portfolio of in-class writing exercises/assignments/quizzes (8 X 5%): 40%

Essay Outline for Short Essay (1-2 pages): 10%  
Short essay (3-4 pages): 10%  
Research Essay (5-6 pages): 15%  
Take-home Final Exam (research essay; 6-8 pages): 25%

**\*Note: 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.**

## **EVALUATION:**

### **Portfolios (40%):**

Due date: Ongoing throughout the semester; will include all in-class writing workshops, exercises, activities, assignments and quizzes based on the specific topic discussed that week (8 in-class activities X 5% each; dates are in bold on the reading and assignment schedule below). **\*PLEASE NOTE\* As these are in-class writing workshops/tutorials/activities, they cannot be made up; if you miss the class for which an in-class writing activity is scheduled, you will forfeit the 5%. In other words, class attendance is EXTREMELY important for your success in this course.**

Students must maintain a portfolio of not only the eight in-class assignments, writing exercises, quizzes etc., but also ALL work done throughout the semester, including your personal responses to/questions about the readings and assignments, any rough draft work (including brainstorming, topic ideas, research questions, rough outlines, final outlines, tentative thesis statements, essay drafts, preliminary bibliographies, etc.), and all formal writing assignments (including your Essay Outline, your first Essay, and your Research Essay). Portfolios are extremely useful in that they allow both the student and the professor to keep track of the student's progress in the course. I will request to see your portfolio at least three times throughout the term (giving one week's notice), so it is extremely important that you maintain your portfolio and keep it up to date. Students will also be required to submit their portfolios for final review on the final day of class. Please do NOT use duotangs or three ring binders, and instead use pocket folders.

### **Essay Outline for Short Essay (10%):**

Due date: Monday, February 6, 2017  
Length: 1-2 pages

### **Short essay (10%)**

Due Date: Monday, February 27, 2017  
Length: 3-4 pages (excluding bibliography).

### **Research Essay (15%):**

Due Date: Monday, March 27, 2017  
Length: 5-6 pages (excluding bibliographies)

### **Take Home Final Research Paper/Exam (25%)**

Due Date: April 25, 2017  
Length: 6-8 pages (excluding bibliographies)

**\*Please note: all assignment instructions, essay topics etc. will be posted to CULearn at least 3 weeks prior to the due date and will be discussed in class.**

## COURSE POLICIES

**Submissions:** ALL assignments are to be submitted as hard copies in class OR through the assignment dropbox at the English Department (18<sup>th</sup> floor Dunton Tower, just outside the main English office 1812 DT). 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.

**Late Policies:** Late assignments will be penalized 5% per day, including weekends, beginning at 8:30 am the day after the due date; assignments submitted 5 days after the due date will be given a grade, but no comments will be given. Extensions \*may\* be granted in extenuating circumstances, supported by proper documentation (medical etc.), but extensions that are requested on or after the due date will NOT be considered. If you are in a situation that may warrant an extension, please speak to me as early as possible, either in person or through email.

**Plagiarism:** There will be a policy of ZERO TOLERANCE for 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, and 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, suspension from a program, suspension from the university, or even expulsion from the university. It is the responsibility of all students to familiarize themselves with the University’s Academic Integrity policy online at <http://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>.

For more information please go to: <http://www2.carleton.ca/studentaffairs/academic-integrity>.

## COURSE EXPECTATIONS AND GENERAL CLASSROOM ETIQUETTE:

### Students are expected to:

- attend all classes, showing up on time and staying for the duration of the class and bringing with them the text(s) assigned for that day’s class. I will not share my lecture notes with students, nor will I give lectures twice, so it is the responsibility of students to get the notes they have missed from another student
- have read the assigned material for that day, and be prepared to discuss the texts in a thoughtful manner. Critical writing skills cannot be learned from a text alone, and asking questions about

the readings and contributing to class discussions will undoubtedly help you to better understand the material, hone your critical reading and interpretative skills, and ensure you are prepared for the in-class quizzes and writing exercises

- bring paper and pens, as in-class writing activities and assignments must be handed in as hard copies during class
- take notes during my lectures and class discussions
- use CULearn on a regular basis so that you are up to date with any readings, assignments, handouts, or announcements that are posted. I cannot stress how important it is that students use the resources provided for them online
- (\*\*This is my personal pet peeve, so I strongly recommend you familiarize yourself with this policy): Please ensure that you turn off all cell phones, mp3 players, and other electronic equipment BEFORE class begins. It is incredibly disrespectful, distracting and frustrating for professors to watch students send and receive text messages during lectures, and students who are caught using their cell phones will be asked to leave class. Laptop computers are to be used ONLY to take lecture notes, and any student who is caught using the computer to play games, go on Facebook, watch videos on Youtube, check email, surf the internet, and/or any other activity that is not related to taking notes will be asked to leave the class. If such issues are a common problem, only students with PMC approved laptops will be able to bring them to class. Please show respect to both your professor and fellow students.

