



COURSE OUTLINE

ENGL 050

COLLEGE WRITING SKILLS

60 HOURS

3 CREDITS

PREPARED BY: Melanie McFadyen

DATE: August 20, 2019

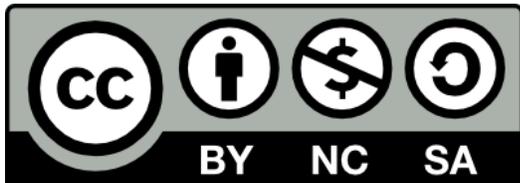
BASED on May 20, 2016 course prepared by Katie Zdybel

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL

RENEWED BY ACADEMIC COUNCIL:



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COLLEGE WRITING SKILLS

INSTRUCTOR: Melanie McFadyen	OFFICE HOURS: Mon 12-1 or by appt.
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E-MAIL: mmcfadyen@yukoncollege.yk.ca	
COURSE DATES & TIMES: Mon.-Thurs. 10:30-12:00 pm	
TELEPHONE: 867.668.5260	DATES: Sept. 3 - Dec. 16 , 2019

COURSE DESCRIPTION

In this course, students will develop foundational skills in the following areas: critical thinking and reading, writing and research, and speaking and listening. Critical thinking and reading skills will be developed through reading a variety of genres, including textbook and online references, literature, and academic essays. Lectures, class discussions, and weekly reading responses will further develop critical thinking and reading skills. Writing and research skills will be developed through written assignments, including reading responses, essays, a research project, and writing-on-demand assignments. Students will also learn how to gather and organize information, avoid plagiarism, and follow conventions of documentation styles.

PREREQUISITES

Suitable score on writing assessment, 65% or higher in ENGL 030, or equivalent.

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 School of Academic and Skill Development.

LEARNING INTENTIONS & OUTCOMES

A group of YC English instructors collaborated to articulate the following learning intentions for the course:

Students are invited to explore the following:

Creative & Critical Thinking

- Apply critical and creative thinking skills in some of the following ways: explore personal identity and situating self, consider context, discuss, interpret, summarize, make inferences about, and respond to information, make inferences, etc.

Reading, Research & Referencing

- Use a variety of strategies and sources to gather, summarize, synthesize, critically evaluate, make inferences from, and organize written and multimedia information
- Gather, evaluate, synthesize, and organize information into a research paper or report using an appropriate documentation style (e.g., APA, MLA or Chicago)

Written Communication

- Apply a writing process to compose a variety of written responses (eg. summary, paragraph, essay, creative response, reflection)

Contribution to Learning Community: Cooperative Communication, Building Relationships, Speaking & Listening

- Through conversations and collaboration, students will listen and respond respectfully to others with the intention to develop and articulate reflections and cultivate curiosity towards other ideas

Making Meaning & Connections

- Recognize the interconnections between ideas and experiences and connect own experiences, ideas and context to those of others

Learning to Learn

- Identify personal learning goals and develop a plan for achieving them
- Use learning strategies to meet personal and academic goals

Wellness

- Identify connections between wellness and success
- Use self-identified tools, supports and strategies to promote connection between well-being and success

Emergent Learning

- Hold space for the collaborative visioning, deconstructing, sharing and co-creating knowledge to influence direction of the course

Include at the end of this course outline is a list of learning outcomes as articulated by BCCAT. Please note that at least 85% of the following outcomes are required to be followed in order to uphold our transfer agreement with BCCAT.

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 much of the writing assignments will be completed outside of class time. Assigned readings will be completed outside of class time. Students should expect to put in between three and six hours of work per week outside of class time.

ASSESSMENTS:

Attendance & Participation

Active participation is a key component of this course. This includes attending classes, being in regular contact with the instructor, completing all assignments, communicating and collaborating with classmates and contributing to suggested learning activities. Please note that

Assignments

Late Policy

Due dates are strongly adhered to, so students should submit all assignments in a timely manner. Students are allowed one “negotiated late” on an assignment of the students’ choice during the semester (does not apply to the research). Such requests *must be made at least two days in advance of the due date*.

Late papers will receive a 2% deduction per day up to a maximum of 10%. Assignments will be accepted up to one week after the due date. After that, the student will receive a mark of zero, unless arrangements have been made by communicating directly with the instructor.

Exams

Students will write a 1.5-hour midterm and a 3-hour final exam.

