

**Carleton University  
Winter 2020  
Department of English**

**ENGL 1010-G *Writing Essays about Literature*  
*Precludes additional credit for ENGL 1020.***

January 06, 2020 – April 07, 2020

**Tuesdays & Thursdays 4:05-5:25 pm**

**Location: RB 1201** (*Richcraft Hall: 9376 University Drive*)

**Instructor: Miles Tittle**

**Email: miles\_tittle@carleton.ca**

**Office: DT1915** (*Dunton Tower*)

**Phone: NA**

**Office Hours: Thursdays 3-4:00 pm**

**Course description:**

ENGL1010 is an intensive writing course focusing on the formulation and construction of a literary essay. Taking this course precludes additional credit for ENGL 1020.

**Learning Outcomes:**

Through discussion and practice, students will develop the skills to consistently meet university-level expectations in their written analytical and argumentative work. These skills include the following:

- 1. Effective text analysis and close reading.** You should be able to identify formal strategies employed by an author, note how a text meets, defies, or subverts standard features and expectations of its supposed type or genre, identify subtext and literary devices as you encounter them, and recognize when you should look for supplementary information or context to deepen your comprehension.
- 2. Thesis development and support.** You should be able to develop a focused, argumentative thesis that is clearly expressed and sustained from introduction to conclusion. Your argument should be logically and coherently supported by points backed both by complex original analysis and engagement with primary and secondary texts for evidence.
- 3. Effective drafting, revision, and proofreading.** You should be able to improve and polish your work in stages, incorporating revisions based on feedback, reflection, new information or evidence, and technical considerations.
- 4. Mastery of the technical aspects of academic writing.** You should be able to follow MLA format, or any other given style sheet, accurately and carefully. In-text citations and bibliographic entries should be complete and error-free. Your text should have no errors of grammar, punctuation, format, or content. You must be able to recognize all forms of plagiarism, and eliminate them in your work.

**Required textbook:** *We will be using the following textbook, available at the Carleton University Bookstore.*

**Lucia Engkent and Garry Engkent. *Essay Do's and Don'ts, A Practical Guide to Essay Writing. Second Edition.*** Oxford University Press Canada, 2017. ISBN-13: 978-0199020294

*Please note that this course requires some in-class hand-written work. Your assignments must be done and submitted in hard copy. You are expected to have loose-leaf, pens, and textbook with you at every class.*

**I will automatically fail any assignment that is missing a Works Cited page or in-text citations.**

**You are responsible for learning how to cite properly in MLA 8 format.**

**Our readings will be accessible on our CuLearn course page.** We will discuss the following works in class, and work with other short stories by Alice Munro and John Updike for our major essay assignments:

- **“A & P”** by John Updike (1961)
- **“Should Wizard Hit Mommy?”** by John Updike (1962)
- **“Red Dress—1946”** by Alice Munro (1965)
- **“Boys and Girls”** by Alice Munro (1964)

The other short stories you must read for our assignments will also be on CuLearn:

- Updike: "A Sense of Shelter" (1960)
- Updike: "Pigeon Feathers" (1961)
- Updike: "Walter Briggs" (1959)
- Munro: "Runaway" (2003)
- Munro: "The Bear Came Over the Mountain" (1999)
- Munro: "Wild Swans" (1978)

**EVALUATION: Types of assignments, weighting and due dates:**

1. Short Essay (Updike) with outline	10%	Jan 28
2. Short Essay (Munro) with outline	20%	Feb 25
3. Major Essay with outline	30%	Mar 24
4. Take-Home Exam	30%	Apr 25
5. Attendance & Quizzes	10%	Throughout
<b>Total: 100%</b>		

***Please note:*** Students are expected to hand in paper copies of all assignments and outlines on time, at the start of class. You are responsible for having backup copies of all submitted work. Late outlines will receive no grade or feedback.

***Missed outlines and quizzes cannot be completed for credit later.***

**Assignment due dates:** Assignments done out of class must be handed in to me at the beginning of class on the scheduled due date. Marks will be deducted at a rate of **5% per day**, including weekends and holidays, for any late assignment submitted without a medical certificate or equivalent official excuse. After one week, I am under no obligation to accept late assignments. Late assignments should be delivered directly to me, or put in the English Department office dropbox (Dunton Tower 1812).

**I do not accept assignments under my office door.** Late submissions by email may be accepted in unusual circumstances at my discretion, but a hard copy must also be submitted as soon as possible. Carleton requires that students use their Carleton email address for university correspondence.

**Correspondence:** Any emails to me should be in complete sentences, clearly identify the student and course number & section letter, and be clear and polite. Lazy quick “text messages” or files sent with no explanation at all will be ignored, and any attached assignments will not be accepted. Letters have a salutation and a closing. I am not required to answer emails or accept late submissions, so please don’t try my patience. I teach multiple courses at two universities, and have no time to go hunting through class lists for your email address.

