

Carleton University
Winter 2018
Department of English

ENGL 1020-E *Effective Writing*

Precludes additional credit for ENGL 1010

Jan 08, 2018 - Apr 11, 2018

Wednesdays 6:05-8:55 pm (18:05-20:55)

Location: ME 3190 (*Mackenzie Building*)

Instructor: Miles Tittle
Email: miles_tittle@carleton.ca
Office: DT1915 (*Dunton Tower*)
Phone: NA
Office Hours: TBA

Course description: This course 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. Open to students from all disciplines. **Note that ENGL 1020 is not for English Majors: taking this course precludes taking ENGL 1010, which is one of the pathway options for English Majors.**

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 include the following:

- 1. Effective text analysis and close reading.** You should be able to identify formal and rhetorical strategies employed in any writing, note how a text uses facts and sources to aid persuasion and other aims, recognize when you should look for supplementary information or context to deepen your comprehension, and be able to identify weaknesses, bias, and misinformation. You should be adept at research and evaluating sources.
- 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. You should be able to transfer these strengths to other forms of writing.
- 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. You should understand how audience considerations shape your work's approach and style.
- 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. **All signal, no noise!**

Required textbook:

We will be using the following textbook in our class, and it is available at the Carleton University Bookstore.

Roger Davis and Laura K. Davis. *Essay Writing for Canadian Students with Readings, Eighth Edition* (New 2016 MLA 8 Updates). Pearson Education Canada, 2017. ISBN 13: 978-0-13-477421-3

READINGS

Most of our readings are in your textbook, and must be completed before each class discussion. We will discuss the following textbook readings in class:

1. "In Search of a Modest Proposal" by Fred Stenson (2004). **340**
2. "It Always Costs" by David Suzuki (1992). **344**
3. "Reframing Canada's 'Drug Problem'" by Bruce K. Alexander (1998). **225**
4. "Embraced by the Needle" by Gabor Maté (2001). **288**
5. "Summer of Our Discontent Revisited" by Drew Hayden Taylor (1996). **361**
6. "Facebook and Coaxed Affordances" by Aimée Morrison (2013). **297**
7. "The Persistence of Poetry and the Destruction of the World" by Robert Bringhurst (2006). **241**
8. "Unchopping a Tree" by W.S. Merwin (1970). **292**

We will also be discussing several on-line readings, and some class work, quizzes, and assignments will be based on them.

- A. "Fun sex is healthy sex: Why isn't that on the curriculum?" Lucia O'Sullivan.
- B. "On the origins of environmental bullshit" David Schlosberg.
- C. "To tackle the post-truth world, science must reform itself" Andrea Saltelli.
- D. "How modern technology is inspired by the natural world" John A. Nychka.
- E. "From *The Secret Garden* to *Thirteen Reasons Why*, death is getting darker in children's books" Erin Farrell.
- F. "Science fiction helps us deal with science fact: a lesson from *Terminator's* killer robots" Chris Menadue.
- G. "Back to the land: How one Indigenous community is beating the odds" David Danto.
- H. "Racism is real, race is not: a philosopher's perspective" Adam Hochman.
- I. "Your organic T-shirt is doomed to end up in a dump" Anika Kozlowski.
- J. "Rape at universities: One program is proven to reduce it" Charlene Senn.

EVALUATION:

Types of assignments, weighting and due dates:

1. Argumentative Essay	10%	Jan 31
2. Comparison/Contrast Essay	20%	Feb 28
3. Major Research Essay	30%	Mar 28
4. Take-Home Exam	30%	April 26
5. Attendance & Quizzes	10%	Throughout
Total: 100%		

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 must complete and submit all of them in order to receive a grade for the course. 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 18th floor).

I never 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 only have twelve classes, and if you miss more than three 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, 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.

SCHEDULE

#	(Date)	Topics	*Readings to be done <i>before</i> each class
<i>Winter term begins</i>			
1.	Jan 10 Wed	Course introduction How to Read Constructing a thesis and outline Parallelism	Davis Ch. 1 Overview Davis Ch. 2 Reading Analytically
2.	Jan 17 Wed	How to Argue <i>Exercise: Thesis statement development</i> Introductory paragraphs Quiz 1: Parallelism Active and passive voice	Davis Ch. 9 Persuasive Essays Reading #1: Stenson 340 Lucia O’Sullivan web article A.
3.	Jan 24 Wed	How to Draft <i>Exercise: Introduction development</i> Quiz 2: Active and passive voice MLA 8 Citation basics	Davis Ch. 4 Drafting Reading #2: Suzuki 344 David Schlosberg web article B.
4.	Jan 31 Wed	How to Cite <i>Argumentative Essay due (10%)</i> Body paragraphs and conclusions Quiz 3: Citation practice Subordinate clauses	Davis Part 3H Format Andrea Saltelli web article C.

