

**Carleton University  
Winter 2022  
Department of English**

**ENGL 1020H: Effective Writing**

English Majors in search of a dedicated writing course should take ENGL 1010  
Preclusions: Precludes additional credit for ENGL 1010

**Mondays and Wednesdays: 10:00 am – 11:30 am**

**Location: 409 SA**

**Format: In-person**

(This may change according to ongoing pandemic measures)

**Instructor: Dr. Kim Sigouin**

**Email:** [kimberlysigouin@cunet.carleton.ca](mailto:kimberlysigouin@cunet.carleton.ca)

**Office:** TBA

**Office Hours: On Zoom by appointment**

**I. Course description:**

The course is designed to teach students the fundamentals of writing at an undergraduate university level. The class is divided between lectures, discussion groups, and in-class writing workshops. Throughout these workshops, students will be asked to complete short writing exercises where they will develop their argumentative and critical thinking skills. Each assignment will aim to develop the student's ability to create a persuasive argument and to develop an assertive writing voice. Students will also learn to effectively communicate their ideas using clear and precise prose.

**II. Preclusions: ENGL 1010**

**III. Learning Outcomes:**

The course is designed to teach students how to:

- Present a clear and persuasive thesis statement
- Develop clear and engaging analyses
- Support arguments with relevant evidence
- Effectively organize ideas and present logical transitions between ideas
- Engage with scholarly research
- Properly cite and document primary and secondary sources
- Develop a strong understanding of grammar and syntax

**IV. Texts:**

**Purchase from the University Bookstore:**

Giltrow, Janet et al. *Academic Writing: An Introduction*. 4<sup>th</sup> ed., Broadview Press, 2021.

Additional texts will be provided in *Ares* and supplementary texts will be handed out in class.

**V. Course calendar:**

Please note that some minor changes may be made to this schedule. If there are any changes, they will be communicated to the class through email.

<i>Dates</i>	<i>Readings</i>	<i>Important Dates</i>
Jan 10	Introduction to the course	
Jan 12	Introduction to Academic Writing <b>Read</b> pp. 13 – 23 from <i>Academic Writing</i>	Self-Reflective Piece
Jan 17	Active and Attentive Reading <b>Read</b> pp. 45 – 49, 95 – 108, 116 – 121 from <i>Academic Integrity</i>	
Jan 19	Workshop  <b>Read:</b> “When Twitter Does what Journalism Cannot” by Roxanne Gay	Writing Activity
Jan 24	Developing an Argument  <b>Read:</b> “When Twitter Does what Journalism Cannot” by Roxanne Gay	
Jan 26	Structure of an Essay and Incorporating Evidence	Self-Reflective Piece
Jan 31	Grammar (Part 1)	
Feb 2	Workshop	Writing Activity
Feb 7	Essay Workshop	Self-Reflective Piece
Feb 9	The Importance of Revision and Proofreading	
Feb 14	Essay Workshop	<b>Short Essay Due</b>
Feb 16	Introduction to Research and Proposal Writing <b>Read</b> pp. 144 – 147 from <i>Academic Writing</i>	
Feb 21-25	<b>Winter Break</b>	
Feb 28	Knowing your Audience and Situating research <b>Read:</b> pp. 136 – 142 , 149 – 155 from <i>Academic Writing</i>  <b>Read:</b> “The Future as Catastrophe” pp. 5 – 9	
Mar 2	Utilizing the Library’s Resources	Writing Activity
Mar 7	Proposal Workshop	Self-Reflection Piece
Mar 9	Writing with confidence: Developing your voice <b>Read</b> pp. 250 – 253 from <i>Academic Writing</i>	<b>Proposal Due</b>

Mar 14	Grammar (Part 2)	
Mar 16	Writing Workshop	Writing Activity
Mar 21	Citations <b>Read</b> pp. 33 – 35, 38 – 42 from <i>Academic Writing</i>	
Mar 23	Writing Workshop	Writing Activity
Mar 28	Enhancing the written word: Evidence through Visuals and Graphs <b>Read</b> pp. 263 – 268, 272 – 276, 277 -280, 282 -284 from <i>Academic Writing</i>	Self-Reflection Piece
Mar 30	Seminar Workshop	
Apr 4	Seminar Presentations	Seminar Presentations Due
Apr 6	Seminar Presentations	Seminar Presentations Due
Apr 11	Review and Common Problems	
	<b>Final Research Essay Due</b>	<b>April 28<sup>th</sup> by noon</b>

## VI. Evaluation:

<i>Assignment</i>	<i>Percentage</i>	<i>Important dates</i>
<b>Self-Reflective Writing Pieces</b>	<b>25%</b>	<b>Throughout</b>
<b>In-Class Writing Assignments</b>	<b>25%</b>	<b>Throughout</b>
<b>Short Essay</b>	<b>10%</b>	<b>Feb 14<sup>th</sup></b>
<b>Proposal</b>	<b>10%</b>	<b>March 9<sup>th</sup></b>
<b>Seminar Presentation</b>	<b>15%</b>	<b>April 4 – 6</b> (a designated time will be allocated to students)
<b>Take-Home Exam (Research Essay)</b>	<b>15%</b>	<b>Due April 28<sup>th</sup> by noon</b>

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.

