

## School of Liberal Arts



English 100  
Academic Writing and Critical Thinking  
Winter 2025

3 Credits

# Course Outline

<b>INSTRUCTOR</b>	Kirsten Madsen, B.A., M.F.A.	<b>OFFICE HOURS</b>	By Zoom, on request
<b>OFFICE</b>	n/a	<b>CLASSROOM</b>	Online class
<b>E-MAIL</b>	kmadsen@yukonu.ca	<b>CLASS TIME</b>	Tuesdays 4 – 7 pm
<b>TELEPHONE</b>	(867) 668-8770 (Liberal Arts office)	<b>CRN</b>	202402 20078
		<b>DATES</b>	Jan 7 – Apr 8, Final Exam TBA
<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

### Prerequisite(s):

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

## 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.

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/admissions/transfer-credit>

## 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

### Delivery format

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

You will need to visit the course Moodle site weekly prior to class time and participate in online activities and discussions as assigned and scheduled.

There will be Zoom lectures most weeks during class time Tuesdays 4:00 PM – 5:30 PM. English 100 involves short lectures delivered on Zoom, 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. Consultation with the instructor and use of the Writing Centre are strongly recommended.

### Workload

Class time allotted weekly is 3 hours, Tuesdays 4-7pm. Our time in class Zoom sessions, most weeks, will be held from 4 – 5:30 PM. During the rest of class time, we will participate in Moodle discussion forums related to weekly readings and course material.

It is expected that this course will require several hours per week of additional reading as well as essay research, planning, and completion. It is important to note that the time required for successful course completion will vary by individual.

## EVALUATION

### 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 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 (6-7 pages), and a research paper (8-10 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.

Assignments	
Writing What Matters: introductory assignment 5%	45%
Reading Response Essay	
Essay 1250-1500 words / 6-7 pages 15%	
Persuasive Research Essay	
References Page, Thesis & Outline 5%	
Final Version 2000-2500 words / 8-10 pages 20%	
Short Writing Assignments on Moodle	25%
Contributions to Learning Community	5%
Midterm: Writing Exam	10%
Final Exam	15%
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.

## TEXTBOOKS & LEARNING MATERIALS

All readings and class resources will be posted on Moodle.

Assignments will be submitted on Moodle in Microsoft Word. Access to a computer (with audio and video capability) and internet access is important.

## 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: [www.yukonu.ca/admissions/important-dates](http://www.yukonu.ca/admissions/important-dates)

Refunds may be available. See the Refund policy and procedures at [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.

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, MLA, etc.). 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.

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).

**A.I. Writing Policy:** I want to read and hear your own ideas and creative expression in this class, and to see the presence of you as writer in your written work. This class has a policy that all artificially generated text needs to be explicitly labelled if used, and should be avoided in essay and creative assignments. Any text you submit that is written by AI must be quoted and cited with the source written in parentheses (ChatGPT). Failure to adequately disclose your AI use will be considered plagiarism and result in a zero grade for the assignment. If A.I. use in your work is suspected, the onus is on you to prove that your work is original.

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

Week / Module	Readings and Assignments
1. Introductions / the Essay as Story	All readings and assignments posted on Moodle
2. Looking Inward: Writing and Reading Processes	
3. Looking Around: Styles, Methods & Approaches to the Essay	
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	
8. Revision: Putting it Back Together	
9. Writing for Readers	
10. Topics and Sources	
11. Telling Your Story: Narrative Writing, Fiction & Poetry	
12. Narrative Climax: Research into Writing	
13. Crafting a Conclusion: Final Class	
14. FINAL EXAM	

## English 100: Thesis & Outline

A+	4.7-5	<p>EXCELLENT:</p> <p>Thesis is clear, original, and engaging, and it responds thoughtfully to the assignment.</p> <p>Thesis clearly shows the relationship to the main ideas of the outline.</p>
A	4.3-4.6	<p>The outline is logically, coherently, and effectively organized.</p> <p>The outline indicates there will be appropriate and compelling evidence to support the thesis.</p>
A-	4.0-4.2	<p>Thesis and outline are mechanically perfect or nearly so.</p>
B+	3.7-3.9	<p>GOOD:</p> <p>While the thesis statement is good, it may have some minor problems, or may lack originality and insight.</p> <p>The relationship between the thesis and topics in the outline may be somewhat unclear.</p>
B	3.5-3.6	<p>The outline may indicate a minor problem in organization or the order of the argument.</p> <p>The outline suggests evidence that is appropriate and supports the thesis.</p>
B-	3.3-3.4	<p>There may be mechanical and grammatical errors sprinkled throughout the text.</p>
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.</p> <p>The major points in the outline do not directly relate to the thesis.</p>
C	2.9-3.0	<p>The presentation of ideas in the outline may be disorganized or lack logical coherence.</p> <p>The outline may suggest a lack of evidence or inappropriate evidence.</p>
C-	2.7-2.8	<p>The thesis and outline contain significant grammatical, spelling, or other errors.</p>
D	2.6	<p>MEETS MINIMAL REQUIREMENTS: Thesis is missing or there are indications of serious problems in formulating the thesis.</p> <p>The submission may miss the basic demands of the overall assignment.</p> <p>There are serious problems in the outline's organization, and it may seem chaotic.</p> <p>Evidence is missing or inappropriate.</p> <p>Serious and frequent errors interfere with the assignment's readability.</p>
F	2.4	<p>UNSATISFACTORY:</p> <p>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	<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.