

# ENGL135: Academic Reading and Writing Course Outline

## INSTRUCTOR INFORMATION

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Office Hours: Mondays & Thursdays 10:30-11:30, or by appointment

## CLASS INFORMATION

Session Days: Mondays & Thursdays

Session Time: 11:30-12:50

Classroom: Clearihue A316

## CALENDAR COURSE DESCRIPTION

Practice of skills needed for successful academic writing in a variety of subject areas. Analysis of rhetorical, stylistic, research, and documentation techniques; development of these techniques through practical writing assignments. Balance of lectures and discussion.

## COURSE OVERVIEW

ENGL135 introduces you to university-level reading and writing. Its goal is to enable you to build on the reading and writing skills you have developed through your earlier school years and to progress toward the advanced level of literacy that is the hallmark of an educated citizen.

ENGL135 will help you develop the core transferable skills in critical thinking, reading, and writing that you will use in your university courses, regardless of your program of studies. Through the analysis of a variety of challenging readings, you will discover the characteristics and conventions used by scholars in different disciplines. You will explore different genres of academic writing and how these reflect different rhetorical purposes. You will practise typical academic writing tasks, including writing a basic research paper, and will learn strategies for reading and writing more effectively and for approaching new writing tasks. You will also learn how to use reflection and self-assessment to become a more independent and competent reader and writer.

Through these experiences, you will prepare yourself for the increasingly challenging reading and writing you will do as you advance through your degree program and beyond.

## PREREQUISITES

There are no prerequisites for this course.

## COURSE GOALS AND LEARNING OBJECTIVES

The course goals state what the course should help students learn; the learning objectives state what you should be able to demonstrate during and at the end of the course.

### **Goal: To strengthen students' reading skills**

**Learning objectives:** You should be able to

- use reading strategies to comprehend challenging texts

- identify the main and supporting ideas in what you read
- analyze academic writing in terms of rhetorical purpose, audience, content, genre, pattern of development, and stylistic features

**Goal: To encourage students to respond critically to ideas**

**Learning objectives:** You should be able to

- distinguish between fact and opinion
- analyze the reasoning behind an argument
- take a critical stance toward ideas, raising questions, examining evidence, and evaluating arguments on the basis of reason

**Goal: To prepare students for writing in courses across the curriculum**

**Learning objectives:** You should be able to

- focus on a purpose for writing
- use writing as a means of learning
- approach a writing task as a process of planning, outlining, drafting, revising, and editing
- summarize effectively
- incorporate source material into your writing according to standard academic conventions
- write well-structured sentences and paragraphs in standard English
- critique your own and others' writing

**Goal: To help students develop basic information literacy skills**

**Learning objectives:** You should be able to

- develop research questions
- determine appropriate sources
- use the print and electronic resources of the library to locate sources
- evaluate sources for authority, relevance, timeliness, and other criteria

**Goal: To help students develop awareness of their progress as readers and writers**

**Learning objectives:** You should be able to

- appreciate the importance of strong academic reading and writing skills to your undergraduate studies and your career
- reflect on your progress as a reader and writer and set goals for yourself
- make use of appropriate resources to support your academic reading and writing, including dictionaries; spelling, usage, grammar, and style guides; and EAL resources
- effectively manage your reading and writing tasks

#### **REQUIRED TEXTS**

You will require two texts for ENGL 135:

- ***The Active Reader* by Eric Henderson (third edition, 2015)**  
This textbook, which is written by a UVic ENGL 135 instructor, features a set of contemporary academic and professional readings along with guidance on the academic reading and writing tasks you will encounter in your university studies. **Please note that previous editions are not the same as the third edition, and are not acceptable substitutes.**
- ***Academic Writing Essentials* (second edition, second version, 2016)**  
This concise and easy-to-use reference includes the essential information you need to write successfully in your university courses.

Both textbooks are available at the UVic Bookstore.

#### COURSE RESOURCES

In addition to your textbooks and any material your instructor hands out, a number of resources are available to support your learning in ENGL 135.

- ***The Active Reader website***  
The companion site for your textbook includes exercises, additional readings, updated documentation guidelines, and activities to accompany the readings in *The Active Reader*. As a user of *The Active Reader*, you also have access to other online resources from Oxford University Press, including quizzes and exercises.
- **The Centre for Academic Communication**  
The Centre for Academic Communication (<http://www.uvic.ca/learningandteaching/home/home/centre/>) provides free one-on-one tutoring to help students build their writing skills and proficiency in English. The CAC also runs workshops that address common problems in academic writing. You can book appointments online, drop in for help, or even access tutoring online.

The Centre for Academic Communication is located in Room 135j, k, l, and m in the Academic Help corridor of the Learning Commons, in the McPherson Library.

