

APPLIED ARTS DIVISION
English 100-003
Academic Writing & Critical Thinking
3 Credit Course
Winter Semester, 2020



COURSE OUTLINE

ENGLISH 100

ACADEMIC WRITING AND CRITICAL THINKING

3 CREDITS

PREPARED BY: Kirsten Madsen, B.A., M.F.A.

DATE: November 20, 2019

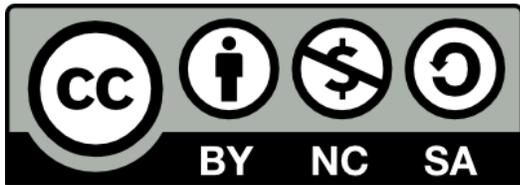
APPROVED BY: Name, Title

DATE: Click or tap to enter a date

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Academic Council, Governance Office

Academic Council MyYC: Policies, Procedures and Forms



ACADEMIC WRITING & CRITICAL THINKING

INSTRUCTOR: Kirsten Madsen, B.A., M.F.A.

OFFICE HOURS: On request.

CLASSROOM: A2601

E-MAIL: kmadsen@yukoncollege.yk.ca

TIME: Thursdays, 2:30 PM-5:30 PM

TELEPHONE: 668-8770 (Liberal Arts office)

DATES: Jan 9 - April 16

COURSE 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. 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)

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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 at home, prior to discussion in class. English 100 involves short lectures, class discussions, reading aloud, and group work. Consultation with the instructor and visits to the Writing Centre are strongly recommended.

ASSESSMENTS

Attendance

Attendance is crucial. Discussion and participation are particularly important in English 100, so you are expected to attend regularly and punctually. If you miss a class, it is your responsibility to find out what you missed and to complete any work assigned.

Assignments

The written assignments for this course consist of a short introductory writing assignment, an essay (6 to 7 total pages) with accompanying revision exercise, and a research paper (9 to 11 total pages), with accompanying short assignments to be handed in at different points in the writing process for feedback. You will also be graded on contributions to short in-class written and online discussions during the term.

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Tests

There will be a mid-term exam during the term as well as a final exam. There may also be unannounced short reading and lecture quizzes throughout the semester.

EVALUATION

Assignments Writing What Matters: introductory assignment 5% Reading Response Essay Essay (1000-1500 words or 6-7 pages) 10% Editing & Revising 5% Persuasive Research Essay References Page 5% Thesis & Outline 5% Final Version (1500-2500 words / 9-11 pages) 20%	50%
Short Writing Assignments on Moodle	10%
Discussions and Classroom Contributions	10%
Midterm: Writing Exam	10%
Final Exam	20%
Total	100%

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

Assignments are to be uploaded to our Moodle course site by 11 PM on the due date. Be certain to click the submit button and accept the submission statement. After the due date, the paper will be considered late and will be deducted 5% every day for a maximum of 5 days. After this point, assignments will no longer be accepted.

TEXTBOOK AND REQUIRED READINGS

All readings will be posted on Moodle. Students can access readings on Moodle and print using student printing accounts.

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.

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English 100: Thesis & Outline

A+	4.7-5	<p>EXCELLENT: Thesis is clear, original, and engaging, and it responds thoughtfully to the assignment. Thesis clearly shows the relationship to the main ideas of the outline. The outline is logically, coherently, and effectively organized. The outline indicates there will be appropriate and compelling evidence to support the thesis. Thesis and outline are mechanically perfect or nearly so.</p>
A	4.3-4.6	
A-	4.0-4.2	
B+	3.7-3.9	<p>GOOD: While the thesis statement is good, it may have some minor problems, or may lack originality and insight. The relationship between the thesis and topics in the outline may be somewhat unclear. The outline may indicate a minor problem in organization or the order of the argument. The outline suggests evidence that is appropriate and supports the thesis. There may be mechanical and grammatical errors sprinkled throughout the text.</p>
B	3.5-3.6	
B-	3.3-3.4	
C+	3.1-3.2	<p>SATISFACTORY: There is a thesis, but it may be confusing, may be poorly stated, may be commonplace, or may not deal completely with the assignment. The major points in the outline do not directly relate to the thesis. The presentation of ideas in the outline may be disorganized or lack logical coherence. The outline may suggest a lack of evidence or inappropriate evidence. The thesis and outline contain significant grammatical, spelling, or other errors.</p>
C	2.9-3.0	
C-	2.7-2.8	
D	2.6	<p>MEETS MINIMAL REQUIREMENTS: Thesis is missing or there are indications of serious problems in formulating the thesis. The submission may miss the basic demands of the overall assignment. There are serious problems in the outline's organization, and it may seem chaotic. Evidence is missing or inappropriate. Serious and frequent errors interfere with the assignment's readability.</p>
F	2.4	<p>UNSATISFACTORY: This assignment is unacceptable because it contains plagiarized material, shows a complete misunderstanding of the assignment, or fails to meet the basic communication requirements of standard written English.</p>

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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. The paragraphs are unified—internally and externally—coherent, and have vivid topic sentences. The paragraphs are connected with smooth transitions.</p>
A	4	86-94	<p>The prose is clear, smooth, and consistently grammatical. The essay is mechanically perfect or nearly so.</p>
A-	3.7	80-85	<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. 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+	3.5	75-79	<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>
B	3	70-74	<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. 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>
B-	2.7	65-69	<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>
C+	2.5	62-64	<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>
C	2	58-61	<p>UNSATISFACTORY</p>
C-	1.7	55-57	<p>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>
D	1	50-54	
F	0	Under 50	