



DEPARTMENT OF ARTS & EDUCATION

COURSE OUTLINE – WINTER 2015

EN1201 (A3 & VC): RHETORIC AND COMPOSITION - 3 (3-0-0) 45 Hours

INSTRUCTOR: Dr. Stephen Guy **PHONE:** 780.539.2977
OFFICE: C426 **E-MAIL:** sguy@gprc.ab.ca

OFFICE HOURS: Mondays 3-4:30 and Wednesdays 1-2:30pm

PREREQUISITE(S)/COREQUISITE: EN 30/1030 or a passing grade in an equivalent course (Completion of the senior High School English requirement is mandatory).

REQUIRED TEXT/RESOURCE MATERIALS:

Reading Critically and Writing Well (10th Edition), Axelrod, Cooper and Warriner.

The Oxford Canadian Writer's Handbook

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 college- (and 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.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODES: Course work includes lectures, class discussions, online assignments, and individual student work, both written and oral.

OBJECTIVES: The course is designed to develop or strengthen close reading, critical thinking, and effective writing skills.

OUTCOMES: After taking EN1201, students will be able to:

- Write grammatical and elegant sentences in English.

- Read critically for style and content.
- Identify and employ a variety of rhetorical strategies.
- Plan, research and write effective essays in several different modes.

TRANSFERABILITY:

Athabasca ENGL 2xx (3)

Canadian UC ENGL 1xx (3)

King's UC ENGL 2xx (3) [Student must take one of ENGL 204 or 205 at King's.]

MacEwan ENGL 1xx (3) [Student must present the specific course outline for review for possible ENGL 132 or 133 transfer credit.]

U of C Jr. ENGL (3)

UofA ENGL 121 (3)

UofL ENGL 1xxx (3)

****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**

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

EVALUATIONS:

Diagnostic paper (500 words) [5%]

Grammar quiz 1 [5%]

Grammar quiz 2 [5%]

Descriptive/narrative/process paper (1000 words) [15%]

Analytical paper (1000 words) [15%]

Thesis/outline [5%]

Research/argumentative paper (1000 words) [20%]

Final (1000 words) [30%]

STUDENT RESPONSIBILITIES:

1. Please come to class and pass your papers in on time. Papers must be submitted as hard copies, double-spaced and stapled, and are due the minute before class begins on the day of the deadline. The deadlines are STRICT. For every day that your paper is late, you will lose 5% from your grade. Extensions will be granted for EXTRAORDINARY circumstances only. Please pause before submitting a request for an extension and ask yourself: are these circumstances really, truly EXTRAORDINARY? Better to begin planning your essay early, or to accept the penalty like a responsible adult. If you are genuinely ill, you may provide a note from a doctor to have the penalty waived.
2. Read all of the assigned material and come prepared to discuss it during class.
3. The reading schedule is subject to change according to time constraints and other considerations. All changes will be posted to Moodle.
5. Please keep a copy of all written work. In the event of theft or loss, the student is required to submit a duplicate copy.
6. Cell phones must be turned off during class, and I strongly encourage you to avoid taking notes with a laptop. Pen and paper have worked very well for this purpose for generations. Surfing the internet during class is disrespectful and very distracting to the other students. Please come prepared to engage with the material, with the other students in the class, and with me.
7. Students are expected to check the Moodle site for this course before each class to stay informed. In the event of a class cancellation, the announcement will be posted to Moodle.
8. Students are advised to read the GPRC Admissions Guide for the rules regarding Registration, Withdrawals, Academic Misconduct including plagiarism, and Appeals.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Policy on Student Misconduct: Plagiarism and Cheating at

https://www.gprc.ab.ca/files/forms_documents/Student_Misconduct.pdf

****Note:** all Academic and Administrative policies are available at

<https://www.gprc.ab.ca/about/administration/policies/>

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 1:

1/9 – Introductions.

1/12 – How to read and write—chapter 1.

[reading: pp. 1-19 in *Reading Critically Writing Well* (RCWW)]

Week 2:

1/16 – Process, description, narrative—chapter 2.

[primary reading: pp. 22-42 RCWW, especially Dillard’s “An American Childhood” (22)]

[secondary reading: David Foster Wallace, “Shipping Out”]

(diagnostic paper due)

1/19 – Process, description, narrative—chapter 2.

