



## DEPARTMENT OF ARTS AND EDUCATION

### COURSE OUTLINE – FALL 2019

#### EN1201 (C2): Composition and Rhetoric – 3 (3-0-0) 45 Hours for 15 Weeks

**INSTRUCTOR:** Dr. Murrielle Michaud      **PHONE:** 780-539-2090  
**OFFICE:** C419      **E-MAIL:** mmichaud@gprc.ab.ca

**OFFICE HOURS:** Mondays noon to 2:30, Thursdays 2:30 p.m. to 3:30 p.m., or by appointment

#### CALENDAR DESCRIPTION:

This course will help students become more sophisticated users and producers of written texts. Instruction will include basic academic essay-writing skills and the various rhetorical approaches used when addressing specific audiences. The main goals of the course are to help students integrate reading and writing and to become familiar with the conventions of university-level writing. This includes producing coherent, logical texts that are relatively free of surface errors. To achieve these goals, the course encourages students to think critically, to read closely and analytically, and to compose responses to a variety of texts, both written and visual.

**PREREQUISITE(S)/COREQUISITE:** English 30-1, EN0130, or equivalent

#### REQUIRED TEXTS/RESOURCE MATERIALS:

Dynes, Rhonda, Sarah Norton, and Brian Green. *Essay Essentials with Readings*, Seventh Edition. Nelson, 2019.

**DELIVERY MODE(S):** The course work includes lecture, class discussion, in-class exercises, and assignments.

**COURSE OBJECTIVES:** The aim of this course is to enable students to become proficient writers, both technically and rhetorically. Students taking this course will not only gain a greater understanding of the fundamentals of grammar and punctuation but will also have the chance to read and analyze a range of texts that will provide students with the tools to recognize and utilize persuasive rhetoric in a variety of forms. The goal of this course is to provide students with an understanding of the ways in which critical reading and effective writing go hand-in-hand.

**LEARNING OUTCOMES:** After taking this course, the successfully participating students will demonstrate and be able to:

- Identify and to employ a range of sentence structures
- Compose grammatically-correct sentences
- Identify varied rhetorical strategies in a range of texts as well employ a variety of rhetorically persuasive techniques in students' own writing
- Write coherent, unified, and well-structured essays
- Evaluate factors such as the occasion, purpose, and audience for a piece of writing
- Distinguish the range of paragraph structures and patterns as well as to recreate them in students' own writing
- Articulate what makes for an effective thesis statement and topic sentence and to apply that understanding in practice
- Articulate the close interrelation between strong critical reading practices and effective writing

**TRANSFERABILITY:** UA, UC, UL, AU, GMU

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide at <http://transferalberta.alberta.ca/transfer-alberta-search/#/audienceTypeStep>

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

## **EVALUATIONS:**

Thesis Statement Assignment – 5%

Essay Outline – 5%

Paragraph Assignment – 5%

Library Assignment – 5%

Works Cited/References Assignment – 5%

Final Essay – 25%

Daily Quizzes – overall average – 10%

Final Exam – 30%

Attendance and Participation – 10%

## GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Weeks 1-2: Critical Reading Practices (Strategies for Active Reading)

Weeks 3-5: Developing an Argument: Research Questions, the Thesis Statement

Weeks 5-6: How to Research Effectively: Books, Journals, Scholarly Sources; Annotated Bibliographies; the Librarian is your Friend

Weeks 7-8: The Nuts and Bolts of Writing: Quoting and Documentation; the Parts of an Essay; Developing an Outline; Formatting (MLA, APA, Chicago)

Weeks 9-10: Intros and Conclusions; Effective Sentences and Paragraphs; Topic Sentences and Proofs

Weeks 11-12: Approaches to Writing: Comparison and Contrast, Cause and Effect, Argument

Weeks 13-15: Bringing it all Together: Writing that Essay; peer review

## STUDENT RESPONSIBILITIES:

This is a workshop class. Class participation is an essential part of learning in this environment. It is your opportunity to ask questions and engage in discussion. Marks for this component will break down into 5% overall for attendance, and 5% overall for participation in class discussion.

Students are expected to have their readings done in preparation for lecture and discussion; there is a quiz every day on grammar, punctuation, and syntax based on the assigned readings. Falling behind in your reading in a course such as this will cause you no end of difficulty -- stay on top of your readings.

Assignments must be submitted in a hard copy format during class. Students will be provided with a list of essay topics from which to choose for the essay assignment. Should a student have an idea s/he wishes to propose as an essay topic in lieu of the prepared list of topics, the suggestion *must* be cleared with the instructor. The paper should be 900 to 1,200 words, with an academic title. **N.B.:** *Make sure your thesis statement has been approved by the instructor before you begin writing your essay -- you should not begin your paper until your thesis statement has been approved.*

Due dates are firm. Unsubmitted assignments will receive a mark of zero. Late work will be penalized at the rate of 10% per day. If a student is ill, or has another reason for missing the deadline, s/he must advise the instructor as soon as possible. A note from the doctor must accompany assignments submitted late due to illness.

The use of electronic devices is prohibited in the classroom, unless the instructor indicates otherwise.

If you find you are having difficulty, get in touch with me, either during office hours, or by email. I am always only an email away.

Assignments and projects not picked up by students will be held until the first week of May 2020.

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the section on Plagiarism and Cheating in the College policy titled Student Misconduct: Academic and Non-Academic at (<https://www.gprc.ab.ca/about/administration/policies/fetch.php?ID=68>).

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

\*\*Note: all Academic and Administrative policies are available at <https://www.gprc.ab.ca/about/administration/policies/>