- **UVic Libraries**  
The Research Help link at the UVic Libraries Gateway offers students help with their research, writing papers, locating resources, and identifying people to ask for more help. The Research Help section includes links to eTutorials on basic research skills. You can also ask questions by e-mail or talk to a subject librarian by phone. All first-year students can request individual research help for any course through the Personal Librarian Program:  
<http://www.uvic.ca/library/research/plp/index.php>.
- **CALL Facility**  
The CALL (Computer Assisted Language Learning) facility offers software, audio, and video resources for language learners, including EAL learners. Resources are available on an individual, drop-in basis. The CALL Facility is located in the basement of the Clearihue building (A051). You can contact the CALL facility by phone at 250-721-8959 or by email <calllab@uvic.ca>.

#### COURSE REQUIREMENTS

As part of the requirements for successful completion of ENGL 135, you will write a minimum of 2500 final (that is, edited and proofread) words, along with other assignments and a final exam.

Required assignment type	What your instructor will assign	Value
Writing diagnostic (mandatory)	A short in-class writing task	0%
Summary (length: 300 words, 150 words)	A brief summary of an academic article	15%

Required assignment type	What your instructor will assign	Value
In-class / homework assignments	Library assignment (homework)	5%
	Research essay proposal (in-class)	5%
	Peer review worksheet (in-class)	5%
Rhetorical analysis (length: 800 words)	A rhetorical analysis of one text or a comparative analysis of two or more texts	20%
Essay/research paper (length: 1250 words)	An essay or research paper that requires multiple sources	25%
Final exam	You will receive a study guide for this exam outlining the types of questions you will be expected to answer and activities you will need to undertake.	25% (Note: An F – a mark below 50 – on the exam means a failing mark in the course; that is, you must pass the final exam to pass ENGL135.)

#### LATE ASSIGNMENTS

All assignments are due in hardcopy at the beginning of class on the date indicated on the syllabus. Extensions will be granted only in extenuating circumstances and, when appropriate, with documentation. When possible, extensions should be discussed with me well in advance of the due date. Late assignments will receive a penalty of 3% per day. Late work will not receive substantive feedback.

#### THE ‘N’ GRADE

Students who fail to complete one or more of the assignments before the end of the course and/or fail to write the final examination will automatically receive an ‘N’ grade, which is associated with a final grade of no more than 49%.

#### GRADING

The writing you do in ENGL 135 will be evaluated according to the Department of English’s grading standards for first-year writing, available online on the department website: <http://www.uvic.ca/humanities/english/undergraduate/currentstudents/firstyeargrading/index.php>. Your work will also be evaluated in terms of how well it meets the requirements of the assignment and your achievement of the learning objectives of the course.

The following table shows how the letter grade or percentage score you receive on an assignment corresponds to the university’s standard grading system:

Letter Grade	Grade Point Value	%	Description (from the University of Victoria Undergraduate Calendar)
A+	9	90–100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a
A	8	85-89	

A-	7	80-84	minority of students.
B+	6	77-79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73-76	
B-	4	70-72	
C+	3	65-69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60-64	
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.

#### COURSE POLICIES AND EXPECTATIONS

##### You can expect your instructor to

- be on time and prepared for class
- teach to the course goals
- give clear instructions for assignments and exercises
- advise and support students in their course work
- treat students with respect
- act in a fair manner
- be available during office hours or, if necessary, arrange an alternative time to meet
- evaluate students fairly and constructively, based on criteria made clear to students beforehand
- return assignments in a timely manner
- give useful feedback

##### Your instructor will expect you to

- attend all classes except in case of illness or emergency
- prepare for class by completing readings and assigned work in advance
- actively participate in classroom activities
- ask questions if you do not understand
- submit all assignments according to instructions, complete, and on time
- use instructor comments and feedback to improve future work
- cooperate with and act respectfully toward other students and the instructor
- communicate with the instructor about problems or concerns as soon as possible
- put focused and disciplined effort into the course assignments

#### Attendance

The university expects students to attend all classes in which they are enrolled. University policy allows an instructor to refuse a student admission to class because of lateness, misconduct, inattention, or failure to meet the responsibilities of the course. According to the UVic calendar (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/attendance.html#>), students who neglect

their academic work, including assignments, may be refused permission to write the final examination in a course.

Attendance will be taken at the beginning of every class. Students are given two ‘freebies’ over the semester: this means that a student can miss two sessions – for whatever reasons – without receiving a grade reduction. However, missing more than two sessions (that are not excused by a doctor’s note or proof of a serious personal emergency) will negatively affect a student’s final grade in the course. If a student misses more than six sessions, they may be barred from writing the final examination, unless they have received academic concession. Any in-class assignments missed due to a failure to attend class will result in a 0 grade.

