	<b>School of Liberal Arts</b>
	<b>English 100</b>
	<b>Academic Writing and Critical Thinking</b>
	<b>Term: Winter 2023</b> <b>Number of Credits: 3</b>
<b>Course Outline</b>	

**INSTRUCTOR:** James Howell  
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**DATES:** January 5 - April 13, 2023  
**CRN:** 20100

## **COURSE DESCRIPTION**

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

The course is designed to help you develop reading and writing skills that you will use throughout your university career. Students examine methods for discovering and arranging ideas, as well considering ways in which audience expectations and generic conventions determine style. Students cultivate their own academic writing process through assignments covering summary, analysis, persuasion, research methods, revision, and documentation. Assignments will also include grammar and editing exercises to assist students in writing at a university-level.

## **COURSE REQUIREMENTS**

Prerequisite(s): 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.

## **EQUIVALENCY OR TRANSFERABILITY**

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

## **LEARNING OUTCOMES**

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

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 prewriting, 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

## **ASSESSMENTS**

### **Assignments**

A shorter research essay (1000 words), and a longer research essay (2000-2500 words) will be submitted. Each writing assignment will be completed in multiple stages for instructor feedback. All writing assignments must be completed to pass the course.

### **Tests**

Students will write regular activities and have discussions. The mid-term will consist of a summary/response. There will be a final exam consisting of a summary/response.

## Assignment Submissions

Assignment deadlines are provided. Assignments must be submitted via the course website. In case of technical difficulties, please contact the instructor.

\*Note on Submitting Assignments and Late Assignments

Assignments are due by 11:59 pm 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 11:59 pm on the due date, the assignment will be considered late and will be deducted 5%. After 3 days grace period, assignments will no longer be accepted.

**\*\*\* Note that if your paper is suspected of plagiarism, it may be submitted to Turnitin, a plagiarism-checking service, for vetting. For more information about what plagiarism is, please review the description provided later in this document.**

## EVALUATION

Requirement	Percentage
Personal Reflection	5%
Fiction, Poetry, and Essay Reflections	20% (5% x 4)
Mid-term	10%
Shorter Essay: Thesis, References and Outline	5%
Shorter Essay: Final	10%
Research Paper: Thesis, Outline and References	5%
Research Paper: Final	20%
Final Exam: Summary Response	15%
Participation	10%

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 four short writing tasks throughout the term, comprising 20% of your final grade (5% each). These tasks will take the form of online postings of three or four good paragraphs. These tasks, as well as your personal reflection, 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

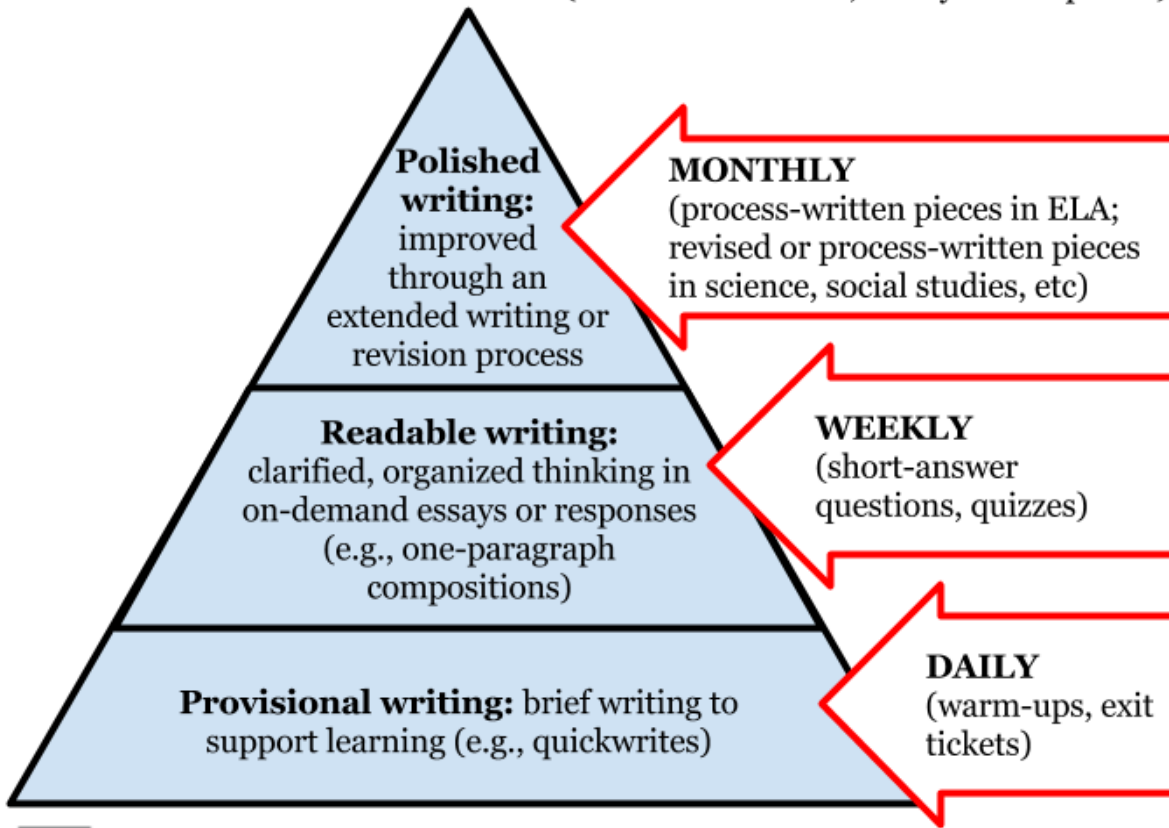
[www.yukonu.ca](http://www.yukonu.ca)

