



**COURSE OUTLINE**

**ENGLISH 100  
ACADEMIC WRITING & CRITICAL THINKING**

**45 HOURS  
3 CREDITS**

PREPARED BY: Dr. Drew Lyness, English Instructor  
APPROVED BY: Name, Title

DATE: Click or tap to enter a date

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APPROVED BY ACADEMIC COUNCIL: Click or tap to enter a date

RENEWED BY ACADEMIC COUNCIL: Click or tap to enter a date



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## ACADEMIC WRITING & CRITICAL THINKING

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**INSTRUCTOR:** Drew Lyness, Ph.D.

**OFFICE HOURS:** Open office hours in the Academic Skills Centre, Wednesdays 1pm-3pm. Writing Centre Appointments available Wednesdays 10am-12am. Other times upon request.

Every student must meet with me individually at least once before the end of Week 6 to discuss the topic and trajectory of their individual research project.

**OFFICE LOCATION:** A2005  
**E-MAIL:** dlyness@yukoncollege.yk.ca

**CLASSROOM:** A2202  
**TIME:** 1 p.m. to 2:30p.m.

**TELEPHONE:** 604-789-7765 (texting welcome)

**DATES:** Tuesdays & Thursdays

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### COURSE CALENDAR 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.

### COURSE DESCRIPTION

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)

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 groupwork. Frequent private consultation with the instructor and visits to the Writing Centre are strongly recommended. All course notes, presentations, handouts and links will be posted on Moodle after class.

## 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 writing reflection, one 'classic college essay' (6 to 7 total pages) with accompanying short assignments handed in at different points in the writing process, and a research paper (9 to 11 total pages), also with short assignments to be handed in earlier for feedback. You will also be graded on the completion of 5 online discussions throughout the term.

### Tests

There will be a mid-term timed writing exam during the term as well as a final exam scheduled during the exam period. There may also be unannounced short reading

and lecture quizzes throughout the semester to keep you on your toes!

## EVALUATION

Assignments		
Writing Reflection Page	5%	60%
Classic College Essay		
Thesis, outline & references	10%	
Essay (1000-1500 words or 6-7 pages)	10%	
Editing & Revising	5%	
Argumentative Research Essay		
References Page	5%	
Thesis & Outline	5%	
Final Version (1500-2500 words / 9-11 pages)	20%	
Ongoing Moodle discussion		10%
Midterm: Critical Summary Timed Writing Exam		10%
Final Exam		20%
Total		100%

### **\*Note on Submitting Assignments and Late Assignments**

*Assignments are due by 11pm 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 11pm on 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. Get 'em in on time!*

## TEXTBOOK

There is an optional text book for this class which I encourage you to buy as a reference for all your college writing assignments. However, all class readings will be posted on Moodle.

*They Say/I Say: The Moves That Matter in Academic Writing* (Fourth Edition) by Cathy Birkenstein and Gerald Graff (available at the bookstore)

## 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](http://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.

## **Schedule of Classes for English 100: WINTER 2019**

(Class schedule may change slightly to accommodate guest speakers and visitors to class)

### **Week 1**

January 3 Introductions, Course Description, Goals, Texts, Assignments & Grading

- Discussion: Writing and thinking about things that are important to us
- Introduction to the basic college essay structure and research essay assignment

### **Week 2**

#### **Assignment: Writing Reflection**

January 8 Languages, Cultures & Writing Who We Are, Where We're From

- Self-reflexivity: Situating ourselves as writers, thinkers and cultural beings
- Codeswitching, Codemeshing and Tanslingual Writing
- Brainstorming session for our individual research topics

Preparation reading for class discussion:

“*Internationalizing the Canadian campus*”: *Debate in University Affairs Magazine* 2013.

“Edith Josie: Here Are The News” *First Nations Drum newspaper*, December 26, 2000

“Comma Chameleon - The Startling Changes in Kiwi Language” by Jane Clifton, *New Zealand Listener*, March 2018.

“Still Found in BC.: ‘Chinook Jargon’” by Laura Brehaut, *Vancouver Sun*, June 2018

Supplementary reading: *They Say I Say*: Chapter Twelve, ‘Entering Class Discussions’, pp. 162- 165

### January 10

- **Prewriting exercises**
- **Early discussions of plagiarism, academic integrity & APA citation requirements**
- **Focusing in on a research topic & question**

Preparation reading for class discussion:

“What Should Colleges Teach? Part 3” by Stanley Fish, *New York Times*, September 7<sup>th</sup> 2009

“Should Writer’s Use They Own English?” by Vershawn Ashanti Young, *Iowa Journal of Cultural Studies*, Spring/Fall 2010. (a response to Stanley Fish)

Supplementary reading: *They Say I Say*: Preface & Introduction (pp. 1-18)

### Week 3

#### January 15      **Styles of Academic Argument, Ways of Being, Knowing and Looking**

- **Inductive & Deductive Approaches**
- **Indigenous Methodologies, Northern Research**
- **Prewriting exercises - entering the conversation**

Preparation reading for class discussion:

“Research and Reconciliation: Thoughts from two Yukon First Nations citizens” by Tosh Southwick & David Silas, *Northern Public Affairs*, Volume 6 Issue 1: Redefining The Northern Research Landscape. July 2018.

The Man Who Asked Questions & The Man Who Didn’t Ask Questions from: *A Little History of Philosophy*, by Nigel Warburton (2011)

Supplementary reading: *They Say I Say*: Chapter One, ‘They Say’, pp. 19-29

January 17

**Hand in Writing Reflection Assignment**

- Summarizing & Paraphrasing
- The Thesis Statement - template writing exercise
- Essay planning

Preparation reading for class discussion and summary / paraphrasing exercise:

“The Last Hunt: The trophy hunt has sparked outrage across the province – but are we ignoring the more pressing threat to B.C.’s iconic animal?” by Joel Barde, *Pique Magazine*, December 2017.

