

Carleton University  
 Winter 2020  
 Department of English

**ENGL 1020-E *Effective Writing***  
*Precludes additional credit for ENGL 1010.*  
 January 06, 2020—April 07, 2020  
**Tuesdays 6:05-8:55 pm** (18:05-20:55)  
**Location: CR 3400** (Canal Building; Library Road)

**Instructor: Miles Tittle**  
**Email: miles\_tittle@carleton.ca**  
**Office: DT1915** (Dunton Tower)  
**Phone: NA**  
**Office Hours: Thursdays 3-4:00 pm**

**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, available at the University Bookstore.*  
 Babington, Doug, et. al. ***The Broadview Pocket Guide to Writing – Revised Fourth Canadian Edition.***  
 Broadview Press, 2016. ISBN-13: 978-1-55481-336-0

*Please note that this course requires some in-class hand-written work. Your assignments must be done and submitted in hard copy at the beginning of the class. You are expected to have loose-leaf paper, pens, and textbooks at every class.*

**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 class:*

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>		
1. Argumentative Essay#1 (with outline)	10%	Feb 4
2. Comparison/Contrast Essay#2 (with 5% outline)	20%	Mar 3
3. Major Research Essay #3 (with 5% outline)	30%	Mar 24
4. Take-Home Exam	30%	Apr 25
5. Attendance & Quizzes	10%	Throughout
<b>Total:</b>	<b>100%</b>	

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

**Missed outline workshop submissions 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. Late assignments should be delivered directly to me, or put in the English Department office dropbox (Dunton Tower 1812).

**I do not 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 13 classes this term, 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 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). Black ink, single-sided printing.
- 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.**

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## SCHEDULE

#	(Date)	Topics	*Readings to be done <i>before</i> each class
			<i>Winter term begins</i>
1.	Jan 7 Tues	Course introduction <b>How to Read</b> Sample essays	<i>Buy your textbook</i> Reading #1: Williams 64
2.	Jan 14 Tues	<b>How to Argue</b> <b>Exercise: Thesis development</b> Introductory paragraphs <i>Quiz 1: Parallelism</i>	<i>Broadview</i> 32-44 Reading #2: Robinson 240 <i>Broadview</i> 36-37 <i>Broadview</i> 26-30
3.	Jan 21 Tues	<b>How to Draft</b> <b>Exercise: Introduction development</b> <i>Quiz 2: Active and passive voice</i>	<i>Broadview</i> 14, 44, 105-106 Reading #3: Helwig 190 Essay B: Smith 299
4.	Jan 28 Tues	<b>How to Cite</b> <b>Exercise: Outline Workshop #1 (5%)</b> Body paragraphs and conclusions <i>Quiz 3: Citation practice</i>	<i>Broadview</i> 14-15, 35-41
5.	Feb 4 Tues	<b>How to Edit</b> <b>Argumentative Essay #1 due (10%) (with outline)</b> <b>Quoting and paraphrasing correctly</b> <i>Quiz 4: Subordinate clauses</i>	<i>Broadview</i> 37-38, 96-100 Reading #1: Williams 64 Essay C: Strong 301 <i>Broadview</i> 96-100 <i>Broadview</i> 180-188, 246-247

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6.	<b>Feb 11 Tues</b>	<b>How to Compare</b> Comparison & contrast Comparative analysis <i>Quiz 5: Sentence Types</i>	<i>Broadview</i> 32-44, 96-99 Reading #4: Maté 220 Reading #5: Alexander 172 Essay D: Jones 284
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**Feb 18—No Class.** (*February 17—21 is **Winter Break**: classes are suspended*)

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7.	<b>Feb 25 Tues</b>	<b>How to Analyze</b> <b>Exercise: Outline Workshop #2 (5%)</b> Comparative analysis Essay sequencing and composition <i>Quiz 6: Commas</i>	<i>Broadview</i> 132-148, 150-51 <i>Broadview</i> 42-44, 132-135
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8.	<b>Mar 3 Tues</b>	<b>How to Research</b> <b>Comparison Essay #2 due (20%)</b> <b>(with outline 5%)</b> Summarizing arguments <i>Quiz 7: Semicolons and colons</i>	<i>Broadview</i> 122-123, 135-137 Reading #6: Sanders 243 Essay E: Jones 286
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9.	<b>Mar 10 Tues</b>	<b>How to Revise</b> Semicolons and colons <i>Quiz 8: Apostrophes</i>	<i>Broadview</i> 244-246, 62, 139-140 Reading #7: Bringhurst 177 Essay F: Jones 288
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10.	<b>Mar 17 Tues</b>	<b>How to Polish</b> <b>Exercise: Outline Workshop #3 (5%)</b> Working with and evaluating sources <i>Quiz 9: Subject-verb agreement</i>	<i>Broadview</i> 116-117, 101-103 Reading #8: Laurence 204 Essay A: Smith 290
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11.	<b>Mar 24 Tues</b>	<b>How to Critique</b> <b>Major Research Essay #3 due (30%)</b> <b>(with outline 5%)</b> Critical reading and anticipating responses <i>Quiz 10: Pronoun-antecedent agreement</i>	<i>Broadview</i> 82-84, 65-66 Reading #9: Morrison 223 Essay G: Jones 295
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12.	<b>Mar 31 Tues</b>	<b>How to Impress</b> Review Take-home exam preparation and instructions	Exam Instruction sheet
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13.	<b>Apr 7 Tues</b>	<b>Last class: Final instructions</b>	
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Exam Period (Dec 9-21)	<b>Final Exam (30%): Due by Dec 21 at 1:00 pm in my office (DT1915)</b> <i>December 21: All take-home examinations are due. No extensions are possible.</i>
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## COURSE ASSIGNMENTS

**1. Argumentative Essay #1 (10% Due Feb 4):** 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 28 class, and your introductory paragraph development from Jan 21 (essay 10/outline 0).**

**2. Comparison/Contrast Essay #2 (20% Due Mar 3):** 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 25 workshop 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 24):** 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 17 peer workshop 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 Apr 25):** 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. **No outlines or drafts will be submitted with this assignment.**

**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. *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:**

**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](#).

**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.

### 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>

**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/>

### 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).**

**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.**

**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.**