

SUMMER SEMESTER 2018

ENGLISH 1100/S11

Introduction to University Writing

Wednesdays, 10:00am-12:50pm in Fir 322

Instructor: Greg Chan

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📍 T, 8:50-9:50am; W, 1:00-2:00pm; R, 1:00-2:00pm or by appointment (Fir 313)

COURSE DESCRIPTION

Welcome to English 1100, your official introduction to academic writing at the university level. With its focus on writing habits and composition skills, this course prepares you to persuade an audience in any rhetorical context. Section S11 is structured as a series of workshops that values individual reflection, group collaboration, and whole-class discussion. Class activities and assignments will strengthen your ability to compose prose with demonstrable purpose, clarity, and style. Thirteen weeks' worth of regular writing practice will be key to your success. By the end of this course, you will have a solid foundation in the following skill sets:

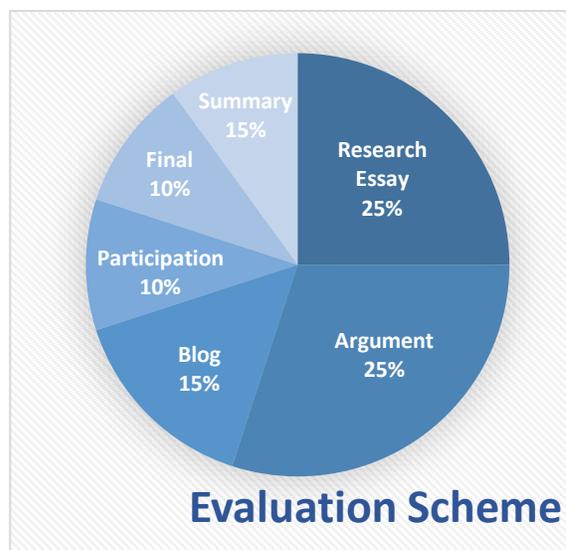
- **Critical thinking**, or the ability to analyze the rhetorical situation – genre, audience, purpose, stance, context – as you read and write
- **Active reading**, or analysis that uncovers meaning beyond basic comprehension
- **Arguing**, or the construction of a credible position through supporting evidence and persuasive strategies that changes an audience's point of view
- **Synthesizing**, or the combination of your ideas with information from cited sources to discover another level of insight
- **Academic writing**, or timed compositions produced in class and at home that exemplify university-level content, structure, and expression

REQUIRED TEXTS

This section of English 1100 is part of the Zed Cred program, which means it uses free online resources and library materials to save students the cost of buying a textbook. While secondary readings will be posted on the Moodle site, core readings will be taken from Scott McLean's [*Writing for Success*](#) (Saylor, 2011), which you can access online in a variety of formats. There are also several hard copies being held in reserve at the library under ENGL 1100/Greg Chan. Although it is not required, it is strongly recommended that you purchase a non-electronic English dictionary, which you can refer to during in class writing situations.

MAJOR ASSIGNMENTS

- **Diagnostic Test.** On the first day of class, you will write a diagnostic as a way of assessing your placement in the class and learning more about you. Consisting of a paragraph and an editing exercise, it will not count for any marks other than participation. Based on its outcome, I may contact you to suggest that you take a qualifying course before attempting English 1100 or 1202/1204.
- **Summary.** In Week Four, you will compose a summary of a reading, capturing its thesis and main points in a succinct paragraph 1/3 the length of the original. Your ability to read the passage critically and condense it—all in your own words—will demonstrate your proficiency as a university-level writer.
- **Argument Essay.** Applying the rhetorical thinking, reading, and writing skills you have developed in English 1100 is the objective of this midterm assignment. You will be composing an essay featuring your original ideas supported by quotes or paraphrases taken from a course reading(s). More than a summary, this rhetorical analysis exercise tests your ability to persuade an audience by interpreting, organizing, and synthesizing information. 10% of this essay's grade will be awarded for the completion of in-class workshops on the outline and the draft.
- **Research Essay.** When writers review a subject, they demonstrate special knowledge of it through an informative, well-supported evaluation that makes use of an authoritative tone. Using support from scholarly sources, your task is to compose a review of an assigned topic that a.) draws a judgment on it and b.) provides criteria for your evaluation. This late-term essay will involve the integration of supporting visuals and an annotated bibliography for further reading.
- **Moodle Blog.** Engaging in regular writing practice is the purpose of this semester-long digital assignment. With your classmates and instructor as your audience, you will be blogging once a week in response to lecture topics, textbook readings, and other course materials. Overall, you will be writing approximately 5,000 words (or 400-500 words per week x 12 weeks) to reflect on your development as an academic writer. All posts, which may include accompanying images or videos, will be made through the Moodle site.
- **Grade distribution:** 45% of your course work will be based on timed, in class assignments (outline, draft, summary, blog posts, and final exam), 40% on take home assignments (argument essay, research essay, blog posts), and 15% on short assignments (participation, quizzes, and Plagiarism Tutorial). Full details of assignments will be circulated in class and posted on the course website.



