

## School of Liberal Arts



ENGLISH 100

Academic Writing & Critical Thinking

Winter 2024 - 3 Credits

# Course Outline

<b>INSTRUCTOR</b>	Elyse MacLeod	<b>OFFICE HOURS</b>	By appointment
<b>OFFICE</b>	Via Zoom	<b>CLASSROOM</b>	A2406
<b>E-MAIL</b>	<a href="mailto:elyse.macleod@yukonu.ca">elyse.macleod@yukonu.ca</a>	<b>CLASS TIME</b>	M-W, 2:30-3:50pm
<b>TELEPHONE</b>	N/A	<b>CRN</b>	20077
<b>Liberal Arts office:</b> Ayamdigut Campus A2501, liberalarts@yukonu.ca, 867-668-8770			

### 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.

### COURSE REQUIREMENTS

ENGL 090 (min. B) OR ENGL 060 (min. B+) OR English 12 (min. 65%) OR LPI (min. Level 4, with 24/40 on Sentence Structure, English Usage and Reading Comprehension)

### EQUIVALENCY OR TRANSFERABILITY

Find course transfer at <https://www.bctransferguide.ca/>.

Students are reminded that it is always the receiving institution that determines whether a course is acceptable as an applicable, equivalent course or if it may be transferred to their program for credit. Find further information at: <https://www.yukonu.ca/current-students/transfer-credit>.

### LEARNING OUTCOMES

Upon successful completion of the course, students will, with conscientious effort, 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.

In addition, students will be able to:

- 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**

This course will be delivered in person, Mondays and Wednesdays, from 2:30-3:50pm. Class will take place in room A2406. Assignments are to be submitted as **word documents** on moodle. All assignments are due by 11:59pm on the specified deadline.

You will need to visit the course Moodle site weekly and participate in classroom and online activities and discussions as assigned and scheduled. Moodle is also where you will access all our course materials (readings, videos, links to important resources, etc.). *Reading and course preparation should be done prior to the schedule class.*

## **EVALUATION**

To complete this course each student must select a topic, construct a thesis and essay outline, and write a full, polished, university-level term paper.

3 short writing assignments throughout the term will prepare you for this final project, along with 3 supplementary reflective writing assignments and in-class writing activities. There will be one short final quiz.

**Note:** In the age of generative AI, it is imperative that I have some samples of your writing that I know haven't been enhanced by AI in any way. In other words, to truly help you advance your writing skills, I need to know what your un-aided baseline is. Accordingly, in addition to the 3 short writing assignments and final term paper, *you must complete at least 2 of the 3 in-class writing assignments to pass the course. Completing these elements are non-negotiable.* If you are not present during a day where we are doing an in-class writing assignment, you will have to request an accommodation. These assignments must be completed in person (you cannot do it at home and submit them by email).

### **Breakdown:**

3 in-class writing assignments & participation in class activities: 15%

3 short writing assignments: 45%

Final Research Paper: 30%

Short in-person final exam: 10%

**A Note on Grading for this Course:**

In-class writing assignments are graded on a pass/fail basis. Short writing assignments and the final essay are graded according to the rubric provided at the bottom of this syllabus.

This being said, this course operates on the premise that grading is not the most important part of this course. If you come to class and demonstrate engagement, a consistent effort, and a trajectory of growth throughout the semester, you will do well. I am here to support you, either personally or through connecting you with relevant university resources. **Please don't be afraid to ask for help!**

**A note of caution:** If you rely on chat GPT or any other form of generative AI to write your assignments in part or in full, you will get a zero on that assignment. If you continue to use chat GPT after getting caught, you risk failing the course.

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

*Assignments are due by 11:59pm 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.*

*Late Assignments will be penalized 2% per day to a maximum of 10%. If you need an extension, please let me know in advance of the deadline.*

**TEXTBOOKS & LEARNING MATERIALS**

There is no textbook for this course. All materials will be posted to the course site or recommended in communications during the course.

**COURSE WITHDRAWAL INFORMATION**

Students may officially withdraw from a course or program without academic penalty up until two-thirds of the course contact hours have been completed. Specific withdrawal dates vary, and students should become familiar with the withdrawal dates of their program. See withdrawal information at [www.yukonu.ca/admissions/money-matters](http://www.yukonu.ca/admissions/money-matters)

Refer to the YukonU website for important dates: <http://www.yukonu.ca/admissions/important-dates>.

Refunds may be available. See: [www.yukonu.ca/admissions/money-matters](http://www.yukonu.ca/admissions/money-matters).

**ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures (updated bi-annually) for further details about academic standing, and student rights and responsibilities:

[www.yukonu.ca/policies/academic-regulations](http://www.yukonu.ca/policies/academic-regulations).

## **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 at <https://www.yukonu.ca/policies/academic-regulations>).

It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

## **TOPIC OUTLINE**

**\*Specific readings and handouts will be released on Moodle on a weekly basis\***

**Week 1 (Jan. 6th & 8th):** *Introduction to ENGL 100 and the Genre of Academic Writing*

**Week 2 (Jan. 13th & 15th):** *On Language, Culture, and Writing*

*\*First In-Class Writing Assignment Jan 15th*

**Week 3 (Jan. 20th, 22nd):** *What Makes a Good Essay?*

- **Jan. 20th:** *Part I: Research Questions, Thesis Statements, and Considering your Audience*
- **Jan. 22nd:** *Part I: Finding and Evaluating Sources*

*\*Writing Assignment 1 due January 24th at 11:59pm.*

**Week 4 (Jan. 27th & 29th):** *Finding & Engaging Literature: Theme 1 - Indigenous Language Loss*

**Week 5 (Feb. 3rd & 5th):** *Finding & Engaging Literature: Theme 2 - AI in Education*

**Week 6 (Feb. 10th & 12th):** *Finding & Engaging Literature: Theme 3 - Social Media & Mental Health*

**Week 7 (Feb. 17th & 19th):** WINTER READING WEEK, NO CLASS

**Week 8 (Feb. 24th & 26th):** *Writing a Good Essay*

- **Feb. 24th:** *Part 1: Making an Outline, Understanding Structure and Flow*
- **Feb 26th:** *Part 2: Rhetoric & Argumentation*

*\*Writing Assignment 2 due Friday, Feb 28th at 11:59pm.*

**Week 9 (March 3rd & 5th):** *Formal Elements of a Good Essay*

- **March 3rd:** Part 1: *Mechanics of English Writing & Mastering the APA Style*
- **March 5th:** Part 2: *Summarizing, Paraphrasing, and Quoting*

**Week 10 (March 10th & 12th):** In-Class Writing Lab: Practicing our Skills

- **March 10th:** Review & Practice Activities
- **March 12th:** Review & Practice Activities

**Week 11 (March 17th & 19th):** Accounting for Bias, Owning your Positionality, and Using your Voice

*\*Second In-Class Writing Assignment March 19th.*

*\*Writing Assignment 3 due Friday, March 21st at 11:59pm.*

**Week 12 (March 24th & March 26th):** Intention vs. Execution, and the Importance of Editing your Work

**Week 13 (March 31st & April 2nd):** Crafting a Conclusion & Review for Final Quiz

*\*Third In-Class Writing Assignment April 2nd*

**Week 14 (April 7th & 9th):** Review cont. & Final in-class online quiz (it will be in a computer lab, location TBD).

*\*Final Essay due Monday, April 7th at 11:59pm.*

## Grading Rubric for English courses

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