

**Carleton University
Fall 2017
Department of English**

ENGL 1020, Section D: *Effective Writing*

Prerequisites: Open to students from all disciplines. English Majors in search of a dedicated writing course should take ENGL 1010 instead of ENGL 1020.

Preclusions: Precludes additional credit for ENGL 1010.

**Wednesdays & Fridays / 1005h-1125h
Location: CB 2202**

**Instructor: Dr. Laura Dunbar
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Office: 1915 DT
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Office Hours: Wednesdays 1200-1300 & Fridays 0900-1000

I. Course description

Calendar Description: Familiarizes students with the rhetorical principles, skills, and structures necessary for the kind of writing done at the university level. Clear and effective composition as a mode of research, discovery, analysis, and persuasion.

“Knowledge is within the meanings people make of it; knowledge is gained through people talking about their meanings . . . knowledge evolves, emerges, and is inextricably tied to the context in which it is studied.”¹

The purpose of any university-level paper is to add, in some small but specific and meaningful way, to our knowledge about a particular topic. As the quote above by Creswell (1998) suggests, judgements about the success of that knowledge transfer depend not just on the quality of the content, but also on how well the ideas are communicated in writing.

¹ Creswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications. p. 39.

But, writing effectively at the university level is not easy. We all find it frustrating when our good ideas don't turn out well on the page. It is discouraging to get papers back with comments like "Unclear", "Disorganized", or even just the dreaded "???".

The purpose of ENGL 1020, therefore, is to increase your confidence and effectiveness as an academic writer. To do that, my goal is to help you learn to use two tools—logical argument and rhetorical persuasion—that form the bedrock of effective academic writing.

If we break-down these purpose and goal sentences into components, we can understand your learning path in ENGL 1020 in terms of three main objectives.

ENGL 1020: Intended Learning Objectives

- 1. You can learn how to develop a persuasive thesis across an essay.**
- 2. You can learn how to develop complex ideas using correct and effective expression according to academic practice.**
- 3. You can learn to use and cite evidence from scholarly sources.**

Because students in 1020 will come from every major except English Literature, we will concentrate on the bigger picture for writing well across the disciplines. This doesn't mean we won't discuss specific disciplinary expectations from time to time, only that the general principles of logical argumentation and persuasive rhetoric will be our mainstays.

To meet our learning objectives, our course will be broken down into four units:

Unit 1: The Writing Process

Unit 2: Constructing and Analyzing Argument

Unit 3: Rhetoric and Persuasion

Unit 4: Revision

There's no magic required for you to make the most of 1020's learning opportunities. To get the most you can from this writing course, you need only:

- attend class ready and willing to be part of our positive, action-oriented learning community,
- do the best you can on the assignments and classroom writing work, both graded and ungraded, and
- turn in the best original work you can to fulfill the required graded assignments.

II. Prerequisites and Preclusions

Prerequisites: Open to students from all disciplines. English Majors in search of a dedicated writing course should take ENGL 1010 instead of ENGL 1020.

Preclusions: Precludes additional credit for ENGL 1010.

III. Required Text:

Babington, D., Lapan, D., Okun, M., and Ruddock, N. (2017). *The Broadview guide to writing, revised sixth Canadian edition*. Peterborough, ON: Broadview Press.

ISBN: 978-1-55481-335-3

Available at the Carleton University Bookstore.

Your success in ENGL 1020 is in large part contingent on reliable, regular access to this textbook. Other material will be supplied by me and made available either on CULearn or in the MacOdrum Library Reserve.

IV. Course Calendar

Weekly scheduling note:

With the exception of the first and last weeks, and the week of our library visit, our weeks will be divided into a learning/group discussion/example Wednesday session and a writing group work/individual writing practice Friday session. Assignment instructions and rubrics are always given on Wednesdays, and are noted in the schedule below with **WA**. Assignments are due, and graded in-class work is given, only on Fridays; this is noted below with **FA**. (The exception to the Friday-due rule is the take-home term paper, which is due Wednesday, Dec. 6.) Students are expected to have read the assigned pages (**R**) by the Friday class. Take-home assignments must be turned-in by the beginning of the Friday class on which they are due; again, the take-home paper is the exception.

There are eight graded Friday in-class writing assignments. You will choose six of these for a mark out of 30% (6 x 5% = 30%). Unfortunately, time constraints mean you can't make these up if you miss them; nor can you do more than six and choose your best six.

