

School of Academic and Skill Development
Fall, 2017



COURSE OUTLINE

ENGLISH 050

COLLEGE WRITING SKILLS

90 HOURS

3 CREDITS

PREPARED BY: Katie Zdybel, B.A., B.Ed.

DATE: May 30, 2016

COURSE TITLE

INSTRUCTOR: Dr. Paul Fontaine

OFFICE HOURS: Mondays, 4 p.m. to 5 p.m., or by appointment

OFFICE LOCATION: A2404

CLASSROOM: A2206

E-MAIL: pfontaine@yukoncollege.yk.ca

TIME: M/TH 10:30 a.m. to 12 p.m.

TELEPHONE: 867-456-8537

DATES: September 5 - December 14, 2017

COURSE DESCRIPTION

In this course, students will develop foundational skills in the following areas: critical thinking and reading, writing and research, and speaking and listening. Critical thinking and reading skills will be developed through reading a variety of genres, including textbook chapters, literature, and academic essays. Lectures, class discussions, and weekly reading responses will further develop critical thinking and reading skills. Writing and research skills will be developed through written assignments, including reading responses, essays, a research project, and writing-on-demand assignments. Students will also learn how to gather and organize information, avoid plagiarism, and follow conventions of documentation styles.

PREREQUISITES

Suitable score on writing assessment, 65% or higher in ENGL 030, or equivalent.

EQUIVALENCY OR TRANSFERABILITY

Please refer to the B.C. Transfer Guide (available as a link on the online course page) for the most up-to-date information on course transferability. If you have questions about course transferability, contact the School of Academic and Skill Development.

LEARNING OUTCOMES

Please note that at least 85% of the following outcomes are required to be followed in order to uphold our transfer agreement with BCCAT.

Upon successful completion of the course, students will be able to demonstrate the following:

Critical and Creative Thinking

- recall and interpret information (identify subject/topic, main ideas, supporting ideas, and sequence)
- summarize information
- make inferences
 - using prior knowledge
 - identifying purpose and audience
 - evaluating information for accuracy, relevance, and importance
 - recognizing underlying assumptions (bias and tone) synthesizing information
- compare and contrast
- classify
- define
- draw conclusions
- respond to information (create solutions, identify impact of solutions, modify solutions)
- identify and discuss examples of fact and opinion

Speaking and Listening

- ask questions to clarify meaning
- demonstrate effective listening skills and respond appropriately to listener feedback
- effectively use voice and body language
- provide useful input and feedback in a variety of situations (peer editing, group discussion, classroom participation)
- respond appropriately to thoughts, opinions, and work of others
- paraphrase ideas
- deliver an effective oral presentation to inform or persuade

Reading, Research, Reference

- use context clues and word structure analysis (prefix, suffix, root) to determine meaning
- use a dictionary and a thesaurus to expand vocabulary and to learn homonyms, antonyms and synonyms
- use in-book reference tools (index, table of contents, glossary)
- use skimming and scanning techniques
- read to locate specific information
- recognize point of view, illogical argument, fallacies, stereotypes, bias and propaganda
- use variety of reference materials
- develop note-taking skills
- develop research skills (internet and library catalog searches)
- critically evaluate, make inferences, and draw conclusions

Written Communication

- use the steps of the writing process (prewrite, outline, draft, revise, edit)
- write paragraphs and essays in a variety of rhetorical modes including exposition and persuasion
- write a summary
- adjust content and style of writing to suit purpose, audience, and situation
- revise and edit work to improve content, organization, word choice, phrasing, grammar, sentence and paragraph structure, spelling, and punctuation
- recognize and edit for clichés, jargon, slang, and wordiness
- use complex and compound sentence structures
- use parallel constructions and correct misplaced or dangling modifiers
- develop advanced spelling strategies
- write a review of a book, movie, play, television program, documentary, piece of music, or other non-print material
- write paragraphs and essays on demand
- identify, discuss, and evaluate literary elements (plot, theme, character, setting, conflict)
- analyze and respond to editorial comment, magazine articles, technical or investigative writing, or advertising
- gather, evaluate, and organize information into a research assignment using appropriate documentation (MLA or APA)
- understand and avoid plagiarism

Co-operative Communication

- establish co-operative working relationships with others
- recognize and respect diversity and individual differences
- recognize non-verbal cues
- problem-solve
- challenge assumptions constructively

Media Literacy

- identify and track a theme, topic, or specified content from a variety of media
- interpret common graphics (graphs, charts, tables)
- critique a variety of media messages

Computer Literacy

- use computer programs to create, edit, and publish ► format assignments appropriately
- use electronic communication

Creative Writing

- write a creative piece (poetry, blog, journal, story)

COURSE FORMAT

Each class will consist of a combination of lecture, discussion, group work, and individual writing activities. Some time will be allowed for starting assignments in class, but most of the writing assignments will be completed outside of class time. Assigned readings and reading responses will be completed outside of class time. Students should expect to put in about six to ten hours of work per week outside of class time. It is important that students bring the assigned text to class.

ASSESSMENTS

Attendance & Participation

Active participation is a key component of this course. 10% of the overall grade is allocated to participation, which is being in class and getting involved in discussion in a respectful, productive manner. Students are strongly encouraged to attend all classes as participation marks cannot be made up.

Assignments

Students will write two essays, a research project and a creative piece (short story, letter, poem, blog, etc.) Students will also be assigned 4 summaries and responses.

Students should note that in order to receive full marks for essays, they must work through the writing process. For example, students must submit outline, thesis statements, first drafts, and final copies on designated deadlines.

Tests

Students will write a 1.5-hour midterm and a 3-hour final exam.

EVALUATION

Assignments <ul style="list-style-type: none">• 10% for review essay• 10% for persuasive essay• 25% for research project• 10% for creative piece	55%
Midterm Exam	10%
Reading Summaries and Responses (5% each for completion)	20%
Final Exam	15%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

- Alexander, J., Cannon, K., Cannon, Z., Losh, E. (2014). *Understanding Rhetoric: A Graphic Guide to Writing*. New York, NY: Bedford St. Martin's.
- Online material including short stories and grammar exercises.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

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 which 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.

ACADEMIC SUPPORT CENTRE (WRITING CENTRE)

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in A2302 (adjacent the College Library), the Writing

Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Fuze or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.