

## School of Liberal Arts



ENGLISH 100  
Academic Writing & Critical Thinking  
Fall 2023  
3 Credits

# Course Outline

<b>INSTRUCTOR</b>	Matthew Cameron	<b>OFFICE HOURS</b>	By appointment
<b>OFFICE</b>	N/A	<b>CLASSROOM</b>	A2206
<b>E-MAIL</b>	mcameron@yukonu.ca	<b>CLASS TIME</b>	Tues. & Thurs. 9:00-10:30AM
<b>TELEPHONE</b>	(867)-668-8770 (Admin. Assistant)	<b>CRN</b>	10127
<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/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; and
- apply APA-style documentation and formatting to a document .

## COURSE FORMAT

### Delivery format

This class is a blended class and will run weekly either in classroom A2206 or online (via Zoom/videos), using Moodle as our class base. Assignments will be submitted as Microsoft Word documents on Moodle. Access to a computer (with audio and video capability) and internet access is important.

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

English 100 involves short lectures, podcast and/or video recordings, class online discussions, and weekly readings. Reading and preparation should be done prior to the scheduled class and discussion forums online each week. Consultation with the instructor and use of the Writing Centre are strongly recommended.

### Workload

Each week there will be 3 hours of class time. It is expected that this course will require several hours (e.g., 3-5) 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

Students are expected to review and participate in classroom and online discussions regularly. Students are expected to contribute to the learning community through constructive discussion of readings and topics as well as engaging with peers.

There will be a series of short writing tasks to complete. All these tasks will build into a larger final essay project, which is the overarching goal of this course. **To complete this course each student must select a topic of interest, construct a thesis, develop an essay plan as well as research and write a full, polished, university-level term paper.** There is also 10% up for grabs for active and consistent engagement with our online discussion forums on Moodle and there will be a short online final exam.

## A Note on Grading for this Course:

Grading is not the most important part of this course. Instead, the goal is for each student to become familiar and confident with university-level writing. The more we write, read, and reflect on the feedback we get on our writing, the better our writing becomes. The course will include plenty of reading and provide ample opportunity for feedback on your writing.

There will be **five shorter writing tasks** throughout the term, comprising 50% of your final grade (10% each). These tasks will be graded out of 100 on the following basis:

**0 - inadequate, plagiarized or missed assignment.**

**50 - minimum pass.**

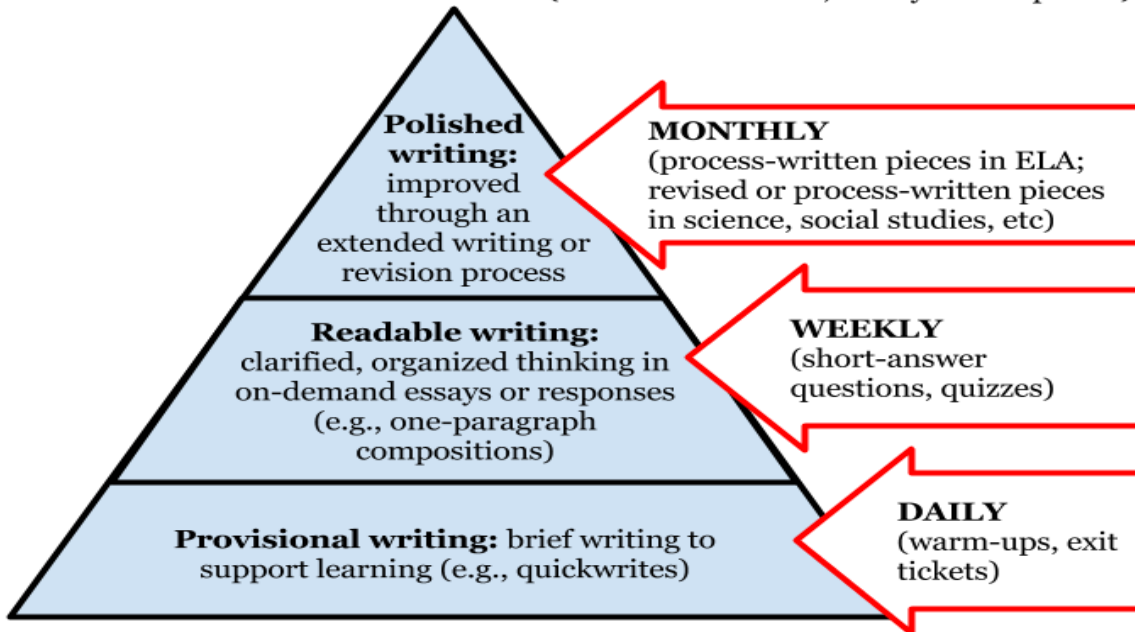
**75- solidly meets requirements**

**100 - exceptionally good response**

The purpose of these short writing tasks is to keep you actively thinking and writing in a structured way. You will receive quick feedback on these mini-tasks that you should incorporate into your work. This approach follows the 'pyramid of writing priorities':

## The Pyramid of Writing Priorities

(Start at the bottom, slowly build upward)



Three kinds of writing from *The Core Six* by Silver, Dewing, & Perini, 2012; implementation recommendations my own, DaveStuartJr.com

Your online writing tasks can be seen as ‘provisional’ and your final research paper should be ‘polished’. The final research essay will be graded according to the rubric at the end of this outline.

### Grading

5 Short Writing Tasks - 10% each	50%
Online discussions	10%
Final Research Essay	30%
Final Exam	10%
Total	100%

**\*NOTE\*** Assignments are due by 11pm on the due date and are to be uploaded to the Moodle course site. Be certain to click the submit button and accept the submission statement. After the due date, the assignments will be considered late and a 5% penalty will be applied each day for a maximum of 3 days. After this point, assignments will no longer be accepted.

## 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: [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.

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 [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).

## Schedule of Weekly topics for English 100

**\*NOTE\*** The schedule is subject to revision. Specific readings and handouts will be released on Moodle on a weekly basis. If you have any questions, concerns or feedback about the course, please contact me at [mcameron@yukonu.ca](mailto:mcameron@yukonu.ca)

Week	Dates	Topics/Assignments	Additional information
1	Sept. 5-10	Languages and Thinking	Online (Moodle; Zoom)
2	Sept. 11-17	Languages and Thinking (Continued)	Online (Moodle; Zoom)
2	Sept. 11-17	<b>Writing Task #1</b>	<b>Due: Sunday, Sept. 17</b>
3	Sept. 18-24	Audience and Research Questions	
3	Sept. 24	<b>Writing Task #2</b>	<b>Due: Sunday, Sept. 24</b>
4	Sept. 25-Oct. 1	Knowledge and Worldviews	
5	Oct. 2-Oct. 8	Thesis Statements	
5	Oct. 8	<b>Writing Task #3</b>	<b>Due: Sunday, Oct. 8</b>
6	Oct. 9-15	Acknowledging Sources (using APA to cite source material)	
6	Oct. 15	<b>Writing Task #4</b>	<b>Due: Sunday, Oct. 15</b>
7	Oct. 16-22	Summarizing, Paraphrasing and Quoting	
7	Oct. 22	<b>Writing Task #5</b>	<b>Due: Sunday, Oct. 22</b>
8	Oct. 23-29	Grammar and Punctuation	
9	Oct. 30- Nov. 5	Logic and Critical Thinking	
10	Nov. 6-12	Bias and Rhetoric	
11	Nov. 13-19	Mechanics of Writing	
12	Nov 20-26	Elements of Editing	
12	Nov. 26	<b>Research Essay</b>	<b>Due: Sunday, Nov. 26</b>
13	Nov. 27-Dec. 3	Review	
14	Dec. 4-10	<b>FINAL EXAM</b>	<b>Date TBD</b>

## Grading Rubric for English courses

GRADE	Grade Point Value	Yukon College %	ESSAY DESCRIPTION
A+	4	95-100	<p><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.</p>
A	4	86-94	<p>The paragraphs are unified—internally and externally—coherent, and have vivid topic sentences. The paragraphs are connected with smooth transitions.</p>
A-	3.7	80-85	<p>The prose is clear, smooth, and consistently grammatical. The essay is mechanically perfect or nearly so.</p>
B+	3.5	75-79	<p><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.</p>
B	3	70-74	<p>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.</p>
B-	2.7	65-69	<p>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.</p>
C+	2.5	62-64	<p><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.</p>
C	2	58-61	<p>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.</p>
C-	1.7	55-57	<p>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.</p>
D	1	50-54	<p><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.</p>
F	0	Under 50	<p><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.</p>