

ENGL 1100: Introduction to University Writing (A15) Course Presentation

We work, study, and live in a region south of the Fraser River which overlaps with the unceded traditional and ancestral lands of the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt and Kwikwetlem peoples.

INSTRUCTOR INFORMATION

Instructor: Lindsey Seatter

E-Mail: lindsey.seatter@kpu.ca

Office Hours: Wednesday 1:00-3:00, Thursday 4:30-6:30 or by appointment

CLASS INFORMATION

Session Days: Tuesday

Session Time: 10:00-12:50

Classroom: online Moodle platform, accessible through <https://courses.kpu.ca/login/index.php>

CALENDAR COURSE DESCRIPTION

In this introductory university writing course, students will develop their abilities in critical reading, analysis, critical thinking, and clear written expression. Through selected readings and a variety of media, students will explore, assess, and respond to arguments and issues from across disciplines and relevant to contemporary cultures. This course will also introduce students to research methods, including finding, evaluating, integrating, and documenting sources.

COURSE OVERVIEW

ENGL 1100 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 study how these reflect different rhetorical purposes. You will practice 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.

DATES AND DEADLINES (<https://www.kpu.ca/registration/dates>)

Add/drop deadline	January 18, 2021
Withdrawal period	January 19-April 12, 2021
Fee payment deadline	January 21, 2021
Examination period	April 14-22, 2021

COVID-19 NOTE

Because of COVID-19 this course will be offered online only. In order to complete this course and access Kwantlen Polytechnic U services, you must have the following:

- An electronic device (such as desktop computer, laptop, or tablet)
- Reliable access to the Internet (note: Kwantlen Polytechnic U campus parking lots have been equipped with wireless Internet)

Although this course is being delivered online, respectful behaviour is expected at all times. For more information, read the “Online Learning Etiquette” file on our course Moodle page.

DELIVERY NOTE

This course will mostly be delivered asynchronously, which means you will not be required to interact online during our specific class time. However, there are several synchronous components that will require you to be online and actively participating during the scheduled meeting time:

- Synchronous class sessions: January 5, March 9, and April 6
- Synchronous writing workshops: January 19, February 9, and March 30

These synchronous sessions and workshops are noted on the class schedule at the end of this document.

COURSE GOALS AND LEARNING OUTCOMES

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
- identify the conventions and purposes of academic writing
- 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

- understand and identify cause and effect analysis, logical fallacies, and Aristotle’s three appeals of argumentation
- 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

- approach a writing task as a process of planning, outlining, drafting, revising, and editing
- summarize effectively
- understand the functions of the various parts of an academic essay
- construct a clear and directed research proposal
- write essays that assert and support clear thesis statements
- 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 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 citation style guides
- effectively manage your reading and writing tasks

REQUIRED TEXTS

You will require one text for ENGL 1100:

- ***The Active Reader* by Eric Henderson (fourth edition, 2018)**
This textbook 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 fourth edition and are not acceptable substitutes.

Textbook is available at the Kwantlen Polytechnic U 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 1100.

- ***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.
- **English Writing Labs**
The English Department's Writing Labs (<https://www.kpu.ca/arts/english/firstyearlabs>) are your best opportunity to complement what you are learning in first-year English and to keep you on track. Designed and taught by English faculty members, these online interactive labs focus on reviewing essay-writing skills in a series of modules. The labs offer plenty of hands-on practice in a supportive environment. The lab instructors—experienced in teaching first-year English courses—are here to guide you through the essay writing process while showing you how to apply each module's lesson to your academic writing. **For each workshop you participate in, you are eligible for a 1% “bonus bump” to your final grade (to a maximum of 3%).**
- **The Learning Centre**
The Learning Centre (<https://kpu.tutorocean.com/home>) provides free one-on-one tutoring to help students build their writing skills. They won't write your essay for you, and they can't edit work that you'll be subsequently submitting for grades, but they can help you understand the feedback you receive in your English courses and suggest strategies to improve your performance. You can

book appointments online and they also offer a host of workshops, handouts, and online resources.

As part of The Learning Centre outreach, our course has been assigned a personal Tutor Navigator, Jasneet, who is available to support your learning in this course. Jasneet is an experienced peer tutor with expertise in English. You can learn more about Jasneet by watching this video: https://media.kpu.ca/media/Meet+Your+Tutor+NavigatorA+Jasneet+S./0_xjpvvxlq.