**Attendance policy:** Regular class attendance is essential and mandatory. Active, thoughtful participation in lectures and workshops helps ensure success in the course, and helps your classmates. Please note that in-class tasks cannot be made up outside of class except in case of an absence covered by a medical certificate or equivalent official excuse. Important information could come from topics explained in lectures but not found in the texts. **We have 25 classes this term, and if you miss more than five of them without an acceptable medical excuse, you may receive a final grade of “F” for the course.**

**Outlines and essays:** Specific instructions and topic suggestions will be distributed for each of our essays (the two short ones and the final take-home). Submitted outlines should be typed/printed, provide a

proposed thesis statement (not just a topic), several main points and related sub-points, and make note of where evidence from primary and secondary sources will be used.

### SCHEDULE

#	(Date)	Topics	*Readings to be done <i>before</i> each class
<i>Winter term begins</i>			
1.	<b>Jan 7 Tues</b>	<b>Course introduction</b> Academic writing discussed	
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2.	Jan 9 Thurs	Author agendas and audiences	
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<i>The basics</i>			
3.	<b>Jan 14 Tues</b>	John Updike introduction <b>“A &amp; P”</b> (CuLearn)*	<b>Ch. 1 (1-14)</b>
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4.	Jan 16 Thurs	Common writing errors: grammar exercises. <i>Quiz 1: Parallelism</i>	
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<i>Essay structure</i>			
5.	<b>Jan 21 Tues</b>	John Updike continued <b>“Should Wizard Hit Mommy?”</b> (CuLearn)*	<b>Ch. 2 (15-42)</b>
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6.	Jan 23 Thurs	Building a successful essay. <b>Outline workshop for Short Essay #1</b>	
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<i>Types of essays</i>			
7.	<b>Jan 28 Tues</b>	<b>Short Updike Essay #1 due (10%)</b> <b>(include outline)</b>	<b>Ch. 3 (43-74)</b>
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8.	Jan 30 Thurs	*Analysis: Sample essay #1 (Engkent 235-8)* <i>Quiz 2: Active &amp; Passive Voice</i>	
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<i>Writing about readings</i>			
9.	<b>Feb 4 Tues</b>	Alice Munro introduction <b>“Red Dress—1946”</b> by Alice Munro (1965)	<b>Ch. 4 (75-106)</b>
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10.	Feb 6 Thurs	<b>“Boys and Girls”</b> (Munro 1964) (CuLearn)* Citations and fair use of sources <i>Quiz 3: MLA 8 Citation</i>	
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<i>Research &amp; documentation</i>			
11.	<b>Feb 11 Tues</b>	<b>Outline workshop for Short Essay #2</b> Works Cited lecture, exercise.	<b>Ch. 5 (107-142)</b>
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12.	Feb 13 Thurs	Paragraphs and sequencing discussion <i>Quiz 4: Subordinate Clauses</i>	
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<b>Feb 18 &amp; 20—No Class.</b> ( <i>February 17—21 is Winter Break: classes are suspended</i> )			
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<i>Vocabulary</i>			
13.	<b>Feb 25 Tues</b>	<b>Short Munro Essay #2 due (20%)</b> <b>(include signed outline 5%)</b>	<b>Ch. 6 (143-164)</b>
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14.	Feb 27 Thurs	Vocabulary; comparison and contrast models <i>Quiz 5: Sentence Types</i>	
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<i>Vocabulary</i>			
15.	<b>Mar 3 Tues</b>	Topic discussion for Short Essay #2	<b>Ch. 6 (143-164)</b>
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16.	Mar 5 Thurs	Grammar review	

*Quiz 6: Commas*

<i>Grammar &amp; sentence structure</i> 17. <b>Mar 10 Tues</b>	<b>Outline workshop for Major Essay #3</b>	<b>Ch. 7 (165-198)</b>
18. Mar 12 Thurs	Using critical articles <i>Quiz 7: Semicolons &amp; Colons</i>	
<i>Punctuation &amp; format</i> 19. <b>Mar 17 Tues</b>	Structuring arguments How to improve and revise.	
20. Mar 19 Thurs	Analysis: sample essay #2 (Engkent 238-47)* <i>Quiz 8: Apostrophes</i>	<b>Ch. 8 (199-212)</b>
<i>Self-critique</i> 21. <b>Mar 24 Tues</b>	<b>Major Essay due (30%) (include signed outline 5%)</b>	
22. Mar 26 Thurs	Responding and critiquing <i>Quiz 9: Subject-Verb Agreement</i>	
<i>Polishing</i> 23. <b>Mar 31 Tues</b>	<b>Take-home exam story discussion</b> Analysis and preparation	
24. April 2 Thurs	<i>Quiz 10: Pronoun-Antecedent Agreement</i>	
25. <b>April 7 Tues</b>	<b>Take-home exam preparations. LAST CLASS.</b>	
Exam Period (April 13-25)	<b>Final Exam (30%): Due by April 25 at 1:00 pm in my office (DT1915)</b> <i>April 27: All take-home examinations are due. No extensions are possible.</i>	

