

**Carleton University**  
**Winter 2021**  
**Department of English**  
**ENGL 1020-F *Effective Writing***  
 January 11, 2021 – April 14, 2021  
**Mondays & Wednesdays 2:05-3:55 pm (14:35-15:55)**

**Precludes additional credit for ENGL 1010**

**Location:** online [Zoom meetings & cuLearn]  
**Format:** Blended course [live lectures will be recorded]

**Instructor: Miles Tittle**  
**Email: miles\_tittle@carleton.ca**  
**Office: NA    Phone: NA**  
**Office Hours: by appointment**

**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.

**Required textbook:** *We will be using the following textbook in our class.*

*Babington, Doug, et. al. **The Broadview Pocket Guide to Writing – Revised Fourth Canadian Edition.** Broadview Press, 2016. ISBN-13: 978-1-55481-336-0 You can buy a digital copy at the Broadview Press link below:*

*<https://broadviewpress.com/product/the-broadview-pocket-guide-to-writing-revised-fourth-edition/#tab-description>*

**\*\*All other readings and assignment sheets will be posted to our class cuLearn page\*\***

**The Zoom link information for our classes and recordings of lectures will be posted to cuLearn.**

**READINGS:**

*All of our readings will be provided on our class cuLearn page, and must be completed before each class. We will discuss the following textbook readings in our scheduled Zoom classes:*

1. "This is Just to Say" poem by William Carlos Williams (1934).
2. "Girl Unprotected" article by Laura Robinson (2008).
3. "Hunger" essay by Maggie Helwig (1989).
4. "Embraced by the Needle" essay by Gabor Maté (2001).
5. "Reframing Canada's 'Drug Problem'" essay by Bruce K. Alexander (1998).
6. "The Men We Carry in Our Minds" essay by Scott Russell Sanders (1984).
7. "The Persistence of Poetry and the Destruction of the World" by Robert Bringhurst (2006).
8. "The Loons" story by Margaret Laurence (1963).
9. "Facebook and Coaxed Affordances" article by Aimée Morrison (2013).

*We will also be discussing several sample essays alongside the above works:*

- A. Smith, F. "Laurence's 'The Loons': Insight or Stereotype?"
- B. Smith, T. "Bodily Voices: Maggie Helwig's 'Hunger'"
- C. Strong, L. "Tone in William Carlos Williams's 'This is Just to Say'"
- D. Jones, C. "Perspectives on Addictions"
- E. Jones, D. "The Complexity of Power and Gender Relations"
- F. Jones, V. "Acting Now: Practical Approaches to Mitigating Climate Change"
- G. Jones, B. "Like Me on Facebook: Identity Construction in Social Media"

**EVALUATION:**

<b>Types of assignments, weighting and due dates:</b>		
<b>1. Argumentative Essay#1 (with outline)</b>	<b>10%</b>	<b>Feb 8</b>
<b>2. Comparison/Contrast Essay#2 (with 5% outline)</b>	<b>20%</b>	<b>Mar 8</b>
<b>3. Major Research Essay #3 (with 5% outline)</b>	<b>30%</b>	<b>Mar 29</b>
<b>4. Take-Home Exam</b>	<b>30%</b>	<b>April 27</b>
<b>5. Attendance &amp; Quizzes</b>	<b>10%</b>	<b>Throughout</b>
<b>Total:</b>	<b>100%</b>	

*Please note: Students are expected to hand in paper copies of all assignments and outlines on time, through cuLearn. You are responsible for having backup copies of all submitted work. Late outlines will receive no grade or feedback.*

**Grammar quizzes will be done weekly through cuLearn, and are worth 10% of your grade.**

**Assignment due dates:** Assignments done out of class must be handed in through cuLearn by 11:59 pm EST (midnight) 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. Late assignments must also be submitted through cuLearn (not email). 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. Active, thoughtful participation in lectures and workshops helps ensure success in the course, and helps your classmates. If your time zone or schedule does not permit you to attend lectures live, you are responsible for viewing them later that week and ensuring you keep up to date with classes and quizzes.

**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 in MS Word or PDF format 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 follow these 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). **PDF or MS Word files only.**
- Assignments must have all primary and secondary sources properly documented in a Works Cited page and must use in-text citations with source page numbers throughout.

**I will automatically fail any assignment that is missing a Works Cited page or in-text citations. You are responsible for learning how to cite properly in MLA 8 format.**

SCHEDULE		
# (Date)	Topics	*Readings to be done <i>before</i> each class
<i>Winter term begins</i>		
1. Jan 11 Mon	Course introduction <b>How to Read</b>	<i>Buy your textbook</i>
Jan 13 Wed	Thinking about text analysis Sample essays	Reading #1: Williams 64
2. Jan 18 Mon	<b>How to Argue</b> <b>Exercise: Thesis development</b>	<i>Broadview</i> 32-44 Reading #2: Robinson 240
Jan 20 Wed	Introductory paragraphs <i>Quiz 1: Parallelism</i>	<i>Broadview</i> 36-37 <i>Broadview</i> 26-30
3. Jan 25 Mon	<b>How to Draft</b>	<i>Broadview</i> 14, 44, 105-106 Reading #3: Helwig 190 Essay B: Smith 299
Jan 27 Wed	<b>Exercise: Introduction development</b> <i>Quiz 2: Active and passive voice</i>	
4. Feb 1 Mon	<b>How to Cite</b> Body paragraphs and conclusions	<i>Broadview</i> 14-15, 35-41
Feb 3 Wed	<b>Exercise: Outline Workshop #1</b> <i>Quiz 3: Citation practice</i>	
5. Feb 8 Mon	<b>How to Edit</b> <b>Argumentative Essay #1 due (10%)</b> <b>(with outline)</b>	<i>Broadview</i> 37-38, 96-100 Reading #1: Williams 64 Essay C: Strong 301
Feb 10 Wed	<b>Quoting and paraphrasing correctly</b> <i>Quiz 4: Subordinate clauses</i>	<i>Broadview</i> 96-100 <i>Broadview</i> 180-188, 246-247