EVALUATION:

Assignments <ul style="list-style-type: none">• 10% review essay• 10% persuasive essay & reflection• 25% for research project & sharing• 10% creative piece & reflection	55%
Midterm Exam & Reflection	10%
Contribution to Learning Community <ul style="list-style-type: none">• 5% reading discussions (1% each)• 5% reading responses (1% each)• 15% mini assignments & reflections	25%
Final Exam	10%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

Bullock, R., Brody, M., Weinberg, F. (2017). *The Little Seagull Handbook*. New York, NY: W. W. Norton & Company.

Online material including short stories and supplementary resources.

COMMUNICATION

As an adult student, it is your responsibility to communicate regularly with your instructor. If you need additional assistance, if you need to miss classes, or if you need to renegotiate a deadline, it is your responsibility to initiate communication with the instructor. The instructor can be approached at the end of class, during weekly office hours, by email, or by telephone. There will also be an opportunity to communicate during one-on-one feedback sessions during class time.

APPROPRIATE BEHAVIOUR

In all areas of the college environment, students are responsible for showing respect for others. Swearing, or language that is discriminatory or derogatory in relation to race, sex, ethnic background, religious beliefs, age, and physical condition is not appropriate and will not be tolerated.

ELECTRONIC DEVICES

In order to be successful in classes and minimize distractions for others, cell phones, tablets, and other electronic devices used for purposes other than note-taking must be turned off and put away while students are in class. In an emergency situation, the instructor may give a student permission to use a cell phone or pager.

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.

[https://www.yukoncollege.yk.ca/sites/default/files/inline-files/Academic%20Regulations%20\(Revised%20August%202018\).pdf](https://www.yukoncollege.yk.ca/sites/default/files/inline-files/Academic%20Regulations%20(Revised%20August%202018).pdf)

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 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): lac@yukoncollege.yk.ca.

TOPIC OUTLINE

Please see ENGL 050 Weekly Schedule.

BCCAT LEARNING OUTCOMES

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

Critical and Creative Thinking

- recall and interpret information (identify subject/topic, main ideas, supporting ideas, and sequence)
- summarize information
- make inferences
 - using prior knowledge
 - identifying purpose and audience
 - evaluating information for accuracy, relevance, and importance
 - recognizing underlying assumptions (bias and tone) synthesizing information
- compare and contrast
- classify
- define
- draw conclusions
- respond to information (create solutions, identify impact of solutions, modify solutions)
- identify and discuss examples of fact and opinion

Speaking and Listening

- ask questions to clarify meaning
- demonstrate effective listening skills and respond appropriately to listener feedback
- effectively use voice and body language
- provide useful input and feedback in a variety of situations (peer editing, group discussion, classroom participation)
- respond appropriately to thoughts, opinions, and work of others
- paraphrase ideas
- deliver an effective oral presentation to inform or persuade

Reading, Research, Reference

- use context clues and word structure analysis (prefix, suffix, root) to determine meaning
- use a dictionary and a thesaurus to expand vocabulary and to learn homonyms, antonyms and synonyms

- use in-book reference tools (index, table of contents, glossary)
- use skimming and scanning techniques
- read to locate specific information
- recognize point of view, illogical argument, fallacies, stereotypes, bias and propaganda
- use variety of reference materials
- develop note-taking skills
- develop research skills (internet and library catalog searches)
- critically evaluate, make inferences, and draw conclusions

Written Communication

- use the steps of the writing process (prewrite, outline, draft, revise, edit)
- write paragraphs and essays in a variety of rhetorical modes including exposition and persuasion
- write a summary
- adjust content and style of writing to suit purpose, audience, and situation
- revise and edit work to improve content, organization, word choice, phrasing, grammar, sentence and paragraph structure, spelling, and punctuation
- recognize and edit for clichés, jargon, slang, and wordiness
- use complex and compound sentence structures
- use parallel constructions and correct misplaced or dangling modifiers
- develop advanced spelling strategies
- write a review of a book, movie, play, television program, documentary, piece of music, or other non-print material
- write paragraphs and essays on demand
- identify, discuss, and evaluate literary elements (plot, theme, character, setting, conflict)
- analyze and respond to editorial comment, magazine articles, technical or investigative writing, or advertising
- gather, evaluate, and organize information into a research assignment using appropriate documentation (MLA or APA)
- understand and avoid plagiarism

Co-operative Communication

- establish co-operative working relationships with others
- recognize and respect diversity and individual differences
- recognize non-verbal cues
- problem-solve
- challenge assumptions constructively

Media Literacy

- identify and track a theme, topic, or specified content from a variety of media
- interpret common graphics (graphs, charts, tables)
- critique a variety of media messages

Computer Literacy

- use computer programs to create, edit, and publish, format assignments appropriately
- use electronic communication

Creative Writing

- write a creative piece (poetry, blog, journal, story)