

Carleton University  
Winter 2020  
Department of English

**ENGL 1020-H: *Effective Writing***

English Majors in search of a dedicated writing course should take ENGL 1010

**Prerequisites:** Prerequisites additional credit for ENGL 1010

**Mondays and Wednesdays 1:05-2:25**

**Location:** *Please confirm location on Carleton Central*

**Instructor:** Dr. Sarah Waisvisz

**Email:** [sarah.waisvisz@carleton.ca](mailto:sarah.waisvisz@carleton.ca)

**Office:** 1914

**Office Hours:** Mondays and Wednesdays 11-12:30

**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 analytical 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 communicate their ideas effectively using clear and concise prose.

**II. Prerequisites:** ENGL 1010

**III. Learning Outcomes:**

Students will engage in the analysis of rhetorical methods used within expository prose and be introduced to issues in secondary research (such as critical evaluation of and citation of secondary materials).

Students will practice writing techniques of their own by writing assignments in which they will

- Present a clear and persuasive thesis statement
- Develop a clear and engaging analysis
- Support arguments with relevant evidence
- Effectively organize ideas and present logical transitions between ideas
- Develop complex ideas using correct and effective expression according to academic practice
- Appropriately use and cite evidence from scholarly sources
- Develop a strong understanding of grammar and syntax

**IV. Texts: Required:**

Our **mandatory** text book for the course can be purchased at HAVEN BOOKS, 43 Seneca St / corner of Sunnyside.

*The Broadview Pocket Guide to Writing*: Canadian Fourth Edition (at least). Eds. Doug Babington; Don Le Pan; Maureen Okun; Nora Ruddock, 2016.

Literary texts studied in class will be available on CU Learn.

## V. Course calendar: Winter 2020

Date	Content & Readings	Assignment Due
Mon. Jan. 6	First Class. Introductions & syllabus.	
Wed. Jan. 8	"The Writing Process," pg. 17-24	
Mon. Jan. 13	"Nature of an Argument," pg. 33-43	
Wed. Jan. 15	Literary text by Audre Lorde: "The Transformation of Silence into Language and Action"	Workshop Activity: Unpacking an essay
Mon. Jan. 20	"Fallacies and Faulty Arguments," pg. 271-276	
Wed. Jan. 22	Workshop on Paragraphs and Structural Logic	Workshop Activity: Organizing.
Mon. Jan. 27	"Logical Fluency," pg. 46-65	
Wed. Jan. 29	Literary text by Edwidge Danticat, "A Wall of Fire Rising."	Workshop Activity: Unpacking a short story.
Mon. Feb. 3	"Documentation and Research," pg. 553-566	
Wed. Feb. 5	Outline Workshop	Workshop Activity: Working with Outlines, mind maps etc.
Mon. Feb. 10	Grammar and Syntax: "Active and Passive Voice," pg. 136-138 "The Dangling Modifier," pg. 313-314 "Punctuation," pg. 509-520 and 521-525	<b>Outline is due in class.</b>
Wed. Feb. 12	Writing a Short Essay: Focusing on an argument / thesis	Workshop Activity: What is a thesis?
Mon. Feb. 17	No class	Winter break
Wed. Feb. 19	No class	Winter break
Mon. Feb. 24	Summary vs. Analysis Working with evidence from the text	
Wed. Feb. 26	Literary texts by Margaret Atwood and d'bi young	Workshop Activity: Discussing Poetry <b>Short Essay is due in class</b>
Mon. March 2	Secondary Research: "Approaches to Research," pg. 78-91	
Wed. March 4	Finding Resources and Developing Critical Responses	Workshop Activity: Library field trip
Mon. March 9	Testing the strength of an argument	<b>Annotated Bibliography due in class</b>
Wed. March 11	Editing: Proofreading, Peer Review, helping each other "Revision and Proofreading," pg. 74-78	Workshop Activity: Editing
Mon. March 16	"Style," pg. 327-386 Literary texts TBD by Patti Smith and Virginia Woolf	
Wed. March 18	Experimenting with Style and Tone	Workshop Activity: Playing with Style
Mon. March 23	Common Problems in Essay Writing	
Wed. March 25	Peer Review: editing each other's essay drafts	Workshop Activity: Peer editing
Mon. March 30	Prep for Take-Home Exam /	
Wed. April 1	Prep for Take-Home Exam	Workshop Activity: prep questions <b>Long Essay is due in class.</b>
Mon. April 6	Last Class. Take-Home Exam handed out.	<b>Outstanding work is due in class.</b>
Sat. April 25	Take-Home Exams due to English Dept. DropBox	Take-home Exam is due.