[primary reading: pp. 55-67 RCWW]

[secondary reading: DFW, “Shipping Out”]

Week 3:

1/23 – Process, description, narrative—chapter 3.

[primary: pp. 68-111 RCWW, especially “Soup” from *The New Yorker* (71)]

[secondary reading: DFW, “Shipping Out”]

1/26 – Process, description, narrative—chapter 3.

[primary: pp. 112-128 RCWW]

[secondary reading: DFW, “Shipping Out”]

Week 4:

1/30 – Process, description, narrative—chapter 4.

[primary: pp. 129-166 *RCWW*, especially Staples’ “Black Men and Public Space”(132)]

[secondary: Didion, “On Keeping a Notebook”]

2/2 – Process, description, narrative—chapter 4.

[primary: pp. 167-176 *RCWW*]

[secondary: Didion, “On Keeping a Notebook”]

Week 5:

2/6 – Critical analysis—chapter 5.

[primary: pp. 178-229 *RCWW*, especially Cain’s “Shyness: Evolutionary Tactic?” (181)]

[secondary: Didion, “On Keeping a Notebook”]

(descriptive paper due)

2/9 – Critical analysis—chapter 5.

[primary: pp. 230-244 *RCWW*]

[secondary: Didion, “On Keeping a Notebook”]

Week 6:

2/13 – Critical analysis—chapter 6.

[primary: pp. 246-294 *RCWW*, especially Rosen’s “The Myth of Multitasking” (270)]

[secondary: George Saunders – “Mr. Vonnegut in Sumatra”]

(grammar quiz one)

2/23 – Critical analysis—chapter 6.

[primary: pp. 295-311 *RCWW*]

[secondary: George Saunders – “Mr. Vonnegut in Sumatra”]

Week 7:

Reading week, no class.

Week 8:

2/27 – Argument—chapter 7.

[primary: pp. 312-357 *RCWW*, especially Greene’s “Put a Little Science in Your Life” (315)]

[secondary: George Saunders – “Mr. Vonnegut in Sumatra”]

3/2 – Argument—chapter 7.

[primary: pp. 358-373 *RCWW*]

[secondary: George Saunders – “Mr. Vonnegut in Sumatra”]

Week 9:

3/6 – Argument—chapter 8.

[primary: pp. 375-425 *RCWW*, especially Carr’s “Is Google Making Us Stupid?” (408)]

[secondary: James Baldwin – “Stranger in the Village”]

3/9 – Argument—chapter 8.

[primary: pp. 426-443 *RCWW*]

[secondary: James Baldwin – “Stranger in the Village”]

Week 10:

3/13 – Argument—chapter 9.

[primary: pp. 445-490 *RCWW*, especially Shughart’s “Why Not a Football Degree?”]

[secondary: James Baldwin – “Stranger in the Village”]

3/16 – Argument—chapter 9.

[primary: pp. 491-505 *RCWW*]

[secondary: James Baldwin – “Stranger in the Village”]

(analysis paper due)

Week 11:

3/20 – Research/strategy—chapter 10.

[primary: pp. 508-527 *RCWW*]

[secondary: Chris Turner, “Calgary Reconsidered”]

(grammar quiz two)

3/23 – Research/strategy—chapter 10.

[primary: pp. 528-537 *RCWW*]

[secondary: Chris Turner, “Calgary Reconsidered”]

Week 12:

3/27 – Research/strategy—chapter 11.

[primary: pp. 539-568 *RCWW*]

[secondary: Chris Turner, “Calgary Reconsidered”]

(thesis statement/outline due)

3/30 – Research/strategy—chapter 11.

[primary: pp. 569-608 *RCWW*]

[secondary: Chris Turner, “Calgary Reconsidered”]

Week 13:

4/6 – Other types of reading—chapter 12.

[primary: pp. 609-624 *RCWW*]

[Reading: Various Kate Beaton comics]

4/10 – Other types of reading—chapter 12.

[Reading: High Maintenance]

(Argumentative/research paper due)

Week 14:

4/13 – Style/Review/Exam talk.

[reading: Elif Batuman, “Summer in Samarkand”]

[reading: Molly Young, “Kickstart My Heart”]

ADDITIONAL INFORMATION

Email and meeting policy: I will respond to an email within 48 hours of receiving it. I strongly encourage students to speak with me during my office hours or to set up an appointment.