Date	Topic	Readings (R), Assignments Given (WA), Assignments Due (FA)
Friday September 8	Course Introduction	None

Sept. 13 & Sept. 15	<p style="text-align: center;"><u>Unit 1:</u> <u>The Writing Process</u></p> <p>Knowing ourselves as writers</p>	<p>R: <i>Broadview</i> p. 17-33 (stop at “Logical Fluency”) WA: Given: Instructions and rubric for final term paper, 25%. FA: In-class work, writing process reflection, 5%</p>
Sept. 20 & Sept. 22	<p style="text-align: center;"><u>Unit 1:</u> <u>The writing process</u></p> <p>Planning and outlining</p>	<p>R: <i>Broadview</i> p. 33-46 WA: Given: Instructions & rubric for term paper proposal, 10% FA: In-class work, exploring a topic exercise, 5%</p>
Sept. 27 & Sept. 29	<p style="text-align: center;"><u>Unit 2:</u> <u>Constructing and analyzing argument</u></p> <p>What is reasoning?</p>	<p>R: <i>Reasoning</i> p. 7-19 (reading provided)² WA: Given: Instructions and rubric for term paper outline, 20% FA: In-class work, argumentative thesis exercise, 5%</p>
Oct. 4 & Oct. 6	<p style="text-align: center;"><u>Unit 2:</u> <u>Constructing and analyzing argument</u></p> <p>Reasons and conclusions</p>	<p>R: <i>Reasoning</i>, p. 29-39 (reading provided) WA: Library visit: Room 252, main floor, 1000h FA: Due: Proposal, 10%; In-class arrow-diagram exercise, 5%.</p>
Oct. 11 & Oct. 13	<p style="text-align: center;"><u>Unit 2:</u> <u>Constructing and analyzing argument</u></p> <p>What is good reasoning?</p>	<p>R: <i>Reasoning</i>, p. 115-24 (reading provided) FA: In-class work, reasoning development exercise, 5%</p>
Oct. 18 & Oct. 20	<p style="text-align: center;"><u>Unit 3:</u> <u>Rhetoric and persuasion</u></p> <p>Reading and writing about visual images</p>	<p>R: <i>Broadview</i> p. 471-98 (“Seeing and Meaning”) FA: Due: Outline, 20%; In-class work, writing about images exercise, 5%</p>

² Thomas, S.N. (1997). *Practical reasoning in natural language, fourth edition*. Upper Saddle River, NJ: Prentice-Hall.

Nov. 1 & Nov. 3	<u>Unit 3:</u> <u>Rhetoric and persuasion</u> Writing for coherence	R: <i>Broadview</i> p. 263-324 FA: Dedicated writing time for term paper draft
Nov. 8 & Nov. 10	<u>Unit 3:</u> <u>Rhetoric and persuasion</u> Across the Disciplines: Different Subjects, Different Styles	R: <i>Broadview</i> , p. 420-470 (Find your discipline and read that section; science students, read p. 411-419.) FA: Due: term paper draft, 15%; In-class work, becoming a researcher exercise, 5%
Nov. 15 & Nov. 17	<u>Unit 4:</u> <u>Revision</u> Recognizing muddy reasoning	R: <i>Reasoning</i> , p. 281-88 (reading provided) <i>Broadview</i> , p. 553-566 FA: In-class work, assessing argumentative validity exercise, 5%
Nov. 22 & Nov. 24	<u>Unit 4:</u> <u>Revision</u> How to be Good with Words/ Understanding Bias	R: <i>Broadview</i> , p. 351-386. FA: Dedicated writing time, final term paper revision
Nov. 29 & Dec. 1	<u>Course Conclusion:</u> <u>Reflections on Process</u>	FA: Dedicated writing time, final term paper
Wednesday, Dec. 6		Term paper due, 25%

V. Evaluation

In-class work	30% (6 @ 5% each)	Due throughout the term
Take-home term paper proposal	10%	Due Friday Sept. 29
Take-home term paper outline	20%	Due Friday Oct. 13
Take-home term paper draft	15%	Due Friday Nov.10
Take-home term paper final	25%	Due Wednesday Dec. 6

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.

For take-home assignment instructions and rubrics, see pages 6-11 of this syllabus. Instructions and rubrics will also be handed-out in class and will be available on CULearn.

Take-home assignments (proposal, outline, draft, and final term paper) are due at the beginning of the Friday class on which they are due. If you know you're going to be late turning-in an assignment, you should always let me know right away. With the exception of final term papers, late take-home assignments do not receive any penalty mark deduction; however, in order to receive a mark you must, when you turn-in the late assignment, make an appointment to come to my office hours. At that time, and in lieu of written feedback, we will go over your assignment together. If you miss doing this despite my reminders, the final grade for that assignment at the end of the term will be zero. Final term papers turned-in late without reasonable notice will have a 15% deduction penalty imposed.

In-class work must be completed in class on the day which it is assigned. In-class work cannot be redone or made-up at a later date.

