

**Carleton University
Winter 2019
Department of English**

**ENGL 1020G: *Effective Writing*
Precludes additional credit for ENGL 1010**

Time: Tuesdays and Thursdays 11:35 am-12:55 pm

Location: SA 403

Please confirm location on Carleton Central

Instructor: Dr. Esther Post

Office: Dunton Tower 1914

Office hours: Thursdays 10-11 am or by appointment

email: esther_post@carleton.ca

Prerequisites and Preclusions:

Prerequisites: Open to students from all disciplines. English Majors in search of a dedicated writing course should take ENGL 1010 instead of ENGL 1020.

Preclusions: Precludes additional credit for ENGL 1010.

COURSE DESCRIPTION: This course will teach students from multiple disciplines the fundamental skills necessary to write effective essays at the university level. Focusing on all stages of the writing process, proper essay structure, rhetorical strategies, argumentation, research, and critical analysis, students will learn how to write effectively and think critically. Generally, the first class of each week will consist of a lecture, and the second class will consist of a writing workshop, where students will be able to implement the ideas discussed earlier in the week through the form of short in-class writing exercises, activities, quizzes, etc.

****Please note:** English 1020 is a writing-intensive course. This means that students will write a minimum of two graded writing assignments per term in which they are expected to do the following:

- develop an argumentative thesis across an essay
- establish university-level expectations for grammar and syntax
- develop complex ideas using correct and effective expression according to academic English practice
- use and cite evidence from primary texts appropriately
- develop writing, critical reading, and research skills

REQUIRED TEXT: Doug Babington, *The Broadview Guide to Writing*. Broadview Press: 2017. Available at Octopus Books, 116 Third Ave. (just west of Bank St.) by the beginning of the term.

EVALUATION:

Portfolio of in-class writing activities, assignments and exercises: 40% (8 x 5%)

Proposal for short essay: 5%

Short essay: 10%

Outline for final take home research essay (including a bibliography): 15%

Final Take-Home Research Exam: 30%

***Note: If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.**

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.

EVALUATION:

***Please note: detailed instructions for all assignments, essay topics etc. will be posted to CULearn at least 3 weeks prior to the due date and will be discussed in more detail in class.**

Portfolios (40%):

Due date: Ongoing throughout the semester; will include all in-class writing workshops, exercises, activities, assignments and quizzes based on the specific topic discussed that week (8 in-class activities X 5% each; dates are in bold on the reading and assignment schedule below).

***PLEASE NOTE*: As these are in-class writing workshops/tutorials/activities, they cannot be made up; if you miss the class for which an in-class writing activity is scheduled, you will forfeit the 5%. In other words, class attendance is EXTREMELY important for your success in this course.**

Students must maintain a portfolio of not only the eight in-class assignments, writing exercises, quizzes etc., but also ALL work done throughout the semester, including your personal responses to/questions about the readings and assignments, any rough draft work (including brainstorming, topic ideas, research questions, rough outlines, final outlines, tentative thesis statements, essay drafts, preliminary bibliographies, etc.), and all formal writing assignments (including your short essay and formal essay outline). Portfolios are extremely useful in that they allow both the student and the professor to keep track of the student's progress in the course. I will request to see your portfolio at least three times throughout the term (giving one week's notice), so it is extremely important that you maintain your portfolio and keep it up to date. Students will also be required to submit their portfolios for final review on the final day of class. Please do NOT use duotangs or three ring binders, and instead use pocket folders.

Proposal for Short Essay (5%)

Due: Tuesday, Jan. 29, 2019

Required length: 1 page; 1-2 paragraphs maximum

For this assignment, students are required to submit a brief proposal for their first short essay. Proposals must clearly describe the specific media that will be examined, explain the specific

topic they will write their short essay on, present a clear thesis statement, and gesture toward the main ideas that will be discussed in order to prove their thesis.

Short Essay (10%)

Due: Thursday, Feb. 14, 2019

Required length: 4-5 pages

For the first short essay, students must present a compelling and critical analysis of any specific media (examples include, but are not limited to, a particular music video, television series, comic book, blog, film, podcast, song, painting, etc.). Secondary research is not to be conducted for this essay, rather, students are expected to offer their own interpretations of the specific chosen media, and support their interpretations through a close analysis of it.