Supplementary reading: *They Say I Say*: Chapter Two, ‘Her Point Is’ pp. 30-42

Week 4

**Assignment: Classic College Essay**

January 22      Engaging with Other People’s Ideas, Integrating Source Material

- Quoting and handling outside sources
- Ongoing essay planning
- Exploring concepts of community

Preparation reading for class discussion and quoting exercise: “The Limits of Friendship” by Maria Konnikova, *The New Yorker*, October 2014.

Supplementary reading: *They Say I Say*: Chapter Three, ‘As He Himself Puts it’, pp. 43-52

January 24

- Library Databases and Online Scholarly Sources
- Evaluating different types of sources
- Discussion of alternative sources - human, oral history, experiential, ethnographic

**\*Class Source-Sorting Exercise\***

Week 5

January 29      Academic Arguments, Critical Thinking and Ways to Respond

- Active reading techniques
- Becoming a more critical reader

Preparation reading for class discussion and response exercise: “How PTSD Became a Problem Far Beyond the Battlefield” by Sebastian Junger, *Vanity Fair*, May 2015

Supplementary reading: *They Say I Say*: Chapter Four, ‘Yes, No, Okay, But’, pp. 53-66

January 31

- Critical thinking as part of the writing process
- Borders & Communities continued...
- Dealing with Hard-to-Read Academic Jargon & Difficult Texts



Preparation reading for class discussion, academic jargon and borders exercise:  
Short excerpt from *Imagined Communities* by Benedict Anderson

Supplementary reading: *They Say I Say*: Chapter Fourteen, 'What's Motivating This Writer', pp. 176-18

## Week 6

**Hand in Thesis, Outline and references for Classic College Essay** February 5 **Research Ethics and Handling Human Sources**

Supplementary reading: *They Say I Say*: Chapter Nine, 'You Mean I Can Just Say It That Way?', pp. 117-130

## February 7

- Narration and orality

Preparation reading for class discussion:

"You'll Never Believe What Happened" from: *The Truth About Stories* by Thomas King

"The Loss Of a Language That I Never Had": A Story About Linguicide By Josi Sisneros

## Week 7

**Hand in Classic College Essay**

## February 12

**The First Great Grammar Review: Common, Easy-to-Avoid Mistakes**

Handout:

1. Sentence Fragments
2. Comma Splices and Fused Sentences
3. The Comma
4. The Semicolon
5. The Colon
6. The Apostrophe
7. Quotation Marks
8. End Punctuation
9. Other Marks

## February 14

**Midterm Exam (90 minutes timed writing)**

## Week 8

**READING WEEK NO CLASSES**

Week 9  
February  
26

**In-Class Conferencing Feedback**

February 28

**In-Class Conferencing Feedback**

Supplementary reading: *They Say I Say*: Chapter Seven, 'So What? Who Cares?', pp. 91-100

Week 10

**Hand in Classic College Essay Editing & Revision Exercise**

March 5

**The Second Great Grammar Review: The craft of good writing**

- Handout:
10. Emphasis
  11. Conciseness
  12. Parallelism
  13. Variety and Details
  14. Appropriate Words
  15. Exact Words
  16. Verb Voice
  17. Agreement of Subject and Verb
  18. Pronoun Forms
  19. Pronoun Agreement
  20. Reference of Pronoun to Antecedent
  21. Misplaced and Dangling Modifiers

Supplementary reading: *They Say I Say*: Chapter Eight, 'As A Result', pp. 101-116

March 7

- **Finding somebody who disagrees with you: answering the 'so what?' question**

Preparation reading for class discussion and writing exercise

"Don't Blame the Eater" by David Zinczenko

"Food As Thought: Resisting the Moralization of Eating" by Mary Maxfield

Supplementary reading: *They Say I Say*: Chapter Six, 'Skeptics May Object', pp. 77-90

Week 11

March 12

- Logic: heuristic traps, mental shortcuts and lazy research

March 14

**Hand in THESIS & OUTLINE for Research Essay**

- References, in-text Citations, APA Formatting
- Handout: Sample APA paper, Citations and Plagiarism Exercise
- Writing the abstract and crafting a title

Supplementary reading: *They Say I Say*: Chapter Fifteen, 'Writing in the Social Sciences', pp. 187- 205

Week 12

March 19

- The Rhetorical Triangle - becoming a more persuasive

writer March 21

**Hand in REFERENCES PAGE for Research Essay**

- Types of Logical Fallacy - spotting errors in reasoning

Supplementary reading: *They Say I Say*: Chapter Ten, 'But Don't Get Me Wrong, pp. 131-140

Week 13

March 26

**Putting it all together: Logical Fallacies / Rhetorical Analysis Task**

March 28

- Revising, Editing and Proof Reading - Session 1  
Editing Exercises, Citation Exercise, Peer Review - meet in computer laboratory

Week 14

April 2

**Revising, Editing and Proof Reading - Session 2**

- Editing Exercises, Citation Exercise, Peer Review - meet in computer laboratory

Supplementary reading: *They Say I Say*: Chapter Eleven, 'Using the Templates to Revise', pp. 141- 161

April 4  
 Hand in RESEARCH ESSAY

Last Class: Exam Preview, Course Review

Week  
 15 No Class- drop in writing help available

**FINAL EXAM WILL BE ONLINE DURING EXAM WEEK**

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>

## GRADING SYSTEM FOR ENGLISH ESSAYS

GRADE	Grade Point Value	Yukon College %	ESSAY DESCRIPTION
A+	4	95-100	<p><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. 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><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. 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><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. 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><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.</p>
C	2	58-61	<p><b>UNSATISFACTORY</b></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	