

**Carleton University
Summer 2021
Department of English**

**ENGL 1010 A: *Writing Essays about Literature*
Prerequisites: None
Preclusions: ENGL 1020**

**Monday/Wednesday: 8:35 – 11:25 a.m.
Location: *Online* (Brightspace) Format: *Blended***

**Instructor: Gemma Marr
Email: gemma.marr@carleton.ca
Office Hours: Wednesday 1:30 – 2:30 or by appointment**

*Carleton University is located on the traditional and unceded territory of the Algonquin
Anishinaabe Nation*

COURSE DESCRIPTION

This course will introduce students to the fundamental aspects of writing a literary essay. Based on the provided readings, we will discuss different methods of interpretation and analysis and develop critical reading and thinking skills. The course will focus primarily on the writing process. We will consider how to move from reading to thinking to research to writing to editing. We will also consider how to move in and out of each stage of the process as needed. We will discuss the writing basics, such as research practices, proper documentation style, essay structure, and grammar and punctuation. We will also reflect on writing as a practice—as something that takes time and experimentation to develop and as something that you do and then do again to see what works best for you. This course is a blended course. In the required synchronous sessions we will try out different prompts and approaches, practice new skills, and engage in collaborative activities. Course grades will be calculated based on responses to discussion questions, peer workshops, and successful completion of the assignments.

LEARNING OUTCOMES

English 1010 is a *writing-intensive* course designed to help students develop the skills for writing university-level essays about literature. By the end of the course, you will be able to:

- engage in textual analysis and practice close reading skills
- effectively use both primary and secondary research in support of an argument
- showcase critical thinking skills through the development of clear thesis statements and well-developed arguments that are sustained and supported throughout an essay
- evaluate and select evidence to support your claims and use MLA citation style
- draft, revise, and edit your writing and provide useful feedback on work by your peers; receive feedback from your peers and revise your work to strengthen your assignment
- meet university-level expectations for grammar, syntax, punctuation, and format

COURSE TEXTS

All readings will be available online through ARES or posted on Brightspace

SHORT STORIES:

Charlotte Perkins Gilman, “The Yellow Wallpaper”

Alice Munro, “Meneseung”

Michael Crummey, “Bread”

Alistair MacLeod, “The Boat”

Octavia Butler, “Speech Sounds”

Selections from:

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing*

Katherine O. Acheson, *Writing Essays about Literature: A Brief Guide for University and College Students*

Lucia Engkent and Gary Engkent, *Essay Do's and Don'ts: A Practical Guide to Essay Writing*

Other resources:

- 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)
- Chris Baldick’s *Oxford Dictionary of Literary Terms* (3rd edition)
- The Johns Hopkins Guide to Literary Theory & Criticism

EVALUATION

Assignment	Due Date	Value
Discussion Posts	Weekly (3 of 5)	15%
Synchronous Workshops	May 12 th , May 26 th , June 9 th	5%
Close Reading Assignment	May 21 st	10%
Short Essay Thesis/Outline	May 28 th	5%
Short Essay	June 4 th	15%
Final Essay Package:		
Thesis Statement/Outline	June 7th (to peers)/June 11th	5%
Peer Review	June 9th/ June 11th	5%
Final Essay	June 18th	20%
Take-home exam	TBA	20%

Detailed guidelines for all assignments can be found on Brightspace and will be discussed during the synchronous sessions.

COURSE SCHEDULE (subject to minor change):

As a Summer course, ENGL1010A: Writing Essays about Literature will run on a condensed schedule. I have structured the course to allow time to read the material, view the lectures, and post to the discussion forum before the synchronous meetings (on Wednesday) and before the assignments are due (on Friday). On three of the five weeks you will need to post a response to the weekly discussion forum by 5 p.m. on Monday. This means you will need to be familiar with the material under discussion to respond to the questions effectively. I will aim to keep the lectures short and the readings manageable. I recognize the condensed timeline makes it hard to keep on top of these aspects of the course. In addition to the readings and lectures, students will learn through attending workshops and writing assignments. The three mandatory workshops will be held on Wednesday mornings (see the schedule for more details) and the assignments are all due on Friday by midnight. The course is structured this way so that the latter half of each week can be used to engage with me and with your peers as you write your assignments. Each aspect of the course is intended to help students learn and develop their writing skills.