Outline for Final Take Home Essay (15%)

Due: Tues. Mar. 19, 2019

Required length: 2 pages

Students must submit a 2 page outline (template posted to CULearn) for their final take home essay. Outlines must include a title for the essay (may be tentative), a thesis statement, the main ideas that will be discussed to prove the thesis (expressed as specific topic sentences), a (tentative) concluding statement, and a list of secondary sources.

Final Take Home Essay (30%)

Due: April 27, 2018

Required length: 6-8 pages

For the final take home essay, students must submit a research essay that engages with any current and relevant cultural and/or political issue. Suggested general topics include, but are not limited to racism and/or white supremacy in the age of Trump, Black Lives Matter (BLM), sexual harassment in the workplace, missing and murdered Indigenous Women in Canada (MMIW), the controversy surrounding NFL players kneeling during games/Colin Kaepernick, the legalization and/or decriminalization of marijuana, etc.

COURSE POLICIES

Essay style and format: All essays must be double spaced, formatted in Times New Roman font 12, conform to APA style and documentation guidelines, and submitted as hard copies in class or through the assignment dropbox at the English Department.

Submissions: ALL assignments are to be submitted as hard copies in class OR through the assignment dropbox at the English Department (18th floor Dunton Tower, just outside the main English office 1812 DT). Assignments are NOT to be slipped under my office door. Emailed assignments will not be accepted without prior written agreement of the professor. If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request, so be sure to back up copies of your work on a USB stick and/or by emailing copies of your work to your email account.

Late Policies: Late assignments will be penalized 5% per day, including weekends, beginning at 8:30 am the day after the due date; assignments submitted 5 days after the due date will be given a grade, but no comments will be given. Extensions *may* be granted in extenuating circumstances, supported by proper documentation (medical notes, etc.), but extensions that are requested on or after the due date will NOT be considered. If you are in a situation that may warrant an extension, please speak to me as early as possible, either in person or through email.

Plagiarism: Plagiarism: There will be a policy of ZERO TOLERANCE for 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 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. It is the responsibility of all students to familiarize themselves with the University’s Academic Integrity policy online at <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

COURSE EXPECTATIONS AND GENERAL CLASSROOM ETIQUETTE:

Students are expected to:

- attend all classes, showing up on time and staying for the duration of the class and bringing with them the text(s) assigned for that day’s class. I will not share my lecture notes with students, nor will I give lectures twice, so it is the responsibility of students to get the notes they have missed from another student
- have read the assigned material for that day, and be prepared to discuss the texts in a thoughtful manner. Critical writing skills cannot be learned from a text alone, and asking questions about the readings and contributing to class discussions will undoubtedly help you to better understand the material, hone your critical reading and interpretative skills, and ensure you are prepared for the in-class quizzes and writing exercises

- bring paper and pens, as in-class writing activities and assignments must be handed in as hard copies during class
- take notes during my lectures and class discussions
- use CULearn on a regular basis so that you are up to date with any readings, assignments, handouts, or announcements that are posted. I cannot stress how important it is that students use the resources provided for them online
- stay home if you are sick!! So long as you let me know in advance by email that you are sick, you will not be penalized. Frequent absences will require a doctor's note, but please do not come to class if you are sick and/or contagious.
- (**This is my personal pet peeve, so I strongly recommend you familiarize yourself with this policy): Please ensure that you turn off all cell phones, mp3 players, and other electronic equipment BEFORE class begins. It is incredibly disrespectful, distracting and frustrating for professors to watch students send and receive text messages during lectures, and students who are caught using their cell phones will be asked to leave class. Laptop computers are to be used ONLY to take lecture notes, and any student who is caught using the computer to play games, go on Facebook, watch videos on Youtube, check email, surf the internet, and/or any other activity that is not related to taking notes will be asked to leave the class. If such issues are a common problem, only students with PMC approved laptops will be able to bring them to class. Please show respect to both your professor and fellow students.