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Feb 15—No Class. (February 15-19 is **Winter Break**: classes are suspended)

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6. **Feb 22 Mon**                    **How to Compare**                    *Broadview* 32-44, 96-99  
 Comparison & contrast                    Reading #4: Maté 220  
 Comparative analysis                    Reading #5: Alexander 172

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**Feb 24 Wed**                    *Quiz 5: Sentence Types*                    Essay D: Jones 284

7. **Mar 1 Mon**                    **How to Analyze**                    *Broadview* 132-148, 150-51  
 Comparative analysis  
 Essay sequencing and composition

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**Mar 3 Wed**                    **Exercise: Outline Workshop #2**                    *Broadview* 42-44, 132-135  
*Quiz 6: Commas*

8. **Mar 8 Mon**                    **How to Research**                    *Broadview* 122-123, 135-137  
**Comparison Essay #2 due (20%)**                    Reading #6: Sanders 243  
**(outline is worth 5%)**                    Essay E: Jones 286

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**Mar 10 Wed**                    Summarizing arguments  
*Quiz 7: Semicolons and colons*

9. **Mar 15 Mon**                    **How to Revise**                    *Broadview* 244-246, 62, 139-140  
 Reading #7: Bringhurst 177  
 Essay F: Jones 288

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**Mar 17 Wed**                    Preparing for Essay #3  
*Quiz 8: Apostrophes*

10. **Mar 22 Mon**                    **How to Polish**                    *Broadview* 116-117, 101-103  
 Reading #8: Laurence 204  
 Working with and evaluating sources                    Essay A: Smith 290

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**Mar 24 Wed**                    **Exercise: Outline Workshop #3**  
*Quiz 9: Subject-verb agreement*

11. **Mar 29 Mon**                    **How to Critique**                    *Broadview* 82-84, 65-66  
**Major Research Essay #3 due (30%)**                    Reading #9: Morrison 223  
**(outline is worth 5%)**                    Essay G: Jones 295

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**Mar 31 Wed**                    Critical reading and anticipating responses  
*Quiz 10: Pronoun-antecedent agreement*

12. **April 5 Mon**                    **How to Impress**                    Exam Instruction sheet  
 Final MLA review

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**April 7 Wed**                    Writing Review  
 Take-home exam preparation and instructions

13. **April 12 Mon**                    **Last class: Final instructions**

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Exam Period (April 16-27)

**Final Exam (30%): Due by April 27 at 11:59 EST through cuLearn**

*April 27: All take-home examinations are due. No extensions are possible.*

### COURSE ASSIGNMENTS

1. **Argumentative Essay #1 (10% Due Feb 8):** This essay will exercise your organizational and argumentative skills. The details of this assignment will be provided in class and on cuLearn. **Please include your workshopped thesis statement based on our Feb 1 class, and your introductory paragraph development based on our Jan 25 class (essay 10/outline 0).**
2. **Comparison/Contrast Essay #2 (20% Due Mar 8):** 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 and on cuLearn. **Your outline based on our Mar 1 class must be submitted with this essay, or you will lose 5% of your course grade (essay 15/outline 5).**
3. **Research Essay #3 (30% Due Mar 29):** 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. The details of this assignment will be provided in class and on cuLearn. **Your outline based on our Mar 22 class must be submitted with this essay, or you will lose 5% of your course grade (essay 25/outline 5).**
4. **Final Take-Home Exam #4 (30% Due by April 27):** The final exam will require you to write an analytical essay on a provided topic, using proper research sources. Further details about this exam will be provided in class and on cuLearn. **No outlines or drafts will be submitted with this assignment.**
5. **Quizzes (10% total):** Each week in class, we will be conducting a short multiple-choice quiz on the grammar principles covered in the lecture of the preceding class. Each will be worth 1% for a total of 10%. The quizzes will be done through cuLearn on your own time (during that week). *More thorough information on each of the assignments will be distributed in assignment sheets posted to our class cuLearn page, and discussed during class. Please make sure you follow all directions carefully.*

**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 8<sup>th</sup> 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 acceptable if real name unknown)
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 [pandemic measures have affected these]

**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 4<sup>th</sup> 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 4<sup>th</sup> floor of the MacOdrum library, phone at (613) 520-2600, x.1125, or visit [online](#).

### 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:** 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 click [here](#).

**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 click [here](#).

**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](mailto: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).

### 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 where 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: <https://carleton.ca/equity/sexual-assault-support-services>

### 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. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## Academic Integrity

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.

**All in-text uses of sources (directly quoted or not) must have an in-text citation immediately after the borrowed information.**

Ex: (MacLeod 228).

**Any assignment that is missing a Works Cited page or in-text citations will automatically fail. You are responsible for learning how to cite properly in MLA 8 format.**

**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.**