A note on submodules: the submodules for each week are designed to be completed whenever is most convenient for you. The submodules focus on writing mechanics, structure, research practices, and MLA style. These will be very important as you move through each week, but when you engage with each module is up to you.

Before you dive in: Watch the introductory video and review the syllabus posted to Brightspace. **Post any questions you have to the Inquiries discussion topic by Monday, May 10th and take a moment to introduce yourself in the Introductions discussion topic.**

Week	Topic	Materials	To do:
Week #1 May 6 th – May 14 th	Lecture: what does the literary critic do? Lecture: reading, thinking, notetaking Overview: elements of literature Lecture: “The Yellow Wallpaper” Submodule: academic integrity and avoiding plagiarism	<ul style="list-style-type: none"> • “The Yellow Wallpaper” by Charlotte Perkins Gilman • <i>Oxford Dictionary of Literary Terms</i> (see: *scavenger hunt* in Brightspace module) 	<p>By Tuesday, May 11th @ noon: answer weekly discussion questions on Brightspace</p> <p>Wednesday, May 12th @ 9:30: Mandatory workshop – (1) introduction and orientation (2) reading closely and gathering evidence</p>

<p>Week #2 May 15th – May 21st</p>	<p>Lecture: from hazy to clear: managing ideas, finding a focus, and selecting a topic</p> <p>Lecture: entering the conversation</p> <p>Overview: crafting a preliminary thesis statement</p> <p>Lecture: “Meneseteung”</p> <p>Submodule: introduction to MLA format</p>	<ul style="list-style-type: none"> • Acheson, <i>Writing Essays about Literature</i>, Chapters 6 and 7, pg. 83 - 109. • <i>They Say/I Say</i>, Chap 15: “‘On closer examination’ : Entering Conversations about Literature”, pg. 84 – 201 • “Meneseteung” by Alice Munro 	<p>By Monday, May 17th @ 5pm: answer discussion questions</p> <p>Wednesday, May 19th @ 9:30: optional drop-in ‘coffee hour’</p> <p>Friday, May 21st by 11:59: Submit Close Reading Assignment</p>
<p>Week #3 May 22nd – May 28th</p>	<p>Lecture: narrowing down and organizing</p> <p>Lecture: revisiting your thinking and structuring your essay</p> <p>Lecture: texts and their contexts</p> <p>Lecture: “Bread” and “The Boat”</p> <p>Submodule: common writing issues; sentence structure and punctuation</p>	<ul style="list-style-type: none"> • Lucia Engkent & Gary Engkent, <i>Essay Do’s and Don’ts a Practical Guide to Essay Writing</i>, Chap 2, “Essay Structure” pg. 15 – 42 • “Bread” by Michael Crummey • “The Boat” by Alistair MacLeod 	<p>By Monday, May 24th @ 5pm: answer discussion questions</p> <p>Wednesday, May 26th @ 9:30: mandatory workshop: thesis statements and outlines</p> <p>Friday, May 28th by 11:59: Submit Short Essay outline</p>
<p>Week #4 May 29th – June 4th</p>	<p>Lecture: finding and citing secondary sources</p> <p>Lecture: managing deadlines and structuring writing time</p>	<ul style="list-style-type: none"> • Acheson, <i>Writing Essays about Literature</i>, Chap 4, pg. 55 – 67 • “Speech Sounds” by Octavia Butler 	<p>By Monday, May 31st @ 5pm: answer discussion questions</p> <p>Wednesday, June 2nd @ 9:30: optional drop-in “coffee hour”</p>