**Assignment specifications:** The Essays and Final Take-Home Exam must conform to specifications:

- Times New Roman or Garamond, 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 8 style, including the following information: title of the essay (one that reflects the paper's contents/thesis, not just "Essay #1"), student name, course code, instructor's name, and date of submission. No title pages, please.
- Proper documentation of sources (MLA 8 style). Black ink, single-sided printing.
- **Any papers without proper in-text citations, or without a Works Cited page, will fail.**

**Marking:** Carleton University uses the following 12-point grading scale (*Percentage Grade/Letter Grade/Number Grade*): 0-49% **F** (0), 50-52% **D-** (1), 53-56% **D** (2), 57-59% **D+** (3), 60-62% **C-** (4), 63-66% **C** (5), 67-69% **C+** (6), 70-72% **B-** (7), 73-76% **B** (8), 77-79% **B+** (9), 80-84% **A-** (10), 85-89% **A** (11), 90-100% **A+** (12). Note that 50% is the pass mark, so an F is a failing grade. Essays are generally marked for Content (30%), Organization (30%), Language (30%), and Handling (10%).

**Citation Basics:** In the 8<sup>th</sup> Edition of MLA, you include the "core elements" of the sources. Core elements are those basic pieces of information that should be common to all sources, from books to articles, from lectures to tweets. These are the MLA core elements (with the punctuation that should follow each element):

1. *Author*. (Last Name, First Name; Online nicknames and handles are acceptable if real name isn't known)
  2. *Title of source*.
  3. *Title of container*.
  4. *Other contributors*, (State specific role, followed by the word "by" and then first and last name)
  5. *Version*, (Abbreviate ed. for Edition and rev. for Revised)
  6. *Number*, (Use vol. for Volume and no. for number, with commas in between)
  7. *Publisher*, (Include only name of publisher, not business words like LLC; use UP for University Press)
  8. *Publication Date*,
  9. *Location*. (Page Numbers (use p. for one page, pp. for page range), URL (Permalink, omit the http://) or DOI. For online journals, DOI is preferred over URL. Long messy "session" URLs are useless.
- A basic citation format should look like this (you would omit missing or unnecessary elements):  
 Author. "Title." *Title of Container*. Other contributors, Version, Number, Publisher's name, Date, Location.

### **SUPPORT SERVICES & ACCOMMODATIONS:**

**Writing Tutorial Service (WTS):** The [WTS](#) offers students one-on-one, personalized assistance with academic writing, free of charge. To make an appointment for a 50-minute session, call 613-520-2600, ext. 1125, book [online](#) via Carleton Central, or visit in person at the Centre for Student Academic Support (CSAS) on the 4<sup>th</sup> floor of the MacOdrum Library.

**Centre for Student Academic Support (CSAS):** The [CSAS](#) offers students a variety of free services, including academic skills workshops and information sessions. To learn more about these services, visit the Centre on the 4<sup>th</sup> floor of the MacOdrum library, contact them by phone at (613) 520-2600, x.1125, or visit [online](#).

**Foot Patrol:** The Foot Patrol is a student-run, volunteer-based service available to Carleton students, free of charge. Its patrollers will escort you safely to your destination, whether on or off campus (provided that it is within 30-minutes' walking distance of campus). For more information, visit [online](#). To register for a Safe-Walk, call 613-520-4066 or visit in person at 426 UC.

### **Requests 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**

Please contact your instructor 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, visit the Equity Services website: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

#### **Religious obligation**

Please contact your instructor 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, visit the Equity Services website: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the Paul Menton Centre Website: [carleton.ca/pmc](http://carleton.ca/pmc)

### **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 its 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/focus/sexual-violence-prevention-survivor-support/>

### **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. Please contact your instructor 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>

**Safety:** Carleton Campus Safety is at 203 Robertson Hall. Campus Safe-Walk/Escort Service: 613 520-2600 ext. 4066. You can also arrange for a team to meet you outside your class every week.

<http://carleton.ca/university-safety/>

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional 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 which 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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Students are strongly urged to familiarize themselves with the rules concerning academic fraud.

The Carleton Academic Integrity Policy is available on campus and also on the Web at:

<http://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>

It is always the student's responsibility to practice academic diligence and to properly cite all sources. The consequences of academic fraud are extremely serious, and could jeopardize your academic future.

**I will automatically fail any assignment that is missing a Works Cited page or in-text citations. You are responsible for learning how to cite properly in MLA 8 format.**

**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.**