If you do miss class, you are responsible for the catching up on the covered material. You may wish to collaborate with one or more classmates to share notes or you are welcome to see me during my office hours. Due to my personal time constraints, I am not able to reteach class material.

### **Grade appeals**

If you feel that an assignment you submitted has been unfairly evaluated, your first step is to discuss your concerns with your instructor. As your instructor is using the grading standards for first-year writing, be prepared to show your instructor how your work matches the standards for the letter grade you think you should have received.

If you are not satisfied with your discussion with the instructor, you may apply for a formal grade review, which is described in detail in the UVic academic calendar.

### **Academic honesty**

The writing you do in ENGL 135 must be your own. Presenting the work of others, whether it is used without attribution (plagiarism) or submitted by you but written by someone else (cheating), violates the university’s policy on academic integrity.

The university has prepared several documents to help you understand the university’s policy, what constitutes plagiarism and cheating, and how to avoid them.

- Plagiarism from the UVic Libraries website explains what plagiarism is and how to avoid it (<http://www.uvic.ca/library/research/citation/plagiarism/>).
- The University of Victoria’s Policy on Academic Integrity, from the academic calendar, defines plagiarism and describes the university’s procedures for dealing with allegations of plagiarism and the penalties (<http://web.uvic.ca/calendar2016-05/undergrad/info/regulations/academic-integrity.html>).

In addition to these handouts, here are a few points about plagiarism to keep in mind when you write:

- The best way to avoid inadvertent plagiarism is to ask your instructor for guidance. Some students end up plagiarizing because they aren’t sure how to correctly incorporate the work of others into their writing. Your instructor can help you learn how to quote, paraphrase, and cite your sources correctly.
- Students who are found guilty of plagiarism or cheating face serious consequences. According to the university policy, “A largely or fully plagiarized assignment should result in a grade of F for the course.”

- If a student is found guilty of violating the university’s policy on academic integrity, the offence will be added to the student’s record and will remain there for four years after the student graduates.

**SCHEDULE**

<b>Date</b>		<b>Readings</b>	<b>Assignments Due</b>
Sept 8	Administrative matters Meet your classmates In-class diagnostic		
Sept 12	Introduction to academic writing Overview of all class assignments	<i>AWE</i> “Introduction to Academic Writing” (10-13)	
<b>Unit One: An Introduction to Academic Reading</b>			
Sept 15	Introduction to the summary assignment Research and the university experience	<i>AR</i> , “Academic Reading: An Introduction” (1-2) and “An Introduction to Academic Prose” (3-11)	
Sept 19	Using sources and taking notes In-class writing: preparing to write a summary	<i>AR</i> , “Reading Strategies” (46-61) and Andrew Nikiforuk, “Tarmageddon: Dirty Oil is Turning Canada into a Corrupt Petro-state” (188-191) <i>AWE</i> , “Reading Academic Writing” (22-28)	
Sept 22	Introduction to documentation styles and practices In-class writing: draft workshop for the summary assignment (bring one copy of your summary to class)	<i>AR</i> , “Writing Summaries” (87-91) and John William Devine, “Doping is a Threat to Sporting Excellence” (358-362) <i>AWE</i> “Writing a Summary,” (99-100)	
Sept 26	Critical thinking and academic writing	<i>AR</i> , “Critical Thinking,” (35-45)	Summary assignment
<b>Unit Two: An Introduction to Academic Writing</b>			
Sept 29	Introduction to the rhetorical analysis assignment Introduction to rhetoric In-class writing: summary of article for rhetorical analysis	<i>AR</i> , “The Rhetorical Analysis: Explaining How and Why” (94-101) and Ken Gillam and Shannon R. Wooden, “Post-princess Models of Gender” (290-300) <i>AWE</i> , “Writing a Rhetorical Analysis” (104-106)	
Oct 3	Rhetorical analysis of common article In-class writing: sample analysis of ethos	<i>AR</i> , “An Overview of the Essay” (65-85)	
Oct 6	Effective quoting, paraphrasing, and summarizing In-class writing: sample analysis of pathos	<i>AWE</i> , “Using Sources” (40-48)	
<b>Oct 10</b>	<b>Thanksgiving - no meeting today</b>		