	<p>Overview: integrating material: quotation, summary, and paraphrase</p> <p>Lecture: “Speech Sounds”</p> <p>Submodule: Library resources and MLA format revisited</p>		<p>Friday, June 4th by 11:59: Submit Short Essay</p>
<p>Week #5 June 5th – 11th</p>	<p>Lecture: writing style and analytical voice</p> <p>Lecture: revising and editing</p> <p>Overview: getting and giving feedback</p> <p>Submodule: integrating sources continued; MLA revisited</p>	<ul style="list-style-type: none"> • <i>They Say, I Say</i>, Chap 3, pg. 42 – 51. • Read peer review schedule and guidelines on Brightspace; confirm group participation and schedule; review peer work before Wednesday’s session 	<p>By Monday, June 7th @ 5pm: answer discussion questions</p> <p>Wednesday, June 9th @ 9:30: mandatory workshop: peer review</p> <p>Friday, June 11th by 11:59: Submit Research Essay outline w/peer feedback</p>
<p>Week #6 June 12th – 18th</p>	<p>Lecture: preparing a Works Cited page</p> <p>Overview: course review and wrap up</p> <p>Preparation for take-home exam</p>		<p>*No discussion post this week*</p> <p>Wednesday, June 16th @ 9:30: optional drop-in “coffee hour”</p> <p>Friday, June 18th by 11:59: Submit Research Essay</p>

COURSE EXPECTATIONS

My teaching style is interactive in approach. Though this style is tricky to recreate in a virtual environment, my hope is that the discussion boards and synchronous sessions will become a space for collaborative engagement and mutual support. For this to occur, we should all be prepared to share our thoughts on the readings each week in a respectful way, and to discuss our own approach to the material and to the writing process. In my view, critical reading and thinking skills are developed in conversation with others, by responding to questions, through reflection on different outlooks, and by returning to the texts with new perspectives. These processes will form a foundation for our engagement with the literary works we read.

To that end: **you are required to respond to three (3) of the five (5) discussion questions posted to Brightspace each week.** The parameters of the questions will change each week; however, I ask that you always do your best to approach each question openly and with intention. Responses to the discussion questions will set the tone for our bi-weekly synchronous sessions, and serve as a working-out space for the assignments.

Attendance is mandatory for the three synchronous sessions. These sessions will be held on Zoom (dates available in the course schedule). For these sessions students are expected to have reliable Internet access, a computer (ideally with a webcam), and a working microphone. If you need to miss a synchronous session, please reach out to me ASAP. Missing a synchronous session without cause could result in a grade of zero for the workshop component of the course.

All written assignments must be submitted through Brightspace. All grades will be assigned through Brightspace. Discussion posts are due on Monday by at 5 p.m. (except for Week #1) and assignments are due on Friday by midnight. Please save your written assignments as a .DOCX or .DOC before you upload.

All assignments must be formatted as followed:

- double-spaced and 12-point Times New Roman font
- have your last name and page numbers in the top right corner
- Per MLA format, include the following information on the top left corner of the first page: (1) Your name (2) My name (3) The course code (4) The date submitted

Detailed assignment guidelines will be posted on Brightspace and discussed throughout the course.

Grace days: some assignments in this course are eligible for penalty-free and no questions-asked extensions. You can use one or more of your **five** “grace days” for the following assignments: the Close Reading assignment, the Short Essay (and/or outline), and the Research Essay (and/or outline, but not the peer review component). Treat these grace days as a backup plan. **You cannot use grace days for the peer review assignment or the take-home exam.** More information on grace days will be available throughout the term. A penalty of 5% per day will be applied to assignments that do not qualify, or are submitted outside of, the grace days.

Grade inquiries: I am always willing to discuss your grades and I am happy to provide further feedback on your work. That said, if you have a question or concern about a grade please **wait 48 hours before contacting me**. Take this time to carefully re-read your work and review the comments. Reflect on the assignment and come to me prepared to discuss your concerns in an organized manner (that is, don't state that you want an A without providing any reason for why you feel this grade is deserved).

Course communications: for the most timely response, please post your questions about course content, assignments, and policies to the Inquiries discussion topic on Brightspace. If your question or comment is not time sensitive, feel free to come to the drop-in 'coffee hour' on alternate Wednesdays. This will be a space for chatting through general questions or comments about the readings, the writing process, or the university experience in general. You may email me with quick questions, to book a meeting time, or to handle personal situations. Please use your Carleton email. I do my best to answer emails in a timely fashion; however, I do not check my email on weekends. Keep this in mind if you have a question of a timely nature that your peers may be able to respond to on the discussion board.

For more information on netiquette please visit: <https://carleton.ca/online/online-learning-resources/netiquette/>

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.

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/>

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 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>