5.	Feb 7 Wed	How to Compare Exercise: Library Research Comparison and contrast Quiz 4: Subordinate clauses Sentence types	Davis Ch. 7 Comparison Essays Reading #3: Alexander 225 Reading #4: Maté 288 John A. Nychka web article D.
6.	Feb 14 Wed	How to Edit Exercise: Outline Workshop Quiz 5: Sentence Types Commas	Davis Part3H Final Edit Reading #5: Taylor 361 Erin Farrell web article E.
February 21—No Class. (February 19-23 is Winter Break; classes are suspended)			
7.	Feb 28 Wed	How to Analyze Comparison/Contrast Essay due (20%) Essay sequencing and composition Quiz 6: Commas Semicolons and colons	Davis Ch. 3 Analysis Essays Christopher Menadue web article F.
8.	Mar 7 Wed	How to Research Exercise: Peer essay analysis Summarizing arguments. Using quotations Quiz 7: Semicolons and colons Apostrophes	Davis Ch. 10 Gathering Material Reading #6: Morrison 297 David Danto web article G.
9.	Mar 14 Wed	How to Revise Exercise: Peer Outline workshop Semicolons and colons Quiz 8: Apostrophes Subject-verb agreement	Davis Ch. 5 Revision Reading #7: Bringhurst 241 Adam Hochman web article H.
10.	Mar 21 Wed	How to Polish Working with and evaluating sources Quiz 9: Subject-verb agreement Pronoun-antecedent agreement	Davis Ch. 11 Research Essays Reading #8: Merwin 292 Anika Kozlowski web article I.
11.	Mar 28 Wed	How to Critique Major Research Essay due (30%) Quiz 10: Pronoun-antecedent agreement Critical reading and anticipating responses	Davis Ch. 8 Sample Essays Charlene Senn web article J.
12.	April 4 Wed	How to Impress Review Take-home exam preparation and instructions	Exam Instruction sheet
Exam Period		Final Exam (30%): Due by April 26 at 1:00 pm in my office (DT1915)	

COURSE ASSIGNMENTS

More thorough information on each of the assignments will be distributed in assignment sheets posted to our class drop box, and discussed during class. Below is a brief explanation of each of the assignments for this semester.

- 1. Argumentative Essay (10% Due Jan 31):** This essay will exercise your organizational and argumentative skills. The details of this assignment will be provided in class. Please include your workshopped thesis statement from our Jan 17 class, and your introductory paragraph development from Jan 24.
- 2. Comparison/Contrast Essay (20% Due Feb 28):** This essay will exercise your critical reading skills through your comparison of two different argumentative essays on the same topic. The details of this assignment will be provided in class. Your marked outline from our Feb 14 workshop must be submitted with this essay, or you will lose 5% of your course grade.
- 3. Research Essay (30% Due Mar 28):** This essay will require you to engage in scholarly research to support your argument, and as the longest of the three essays, it will exercise your ability to organize and coherently present a larger amount of information. Your marked outline from our Mar 14 peer workshop must be submitted with this essay, or you will lose 5% of your course grade.
- 4. Final Take-Home Exam (30% Due April 26):** The final exam will require you to write an analytical essay on a provided topic, using proper research sources. Further details will be provided in class.
- 5. Quizzes (10% total):** Each week in class, we will be conducting a short quiz on the grammar principles covered in the lecture of the preceding class. Each will be worth 1% for a total of 10%. Because each quiz is worth so little (essentially an attendance point) if you are absent for a quiz, you will not be able to make it up.

Always remember to bring your books with you to class.

Classes will usually be split, with a 15-min break around 7:30 pm separating the lecture and discussion group components. During discussion we may introduce other works to give you a greater range of possible topics for your assignments. Any notable changes to the schedule will be announced ahead of time.

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.
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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, 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.

REQUEST 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: 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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/registrar/academic-integrity/>

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.