## VI. Evaluation:

Assignment	Percentage	Due Date
Workshop writing activities	30%	Throughout term
Essay Outline	5%	Mon. Feb. 10
Short Essay	10%	Wed. Feb. 26
Annotated Bibliography	10%	Mon. March 9
Long Essay	15%	Wed. April 1
Take-Home Exam	30%	Sat. April 25

"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."

### Workshop Activities:

Since this is a writing-intensive class, there will be a series of assignments/activities to be completed during the Wednesday workshops, in addition to the work to be completed outside of class. The purpose of the workshop activities is to get you thinking critically about specific sources in preparation for your take-home exam and your essays. The assignments will give you the opportunity to work on the essential components of writing, including learning how to form an argumentative claim and develop an effective and persuasive analysis about a literary work. Detailed instructions will be provided during each workshop. Please note that these assignments are to be completed in class, during the workshop: if you miss a workshop, you will receive a grade of 0 on that assignment.

### Outline:

The outline will help you to prepare the main argumentative components for your short essay. Detailed instructions will be provided in class. You must submit the outline in order to submit the short essay. If you fail to submit the outline, you will receive a grade of zero on both the outline and the short essay.

### Short Essay:

This assignment asks you to write an analytical essay of 5 paragraphs (3 pages). This assignment will give you the opportunity to form a clear and focused thesis statement and to develop a well-organized and detailed analysis.

### Annotated Bibliography:

You will be asked to find a number of secondary sources that support your essay's argument/thesis, and the Annotated Bibliography asks you to write a short summary about each source and why it will be useful to you in writing your essay. What is the main argument of the secondary source? How can you evaluate a source's strengths and weaknesses? After working on this assignment you will be able to select one of these sources and incorporate it into your long essay as the source of your "evidence." A detailed handout will be provided. You must submit the annotated bibliography in order to submit the long essay. If you do not submit the annotated bibliography, you will receive a grade of 0 on both the annotated bibliography and the long essay.

### Long Essay:

You will be asked to write a short research essay (3-4 pages). The essay will be an opportunity to think critically about the issues discussed in the course and to engage with a literary text and a secondary source. The goal of the essay is to give you the chance to form a clear and focused argumentative claim and to support that claim persuasively. Essay topics will be handed out in class.

### Take-Home Exam:

The final take-home exam will ask you to write an argumentative essay (3-4 pages) that demonstrate the writing skills and the analytical skills you will have developed over the term. You cannot choose to write an

essay on the same topic/source/literary text for your short, long, and take-home exam. The Take-Home Exam is due, at the latest, on Saturday April 25<sup>th</sup> by 12 noon, to the Department of English “drop box” on the 18<sup>th</sup> floor of Dunton Tower. Late exams cannot be accepted and will receive a grade of 0.

### **Assignments:**

Assignments must be submitted in hard-copy at the beginning of the class when it is due. You MUST submit all the major assignments in order to pass the course. Failure to do so may result in a grade of F for the course. Major assignments include the outline, the short essay, the annotated bibliography, the long essay, and the take-home exam.

### **Correspondence:**

Emails must be written in full sentences and with a formal, polite tone. Please indicate which course you are in and the subject of the email in the subject line. I try to respond to emails within 24 hours, although I do not respond to emails at all from Friday evening to Saturday evening.

### **Office Hours:**

I encourage you to meet me during my Office Hours to discuss your progress in the course and to go over anything you are struggling with. I will only be on campus on Mondays, Wednesdays, and Fridays, and my office hours will be on Mondays and Fridays from 11-12:30. My office is 1914 Dunton Tower.

## **VII. Statement on Plagiarism**

Some departments have a standard statement and some instructors have their own. Either of these options is fine, but please ensure that these statements are consistent with the university’s Academic Integrity Policy when it comes to definitions, potential penalties and the like. The policy can be found at:

<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

Please find an example below.

### **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 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/>

## **VII. 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**

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: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

### **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: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

### **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](mailto: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. For more details, visit the Paul Menton Centre Website: [carleton.ca/pmc](http://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 its 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/focus/sexual-violence-prevention-survivor-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>