

## Sample Course Outline

### ENGLISH 115 UNIVERSITY WRITING AND RESEARCH

An introduction to critical thinking and reading, academic writing, and research skills, consistent with the conditions and expectations students encounter as readers and writers at university. In this course you will

- Improve your academic essay writing skills
- Identify a writer's purpose, point of view, rhetorical strategy
- Analyze the relationship among ideas in written material
- Develop your critical reasoning skills to evaluate written material
- Develop your research skills
- Develop your oral communication skills

#### TEXTS

- Giltrow, J., R. Gooding, D. Burgoyne, and M. Sawatsky. *Academic Writing: An Introduction, 2nd ed.*
- Boyd, A. and K. Al-Solaylee, eds. *The Best Canadian Essays 2010*
- Hacker, D. *A Canadian Writer's Reference* (5th ed., packaged with Exercise Book)
- Dictionary (at least 60,000 entries)

#### COURSE REQUIREMENTS

|                    |     |
|--------------------|-----|
| Assignment # 1     | 10% |
| Library Assignment | 5%  |
| Grammar Test       | 10% |
| In-class essay     | 15% |
| Research essay     | 20% |
| Presentation       | 10% |
| Final Exam         | 25% |
| Participation      | 5%  |

SCHEDULE (Subject to changes)

As class discussions are an important part of this course, it is imperative that students have completed reading assignments *BEFORE* coming to the classes in which the readings are discussed. Some readings may not be discussed in depth but dealt with in a cursory manner in class; nevertheless, students are responsible for all readings. Please bring your texts to class. *AW* refers to *Academic Writing*; *BCE* refers to *Best Canadian Essays*.

|     |              |  |
|-----|--------------|--|
| Sep | 7            | Introductions  |
|     | 12           | Diagnostic Test; Students are strongly encouraged to read the first two chapters in <i>AW</i> :<br>Chapter 1 – Introducing Genre and Chapter 2 – Readers Reading I |
|     | 14           | <i>AW</i> , Chapter 3 – Citation and Summary   |
|     | 19           | <i>AW</i> , Chapter 4 – Summary  |
|     | 21           | <i>BCE</i> , Bridge – “The Things Ink May Do”  |
|     | 26           | <i>AW</i> , Chapter 5 – Challenging Situations for Summarizers   |
|     | 28           | <i>BCE</i> , McBride – “Preparations for the End of the World as We Know It”<br><b>Assignment # 1 due</b>  |
|     | Oct          | 3  |
| 5   |              | <i>AW</i> , Chapter 6 – Orchestrating Voices   |
| 10  |              | <b>Thanksgiving Day – VIU Closed</b>   |
| 12  |              | <i>BCE</i> , Basen – “Citizen Uprising”<br><b>Library Assignment Due</b>   |
| 17  |              | <i>AW</i> , Chapter 9 – Scholarly Styles I; <i>AW</i> , Chapter 10 – Scholarly Styles II   |
| 19  |              | <i>BCE</i> , Taylor – “Walking the Way”  |
| 24  |              | <b>Grammar Test</b>  |
| 26  |              | <b>In-Class Essay</b>  |
| 31  |              | <i>AW</i> , Chapter 13 – Introductions   |
| Nov | 2            | <i>AW</i> , Chapter 14A – Conclusions  |
|     | 7            | <i>BCE</i> , Underwood – “The Future Has Begun”  |
|     | 9            | Writing Workshop – M.L.A. Style  |
|     | 14           | <i>AW</i> , Chapter 8 – Readers Reading II<br><b>Research Paper Draft Writing Workshop</b>   |
|     | 16           | Oral Presentation Instruction  |
|     | 21           | <i>AW</i> 14B – The Moral Compass of the Discipline; <i>BCE</i> , Morris – “The Illegals”  |
|     | 23           | Presentations<br><b>Research Paper Due 3</b>   |
|     | 28           | Presentations  |
| 30  | Resentations |  |
| Dec | 5            | Conclusions  |

## CLASSROOM ETIQUETTE

It is crucial that we respect one another's attempts to learn, and create a classroom atmosphere that will encourage the focus needed for discussions and writing exercises with minimal distractions. To this end, please ensure that you arrive at class on time; if you are unavoidably late, please enter quietly and take a seat near the door. Know that drifting in and out of class to get coffee or go to the bathroom disturbs other students. If you absolutely need to leave during class (you are about to be violently ill, for example), please exit as unobtrusively as possible, close the door quietly, don't re-enter, and let me know in office hours what happened. Remember to bring your texts to class. Failure to observe these class courtesies may result in 5% being docked from your final grade for the course.

## POLICIES

Assignments must be submitted at the beginning of class on the due date. Essays received after that date will receive a letter grade per day penalty, including each weekend day. Note that **problems with computers and printing will not be accepted as reasons for extensions.**

If they are accepted, late papers likely will not be returned until the end of the semester and will be graded with no critical comments added. Papers will be typed, double-spaced, and follow the M.L.A. style of documentation.

You should retain a copy of all submitted work. Department policy states that students must achieve a passing grade ("D" or better) on the in-class essays in order to pass this course.

Students may not give a presentation or write an exam at any time other than that scheduled without a medical note or verifiable emergency.

Please read about academic misconduct in the Calendar. Assignments that are plagiarized in part or in total means automatic failure in this course, and the Dean and Registrar will be notified.

As much of this course is conducted in discussion and workshop form, regular attendance and participation are expected. Students who do not attend a minimum of 70% of classes for their full duration will not be permitted to write the final exam.

No use of electronic devices in class (i.e., laptop computers, tape devices, cell phones, Ipods).

Note that the Writing Centre offers help with your assignments.