

CARLETON UNIVERSITY
DEPARTMENT OF ENGLISH
COURSE AND SECTION NUMBER: ENGL 1020B
EFFECTIVE WRITING

Precludes additional credit for ENGL 1010.

Prerequisite(s): English Majors in search of a dedicated writing course should take ENGL 1010 instead of ENGL 1020.

LOCATION AND TIME: SA 417 TUESDAY AND THURSDAY 1:05-2:25

Instructor: Adam Benn

Office: Dunton Tower 1906

Office Hours: By Appointment or Fridays from 3-4

Email: adam.benn@carleton.ca

Email is the best way to reach me. I will answer emails within 48 hours.

Course Description and Objectives:

COURSE DESCRIPTION: This course will introduce students to the fundamental skills employed in writing at an undergraduate university level, focusing on such areas as rhetoric, research, persuasion and critique. Through an approach that blends practice with analysis, students will learn the steps of essay construction from topic choice to final revision. The classes will be divided among theoretical discussions of writing principles, workshops to implement these ideas and improve students' grammar and writing skills, and the examination of short texts to develop analytic skills.

Required Text: Doug Babington, The Broadview Guide to Writing

EVALUATION:

Short-Essay: 10%

Long Essay: 30%

Workshop Exercises: 30%

Final Research Essay: 30%

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.

Submissions: A) Essay assignments should be submitted at the beginning of the assigned class, or dropped off at the English Department drop box located outside 1812 Dunton Tower. Those assignments are date-stamped and put in my mailbox. Assignments are NOT to be slipped under my office door. Emailed or faxed 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; B) Workshop exercises are to be written and submitted in the class during which they are assigned.

Due Dates and Late Policies: A) Essay assignments submitted after the due date without accompanying medical or other appropriate documentation will be deducted 5% PER DAY to a maximum of 5 days (weekends counting as one day). After that, no undocumented late papers will be accepted. There will be no individual exemptions from or exceptions to this rule. If non-emergency situations develop, familiarize the professor with them BEFORE they occur whenever possible. Also, be aware that late essay assignments may not be marked in time or contain as many comments as on-time papers, meaning students may not be able to implement advice and commentary for subsequent assignments; B) Workshop exercises will not be accepted after the assigned class without documentation to explain student absence.

IMPORTANT INFORMATION ABOUT MY CLASS

Missed Classes

You are responsible for knowing the material and announcements presented during lectures whether or not you attend class. Please arrange with another student to get missed notes and announcements.

Classroom Expectations and Behaviour

Please do not disrupt other students' ability to participate in class (e.g., do not arrive late or leave early, begin packing your belongings before class ends, chat while others are speaking etc.).

Technology Notes:

Laptop computers and other portable technologies should be used in class only as learning-facilitation tools

Date	Topic	Assignment
Sept 6	Intro	
Sept 11	Topics and Theses	
Sept 13	Thesis Workshop	Workshop Exercise
Sept 18	Argumentation	
Sept 20	Writing Across Disciplines	
Sept 25	Outlines and Drafts	
Sept 27	Outline Workshop	Workshop Exercise
Oct 2	Logic and Consistency	
Oct 4	Types of Essays	Short Essay due
Oct 9	Introductions and Conclusions	
Oct 11	Intro and Conclusion Workshop	Workshop Exercise
Oct 16	Common Grammar Errors	
Oct 18	Grammar Errors Workshop	Workshop Exercise
Oct 23	NO CLASS - READING WEEK	

Oct 25	NO CLASS - READING WEEK	
Oct 30	Research Skills	
Nov 1	Research Skills	
Nov 6	Managing Evidence	Long Essay Due
Nov 8	Integrating Evidence Workshop	Workshop Exercise
Nov 13	Quotation and Documentation	
Nov 15	Effective Style	
Nov 20	Style Analysis and Voice	
Nov 22	Analysis and Style workshop	Workshop Exercise
Nov 27	Revision and Editing	
Nov 29	Revision and Editing Workshop	Workshop Exercise
Dec 4	Exam Writing	
Dec 6	Review	Final Research Essay due

General Explanation of Grading Criteria

Below is a general summary of elements that will factor into the grade for each of the essays you submit. The list for each grade provides an idea of the “do’s and don’t’s” associated with that letter grade; students should assume that they must meet all the positive expectations and avoid all the negative ones to achieve the mark in question.

A-range Grades: Excellent

(Paper exceeds standard expectations for first-year essays):

- Arguments are always clear, explained and proven via cogent textual analysis
- Ideas are original and imaginative not derivative of lecture material
- Overall structure and paragraph structure are logical and well linked
- Style and language are sophisticated
- Grammar is free of any flaws
- Documentation is correct throughout
- Technical expectations (length, formatting etc) are completely met

B-range Grades: Good

(Paper meets standard expectations for first-year essays):

- Arguments are generally clear and well explained with fairly cogent textual analysis
 - Ideas are not totally original/imaginative, but derivative ideas are handled well
 - Overall structure and paragraph structure essentially logical and linked, but with some flaws
 - Style and language are handled fairly well but with some flaws
 - Some grammar errors are evident
 - Documentation is almost always correct
 - Technical expectations are completely met
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C-range Grades: Adequate

(Paper meets some but not all standard expectations for first-year essays):

- Some unclear, unexplained and unproven arguments, with limited cogent textual analysis
- Ideas are usually derivative and not always handled well
- Overall structure and paragraph structure are loose, sometimes illogical and not well linked
- Flaws are evident in style and language use
- Many grammar errors are noticeable
- Documentation errors occur with relative frequency
- Some technical expectations are not met

D-range Grades: Poor

(Paper only meets a few of the standard expectations for first-year essays):

- Arguments are generally unclear, unexplained and unproven without cogent textual analysis
- Ideas, if present, are generally derivative and ill-handled
- Overall structure and paragraph structure are scattered, often illogical and poorly linked
- Significant flaws in style and language use exist
- Problems with grammar are evident throughout
 - Documentation is largely incorrect or missing
- Many technical expectations are not met

F-range Grades: Failure

(Paper fails to meet the standard expectations for first-year essays):

- Arguments, if present, are confused and unproven with only superficial textual analysis
- General lack of ideas driving the paper to conclusion
- Overall structure and paragraph structure difficult or impossible to discern
- Major flaws exist in style and language use
- Systematic grammar errors are present throughout
- Documentation is incorrect or absent
- Majority of technical expectations are not met

OTHER UNIVERSITY POLICIES (AKA THE FINE PRINT)**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.

The policy can be found at: <http://carleton.ca/fass/wp-content/uploads/Academic-Integrity-Sept-2017.pdf>

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 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

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>