



COURSE OUTLINE

ENGLISH 100

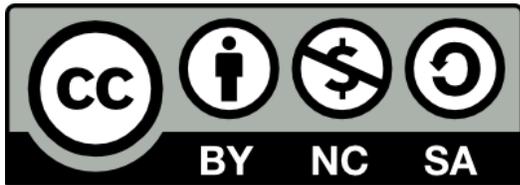
ACADEMIC WRITING AND CRITICAL THINKING

3 CREDITS

PREPARED BY: Jamella Hagen, B.A., M.F.A
DATE: December 4, 2020

APPROVED BY: Andrew Richardson, Dean Applied Arts
DATE: December 21, 2020

APPROVED BY SENATE: Click or tap to enter a date
RENEWED BY SENATE: Click or tap to enter a date



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ENGLISH 100

INSTRUCTOR: Jamella Hagen, B.A., M.F.A **OFFICE HOURS:** by Zoom on request
OFFICE LOCATION: A2208 **CLASSROOM:** Online Class
E-MAIL: jhagen@yukonu.ca **CLASS TIME:** Wednesdays 10:30-12
TELEPHONE: 867-668-8770 (Liberal Arts office) **DATES:** January 4 to April 21 2021

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)

RELATED COURSE REQUIREMENTS

This class will run online weekly using Moodle, and will incorporate Zoom meetings and lectures as well in some weeks. Assignments will be submitted on Moodle in Microsoft Word. Access to a computer (with audio and video capability) and internet access is important.

EQUIVALENCY OR TRANSFERABILITY

For information about course transferability please refer to the BC Transfer Guide at <https://www.bctransferguide.ca/> or contact the School of Liberal Arts office at (867) 668-8770.

LEARNING OUTCOMES

With conscientious effort, upon successful completion of the course, 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

Due to COVID-19 and social distancing recommendations from the Chief Medical Officer of Health, this course is being taught online. You will need to visit the course Moodle site weekly on Wednesday mornings and participate in online activities and discussions as assigned and scheduled.

This class is not a 'live' Zoom class, but there will be Zoom lectures on some weeks during class time Wednesday 10:30-12. English 100 involves short lectures delivered by podcast and/or video recordings, class online discussions, and weekly readings. Reading and preparation should be done prior to scheduled class discussion forums online each week. Meetings with the instructor to discuss individual work and progress will be held over Zoom during class hours. Consultation with the instructor and use of the Writing Centre are strongly recommended.

ASSESSMENTS

Attendance and Participation

Discussion and participation are particularly important in English 100 and students are expected to review and participate in online discussions regularly by weekly deadlines. Students are expected to contribute to the online learning community through constructive discussion of readings and topics as well as peer review.

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 online discussions during the term.

Quizzes, Tests and Exams

There will be a mid-term exam during the term as well as a final exam.

EVALUATION

Assignments Writing What Matters: introductory assignment 5%	50%
Reading Response Essay Essay (1000-1500 words or 6-7 pages) 10% Editing & Revising 5%	
Persuasive Research Essay References Page, Thesis & Outline 10% Final Version (1500-2500 words / 9-11 pages) 20%	
Short Writing Assignments on Moodle	
Contributions to Learning Community	
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 3 days. After this point, assignments will no longer be accepted.

REQUIRED TEXTBOOKS AND MATERIALS

All readings and class resources will be posted on Moodle.

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, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

TOPIC OUTLINE

Week / Module	Readings and Assignments
1. Introductions / the Essay as Story	All readings posted on Moodle
2. Looking Inward: Writing and Reading Processes	
3. Looking Around: Styles, Methods & Approaches to the Essay	Assignment #1 Writing What Matters Due January 19
4. Looking Outward: Research, Engaging	

with Other Peoples Ideas, Integrating Source Material	
5. Construction: Building the Essay	
6. Integration: The Pieces and the Whole	
7. Deconstruction: Grammar	Assignment #2: Reading Response Essay Due February 16 Midterm Exam February 17
8. Reading Week	
9. Revision: Putting it Back Together	
10. Writing for Readers	Reading Response Essay Revision Due March 9
11. Topics and Sources	
12. Telling Your Story: Narrative Writing, Fiction & Poetry	References, Thesis, Outline for Research Essay Due March 16
13. Narrative Climax: Research into Writing	
14. Crafting a Conclusion: Final Class	Assignment #3: Research Essay Due March 31
15. FINAL EXAM	

English 100: Thesis & Outline

A+	4.7-5	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.
A	4.3-4.6	
A-	4.0-4.2	
B+	3.7-3.9	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.
B	3.5-3.6	
B-	3.3-3.4	
C+	3.1-3.2	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.
C	2.9-3.0	
C-	2.7-2.8	
D	2.6	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.
F	2.4	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.

GRADING SYSTEM FOR ENGLISH ESSAYS

APPLIED ARTS DIVISION
English 100
Academic Writing & Critical Thinking
3 Credits
Winter, 2021

GRADE	Grade Point Value	Yukon College %	ESSAY DESCRIPTION
A+	4	95-100	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.
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	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.
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	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.
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	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.
F	0	Under 50	UNSATISFACTORY 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.