And in return, you can expect from me:

- A willingness to help you improve your writing, grammar, and critical reading skills, and ultimately, your success in the course. Please remember, however, that this is a two-way street. If you need help with an assignment or have questions about or problems with any aspect of the course or with the reading material, please let me know as early as possible
- The best way to get in contact with me is by email at esther_post@carleton.ca. I will respond to emails in a timely fashion (usually within 48 hours, though it could be longer on weekends) and especially to those that ask clear, precise and specific questions. Please reference the course number AND section in your subject and sign your emails with both your first and last name
- I am also available to meet with students to discuss any aspect of the course during my office hours, and if you are unable to make it to my office hours, we can reschedule a time to meet that is convenient to both of us.
- In the unlikely event that I need to cancel a class due to illness, personal/family emergency, etc., I will post an announcement as soon as possible to CULearn and I will also email students; for this reason, it's always a good idea to check our course page and/or your Carleton email account for such announcements before coming to class

ACADEMIC ACCOMMODATIONS:

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>

READING AND ASSIGNMENT SCHEDULE (subject to change):

Week 1:

Tues. Jan. 8: intro to course (Read: p. 15- 21)

Thurs. Jan. 10: active vs passive reading; in-class activity (Read: p.24 “Before the Writing Starts” - 33; 387-406)

Week 2: the writing process: from topic to thesis

Tu. Jan. 15: from topic to thesis statement (Read: p. 22- 25)

Thurs. Jan. 17: constructing a thesis statement ***in class assignment 1***

Week 3: writing process: drafts and outlines

Tu. Jan. 22: brainstorming, essay outlines (Read: p. 24-33; sample outline p.39)

Thurs. Jan. 24: ***in class assignment 2***

Week 4: argumentation

Tu. Jan. 29: argumentation; (Read: p. 33-39; 43-61) **SHORT ESSAY PROPOSAL DUE (5%)**

Thurs. Jan. 31: logical fallacies (Read: p. 264-276)

Week 5: essay structure (Read: Melissa Davis' essay on freedom of expression, p. 605-632)

Tu. Feb. 5: introductions and conclusions

Thurs. Feb. 7: intro paragraph ***in class assignment 3***

Week 6: paragraphs

Tu. Feb. 12: paragraph structure and transitional phrases (Read: p. 35-43; 60-61; 263-264; 278-287)

Thurs. Feb. 14: paragraphs continued ***in class assignment 4* SHORT ESSAY DUE 15%**

Tu. Feb. 19: READING WEEK (no classes)

Thurs. Feb. 21: READING WEEK (no classes)

Week 7: Grammar I: sentence structures

Tu. Feb. 26: sentence structures and common errors (comma splices, run on sentences, and sentence fragments) (Read: p. 106-111; 509-513; 301-313)

Th. Feb. 28 sentence structures quiz ***in class assignment 5***

Week 8: how to conduct research

Tu. Mar. 5: virtual library tour (in class)

Th. Mar. 7: how to conduct effective research (Read: p.78-89) ***in class assignment 6***

Week 9: quotations and documentation

Tu. Mar. 12: quotations and documentation (Read: p. 89 "Citation"- 91; 534-536; 553-566)

Thurs. Mar. 14: APA (Read: p. 633-676)

Week 10: effective writing style and types of essays

Tu. Mar. 19: diction and syntax (Read: p. 61 "Stylistic Fluency"-74; 113-118); effective style: p. 327- 338; 351-386) **ESSAY OUTLINE DUE 15%**

Thurs. Mar. 21: essay types (Read: p.49- 57)

Week 11: writing across disciplines; punctuation

Tu. Mar. 26: writing across disciplines (Read: p. 416 – 471)

Thurs. Mar. 28: Grammar II: punctuation (Read p. 509-533) ***in class assignment 7***

Week 12: editing and revising

Tu. Apr. 2: editing, proofreading, revising (Read: p.74-78; 714-715)

Thurs. Apr. 4: peer edit outlines and/or rough drafts of take-home exam (final research essay)

in class assignment 8* *FINAL CLASS

Week 13: Review Week

Tues. Apr. 9: office hours