ENGL 1020, Section D
Assignment Instructions and Rubrics
Fall 2017

Term paper

Grade weight: Draft 15%; Final 25%

Due: Draft, in class, Friday Nov. 10; Final, in class, Wednesday Dec. 6

Learning Outcome: Students should be able to write a well-argued, persuasive essay with a clear thesis statement in a voice and style appropriate for an academic audience. Aligns with Learning Objectives 1, 2, and 3.

Instructions (draft and final):

The term *popular art* is loosely used to describe the kind of literature, music, painting, architecture, and other cultural matter that is produced for un-sophisticated mass consumption. Some popular art turns out to be very sophisticated indeed (Dickens's novels, for instance), but most popular art is designed to reaffirm and comfort popular attitudes and tastes, not challenge or examine them.

Choose for this paper a relatively un-sophisticated form of popular art for analysis. If you choose a type, or genre, be sure that it is a coherent genre; not "comic books" but "Disney comics" or "monster comics" or "superhero-type comics." Popular art exists in almost all areas, for all kinds of specialized interests. Select a form in a field you find interesting to begin with.

Your object will be to have something worth saying about the material you analyze and then to express what you have to say convincingly. That is, while you will need to use detail to describe the popular art you have chosen, mere description is not enough. You need to develop an argument, a thesis topic, a controlling idea that will be supported by your evidence. Evidence for your argument will probably come for the most part from analysis or descriptions of the popular art. But one requirement of the paper is that you consult relevant material about popular art and find a way to make use of at least three different (APA-cited) sources on your subject in your paper.³

Two of these three mandatory sources will be provided me; the other one will be a scholarly article, which you have found yourself using the MacOdrum Library online databases.

³ Adapted from White, E.M. (2007). *Assigning, responding, evaluating: A writing teacher's guide, fourth edition*. Boston, MA: Bedford/St. Martin's. 22-23.

Be aware that I will conduct random checks of your references pages to confirm that I can find, using the APA citation you provide, your source on the MacOdrum Library site. If I cannot find it, the rubric penalty “lack of proper citation” will be imposed (see the attached rubric).

Term paper rubric (applies to both draft and final)

Grade weight (final): 25%

Grade weight (draft): 15%

Due: Draft, in class, Friday Nov. 10; Final, in class, Wednesday December 6

- To maximize a favorable assessment of your learning, there should be substantial differences between your draft and final term paper.

Learning Outcome: Students should be able to write a well-argued, persuasive essay with a clear thesis statement in a voice and style appropriate for an academic audience. Aligns with Learning Objectives 1, 2, and 3.

Thesis Statement 20	Thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	Thesis clearly stated but focus could have been sharper	Thesis phrasing too simple, lacks complexity; or, not clearly worded .	Thesis is weak or missing.
Grammar and spelling 20	Flawless writing, no errors	Few errors, mostly minor.	Too many minor errors or one or two major ones	Many major grammar or spelling mistakes.
Proper Citation 10	No errors, all citation done according to guidelines (APA)	Errors are cosmetic and few.	Inconsistent style of citation, some errors.	Lack of proper citation.
Development of Arguments 30	Shows original thought, unique perspective, multi-layered thinking, connected to thesis.	Shows strong logic, connections between arguments.	Inconsistent development of arguments across paragraphs.	Arguments not connected to thesis; description rather than argument.
Overall Impact 20	Reader is moved to act or respond to the essay. Unique and singular work of scholarship.	Reader is convinced by or admits a deeper understanding of the argument.	Nothing new is contributed by the essay. Reader is not affected positively or negatively.	Reader is negatively affected by the essay.

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Assignment Instructions and Rubrics
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Term paper proposal

Grade weight: 10%
Due: In-class, Friday Sept. 29

Learning outcome:

Students should be able to write an appropriately titled proposal for a research paper that defines a problem, includes a thesis statement that suggests a solution to that problem, and justifies their solution. Aligns with Learning Objective 1 and 2.

Instructions:

Write a well-developed introductory paragraph on the popular art form you have chosen (see the instructions for the term paper). Define the relevance of your chosen popular art, state its problem or your question about it, create a complete argumentative thesis that gestures to a solution, and describe how the paper will justify your proposed solution.

Note that the introduction/proposal should specify or demonstrate thorough consideration of the following components: purpose, audience, definite position, and reasons why the position is true.

In its Twitter-like essence, your proposal paragraph will state, “In this essay, I plan to [explain, argue, demonstrate, illustrate] for an audience of _____ that _____ because _____ .

This is a dry and far-too-brief formula; your job is to give it life as you apply it to a real argument. To do so, you will need to demonstrate your understanding of the difference between arguable and non-arguable statements and claims and reasons.

Include a working title. Help with titles can be found at:
<https://writing-program.uchicago.edu/undergrads/wic4reviseintro>.