COURSE POLICIES & CLASSROOM PROCEDURES

- **Attendance and participation.** Regular, punctual attendance is mandatory for English 1100. It furthers your cumulative understanding of course material, enables you to be actively involved in class discussions, and indicates your commitment to the course. Besides reflecting well on you, it also will prevent disruptions to class work underway. Out of respect to your instructor and classmates, latecomers are asked to knock and wait for entrance to the class. In consideration of others, cell phones, **laptops, and other electronic devices are not to be used during class meetings; please turn off or mute ringers before coming to class and put away devices during class hours (**except to access course readings). Respecting these classroom requirements will contribute to your participation grade and a better learning environment for all, so your cooperation is appreciated. Overall, your success in this class is determined by your work ethic; if you treat the classroom as a place of work and study (with a commitment similar to that of a job), you are setting yourself up for success. Refer to **Policy ST11: Attendance and Performance in Semester and Other Term Based Courses** (<https://www.kpu.ca/policies>) for more information.



- **Preparedness.** Perfect attendance is a good start, but **active participation** is the key to your success. Your ability to do the following will be the basis for this semester-long evaluation:
 - Voluntarily ask and answer questions
 - Engage in whole-class discussion
 - Contribute productively to group activities
 - Complete in-class and take-home assignments, including occasional quizzes and the Plagiarism Tutorial
 - Meet deadlines/time restrictions and follow instructions
 - Refrain from cross-conversations, socializing or use of electronics during class
 - Work respectfully with your peers, your instructor, and the course material

I keep a running grade throughout the term, so it is your cumulative effort that will earn you up to 10%. **Arriving late to class, leaving early, and/or three or more unexplained absences will almost certainly lead to 0/10. Skipping automatically results in zero participation marks for that class.** I also take this record into account when providing feedback on assignments and when calculating your final grade. This mark is not a strictly mathematical calculation; rather, it is assigned at your instructor's discretion based on your ongoing commitment to and performance in English 1100.

- **Late assignments.** In the interest of fairness to students who work hard to meet deadlines, assignments not submitted at the start of class on its due date **automatically receives a grade of zero.** Computer or printer problems are not acceptable reasons for missing an assignment deadline. This policy includes take-home as well as in-class work, for which there are no extensions or make-ups. An extenuating circumstance is the only possible exception. If there is a legitimate and serious reason why you will not be able to submit your work on time, please inform me of it in advance; a doctor's note or other documentation will usually be required at this point. Assignments submitted via email, fax, my mailbox, or my office will not be graded; additionally, grades for assignments that do not follow format requirements will be withheld and could result in a fail. Succeeding in English 1100 requires you to make it a priority: if you are unable to schedule your work, vacation, and extracurricular activities around it, you should consider taking it when you can be more fully committed.

- **Plagiarism.** It is your responsibility to familiarize yourself with Kwantlen's **ST2 Plagiarism and Cheating Policy** (<https://www.kpu.ca/policies>). Work suspected of plagiarism will involve the student meeting with the instructor to discuss it. If it is verified as plagiarized work, it will automatically receive a grade of zero and be recorded by the Registrar in the student's file. Disciplinary action, up to and including expulsion from Kwantlen, could result from plagiarized work. To avoid plagiarism, complete the Library's **Plagiarism Awareness Tutorial** available at http://libguides.kpu.ca/moodle/plagiarism_tutorial.
- **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) 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. For more information, refer to www.kpu.ca/earlyalert.
- **Diversity and Inclusiveness Policy.** Consult **Policy HR15** for complete information on KPU's **Diversity and Inclusiveness Policy**: <https://www.kpu.ca/policies>. KPU is committed to supporting and promoting inclusiveness, diversity, and equity throughout its learning environments.
- **Assignment standards. Careful craftsmanship counts.** All course work must meet some standard requirements. Your assignments should always be:

 1. Word processed (for all take-home work) and double-spaced
 2. Documented MLA style to avoid plagiarism
 3. Thoroughly proofread for content, structure, and expression
 4. Originally titled
 5. Submitted with an MLA style information block identifying the student's name, student number, course, section number, instructor, assignment name, and date of submission
 6. Stapled, if more than one page
- **How to do well in English.**

Work hard

 - Three hours of homework or practice per hour of class time
 - Two drafts or more for take-home papers
 - At least three hours preparation, in addition to class time, for an in-class essay

Understand the new standards

 - University is much more self-guided than high school or ESL classes. You are responsible for your own learning; if you wish to succeed, you must choose to do the work.

