

**Carleton University  
Fall 2018  
Department of English**

**ENGL 1010B: *Writing Essays about Literature***

**Prerequisites:** Open to students from all disciplines.  
**Precludes additional credit for ENGL 1020**

**Time: Tuesdays and Thursdays 10:05-11:25 am**  
**Location: SA 415**  
**Please confirm location on Carleton Central**

**Instructor: Dr. Esther Post**  
**Office: Dunton Tower 1914**  
**Office hours: Thursdays 11:45 am-12:45 pm**  
**email: [esther\\_post@carleton.ca](mailto:esther_post@carleton.ca)**

**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:**

Katherine O. Acheson, *Writing Essays about Literature*. Broadview Press: 2010.  
(Available at Octopus Books, 116 Third Ave. (just west of Bank St.) by the beginning of the term.)

**SHORT STORIES:**

Charlotte Perkins Gilman, "The Yellow Wallpaper"  
Ernest Hemingway, "Hills Like White Elephants"  
Flannery O'Connor, "A Good Man is Hard to Find"  
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:**

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

**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). **\*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 short essay and formal essay outline). 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.

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.

**COURSE POLICIES:**

**Essay style and format:** All essays must be double spaced, formatted in Times New Roman font 12, conform to MLA style and documentation guidelines, and submitted as hard copies in class or through the assignment dropbox at the English Department.

**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 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. It is the responsibility of all students to familiarize themselves with the University’s Academic Integrity policy online at <http://carleton.ca/fass/wp-content/uploads/Academic-Integrity-Sept-2017.pdf>

## **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
- stay home if you are sick!! So long as you let me know in advance by email that you are sick, you will not be penalized. Frequent absences will require a doctor's note, but please do not come to class if you are sick and/or contagious.
- (\*\*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**

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](http://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](https://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](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. [carleton.ca/pmc](https://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 is 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](https://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>

### **CLASS SCHEDULE** (subject to revisions):

Thurs. Sept. 6: Intro to course and overview of syllabus; overview of important elements of literature (themes, symbols, imagery, character development, language, tone, narrative perspective, setting, etc.)

#### **Week 1: Analyzing a Literary Text**

Tues. Sept. 11: Active vs. Passive Reading; sample “close/active reading”  
Th. Sept. 13: lecture on Gilman, “The Yellow Wallpaper”

#### **Week 2: read Gilman, “The Yellow Wallpaper”**

Tu. Sept. 18: Gilman, “The Yellow Wallpaper”  
Th. Sept. 20: **\*in-class writing assignment #1\***

#### **Week 3: From Topic to Thesis Statement**

Tu. Sept. 25: from topic to thesis statement (lecture)  
Th. Sept. 27: **\*in-class writing assignment #2\***

**Week 4: The Writing Process (brainstorming, essay outlines, and first drafts)**

- Tu. Oct. 2: lecture: the writing process (brainstorming and how to write an essay outline)  
 Th. Oct. 4: **\*in-class assignment #3\***

**Week 5: Essay Structure**

- Tu. Oct. 9: lecture on essay structure (introduction, body of paragraphs, conclusion)  
 Th. Oct. 11: the introduction (cont'd); **\*in-class writing assignment #4\***

**Week 6: Paragraphs; Read Hemingway, "Hills Like White Elephants"**

- Tu. Oct. 16: lecture on Hemingway, "Hills Like White Elephants"; lecture on proper paragraph structure (topic sentence, unity, transitions etc.)  
 Th. Oct. 18: **\*in-class assignment #5\***

- Tu. Oct. 23: FALL BREAK – no classes  
 Th. Oct. 25: FALL BREAK – no classes

**Week 7: The Research Essay; read O'Connor, "A Good Man is Hard to Find"**

- Tu. Oct. 30: how to conduct research for an English essay; virtual tour of Carleton's library (in-class)  
 Th. Nov. 1: lecture on O'Connor, "A Good Man is Hard to Find"

**Week 8: Using Textual Evidence and Secondary Sources: How to introduce and integrate direct quotations using MLA style and documentation guidelines**

- Tu. Nov. 6: O'Connor (cont'd); lecture on in-text citations of quotations (MLA)  
 Th. Nov. 8: **\*in-class assignment #6\***

**Week 9: Grammar I: Sentence Structure**

- Tu. Nov. 13: lecture on proper and improper (including comma splices, fragments and run-on) sentences  
 Th. Nov. 15: sentence structure (cont'd); **\*in-class assignment #7\***

**Week 10: Writing a Bibliography (MLA); Read Allende, "Two Words"**

- Tu. Nov. 20: lecture on Isabel Allende, "Two Words"  
 Th. Nov. 22: Allende (cont'd); lecture on how to write a proper bibliography (MLA)

**Week 11: Spelling, Mechanics, and Common Mistakes with Punctuation**

- Tu. Nov. 27: lecture on common punctuation mistakes  
 Th. Nov. 29: **\*in-class assignment #8\***; prep for take home exam (choose story, topic, etc.)

**Week 12: Review week**

- Tu. Dec. 4: course review and preparation for take home exam/essay  
 Th. Dec. 6: in-class work on final take home essay **\*\*FINAL CLASS\***