



**COURSE OUTLINE**

**ENGL 060**

**COMPOSITION AND LITERATURE**

**90 HOURS**

**3 CREDITS**

PREPARED BY: Melanie McFadyen, B.A., B.Ed., M.A.

APPROVED BY: Kevin Kennedy, Chair, ASD

DATE: Jan. 28, 2016

APPROVED BY ACADEMIC COUNCIL: May, 2016

English 060  
COMPOSITION AND LITERATURE

---

**INSTRUCTOR:** Melanie McFadyen

**OFFICE HOURS:** Thursdays 1:30 -  
2:30 and/or by appointment

**OFFICE LOCATION:** A2303

**CLASSROOM:** TBA

**E-MAIL:** mmcfadyen@yukoncollege.yk.ca

**TIME:** T/Th 2:30 - 4:30; W 1 - 3

**TELEPHONE:** 867-668-5260

**DATES:** Jan. 4 - Apr. 13

---

### **COURSE DESCRIPTION**

In this course, students will develop foundational skills in critical thinking, academic writing, and literary analysis in preparation for studying English at the university level. Critical thinking will be developed by reading and viewing media in a variety of genres and responding in discussion and written assignments. Academic writing will be developed through written assignments, including reading responses, essays, 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.

### **PREREQUISITES**

ENGL 050 (min. C) or English 11 or suitable score in writing assessment

### **EQUIVALENCY OR TRANSFERABILITY**

Please refer to the B.C. Transfer Guide (available as a link on the online course page) for the most up to date information on course transferability. If you have questions about course transferability, contact the Academic Skill Development.

### **LEARNING OUTCOMES**

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

### Critical and Creative Thinking

- recognize tone, including irony and understatement in poetry, fiction, and drama
- evaluate argument for validity, reliability, currency and objectivity
- recognize structural elements associated with particular standard formats for literature and academic writing
- demonstrate an awareness and understanding of the power of language in literature and academic writing; the importance of word choice and organization in furthering the problem solving process (initiating, developing and organizing thought); and the influence of communication formats on language choices and usage
- analyze literary elements in various genres

### Speaking and Listening

- interact effectively in formal or informal situations
- adjust speaking style to suit audience, purpose, and situation
- use effective presentation aids (e.g., diagrams, line drawings, overheads) to enhance communications
- demonstrate a critical understanding of arguments

### Reading, Research and Reference

- evaluate the effectiveness of one's own and others' written material (literary or academic) using criteria that include the following:
  - plain language
  - coherence and organization
  - consistency in the application of usage conventions
  - relevance to argument of supporting evidence and examples
  - appropriateness to intended purpose and audience
  - attention to detail
- summarize, make inferences, draw conclusions and critically evaluate
- paraphrase main ideas in written material
- distinguish between implicit and explicit messages
- apply prior knowledge and experience to assist understanding of new material
- use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the internet
- evaluate the influences, writing style and background of particular authors in order to understand their writings.

- read and demonstrate an understanding of short stories, poetry, drama and the novel, including works by Canadian authors.
- place a piece of literature in its historical and cultural context
- describe the social and personal benefits of reading literature

### Written Communication

- apply a writing process approach (pre-write, draft, revise, edit)
- produce work that demonstrates effective organization, support (e.g., examples, evidence) and sentence structure.
- gather, evaluate, synthesize, and organize information into a research paper or report of approximately 1500 words using an appropriate documentation style (e.g., APA, MLA or Chicago)
- understand and avoid plagiarism
- produce writing on demand (e.g., essays, exams)
- write essays using appropriate structure and development techniques
- write literary essays using appropriate structure, development techniques, and literary conventions.
- discuss literary terms (e.g., conflict, theme, character, mood, tone, irony, foreshadowing, point of view, and setting) in the analysis of works studied.

### Cooperative Communication

- describe the value and limitations of collaborative work
- collaborate and consult effectively with others in completing communications tasks through means that include:
  - interacting confidently
  - assuming responsibility for roles in teams
  - respecting and promoting respect for the contributions of other team members
  - demonstrating a commitment to the team and to project goals
  - employing advanced problem-solving skills in cooperative communication activities
  - using a variety of resources and technologies when working with others
  - evaluating group processes and individual roles in and contributions to group processes

## **COURSE FORMAT**

Each class will consist of a combination of lecture, discussion, group work, and individual activities. Some time will be allowed for starting assignments in class, but most of the writing assignments will be completed outside of class time. Assigned readings and online reading responses will be completed outside of class time. Students should expect to put in about four to eight hours of work per week outside of class time. It is important that students bring the assigned text to class.

## **ASSESSMENTS**

### **Attendance & Participation**

Active participation is a key component of this course. One quarter (25%) of the overall grade is allocated to participation, which is broken down into graded discussion, mini-presentations, and other mini-assignments. Students are strongly encouraged to attend all classes as participation marks cannot be made up.

### **Assignments**

Students will write three essays and one research paper and should expect to write 3,000 to 4,000 words in total, divided across these four major assignments. Students will also write weekly reading responses, which will be posted to the discussion forum on the course website.

Students should note that in order to receive full marks for essays, they must work through the writing process. For example, students must submit thesis statements, first drafts, and final copies on designated deadlines. Students will also participate in writing workshops and editing conference for full marks on essay assignments.

### **Tests**

Students will write a 2-hour midterm and a 3-hour final exam.

## EVALUATION

Assignments: <ul style="list-style-type: none"><li>• 10% for comparison/short story essay</li><li>• 10% for evaluative/drama &amp; poetry essay</li><li>• 10% for argumentative/novel essay</li><li>• 20% for research essay</li></ul>	50%
Midterm Exam	10%
Participation: <ul style="list-style-type: none"><li>• 10% for online discussions (2% per discussion)</li><li>• 15% for in-class mini-assignments (1 or 2% per response)</li></ul>	25%
Final Exam	15%
Total	100%

## REQUIRED TEXTBOOKS AND MATERIALS

- Kennedy, X.J., Kennedy, D.M., & Muth, M.F. (2014). *The Bedford Guide for college writers with reader, research manual, and handbook* (10<sup>th</sup> ed.). New York, NY: Bedford St. Martin's.
- Robinson, E. (2000). *Monkey beach*. Toronto, ON: Random House.
- Custom course package (poetry and short stories)

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:  
[www.yukoncollege.yk.ca/downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

## 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 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 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](mailto:lassist@yukoncollege.yk.ca).

## **LORENE ROBERTSON WRITING CENTRE**

All students are encouraged to make the Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in A2305 (adjacent the ASD Main Reception Desk), 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: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre).

## **TOPIC OUTLINE**

See syllabus.