



COURSE OUTLINE

CREDITS

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APPROVED BY: Andrew Richardson, Dean, Applied Arts





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INSTRUCTOR: Brent Langbakk
OFFICE LOCATION: Meetings via Zoom
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TELEPHONE: N/A

OFFICE HOURS: Fridays 10:00-11:00
CLASSROOM: Online via Zoom
TIME: 10:30am - 11:15 am
DATES: Monday to Friday
Jan. 11 – April 23
*Jan 4 – 8 Independent work

COURSE DESCRIPTION

In this course, students who speak English as a second or additional language will develop foundational skills for studying English at the university level. Students will strengthen all four language skills: reading, writing, speaking, and listening, although the emphasis will be placed on improving academic reading and writing.

Academic writing skills will be developed through a variety of written assignments, including a literary essay and a research paper. Literary analysis will be developed through reading, discussing, and writing about literature in various genres, including Canadian literature and literature by Indigenous authors. Students will practice forming arguments and writing in their own words. Speaking and listening skills will be developed through discussions and a presentation. Throughout the course, critical thinking skills and learning strategies will be considered foundational concepts embedded within every activity and assignment. In addition, research and referencing skills will be integrated from the beginning of the semester and students will have multiple opportunities to practice quoting, paraphrasing, and summarizing from sources as well as building a reference list in an approved style, such as APA.

PREREQUISITES

Completion of ESL 050 (and ESL 051) or appropriate score on placement test.

RELATED COURSE REQUIREMENTS

Due to COVID-19 restrictions, the course will be delivered online. Computer and internet access are required.

EQUIVALENCY OR TRANSFERABILITY

This course is new, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Academic and Skill Development.

LEARNING OUTCOMES

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

- Use learning strategies to meet personal and academic goals (for example, to acquire new vocabulary, develop reading skills, and increase grammatical clarity)

- Express critical thought in response to readings and discussions (including situating oneself, examining context for written and spoken texts, identifying main ideas, analyzing & making inferences, and formulating conclusions)
- Analyze literary elements in various genres and write a literary essay in response to a piece of written or oral literature (novel, story, poem, play, or film)
- Complete a research project in the student's chosen field of study that includes
 - Finding appropriate, relevant sources from online and/or print locations
 - Completing an oral or experiential learning form of research such as an interview, a survey, or an excursion to a business or workplace in the community to gather information. This could take the form of service learning if desired.
 - Delivering an oral presentation to tell the story of the research process
 - Writing a research essay of 1,000-1,500 words that incorporates correctly formatted quotations and paraphrases, includes an appropriate balance of original writing and documented source writing, and uses an appropriate documentation style such as APA.

COURSE FORMAT

In this class, we will think critically together by discussing readings and other media, we will write together by working through the writing process as a group, and we will edit together by identifying and applying strategies for improving grammatical clarity. The class will include a variety of activities including short lectures, discussions, group work, guest speakers, experiential learning, presentations, reading, writing, and vocabulary development. We will always strive to create a space for respectful, collaborative intercultural communication.

ASSESSMENTS:

Attendance & Participation

Regular attendance and active participation are key components of this course. Many important assignment components will be assessed through in-class work, including writing workshops and the research presentation.

Assignments

Students will write three major assignments, including a literary essay and a research essay. Students will also write warm-up assignments and reflections on their learning. Students should note that to receive full marks for major assignments, they will need to work through the writing process, submitting outlines, thesis statements, first drafts, final copies, and reflections on designated deadlines. Students will also participate in writing workshops and editing conferences for full marks on major assignments.

Tests

Students will write a 1.5-hour midterm and a 3-hour final exam. The focus will be on developing confidence and strategies for future success with test-taking and timed writing.

EVALUATION:

Major Assignments	50%
Warm-up Assignments	15%
Written reflections	10%
Midterm Exam	10%
Final Exam	15%
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL

The Marrow Thieves by Cherie Dimaline

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 a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work

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 University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.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 University Academic Regulations (available on the Yukon University 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): lac@yukonu.ca.