

**Carleton University
Winter 2019
Department of English**

ENGL 1010-G *Writing an English Essay*

January 01, 2019 – April 30, 2019

Tuesdays & Thursdays 4:05-5:25 pm

Location: SA 515 (*Southam Hall*)

Instructor: Miles Tittle

Email: miles_tittle@carleton.ca

Office: DT1915 (*Dunton Tower*)

Phone: NA

Office Hours: TBA

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.

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.

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

Your textbook includes three short pieces we will be analyzing in class (*so please have it with you*):

- “Why We Should All Worry about Cellphone Searches” by William Kowalski (2015)
- “The Moose and the Sparrow” by Hugh Garner (1966)
- “The Cask of Amontillado” by Edgar Allan Poe (1846)

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

- “Easter, 1916” by William Butler Yeats (1921)
- “Boys and Girls” by Alice Munro (1964)
- “Lost in the Funhouse” by John Barth (1968)
- “Should Wizard Hit Mommy?” by John Updike (1962)

EVALUATION:

Types of assignments, weighting and due dates:

Jan 8—Apr 9:	10%	Attendance & quizzes (<i>in-class; 1% each</i>)
Jan 24:	5%	1st essay outline (<i>bring paper copy to class for initialing</i>)
Feb 5:	15%	Short essay #1 (1000-1500 words) (<i>attach outline</i>)
Feb 26:	10%	In-class reading & analysis quiz
Mar 12:	5%	2nd outline (<i>bring paper copy to class for initialing</i>)
Mar 19:	20%	Short essay #2 (1500-2000 words) (<i>attach outline</i>)
April 2:	5%	3rd outline (<i>bring paper copy to class for initialing</i>)
<u>April 27:</u>	<u>30%</u>	<u>Final take-home (2000-2500 words)</u>
<i>Total: 100%</i>		

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.

Please note: Students must hand in all assignments in order to be eligible to write the final take-home exam, and students must write the final exam in order to pass the course. There can be no exceptions to these requirements. All of the essay assignments are mandatory. 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. All assignments must be submitted before the final exam date, or the student will not be allowed to write the final exam, or pass the course. 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.

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

SCHEDULE

#	(Date)	Topics	*Readings to be done <i>before</i> each class
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	<i>Winter term begins</i>	Course introduction	
1.	Jan 8 Tues	Academic writing discussed	
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2.	Jan 10 Thurs	Poem analysis: “Easter, 1916” *	
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	<i>The basics</i>	Author agendas and audiences	Ch. 1 (1-14)
3.	Jan 15 Tues	“Why We Should All Worry about Cellphone Searches” (217)*	
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4.	Jan 17 Thurs	Common writing errors: grammar exercises. <i>Quiz 1: Parallelism</i>	
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	<i>Essay structure</i>	John Updike Introduction	Ch. 2 (15-42)
5.	Jan 22 Tues	Analysis: “Should Wizard Hit Mommy?” (CuLearn)	
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6.	Jan 24 Thurs	Building a successful essay. Outline workshop on Short Essay #1	
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	<i>Types of essays</i>	Exercise: Outline Workshop	Ch. 3 (43-74)
7.	Jan 29 Tues	Outline #1 due (5%)	
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8.	Jan 31 Thurs	*Analysis: Sample essay #1 (Engkent 235-8)* <i>Quiz 2: Active & Passive Voice</i>	
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	<i>Writing about readings</i>	Short Essay #1 due (15%)	Ch. 4 (75-106)
9.	Feb 5 Tues	Library use lecture, in-text citations	
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10.	Feb 7 Thurs	Citations and fair use of sources <i>Quiz 3: MLA 8 Citation</i>	
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	<i>Research & documentation</i>	*“The Cask of Amontillado” (229)*	
11.	Feb 12 Tues	Works Cited lecture, exercise.	Ch. 5 (107-142)

12. Feb 14 Thurs	Paragraphs and sequencing discussion <i>Quiz 4: Subordinate Clauses</i>	
Feb 19 & 21—No Class. (<i>February 18—22 is Winter Break: classes are suspended</i>)		
<i>Vocabulary</i> 13. Feb 26 Tues	In-class Reading & Analysis Quiz (10%)	Ch. 6 (143-164)
14. Feb 28 Thurs	Vocabulary; comparison and contrast models <i>Quiz 5: Sentence Types</i>	
<i>Vocabulary</i> 15. Mar 5 Tues	Alice Munro Introduction Topic discussion for Short Essay #2	Ch. 6 (143-164)
16. Mar 7 Thurs	“Boys and Girls” (CuLearn)* <i>Quiz 6: Commas</i>	
<i>Grammar & sentence structure</i> 17. Mar 12 Tues	Outline #2 due (5%). Exercise: Outline Workshop	Ch. 7 (165-198)
18. Mar 14 Thurs	“The Moose and the Sparrow” (222)* <i>Quiz 7: Semicolons & Colons</i>	
<i>Punctuation & format</i> 19. Mar 19 Tues	Essay #2 due (20%) How to improve and revise.	
20. Mar 21 Thurs	Analysis: sample essay #2 (Engkent 238-47)* <i>Quiz 8: Apostrophes</i>	Ch. 8 (199-212)
<i>Self-critique</i> 21. Mar 26 Tues	Postmodernism & metafiction “Lost in the Funhouse” (CuLearn)*	
22. Mar 28 Thurs	Responding and critiquing <i>Quiz 9: Subject-Verb Agreement</i>	
<i>Polishing</i> 23. April 2 Tues	Outline #3 due (5%): Exercise: Outline Workshop	
24. April 4 Thurs	<i>Quiz 10: Pronoun-Antecedent Agreement</i>	
25. April 9 Tues	Take-home exam preparations. LAST CLASS.	
Exam Period (April 12-27)	Final Exam (30%): Due by April 27 at 1:00 pm in my office (DT1915) <i>April 27: All take-home examinations are due. No extensions are possible.</i>	

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 8th 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 4th 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 4th 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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 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.

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: carleton.ca/sexual-violence-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:

<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.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.