



APPLIED ARTS DIVISION
English 100 (20248)
Academic Writing & Critical Thinking
3 Credit Course
WINTER, 2020

ACADEMIC WRITING & CRITICAL THINKING

INSTRUCTOR: Drew Lyness, Ph.D.

OFFICE HOURS: Open office hours in the Academic Skills Centre. Other times available by appointment.

OFFICE LOCATION: A2005

E-MAIL:

CLASSROOM: A2103

TIME: Mon 2:30-4, Wed online
/ one-on-one conferencing

TELEPHONE: (texting welcome)

DATES: September 4 -December 4

COURSE CALENDAR DESCRIPTION

This course introduces students to critical reading, critical thinking, and academic writing through the study and application of the principles of university-level discourse.

COURSE DESCRIPTION

English 100 focuses on expository writing. Students examine methods for discovering and arranging ideas and consider ways in which audience determines style.

PREREQUISITES

ENGL 090 (min. B) OR ENGL 060 (min. B+) OR English 12 (min. 75%) OR LPI (min. Level 4, with 24/40 on Sentence Structure, English Usage and Reading Comprehension)

COURSE TRANSFER

AU ENGL 255 (3)
CAMO ENGL 151 (3)
CAPU ENGL 100 (3)
EC ENGL 100 lev (3) See transfer notes.
FDU ENWR 1101 (3)
KPU ENGL 1100 (3)
NIC ENG 115 (3)
NWCC ENGL 101 (3)
OC ENGL 100 (3)
SFU ENGL 1WRITNG (3) - W

TRU ENGL 1100 (3)
TRU-OL ENGL 1101 (3)
TWU ENGL 100 lev (3) Composition
UBC ENGL 112 (3). Credit granted for only one of Yukon Engl 100 or Yukon Engl 102.
UBCO ENGL 112 (3)
UFV ENGL 105 (3)
UNBC ENGL 170 (3)
UVIC ENGL 135 (1.5)
VIU ENGL 115 (3)

UAS ENGL 111 (3)
UAF ENGL 111 (3)
UR With ENGL 101, ENGL 100/140 (6)

For more information about transferability please refer to the BC Transfer Guide or contact the School of Liberal Arts office (867) 668-8770.

LEARNING OUTCOMES

Upon successful completion of the course, which includes timely submission of *all* assignments, students will be able to

- perform university-level critical analysis of texts by identifying, evaluating, and debating authors' controlling and supporting ideas, dominant rhetorical patterns, tone, context, and features of style
- understand and apply a university-level writing process involving pre-writing, planning, drafting, conferring, revising, editing, and proofreading
- develop and defend a thesis, using appropriate language, rhetorical patterns, and evidence
- write in a prose style appropriate to the genre of the academic essay
- analyze, synthesize, interpret, and evaluate source material
- apply APA-style documentation and formatting to a document

COURSE FORMAT

Reading and preparation should be done prior to class discussion or online. **English 100 will be a blend of face-to-face class time, short writing tasks, one-on-one writing feedback sessions with the instructor, and online delivery.** This course involves short lectures, class discussions, reading responses and short writing tasks. **Frequent one-on-one consultation with the instructor is a required part of this course and will be scheduled in advance.** All readings, course notes, presentations and handouts will be posted on Moodle. There will be no text book.

Attendance (and child-friendly policy)

Attendance is important as we will only be meeting as an entire group once a week. Discussion and participation are particularly important in English 100, so please do attend regularly. If you do have to miss a class, you can use Moodle to find out what you missed and to complete any work assigned. Please email or text me to check in if you're going to absent! **This is a child-friendly course.** If you have children, they are very welcome to attend class with you on those days when alternative childcare arrangements are not possible.

Assignments and tests

The written assignments for this course consist of a **short reflective essay**, one **program-specific writing investigation** in which you will explore genres and styles of writing in your chosen field, and a longer **final research paper** (10 - 12 total pages) with stages handed in at different points in the writing process. There will also be a series of **5 brief writing tasks** to be completed online, and which will cover different genres of academic writing and research skills. There will be a **mid-term exam** as well as a **final exam** during the exam period. (see Moodle for assignment specifics).