### **Self-Reflective Writing Pieces:**

Self-reflective writing pieces will be handed out throughout the term. A prompt will be giving in class and the student is required to address the prompt by reflecting on their abilities as an academic writer. A crucial part of writing is growing an awareness of writing skills, planning and brainstorming ideas for assignments, drafting initial phases of arguments, and posing questions that will ultimately lead to thesis statements and major ideas for essays. Each self-reflective piece will be about half a page (double-spaced) in length. There will be six reflective pieces provided throughout the term, but only five will be graded (5 x 5%). Detailed instructions will be provided in class.

### **In-Class Writing Assignments:**

A total of five in-class writing assignments (5 x 5%) will be completed during workshop periods. The purpose of these assignments is to test your ability to develop and finesse the essential components of writing: to form an argumentative claim and to develop an effective and persuasive analysis. Each in-class writing assignment will address a smaller component of a larger essay so that the student can build their confidence in essay writing by compartmentalizing various tasks and stages of writing. Detailed instructions will be provided in class.

### **Short Essay:**

This assignment will ask you to write an argumentative essay (2-3 pages). This assignment will test the student's ability to form a clear and focused thesis statement, and to defend the central argument by incorporating and explaining relevant and accurate evidence. Detailed instructions will be provided in class.

### **Proposal and Seminar Presentations:**

Students will draft a proposal in preparation for their seminar presentations and research essays. The proposals and seminar presentations will be done in groups. By conducting extensive research, students will need to find and synthesize important data and information. They will then present this information as a group during a designated time, which will be allocated to each group in the final formal week of classes. Detailed instructions will be provided in class.

### **Take-Home Exam (Research Essay):**

The take-home exam will be in the form of a research essay (3 – 4 pages). Students will compile the information that they have collected for the proposal and the seminar presentation, and write a cogent and accurate research paper that is driven by a central argument. Students will be asked to demonstrate various skills that were developed throughout the semester: to write a clear and persuasive argument; to incorporate evidence to support an argument; and to engage critically with *scholarly sources*. Detailed instructions will be provided in class.

### **Course policies:**

#### **Contacting me:**

The best way to communicate with me is through email: [kimberleysigouin@cunet.carleton.ca](mailto:kimberleysigouin@cunet.carleton.ca). I am more than happy to answer questions through email and I can also talk briefly after class. If you anticipate any issues, or have concerns / questions, do not hesitate to email me. Please note that it can take up to 48 hours to receive a response. Furthermore, emails sent after 7 pm on a weeknight will not receive a response until the following day. Expect slower responses during the weekend.

Please also note the following:

- Make sure that **communication is professional, clear, and focused**.
- Do not leave inquiries that require a substantial response until the night before an assignment is due or the day of an assignment due date.

- Use emails for brief communication. If larger issues, questions, or concerns regarding the course material and / or assignments come up, please make sure to set up an appointment with me through Zoom. Make sure to first email me and indicate that you would like to set up a Zoom meeting.
- Note: If you anticipate any issues with the submission of assignments, or if you have any concerns / questions, please do not hesitate to contact me through email.

### **Assignment Submission:**

- Self-reflective writing pieces and in-class writing assignments must be submitted by the end of class on the assigned due date. The course outline indicates on which day an assignment is due.
- The short essay, proposal, and take-home exam must be submitted as a Word document in Brightspace. These assignments must be uploaded by 11:59 pm on the respective due date. If you experience technical issues with the platform, it is your responsibility to send me an email with the assignment attached. This email with the attached documents must be submitted by the specified due dates.
- The short essay, proposal, and take-home exam must follow specific formatting guidelines that will be indicated on the instruction handouts for each assignment. These handouts will be provided well in advance of each assignment's due date. Make sure to properly review these instructions and format the assignment accordingly.
- A detailed handout with instructions regarding the submission process for the seminar presentations will be provided in class.
- Make sure to keep a copy of the proposal, short essay, and take-home exam. If the file is damaged or lost, it is your responsibility to provide another copy at the instructor's request.

### **Late Policies:**

- A total of three grace days will be assigned to each student throughout the term. These grace days will **only apply** to the short essay and the proposal. If a student submits the short essay or the proposal one day late, the assignment will not be penalized, and the student will have two more grace days to use up before a late penalty goes into effect. Once all grace days are used up, a late penalty will be in effect: the assignment will lose 5 % / day (including weekdays and weekends), up to a total of seven days. If the assignment is not received in this time, it will receive a grade of zero.
- Self-reflective writing pieces, in-class writing activities, and the seminar presentations must be submitted by the end of class on the assigned due date. If these assignments are not submitted by the end of class on the respective due dates, they will receive a grade of zero.
- There are no extensions for the take-home exam. According to university policy, the take-home exam must be submitted no later than April 28<sup>th</sup>. The take-home exam must be submitted by noon on April 28<sup>th</sup>.

Please note that ongoing pandemic measures may change and these changes can affect the course

policies. If there are any changes, this information will be communicated with students through email.

## **VII. Statement on Plagiarism**

### **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.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;
- 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 form of intellectual theft. It is a serious offence that 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 can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

## **VIII. Requests for Academic Accommodations**

### **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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([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 will 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>