



SCHOOL OF LIBERAL ARTS
ENGL 100-003
WINTER 2012
CREDIT COURSE

ENGLISH COMPOSITION

Instructor: Andrew Richardson, Ph.D. (Dalhousie)
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Website: via the LMS
Class Time: Tuesdays & Thursdays, 4:00-5:30 pm
Classroom: A2402

COURSE DESCRIPTION

This course introduces students to university-level writing and critical reading and thinking through the study and application of the principles of university-level discourse. Students examine methods for discovering and arranging ideas and consider ways in which audience determines style. The course involves written assignments related to course readings.

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 the 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 TRANSFER

UBC	ENGL 112 (3)	SFU	ENGL 1WRITNG - W
UVic	ENGL 115 (1.5)	UAF	ENGL 111X (3)
UAS	ENGL 111 (3)	UR	With ENGL 101, ENGL 100/140 (6)

For more information about transfer credit, contact the School of Liberal Arts or go to [/www.bctransferguide.ca/](http://www.bctransferguide.ca/).

PREREQUISITES

To be eligible for ENGL 100, students must be admitted to the School of Liberal Arts and have ONE of the following:

- English 12: 80%
- LPI 4 with 24/40 combined on sentence structure, English usage & reading comprehension
- ENGL 090: B

COURSE FORMAT

ENGL 100-002 combines lecture, discussions, small group work, and directed writing exercises.

PARTICIPATION

The participation grade reflects the student's ability to listen actively, participate regularly in class discussions, and complete any incidental in-class writing exercises assigned by the instructor.

ASSIGNMENTS

Students write two essays (Essays 1 and 2) and one research paper (Essay 3). A thesis and outline must be submitted separately during the drafting process for Essays 1 and 2. The Essay 3 topic must be approved by the instructor and a tentative references list must be submitted separately as part of the drafting process.

EXAMINATIONS

1.5-hour midterm test
3-hour final exam

EVALUATION

Participation	10
Writing & Research	
▪ Essay 1 Draft Thesis & Outline	
▪ Essay 1 Final Version (min. 4 pages)	10
▪ Essay 2 Draft Thesis & Outline	
▪ Essay 2 Final Version (min. 4 pages)	15
▪ Essay 3 Tentative References List	
▪ Essay 3 Final Version (min. 6 pages)	25
Midterm	15
Final Exam	25
TOTAL	100

Please note:

- Assignments are due in an electronic format compatible with Microsoft Word (.doc or .docx) via email by 4:30 pm. of the assigned due date.
- File titles must follow this pattern: Last Name, First Name, Essay #.doc.
- Late assignments will be assessed a 5% (1/3 letter grade) penalty per day, including weekend days.

REQUIRED TEXTS

Aaron, J., & Bander, E. (2012). *The little, brown essential handbook* 4th Can. Ed. Toronto: Pearson.

Kress, A., & Winkle, S. (Eds.). (2008). *Nexttext: Making connections across and beyond the disciplines*. Boston, MA: Bedford/St. Martin's.

RECOMMENDED TEXT

College-level dictionary: e.g., *The Concise Oxford Dictionary*

PLAGIARISM

Plagiarism is a serious academic offence. 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. Plagiarism involves presenting the words of someone else as your 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 to 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 standard procedures (e.g., APA). Re-submitting a paper for which you have previously received credit is also an academic offence.

STUDENT RIGHTS & RESPONSIBILITIES

Students have the responsibility as members of the academic community to act in an acceptable manner as defined by all relevant College Policies and Procedures. Students should be fully aware of information regarding their rights and responsibilities. Be sure to thoroughly read your copy of the Student Information Handbook.

WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (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 Skype or phone). For further information or to book an appointment, visit the Centre's website: dl1.yukoncollege.yk.ca/writingcentre.

STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

ENGL 100-003 - Winter 2012 - Syllabus

Note:

- All scheduled readings must be done in advance of the week they are to be discussed.
- For extra help with any writing problem make an appointment (online or in-person) with the Writing Centre - ENGL 100 is NOT a remedial writing course.
- Abbreviations used below:
 - *LBEH* - *Little, Brown Essential Handbook*
 - *NT* - *NextText*

Week 1

Jan. 17: Welcome

- Course Outline & Syllabus
- Essay Assignments & Evaluation Sheet
- Course Website & the Learning Management System (LMS)

Jan. 19: APA Manuscript Style 1

- APA Documentation and Format (*LBEH*, pp. 184-199)
- Avoiding Plagiarism and Documenting Sources (*LBEH*, pp. 153-164)
- Editing Symbols (*LBEH*, back flap)

Week 2

Jan. 24: Library Databases

- Finding Sources (*LBEH*, pp. 126-138)
- Evaluating and Synthesizing Sources (*LBEH*, pp. 138-145)

Jan. 26: Thesis Development & Academic Writing

- Features of Academic Writing (*LBEH*, pp. 3-9)
- The Writing Situation (*LBEH*, pp. 9-12)
- The Writing Process (*LBEH*, pp. 12-15)
- sample student essays (photocopied handouts)