A Note on Grading for this Course:

This course operates on the premise that the more we write, and the more feedback we get on our writing, the better our writing becomes.

As well as your main assignments, there will be **five short writing tasks** throughout the term, comprising 25% of your final grade (5% each). These tasks will take the form of online postings between 350-850 words. These tasks, as well as your 'writing what matters' essay, references, outline and thesis, will be graded simply out of 100 on the following basis:

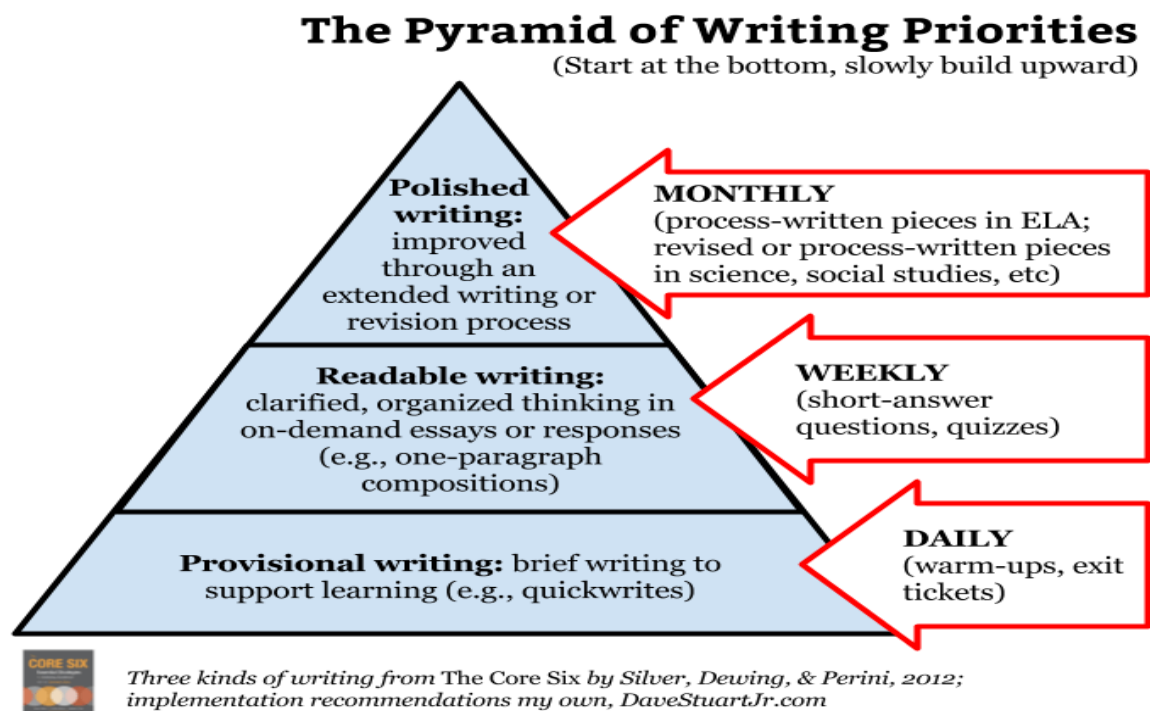
0 - inadequate, plagiarized or missed assignment.

50 - bare minimum pass.

75- solidly meets requirements

100 - exceptionally good response

Whilst your longer writing assignments will be graded fully according to the rubric at the end of this outline, the philosophy behind these short online writing tasks is to simply keep us writing in a short, structured, and frequent way. You will receive quick feedback on these tasks, but the most detailed writing feedback will be given in person, during our scheduled individual conferencing sessions. This approach follows the 'pyramid of writing priorities':



Loosely, your online writing tasks can be seen as 'provisional', your shorter assignments as 'readable', and your final research paper should be 'polished'.