- In all courses, at all levels, you will be expected to think analytically: not simply *what* (narration and description), but *why* (reasons, cause/effect), *how* (process), and *so what* (significance, application).

Treat English as an applied class, not a theoretical one

- Think of homework as practicing, not studying.
- Practice every day the new ways of reading, thinking, and writing that you are learning: while walking around, reading ads on the bus, or talking to friends

Talk to your instructor

- Come to office hours or make appointments to meet with your instructor to discuss work outside of class.
- Let the instructor know about your background, prior difficulties you've had with the subject, your goals, motivations and fears, or where you might need help.
- Don't hesitate to ask question in or outside of class.
- Let the instructor know about life situations affecting your schoolwork: don't just stop attending regularly or stop submitting assignments.
- Make your instructor your first point of contact for the course, as seeking help from classmates, friends, tutors or other instructors isn't your best or most direct option for success

Discover and use available resources

- This course has an accompanying website found at mykwantlen.ca. Class notes and other resources will be posted there so that you can review them during non-class hours.
- Kwantlen's Virtual Writing Centre:
<http://elearning.kwantlen.ca/courses/course/view.php?id=1832>
- Free tutorial support at Kwantlen's Learning Centre:
<http://www.kwantlen.ca/learningcentres.html>
- Counselling and Advising:
<http://www.kwantlen.ca/counselling.html>
- Online university writing centres:
<http://owl.english.purdue.edu/>
<http://grammar.ccc.commnet.edu/grammar/>
<http://www.wsu.edu/~brians/errors/errors/html>
www.lib.sfu.ca/researchhelp/subjectguides/engl/classes/EssayArch.htm
www.lib.sfu.ca/researchhelp/writing/
www.writingcentre.ubc.ca/workshop/toolbox.html
- MLA citation style guide:
- <http://libguides.kpu.ca/friendly.php?s=mla>
- Writing resources courtesy of KPU's Coast Capital Library:
<http://libguides.kpu.ca/english/write>

GRADING STANDARDS

Letter Grade/ Percentage/GPA	Definition
A+=90 to100 (4.33)	Exceptional in all respects, this work is characterized by its impeccable presentation, its well-developed ideas, and its engaging style. Controlled and consistent.
A=85 to 89 (4.00)	Outstanding in terms of ideas and presentation, this work is only held back by a few minor errors. Incisive.
A-=80 to 84 (3.67)	A superior effort. Reveals individual, intelligent thought and sophisticated expression of ideas, though it falls short of its potential. Creative.
B+=76 to 79 (3.33)	Above average work characterized by its strong content, style, and expression. Imaginative and consistent, but lacking the sharpness and individuality of a first class essay.
B=72 to 75 (3.0)	A solid achievement. Despite some difficulties with development & expression, this is a thoughtful piece of work.
B-=68 to 71 (2.67)	Competent work that demonstrates clear understanding of the topic and makes many good points. Held back by some significant composition errors.
C+=64 to 67 (2.33)	Reasonably competent work notable for its grasp of assignment guidelines. However, evident errors in organization, development, and grammar interfere with this paper's content.
C=60 to 63 (2.0)	Satisfactory work that fulfills the basic requirements of the assignment. Significantly impaired by errors in development, organization, and grammar.
C-=56 to 59 (1.67)	Marginal performance; shows that the writer has tried to respond to the assignment. This grade and those below it do not permit students to pursue more advanced courses.
D=50 to 55 (1.0)	This work reveals minimal competence. Final grades in this range do not qualify for transfer credit.
F=0 to 49 (0)	This work fails to meet course requirements.

English Usage: Basic grammar is not an area of instruction in English 1100. However, since writing in this course operates within departmental and university-wide contexts, for grading purposes, students entering and finishing the course need to be able to demonstrate that they can write assignments grammatically and idiomatically, express their ideas clearly and in an organized way, correctly use basic punctuation, and employ MLA documentation taught in the course.

ENGLISH 1100 SCHEDULE: SUMMER 2018

This is a tentative outline that we will modify throughout the semester according to the needs and interests of the class. Keep it up to date, as topics, readings, and due dates are subject to change. **Red** indicates a model essay; **blue** is the background reading on which the class discussion will focus; **boldface** shows major assignments that are due. Prepare for class by actively reading the background chapters for each week, which you can access for free through the *Writing for Success* open textbook site: <https://bit.ly/BBagZP>. Red readings can be found on the Moodle site. During class, you may use an electronic device – preferably a laptop – to access course readings only.