Jan. 27: Due via email: Essay 1 draft thesis statement & outline

Week 3

Jan. 31: Analysis & Interpretation

- Critical Thinking and Reading (photocopied handout)
- William Gibson, "God's Little Toys: Confessions of a Cut and Paste Artist" (*NT*, pp. 46-49)
- Malcolm Gladwell, "Something Borrowed" (*NT*, pp. 60-84)

Feb. 2: Analysis & Synthesis

- Robert Kuttner, “The Politics of Family” (*NT*, pp. 121-125)
- Susan Dominus, “Growing Up with Mom and Mom” (*NT*, pp. 128-132)

Week 4

Feb. 7: APA Manuscript Style 2

- APA Documentation and Format (*LBEH*, pp. 184-199)

Feb. 9: Paragraphing & Interpretation

- Paragraphs & patterns of development (photocopied handout)
- Henry Louis Gates Jr., “My Yiddishe Mama” (*NT*, pp. 135-139)

Feb. 10: Due via email: Essay 1 final version

Week 5

Feb. 14: Synthesis & Evaluation

- Karen Moltenbrey, “Life or Something Like It” (*NT*, pp. 234-239)
- Adam Joinson & Beth Dietz-Uhler, “Explanations for the Perpetration of and Reactions to Deception in a Virtual Community” (*NT*, pp. 272-308)

Feb. 16: Integrating Source Material

- Integrating Sources into Your Texts (*LBEH*, pp. 145-153)

Week 6

Feb. 21: Interpretation & Evaluation

- Lynn Neary, “The Mixed Reviews of the Museum of the American Indian” (*NT*, pp. 464-468)
- Various, “Frontlines: Dispatches from US Soldiers in Iraq” (*NT*, pp. 420-429)

Feb. 23: Analysis & Interpretation - Text + Image

- Marjane Satrapi, “The Trip” (*NT*, pp. 478-485)
- Joe Sacco, “Brotherhood and Unity” (*NT*, pp. 496-502)

Feb. 24: Due via email: Essay 2 draft thesis statement & outline

Week 7

Feb. 28: The Research Paper

- Developing a Research Strategy (*LBEH*, pp. 119-126)
- Sample Research Papers (online & photocopied handouts)

Mar. 1: Midterm Test

Week 8 - Reading Week

Mar. 12: Due via email: Essay 3 topic for instructor's approval

Week 9

Mar. 13: Analysis - Research Papers

- Patricia Hyjer Dyk, "Complexity of Family Life Among the Low-Income and Working Poor" (*NT*, pp. 173-195)
- Jane Jacobs, "From the Profane to the Sacred: Ritual and Mourning at Sites of Terror and Violence" (*NT*, pp. 503-519)

Mar. 15: Wording

- Conciseness (*LBEH*, pp. 30-32)
- Appropriate Words (*LBEH*, pp. 37-42)
- Exact Words (*LBEH*, pp. 42-44)

Mar. 16: Due via email: Essay 2 final version

Week 10

Mar. 20: Synthesis

- Ann Scott MacLeod, "Rewriting History" (*NT*, pp. 440-447)
- Ian Mortimer, "Revisionism Revisited" (*NT*, pp. 450-454)

Mar. 22: Analysis & Interpretation - Advertisements

- Commercialized Family Portraits (*NT*, pp. 151 & 152)

Week 11

Mar. 27: Analysis & Interpretation - Websites

- Renée Dye, "The Buzz on Buzz" (*NT*, pp. 352-361)
- A Portfolio of Buzz Marketing Websites (*NT*, pp. 387-390)

Mar. 29: Synthesis

- Jane Hammerslough, "What's Changed?" (*NT*, pp. 313-318)
- Scott Bedbury, "The Value of Brand for the Commodity" (*NT*, pp. 392-399)

Mar. 30: Due via email: Essay 3 tentative references list

Week 12

Apr. 3: Grammar & Punctuation

- Pronouns (*LBEH*, pp. 60-67)
- Modifiers (*LBEH*, pp. 67-74)
- Sentence Faults (*LBEH*, pp. 75-79)
- Punctuation (*LBEH*, pp. 83-101)

Apr. 5: Synthesis & Evaluation

- Stephen Jay Gould, “Humbled by the Genome’s Mysteries” (*NT*, pp. 528-533)
- James Watson, “Genome Ethics” (*NT*, pp. 547-553)

Week 13

Apr. 10: Analysis - Research Paper

- Tamar Schlick, “The Critical Collaboration Between Art and Science: *An Experiment on a Bird in the Air Pump* and the Ramifications of Genomics for Society” (*NT*, pp. 573-600)

Apr. 12: Synthesis

- Alan Lightman, “A Tale of Two Loves” (*NT*, pp. 523-527)
- Johannes Borgstein, “The Poetry of Genetics” (*NT*, pp. 537-543)

Apr. 13: Due via email: Essay 3 final version

Week 13

Apr. 17: Evaluation

- Carol Becker, “Genome Bunny” (*NT*, pp. 559-563)
- “Genomic Art: A Portfolio of Art About the Human Genome Project” (*NT*, pp. 566-571)

Apr. 19: Exam Preview & Term Review

Week 14

Apr. 16-27: Exam Period - ENGL 100-003 exam date, time & location TBD