

**Carleton University
Winter 2019
Department of English**

**ENGL 1020 F
Effective Writing**

**Prerequisites: English Majors in search of a dedicated writing course should take ENGL 1010
Preclusions: ENGL 1010**

Time: Mon. & Wed. 11:35-12:55

Location: 517 SA

Please confirm location on Carleton Central

Instructor: Prof. Kim Sigouin

Office Hours: TBA

Office: 1914 DT

email: KimberleySigouin@cunet.carleton.ca

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 effectively communicate their ideas using clear and concise prose.

Preclusions: ENGL 1010

Required Texts: Fatema Mernissi, "Writing is Better Than A Face Lift"
Audre Lorde, "The Transformation of Silence into Language and Action"
Timothy Clark, "Imaging and imagining the whole Earth: The Terrestrial as norm"
H.G. Wells, "The Star"
Patti Smith, "Free Money"
Patti Smith, "So you Want to Be"
Virginia Woolf, "Professions for Women"

Doug Babington, *The Broadview Guide to Writing* (Canadian, 6th ed)

Evaluation:

<i>Assignment</i>	<i>Percentage</i>	<i>Important dates</i>
In-Class Writing Assignments	30%	Throughout
Outline	5%	Feb 4
Short Essay	10%	Feb 13
Annotated Bibliography	10%	Mar 6
Long Essay	15%	Mar 27
Take-Home Exam	30%	Apr 27th by 10:00am

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.

Assignment Details:**In-Class Writing Assignments:**

Since this is a writing-intensive class, there will be a series of assignments to be completed during the workshops. The purpose of these assignments is to get you thinking critically about specific sources in preparation for your take-home exam. The assignments will 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. Detailed instructions will be provided in class. *Please note that these assignments are to be completed in class. If you miss a workshop, you will receive a grade of zero.*

Outline:

The outline will help you to prepare the main argumentative components for your short essay. Detailed instructions will be provided in class.

Short Essay:

This assignment asks you to write an analytical essay (2-3 pages). This assignment will test your ability 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 and to write a short summary for each source. This summary will test your ability to highlight the main argument of the secondary

source and to evaluate its strengths and weaknesses. You will then select one of these sources and incorporate it into your long essay. A detailed handout will be provided in class.

Long Essay:

You will be asked to write one argumentative essay (3-4 pages). The essay will test your ability to think critically about the issues discussed during the course and to engage with a secondary source. The goal of the essay is to form a clear and focused argumentative claim and to persuasively support that claim. You will also be asked to incorporate *one secondary source*. Essay topics will be handed out in class.

Final Take-Home Exam:

The final take-home exam will ask you to write an argumentative essay (4-5 pages). A list of topics and detailed instructions will be provided in class. For the final exam, you will be asked to demonstrate the writing and analytical skills developed throughout the semester: to write a clear and persuasive argument; to incorporate evidence to support your argument; and to engage critically with *one secondary source*. You cannot choose to write an essay on the same topic/source as your short and long essays. ***The final exam is due on April 27th by 10:00am. There are no extensions. Late assignments will result in a grade of zero.*** Submit your essay to the English Department dropbox.

Course Policies:

Attendance: To ensure your success in this course, attendance is required. Please arrive to class having read the assigned material.

Late Policies: Late assignments will lose 5% per day, up to a maximum of five days. The assignment will no longer be accepted five days after the due date.

Please note that missed quizzes and missed in-class assignments will receive a grade of zero unless there is a valid excuse and proper documentation.

The final exam is due on April 27th by 10:00am. Late exams cannot be accepted and will result in a grade of zero.

Course Calendar

<i>Dates</i>	<i>Readings</i>	<i>Important Dates</i>
Jan 7	Introduction	
Jan 9	“The Writing Process,” pages 17-23	
Jan 14	Workshop Read Mernissi, “Writing is Better Than A Face Lift”	
Jan 16	“Nature of an Argument,” pages 33-43 “Fallacies and Faulty Arguments,” pages 271-276	
Jan 21	Workshop on Logic	Workshop Activity

Jan 23	“Logical Fluency,” pages 46-65 and “Voice and Tone,” pages 71-74	
Jan 28	Read Lorde, “The Transformation of Silence into Language and Action”	Workshop Activity
Jan 30	Evidence and Quotations Read “Documentation and Research,” pages 553-566	
Feb 4	Outline Workshop	<i>Outline Due</i>
Feb 6	Grammar and Syntax “Active and Passive Voice” pages 136-138 “The Dangling Modifier,” pages 313- 314 “Punctuation”, pages 509-520 and 521-525	Workshop Activity
Feb 11	Workshop on Short Essay Testing Your Argument	
Feb 13	Summary vs Analysis Read Wells, “The Star”	<i>Short Essay Due</i>
Feb 18-22	<i>Winter Break</i>	
Feb 25	Secondary Research “Approaches to Research,” pages 78- 91	
Feb 27	Clark, “Imaging and imagining the whole Earth: The Terrestrial as norm”	Workshop Activity
Mar 4	Finding Resources and Developing Critical Responses	
Mar 6	Workshop on Sources/Final Essay Testing the Strength of an Argument	<i>Annotated Bibliography</i>
Mar 11	Style, pages 327-386 “Free Money,” Patti Smith	
Mar 13	“So you Want to Be,” Patti Smith	Workshop Activity
Mar 18	Woolf, “Professions for Women”	Workshop Activity
Mar 20	Woolf, “Professions for Women” Style/Tone/Critical Response	
Mar 25	Essay Writing Workshop Peer Review	
Mar 27	“Revision and Proofreading,” pages 74-78 Edit and Revise	<i>Long Essay Due</i>
Apr 1	Common Problems	
Apr 3	Prep for Final exam	
Apr 8	Course Review	
Apr 27	<i>Final Exam Due</i>	<i>Due by 10:00am</i>

PLAGIARISM

Academic Integrity: 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 serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 a final grade of "F" for the course.

More information on the university’s Academic Integrity Policy can be found here:
<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

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

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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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 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. 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: carleton.ca/sexual-violence-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>