Week One: May 9	Course Introduction What is Academic Writing? Rhetorical Situation <input checked="" type="checkbox"/> Chapter 1: Introduction to Writing (3-39) Diagnostic Test
Week Two: May 16	Argument: Taking A Stand Argumentative Appeals Sentence Structure <input checked="" type="checkbox"/> Chapter 2: Writing Basics (40-104) <input checked="" type="checkbox"/> Obama, “Yes We Can” and Gonzales, “Why This Generation Needs Gun Control”
Week Three: May 23	The Writing Process Creating Structure with Paragraphing Quoting, Paraphrasing & Summarizing <input checked="" type="checkbox"/> Chapter 6: Writing Paragraphs (215-247) & Chapter 8: The Writing Process (280-336) <input checked="" type="checkbox"/> King, “Why We Crave Horror Movies”
Week Four: May 30	Essay Essentials Outlines Workshop Summary Exercise (1 hour) <input checked="" type="checkbox"/> Chapter 9: Writing Essays: From Start to Finish (337-364) <input checked="" type="checkbox"/> Callwood, “Forgiveness” (link) & Schlosser, “Why McDonald’s Fries Taste So Good”
Week Five: June 6	Rhetorical Modes: Analysis, Cause & Effect, Definition & Narration Drafts Workshop <input checked="" type="checkbox"/> Chapter 10: Rhetorical Modes (365-400) & Chapter 12: Writing a Research Paper (453-489)

- ☑ Rowling, “The Fringe Benefits of Failure” & Honore, “Work Is a Blessing”

Week Six:
June 13 The Review: Informed Judgment
Research-based Writing
☑ Chapter 11: Writing from Research (401-452)
Library Orientation and Lab Exercise, 11:30am-1:00pm (Room 1206)

Week Seven:
June 20 MLA Documentation
The Annotated Bibliography
Argument Essay due (end of class submission)
☑ Chapter 13: APA and MLA Documentation and Formatting

Week Eight:
June 27 Writing Techniques
Punctuation
☑ Chapter 3: Punctuation (105-128) & Chapter 7: Refining Your Writing (248-279)

Week Nine:
July 4 Incorporating Visuals into Academic Writing
Visual Rhetoric
☑ Chapter 14: Creating Presentations (548-592)
☑ Spriggs, “On Buying Local”

Week Ten:
July 11 The Exposition: Reporting Information
Strategic Word Choice
☑ Chapter 4: Working with Words (129-167)
☑ Staples, “Just Walk On By: A Black Man Ponders His Ability to Alter Public Space”
Research Essay due

Week Eleven:
July 18 Unbiased Tone
Audience Awareness
☑ Laitner, “Heart and Sole: Detroiters Walk 21 Miles in Work Commute”

Week Twelve:
July 25 Course Review
Exam Preparation

Week Thirteen:
August 1 **Final Exercise (in-class report – 2 hours)**



May 13th is the last day to withdraw without receiving a “W” on your transcript; **July 5th** is the last day to withdraw from a semester course with a “W” grade

ENGLISH 1100 MARKING SYMBOLS

GENERAL

✓	good point
X	incorrect
Ⓟ	punctuation error
?	unclear/questionable point
∅	delete
∨	missing part
≡	capitalize

DICTION/WORD CHOICE

ww	wrong word
w?	word doesn't fit context
wordy	idea expressed in too many words -- simplify
nsw	no such word; consult dictionary
sp	spelling error
typo	typographical error
sl	slang phrase
○	close space

/ separate as two words (e.g. even/though)

PHRASING

id incorrect or faulty idiomatic phrasing

awk awkward construction

F filler/deadwood: unnecessary words

red redundant

rep repetitive

syn syntax/faulty word order

reverse word order

SENTENCE CONSTRUCTION

[] mixed construction

SS sentence structure

mm misplaced modifier

dm dangling modifier

frag sentence fragment

CS comma splice

RO run-on sentence

STRUCTURE & STYLE

dev develop: insufficient explanations/examples

trans weak or missing transition

→ indent

¶ new paragraph needed

POV wrong point of view/shift in point of view

ds double space

ts topic sentence: weak or missing

org organization problem

BASIC GRAMMAR

agr agreement error

art missing article (*a, an* or *the*)

V verb form or sequence error

vt verb tense error

ps wrong part of speech

u uncountable noun: remove the 's'

prep preposition error

sing singular

pl plural

Ref? vague, unclear or incorrect pronoun reference

// faulty parallelism

coh coherence

DOCUMENTATION

Q quotation error: faulty integration or wrong format

man; doc manuscript form: does not follow MLA conventions/faulty documentation/missing source

WC Works Cited error

alph alphabetical order

it italics