100 - exceptionally good response

While 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':

## The Pyramid of Writing Priorities

(Start at the bottom, slowly build upward)



Three kinds of writing from *The Core Six* by Silver, Dewing, & Perini, 2012; implementation recommendations my own, DaveStuartJr.com

## **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU website for important dates.

## **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **ACCESSIBILITY AND ACADEMIC ACCOMMODATION**

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

## **TEXTS**

Abrams, S. (Ed.), *EmpoWord*. Creative Commons BY 4.0:  
<https://creativecommons.org/licenses/by/4.0/> Retrieved from  
<https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1025>

Babin, M., Burnell, C., Peszneker, S., Rosevear, N., Wood, J. (Eds.), *The Word on College Writing*, Creative Commons by 4.0: <https://creativecommons.org/licenses/by/4.0/> Retrieved Retrieved from <https://open.umn.edu/opentextbooks/textbooks/the-word-on-college-reading-and-writing>

Bennett, T. *Writing and Literature*. Creative Commons by 4.0:  
<https://creativecommons.org/licenses/by/4.0/> Retrieved from  
<https://web.ung.edu/media/university-press/Writing%20and%20Literature.pdf?t=1535646005784>

Browning, E., DeVries, K., Boylan, K., Kurtz, J., & Burton, K. (Eds.). (n.d.). *Let's get writing!* Creative Commons BY 4.0: <https://creativecommons.org/licenses/by/4.0/> Retrieved from <https://vwcceng111.pressbooks.com/>

Evory, M., *Naming The Unnameable*. Creative Commons BY 4.0:  
<https://creativecommons.org/licenses/by/4.0/> Retrieved  
<https://milnepublishing.geneseo.edu/naming-the-unnameable/>

Horkoff, T. & McLean, S. (Eds.). (n.d.). *Writing for success: 1st Canadian edition*. Creative Commons BY 4.0: <https://creativecommons.org/licenses/by/4.0/> Retrieved from <https://opentextbc.ca/writingforsuccess/>

Inoshita, A., Garland, K., Sims, K., Tsutsui Keuma, J., Williams, T. *English Composition*. <https://creativecommons.org/licenses/by/4.0/> Retrieved from <http://pressbooks.oer.hawaii.edu/englishcomposition/>

Ribo, I. *Prose Fiction*. <https://creativecommons.org/licenses/by/4.0/> Retrieved from: [https://www.openbookpublishers.com/htmlreader/978-1-78374-809-9/resources.xhtml#\\_idTextAnchor005](https://www.openbookpublishers.com/htmlreader/978-1-78374-809-9/resources.xhtml#_idTextAnchor005)

There will be additional hand-outs and online postings.

### Grade Assessment Guidelines for Essay Assignments

GRADE	Grade Point Value	Yukon College %	ESSAY DESCRIPTION
A+	4	95-100	<b>EXCELLENT:</b> 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.
A	4	86-94	The paragraphs are unified—internally and externally—coherent, and have vivid topic sentences. The paragraphs are connected with smooth transitions.
A-	3.7	80-85	The prose is clear, smooth, and consistently grammatical. The essay is mechanically perfect or nearly so.
B+	3.5	75-79	<b>GOOD:</b> 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.
B	3	70-74	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.
B-	2.7	65-69	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.
C+	2.5	62-64	<b>SATISFACTORY:</b> 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.
C	2	58-61	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.
C-	1.7	55-57	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.
D	1	50-54	<b>MEETS MINIMAL REQUIREMENTS:</b> 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.
F	0	Under 50	<b>UNSATISFACTORY</b> 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.