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Assignment Instructions and Rubrics
Fall 2017

Term paper proposal rubric

Grade weight: 10%

Due: In class, Friday Sept. 29

Learning outcome: Students should be able to write an appropriately titled proposal, a paragraph in length, for a research paper that defines a problem, includes a thesis statement that suggests a solution to that problem, and justifies their solution. Aligns with Learning Objective 1 and 2.

	Exceeds expectations	Meets expectations	Needs work	Does not meet expectations
Working title 5	Title is unique and clever, as well as clear and specific.	Title clearly expresses the topic in question.	Title is vague, relates to the broader subject but not the specific topic.	No title; title is generic and uninformative.
Grammar and spelling 5	Flawless writing, no errors.	Few errors, mostly minor.	Too many minor errors or one or two major ones.	Many major grammar or spelling mistakes.
Topic and Research Questions 20	New and interesting topic with an incisive and probing question	Well-defined topic and focused, targeted question.	General topic area given with broad question.	Subject area only, no topic, no question or question not answerable in the confines of the assignment (too big).
Working Thesis Statement 40	Thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	Clearly stated but focus could have been sharper.	Thesis phrasing too simple, lacks complexity or not clearly worded.	Thesis is weak or missing.
Description of Project 30	Shows enthusiasm and advanced research.	Well-planned solution and potential for research.	Uncertain direction, little enthusiasm.	Incomplete, not enough research conducted or potential.

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Assignment Instructions and Rubrics
Fall 2017

Term paper outline

Grade weight: 20%

Due: In class, Friday Oct. 13

Learning outcome: Students should be able to write an outline that reflects and applies an understanding of the structure of argument and that describes the way in which their particular argument will be built and supported by researched evidence. Aligns with Learning Objectives 1, 2, and 3.

Instructions:

Working on your chosen popular art form (see the term paper instructions), build on your proposal to create an outline of your argument.

Your model should demonstrate your attention to pages 38-43 of *Broadview*, including the template given on page 39, as well as our learning unit, “Constructing and analyzing argument.”

You should include at the top of your outline your revised introductory paragraph, which should reflect my suggestions for your returned first effort. You should then provide a numbered list of paragraphs that are composed of statements, conclusions, and reasons. You should diagram the relationships between reason(s) and conclusion(s) using the arrow diagrams we will have studied in the Unit 2 lessons. You are encouraged to use inference indicators, which you will have circled.

Finally, you should include as APA in-text citations two sources, specifically connected to two reasons, which are followed by an APA references section.

The quality of your argument, and the care and effort you put into your outline, are crucial in my evaluation process. Pay close attention to the rubric as you work on your outline.

Good outlines will:

1. Supply details and evidence
2. Use a clear organizational plan with arrow diagrams
3. Be cohesive and employ transitional devices
4. Be developed enough to present a convincing argument.

ENGL 1020, Section D
Assignment Instructions and Rubrics
Fall 2017

Term paper outline rubric

Grade weight: 20%

Due: In class, Friday Oct. 13

Learning outcome: Students should be able to write an outline that reflects their understanding of the structure of argument and that describes the way in which their particular argument will be built and supported by researched evidence. Aligns with Learning Objectives 1, 2, and 3.

<p>Development of ideas 30</p>	<p>Shows original thought, unique perspective, multi-layered thinking, connected to thesis. Uses arrow diagrams to correctly and fully map the relationship between reasons and conclusions. Demonstrates excellent attention to the model set out on page 39 of the required text.</p>	<p>Shows strong logic, connections between ideas. Arrow diagrams are used with few errors or omissions. Demonstrates careful attention to the model set out on page 39 of the required text.</p>	<p>Inconsistent development of ideas across outline. Arrow diagrams do not reflect a consistently clear understanding of the relationship between reasons and conclusions or they are incomplete. Demonstrates some attention to the model on page 39.</p>	<p>Ideas not connected to thesis, not expressed as argument. Arrow diagrams are missing or consistently incorrect. Demonstrates little or no attention to the model on page 39.</p>
<p>Working Thesis Statement 30</p>	<p>Thesis is exceptionally clear, arguable, well-developed, and a definitive statement.</p>	<p>Clearly stated but focus could have been sharper.</p>	<p>Thesis phrasing too simple, lacks complexity; or, not clearly worded.</p>	<p>Thesis is weak or missing.</p>
<p>Grammar and spelling 10</p>	<p>Flawless writing, no errors.</p>	<p>Few errors, mostly minor.</p>	<p>Too many minor errors or one or two major ones.</p>	<p>Many major mistakes.</p>
<p>Appropriate examples 30</p>	<p>Examples are interesting and unique and come from a variety of sources.</p>	<p>Examples prove or support the thesis statement.</p>	<p>Examples are tangential to the thesis statement.</p>	<p>No examples or examples not connected to the thesis statement.</p>

VI. 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.

VII. 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: 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 see the [Student Guide](#)

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 see the [Student Guide](#)

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).