EVALUATION

Full Assignments		
“Writing What Matters” (essay)	5%	50%
Program-specific writing investigation	10%	
Final Research Essay:		
Provisional References Page	5%	
Thesis & Outline	5%	
Final Version (1800-2500 words / 10-12 pages)	25%	
5 Short Online Writing Tasks - 5% each		25%
Midterm		10%
Final Exam		15%
Total		100%

***Note on Submitting Assignments and Late Assignments**

Assignments are due by 11pm on the due date and are to be uploaded to our Moodle course site. Be certain to click the submit button and accept the submission statement. After 11pm on the due date, the assignment will be considered late and will be deducted 10%. After 3 days grace period, assignments will no longer be accepted. Get 'em in on time!

TEXTBOOK

We will not be using a textbook. All course readings will be posted on Moodle or printed and distributed as handouts. **Instructional handouts will also be released on Moodle on a weekly basis.**

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper that has previously received credit is also considered

plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

Schedule of Classes for English 100: WINTER 2020

Specific instructional handouts will be released on Moodle on a weekly basis

GRADING SYSTEM FOR ENGLISH ESSAYS

GRADE	Grade Point Value	Yukon College %	ESSAY DESCRIPTION
A+	4	95-100	<p>EXCELLENT: An A paper is of outstanding quality in almost all respects. It has a clear, original, and engaging thesis that responds thoughtfully to the assignment. The essay is logically, coherently, and effectively organized. The author uses appropriate and compelling evidence to support the thesis with correct referencing and documentation.</p>
A	4	86-94	<p>The paragraphs are unified—internally and externally—coherent, and have vivid topic sentences. The paragraphs are connected with smooth transitions.</p>
A-	3.7	80-85	<p>The prose is clear, smooth, and consistently grammatical. The essay is mechanically perfect or nearly so.</p>
B+	3.5	75-79	<p>GOOD: The B paper is an above average performance but falls short of the A paper in some significant way. While the thesis statement is good, it may have some minor problems, may be difficult to find, or may lack originality and insight.</p>
B	3	70-74	<p>There may be a problem in organization or the order of the argument at one or two points in the essay. Evidence is appropriate and supports the thesis and is correctly referenced and documented. Although the paper may have minor weaknesses in paragraphing, it will contain evidence of the writer's ability to organize information into unified and coherent units.</p>
B-	2.7	65-69	<p>There may be issues of style. Text may be wordy, repetitive, vague, overly formal, or too informal. It may have passive structure, pronoun errors, or modifier errors. It may lack sentence variation or parallelism. There may be mechanical and grammatical errors sprinkled throughout the text.</p>
C+	2.5	62-64	<p>SATISFACTORY: A C paper has a thesis, but the thesis may not be stated, may be poorly stated, may be commonplace, or may not deal completely with the assignment. The presentation of ideas and evidence may be disorganized, meandering, or otherwise lacking in logical coherence. Evidence may be lacking, inappropriate, or inconsistently used; it may have significant referencing errors.</p>
C	2	58-61	<p>The essay will be organized and paragraphed well enough to allow the reader to move through it with relative ease, although there may be some disjointedness and lack of focus. The paper will generally use language accurately.</p>
C-	1.7	55-57	<p>The essay may contain errors in sentences (fragments, run-ons, and comma splices), in punctuation, and in usage; however, the errors are not so frequent or large to distract the reader from the content of the paper. In an essay that might otherwise be a B, sentence and grammatical errors may warrant a C grade.</p>
D	1	50-54	<p>MEETS MINIMAL REQUIREMENTS: This essay may be missing a thesis or indicate serious problems in formulating the thesis. The essay may miss the basic demands of the given assignment. There are serious problems in the essay's organization and development; the essay may seem chaotic at times. Evidence may be missing or inappropriate. The essay may indicate definite weaknesses in analytical thinking, and ideas may be underdeveloped. The writer's control of language may be uncertain. Usually, the D paper indicates a combination of problems: serious errors in reasoning, little or no development of ideas, lack of control of language, and many errors. Serious and frequent errors in usage, sentence structure, and mechanics interfere with the essay's readability.</p>
F	0	Under 50	<p>UNSATISFACTORY This essay is unacceptable because it contains plagiarized material, shows a complete misunderstanding of the assignment, or the writing fails to meet the basic communication requirements of standard written English.</p>