And in return, you can expect from me:

- A willingness to help you improve your writing, grammar, and critical reading skills, and ultimately, your success in the course. Please remember, however, that this is a two-way street. If you need help with an assignment or have questions about or problems with any aspect of the course or with the reading material, please let me know as early as possible
- The best way to get in contact with me is by email at [esther\\_post@carleton.ca](mailto:esther_post@carleton.ca). I will respond to emails in a timely fashion (usually within 48 hours, though it could be longer on weekends) and especially to those that ask clear, precise and specific questions. Please reference the course number AND section in your subject and sign your emails with both your first and last name
- I am also available to meet with students to discuss any aspect of the course during my office hours, and if you are unable to make it to my office hours, we can reschedule a time to meet that is convenient to both of us.
- In the unlikely event that I need to cancel a class due to illness, personal/family emergency, etc., I will post an announcement as soon as possible to CULearn and I will also email students; for this reason, it's always a good idea to check our course page and/or your Carleton email account for such announcements before coming to class

#### **ACADEMIC 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). 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).

## **READING AND ASSIGNMENT SCHEDULE (subject to change):**

### **Week 1: Analyzing a Literary Text (Read: Ch.4)**

Mon. Jan.9: Intro to course and overview of syllabus; Overview of Important Elements of Literature (themes, symbols, imagery, character development, language, tone, narrative perspective, setting, etc.)

**(Read: Ch. 4, p.89-96)**

Wed. Jan. 11: Active vs. Passive Reading (**Read Ch. 4, p. 67-71; p. 81-83**); Active vs. Passive Reading; sample “close/active reading” –lecture and in-class exercise

### **Week 2: read Gilman, “The Yellow Wallpaper”; Read Ch. 1: Essay Writing: The Basics, p. 1-12**

Mon. Jan. 16: lecture on Gilman, “The Yellow Wallpaper”

Wed. Jan. 18: Gilman, cont’d; **\*in-class assignment #1\***

### **Week 3: Essay topics and the thesis statement (Read: Ch. 2, p. 21-23)**

Mon. Jan. 23: from topic to thesis statement

Wed. Jan. 25: thesis statement cont’d; **\*in-class writing assignment #2\***

### **Week 4: The Writing Process: Brainstorming and developing essay outlines (Read Ch. 2 cont’d)**

Mon. Jan. 30: Brainstorming, Writing an Essay Outline

Wed. Feb. 1: **\*in-class assignment #3\***

### **Week 5: Essay Structure (Read Ch. 2 cont’d)**

Mon. Feb. 6: lecture on essay structure (introduction, body of paragraphs, conclusion) **\*ESSAY OUTLINE DUE\***

Wed. Feb. 8: the introduction; **\*in-class assignment #4\***

### **Week 6: Paragraphs (Read Ch.2, p. 26-33); Read Hemingway, “Hills Like White Elephants”**

Mon. Feb. 13: lecture on Hemingway, “Hills Like White Elephants”; lecture on proper paragraph structure (topic sentence, unity, transitions etc.)

Wed. Feb. 15: Hemingway; paragraph structure continued; **\*in-class assignment #5\***

Mon. Feb. 20: READING WEEK (no classes)

Wed. Feb. 22: READING WEEK (no classes)

### **Week 7: The Research Essay (Read: Ch. 5); Read Mansfield, “Bliss”**

Mon. Feb. 27: how to conduct research for an English essay; virtual tour of Carleton's library (in-class)\***SHORT ESSAY DUE**\*

Wed. Mar. 1: lecture on Katherine Mansfield, "Bliss"

**Week 8: Using Textual Evidence and Secondary Sources: How to introduce and integrate direct quotations using MLA style and documentation guidelines (Read Ch. 5 cont'd)**

Mon. Mar. 6. : "Bliss" (cont'd)

Wed. Mar. 8: lecture on in-text citations of quotations (MLA) **\*in-class assignment #6\***

**Week 9: Grammar I: Sentence Structure (Read Ch.7)**

Mon. Mar. 13: lecture on proper and improper (including comma splices, fragments and run-on) sentences

Wed. Mar. 15: sentence structure cont'd; **\*in-class assignment #7\***

**Week 10: Writing a Bibliography (MLA) (Read Ch. 5; p. 110-123); Read Allende, "Two Words"**

Mon. Mar. 20: lecture on Isabel Allende, "Two Words"

Wed. Mar. 22: "Two Words" (cont'd); lecture on how to write a proper bibliography (MLA)

**Week 11: Spelling, Mechanics, and Common Mistakes with Punctuation (Read Ch.6 and 8)**

Mon. Mar. 27: punctuation & **\*RESEARCH ESSAY DUE\***

Wed. Mar. 29: **\*in-class assignment #8\*(punctuation quiz)**; prep for take home exam (choose story, topic, etc.)

**Week 12: Review Week**

Mon. Apr. 3: course review and preparation for take home exam/essay

Wed. Apr. 5: review (continued) **\*\*FINAL CLASS\***