Oct 13	Crafting coherent paragraphs, organizing your essay In-class writing: sample analysis of logos	<i>AWE</i> , “Improving Your Writing Skills,” (68-82)	
Oct 17	Introduction to the research essay In-class writing: draft workshop for the rhetorical analysis (bring one copy of your analysis to class)	<i>AR</i> , Kelly P. Arbour-Nicitopoulos et al., “Social Norms of Alcohol, Smoking, and Marijuana” (180-188)	
Oct 20	Discovering possible research topics In-class writing: brainstorm and discussion of research topics	<i>AWE</i> , “Researching” (29-40)	Rhetorical analysis
Oct 24	<b>Library orientation – mandatory attendance McPherson Library, Room 130</b>		
<b>Unit Three: Research</b>			
Oct 27	Introduction to library research, online and on-site	<i>AR</i> , “Writing Research Papers” (127-148)	
Oct 31	The research topic, the research question, and the thesis statement	<i>AR</i> , Youssef Hasan et al., “The More You Play, the More Aggressive You Become” (313-320) <i>AWE</i> , “Developing a Thesis” (88-90), “Writing a Research Paper” (107-109)	Library assignment
Nov 3	Following research leads	<i>AR</i> , “Conventions of Academic Writing” (13-22)	
Nov 7	Joining a scholarly conversation	<i>AR</i> , Christopher G. Anderson, “The Senate and the Fight Against the 1885 Chinese Immigration Act” (239-246) <i>Outside Sources</i> <ul style="list-style-type: none"> <li>• Kerry Gold, “Immigrants fuel housing market: study: New research concludes that majority of houses on Vancouver's west side are bought by Chinese newcomers,” <i>The Globe and Mail</i>, 02 Nov 2015: S.1.</li> <li>• Carol Sanders, “Immigration changes herald caste system: critics,” <i>Winnipeg Free Press</i>, 02 July 2015: A.6.</li> </ul>	
<b>Nov 10</b>	<b>Reading break – no meeting today</b>		
Nov 14	In-class writing: research essay proposal	<i>AWE</i> , “The Academic Writing Process” (14-21) and “Understanding Your Assignment” (84-88)	
<b>Unit Four: Active Writing</b>			
Nov	The research-based argument	<i>AR</i> , “Writing Argumentative Essays”	Research essay

17		(102-126)	proposal
Nov 21	Effective introductions and conclusions	<i>AWE</i> , <b>reread with a focus on writing</b> “Writing a Research Paper” (107-109)	
Nov 24	In-class writing: peer review exercise (bring one copy of your essay <u>introduction</u> to class)	<i>AWE</i> , <b>reread with a focus on writing and revising</b> “The Academic Writing Process” (14-21)	Peer review exercise (completed in class)
Nov 28	In-class writing: draft workshop for the final research paper (bring one copy of your essay to class)	<i>AWE</i> , “Common Errors in Grammar” (140-145), “Punctuation” (146-151), and “Common Confusables” (160-173)	
Dec 1	Academic reading and writing Discussing the final exam	<i>AWE</i> , “Preparing for an Exam” (126-129)	Research paper

#### ASSIGNMENT DESCRIPTIONS

##### 1. Summary

**300 words and 150 words, due Sept. 26, worth 15%**

You will need to produce both a 300-word summary and a 150-word summary of an article on the subject of academic writing. Following a correctly formatted bibliographical entry, you will be expected to capture the main idea(s) of the article in your own words.

##### 2. Rhetorical analysis

**800-1000 words, due Oct. 20, worth 20%**

For this paper, you will compare the rhetoric of a recently published newspaper editorial to that of an academic article included in the *Active Reader*. You’re *not* being asked to write an essay of literary analysis, such as you might write in a literature course. Instead, you’ll need to make an argument about why these pieces would be persuasive to their intended audiences (or not), providing evidence from both texts to support your argument.

##### 3. In-class/homework assignments

**due Oct. 31, Nov. 17, Nov. 24, worth 15% (5% per assignment)**

Your final project in this course has to be closely based on a topic related to your intended academic major and/or a course you are taking this term. To help you develop a research topic, you must come into our mandatory library session with a list of three possible ideas. During that session and in the days that follow, choose from among these topics, and complete the library homework assignment. Using my feedback, you should then narrow and research your topic in preparation for an in-class writing assignment and in-class peer review session. For the proposal, you will be given a specific question to answer as a prompt to set out what you expect your final project to look like; expect to write a well-organized, multi-paragraph response. For the peer review, you will be given a rubric of questions to answer in order to assist you in critically evaluating a classmate’s work.

#### **4. Research paper**

**1250-1500 words, due Dec. 1, worth 25%**

Building on your in-class proposal, you will develop a research-based argument that defends a position on a controversial topic in your field of study. You must make effective use of material from at least five academic articles (as we'll discuss in class) as well as other sources, and you are encouraged to speak with a professor working in the area you're researching.

#### **5. Final exam**

**TBA, 25%**

A three-hour final examination will be scheduled by the university during the official exam period (December 5 through December 19, inclusive, for this term). Remember, you must pass this exam in order to receive a passing mark in ENGL135. More information will be provided as the semester goes on, but it is a common exam: all students in all sections of ENGL 135 this semester will be writing the same exam, at the same time. You **MUST NOT** plan to leave Victoria before the end of the examination period, until the exam schedule is posted.