- **WriteAway**
WriteAway (<https://www.kpu.ca/learningcentres/writeaway>) is a collaborative program developed by universities and colleges throughout B.C. that allows you to submit written work online and receive feedback from tutors.
- **Kwantlen Polytechnic U Library – English Guide**
The English Guide (<https://libguides.kpu.ca/english>) lists key sources of information for English Language and Literature that are available for Kwantlen Polytechnic U users.
- **Early Alert System**
If I am concerned about your progress during the course of the semester, I may use the Early Alert Response System (EARS; <https://www.kpu.ca/advising/earlyalert>) to connect you with student services staff, who will work with you to find additional resources or supports that may increase your chances of success. Such assistance may include putting you in touch with an academic advisor, a tutor, financial aid, a counsellor or another faculty member. Please be advised that this information is treated confidentially and is sent because I care about your progress and success in this course.

COURSE REQUIREMENTS

As part of the requirements for successful completion of ENGL 1100, you will write a minimum of 2500 final (that is, edited and proofread) words, along with other assignments and a final examination.

Required assignment type	What your instructor will assign	Value
Diagnostic writing assignment	Short in-class writing task	0%
Participation		10%
Summary (length: 300 words, 150 words)	Brief summary of an academic article	10%
In-class / homework assignments	Library assignment	5%
	Research essay proposal	5%
Rhetorical analysis (length: 800 words)	Comparative analysis of two texts	20%
Research essay (length: 1250 words)	Research paper that requires multiple sources	25%
Final examination		25%

LATE ASSIGNMENTS

All assignments are due in via Moodle submission 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 and will only be accepted up to seven days past the due date. Late work will not receive substantive feedback.

GRADING

The writing you do in ENGL 1100 will be evaluated according to the Kwantlen Polytechnic U grading standards, available online: <https://calendar.kpu.ca/academic-regulations/grades/>. 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 Kwantlen Polytechnic U Calendar)
A+	4.33	90–100	Exceptional achievement
A	4.00	85-89	Outstanding achievement
A-	3.67	80-84	Excellent achievement
B+	3.33	76-79	Very good achievement
B	3.00	72-75	Good achievement
B-	2.67	68-71	Good achievement
C+	2.33	64-67	Satisfactory achievement
C	2.00	60-63	Satisfactory achievement
C-	1.67	56-59	Marginal achievement *cannot pursue a course for which this course is a prerequisite
D	1.00	50-55	Marginal achievement *cannot pursue a course for which this course is a prerequisite
F	0.00	0–49	Unsatisfactory achievement *not meeting minimum requirement for this course

Grade appeals

If you feel that an assignment you submitted has been unfairly evaluated, you may request a reassessment. As all work is evaluated using the Kwantlen Polytechnic U grading standards, be prepared to show how your work matches the standards for the letter grade you think you should have received. All grade appeals must be submitted in writing via email and discussed in office hours or in a scheduled meeting.

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
- respond to email communications in a timely fashion (generally, within 48 hours of receipt)
- 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

Diversity and inclusiveness (HR15)

Kwantlen Polytechnic U endeavors to provide learning and working environments that are inclusive and which are supportive of fair and equitable treatment of all members within its diverse community, no matter their social identity, meaning the various attributes or characteristics with which one strongly identifies and views as integral to their identity. This commitment requires the removal of unnecessary barriers to greater diversity within Kwantlen Polytechnic U and requires measures to support and promote inclusiveness, diversity and equity across the university. To read the full policy, please visit:

<https://www.kpu.ca/sites/default/files/Policies/HR15%20Diversity%20and%20Inclusiveness%20Policy.pdf>

Academic integrity (ST2)

Kwantlen Polytechnic U ascribes to the highest standards of academic integrity. Adhering to these standards of academic integrity means observing the values on which good academic work must be founded: honesty, trust, fairness, respect, and responsibility. Students are expected to conduct themselves in a manner consistent with these values. The writing you do in ENGL 1100 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. To learn more about academic integrity, you can explore this useful library guide:

<https://libguides.kpu.ca/academicintegrity>. To read the full Kwantlen Polytechnic U policy, please visit: <https://www.kpu.ca/sites/default/files/Policies/ST2%20Student%20Academic%20Integrity%20Policy.pdf>

Other policies

- Student conduct (non-academic) (ST7):
<https://www.kpu.ca/sites/default/files/Policies/ST7%20Student%20Conduct%20Non%20Academic%20Policy.pdf>
- Attendance and participation in courses (ST11):
<https://www.kpu.ca/sites/default/files/Policies/ST11%20Attendance%20and%20Participation%20in%20Courses%20Policy.pdf>
- Services for students with disabilities (ST14):
<https://www.kpu.ca/sites/default/files/Policies/ST14%20Services%20for%20Students%20with%20Disabilities%20Policy.pdf>
- Sexual violence and misconduct (SR14):
<https://www.kpu.ca/sites/default/files/Policies/SR14%20Sexual%20Violence%20and%20Misconduct%20Policy.pdf>

SCHEDULE

Date		Readings	Assignments Due
Jan 5	Introduction to Academic Writing	<i>The Active Reader</i> , “An Introduction to Academic Prose” (3-11)	Student technology survey
<i>synchronous session</i>			Diagnostic writing
Unit One: An Introduction to Academic Reading			
Jan 12	Effective Reading & Summary	<i>The Active Reader</i> , “Conventions of Academic	

		<p>Writing” (12-22), “Reading Strategies” (45-60), and “Writing Summaries” (85-90)</p> <p><i>Outside Source</i>, Andrew Nikiforuk, “Tarmageddon: Dirty Oil is Turning Canada into a Corrupt Petro-state”</p>	
<p>Jan 19</p> <p><i>synchronous workshop</i></p>	<p>Documentation Styles & Critical Thinking</p>	<p><i>The Active Reader</i>, “Critical Thinking” (35-44), “Documenting Sources” (140-142), and “Major Documentation Styles” (143-151)</p> <p><i>Outside Source</i>, John William Devine, “Doping is a Threat to Sporting Excellence”</p>	<p>Draft workshop for the summary assignment</p>
Unit Two: An Introduction to Academic Writing			
<p>Jan 26</p>	<p>Introduction to Rhetoric & Analysis</p>	<p><i>The Active Reader</i>, “Using Critical Thinking to Analyze Essays” (91-99)</p> <p><i>Outside Source</i>, Ken Gillam and Shannon R. Wooden, “Post-princess Models of Gender”</p>	<p>Summary assignment</p>
<p>Feb 2</p>	<p>Quoting & Paraphrasing</p>	<p><i>Academic Writing Basics</i>, “Planning Your Writing – Quoting, Paraphrasing, and Summarizing” and “Planning Your Writing – Incorporating Evidence”</p>	
<p>Feb 9</p> <p><i>synchronous workshop</i></p>	<p>Strong Writing & the Research Essay</p>	<p><i>Academic Writing Basics</i>, “Outlining” and “Planning Your Writing – Drafting Paragraphs”</p> <p><i>The Active Reader</i>, “An Overview of the Essay” (63-84)</p> <p><i>The Active Reader</i>, Kelly P. Arbour-Nicitopoulos et al., “Social Norms of Alcohol, Smoking, and Marijuana” (175-181)</p>	<p>Draft workshop for the rhetorical analysis assignment</p>

Feb 16	Reading Break		
Feb 23	Thesis Statements	<p><i>Academic Writing Basics</i>, “Developing Your Thesis Statement” and “Refining Your Thesis Statement”</p> <p><i>The Active Reader</i>, Youssef Hasan et al., “The More You Play, the More Aggressive You Become” (329-335)</p>	Rhetorical analysis assignment
Unit Three: Research			
Mar 2	Discovering Research Topics	<i>Academic Writing Essentials</i> , “Research”	
Mar 9 <i>synchronous session</i>	Introduction to Research	<i>The Active Reader</i> , reread with a focus on identifying differing conventions “Conventions of Academic Writing” (12-22) and “Writing Research Papers” (123-140)	
Mar 16	Joining the Scholarly Conversation	<p><i>The Active Reader</i>, Christopher G. Anderson, “The Senate and the Fight Against the 1885 Chinese Immigration Act” (228-234)</p> <p><i>Outside Sources</i></p> <ul style="list-style-type: none"> • 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. • Carol Sanders, “Immigration changes herald caste system: critics,” <i>Winnipeg Free Press</i>, 02 July 2015: A.6. 	Library orientation assignment Research essay proposal assignment
Unit Four: Active Writing			
Mar 23	Effective Introductions and Conclusions	<i>The Active Reader</i> , “Writing Argumentative Essays” (100-122)	
Mar 30 <i>synchronous workshop</i>	Common Grammar Errors & Revision	<i>Academic Writing Basics</i> , “Revising Your Writing”	Draft workshop for research essay

Apr 6 <i>synchronous session</i>	Reflecting on Academic Writing	<i>Academic Writing Essentials, "Preparing for an Exam"</i>	Research essay assignment
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ASSIGNMENT DESCRIPTIONS

1. Summary

300 words and 150 words, due Jan 26., worth 10%

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 Feb. 23, 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 Mar. 16 worth 10% (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 meet with me to discuss three possible ideas. During that meeting and in the days that follow, you will choose from among these topics and complete the library assignment. Using my feedback, you should then narrow and research your topic in preparation for a research essay proposal. For the proposal, you will outline the major aspects of your research essay, including topic and central argument.

4. Research essay

1250-1500 words, due Apr. 6, 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 examination

Apr. 20 (8:30-11:30), 25%

A final examination will be scheduled by the university during the official exam period.