



**DEPARTMENT OF ARTS & EDUCATION  
COURSE OUTLINE – Fall 2020**

**EN1201 (B2): Composition and Rhetoric – 3 (3-0-0) 45 Hours for 15 Weeks**

**INSTRUCTOR:** Dr. Anna Lapointe      **PHONE:** 780-539-2992  
**OFFICE:** C420      **E-MAIL:** [alapointe@gprc.ab.ca](mailto:alapointe@gprc.ab.ca)  
**OFFICE HOURS:** Thursdays 2:30-4:00pm or by appointment

**FALL 2020 DELIVERY:** Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through [helpdesk@gprc.ab.ca](mailto:helpdesk@gprc.ab.ca).

**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.

**PREREQUISITE:** Successful completion of Alberta English 30 (or equivalent of grade 12 English). This course will fulfill 3 credits of requirements for most programs that specify 6 credits of first year or Junior English. Normally, no more than 6 credits of first year English or equivalent may be taken for credit.

**REQUIRED TEXT:**

- Moore, Alan, and David Lloyd. *V for Vendetta*. (Vertigo)
- Orwell, George. *Nineteen Eighty-Four*. (HarperCollins)

All other readings, and the writing guide, are posted to Brightspace. Students are responsible for ensuring that they can access these files.

**DELIVERY MODE(S):** Lecture and discussion.

**COURSE OBJECTIVES:** Students will critically assess and respond to texts, evaluate and utilize scholarly data resources, and produce clear, structured writing, with an emphasis on academic essays.

**LEARNING OUTCOMES: At the end of this course, students will be able to:**

- Identify and describe rhetorical techniques used in a variety of texts

- Critically analyze texts with reference to symbolic language, rhetorical approaches, structure, and patterns of language
- Make connections between different texts in terms of both specific content and thematic patterns
- Write academic literary analysis essays using literary texts as primary sources

**TRANSFERABILITY:** UA\*, UC, UL, AU, AF, CU, CUC, GMU, KUC, Other

**\*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 main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**\*\* 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:**

Assignments will be assessed according to university-level standards of writing, including (but not limited to) spelling, grammar, compositional coherence, and critical thinking. Grading standards will rise in the course of the term. Except on quizzes, assessments will be given as letter grades.

Essay 1	10%
Essay 2	15%
Essay 3	25%
Documentation project	5%
Quizzes	10% (averaged)
Attendance & Participation	5%
Final Exam	30%

**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

## 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 Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

\*\*Note: all Academic and Administrative policies are available on the same page.

## STUDENT RESPONSIBILITIES & IMPORTANT INFORMATION:

- **Attendance:** Students are expected to attend class during class times. Attending class and engaging with classmates, discussion topics, and related activities is worth 5% of your final grade.
  - If your absence is for a legitimate reason (internet disruption, illness, family crisis), **let the instructor know by e-mail**. In your e-mail, please indicate your course number and section. Please send a new e-mail for each class missed for a legitimate reason, or clearly state which days will be missed. E-mailed notices of absence do not automatically “roll over” for future missed dates.
  
- **Participation & Engagement:** You are expected to comment, respond to questions, interact with classmates, and otherwise contribute to the class dialogue. Questions are welcomed and encouraged. If you're wondering about something, most likely several classmates are as well, only they're afraid to speak up. So ask!
  - In order to participate effectively, you should have the day's reading completed before class begins. This will allow you to comment, answer questions, and ask questions of your own.
  - The goal of this class is to create a safe environment in which we examine both texts and our own ideas about them. Discomfort can be part of the learning process. However, if the discomfort starts to turn to distress, please take care of yourself. You can withdraw from an activity or discussion if necessary.
  
- **Missed Material:** Students are responsible for all missed material, including material missed due to legitimate/excused absences. Slideshows are posted to Brightspace, and Zoom lectures are posted after their conclusion. If, **after** you have gone through these materials, you have questions, please contact me and I'll be pleased to clarify.
  
- **Quizzes:** Quizzes are not scheduled at the beginning of term. They will be announced 1-2 classes beforehand, and the announcement will be posted on Brightspace. Students will have 5 days to complete a quiz after it is “opened” on Brightspace. Beyond that point, only students with extenuating circumstances (illness, family crisis) will be allowed to write “missed” quizzes. Missed quizzes are given a grade of 0%.
  - If students complete all quizzes, their lowest grade will be removed from the final average. If students have missed a quiz, that 0% will be removed instead.

- **Assignment Submission:** Assignments are due at 4:00pm Alberta time on the due date. At 4:01pm, they become late, so you might as well take a few hours and polish your work to offset the penalty.
  - Assignments must be submitted to the Brightspace dropbox. Assignments must be in pdf format. Improperly submitted work will not be accepted. If the dropbox for some reason will not give you access, e-mail your completed assignment to the instructor to prove that you have completed it, then submit on Brightspace when the issue has been resolved.
  
- **Late Papers:** Late papers are penalized at the rate of 1% per day, to a maximum deduction of 10% (one letter grade). Late papers will be accepted until Wednesday, December 9, 2020, at 4:00pm Alberta time. Starting at 4:01pm on that day, no more late assignments will be accepted, and the missing assignments will receive grades of 0%.
  
- **Extensions:** Students must contact the instructor directly regarding extensions. I grant extensions for the following reasons: technological failure (may be used only once), sick children/family crisis, illness or injury of student (with doctor's note), alien abduction (documentation required). Extensions are not open-ended; rather, we will agree on a new deadline, after which late penalties apply.
  - **Extensions are not given because of workload.** Due dates across classes tend to come in clusters. Plan ahead and be prepared to deal with the schedule.
  
- **“Office” Hours:** My office hours are listed on the first page of this course outline. Because the course is being offered remotely, I will not be physically in my campus office. Rather, I will be available via Zoom from the course page to meet one-on-one with students.
  - You don't need an appointment to meet with me during office hours. I meet with students in the order that they show up.
  - This is your time, as much as class is. Please don't feel you're imposing.
  - Office hours cancelled if the instructor is sick. But I'll post an announcement to that effect, and re-schedule when I'm better.
  - If you make an appointment to meet with me (over Zoom) outside of regular office hours, please actually attend that meeting, or notify me that you won't be able to make it, so I'm not left humming to myself on the Internet.
  
- **Pre-Assessments:** Students often request that I “look over” an assignment before it is due, and offer feedback at that point. I regret that I cannot do this, simply because of the time commitment involved, and the number of students I teach.
  - However, I am always pleased to review your thesis statement, and even to review several drafts of it. Please send your thesis statement for feedback by email, pasted into the body of the e-mail.
  
- **Preferred Names & Pronouns:** At the course's outset, my list of students' names is based on the register. If you would prefer to be called something else, please let me know, and I will adjust my list accordingly, and used your preferred name from that point on. You should feel free to use your preferred given name on all essays and submitted assignments, as well as on your Zoom.

(If your preferred surname varies from the name under which you are registered, I may need occasional reminders.)

- If you want to tell me your pronouns, you should feel free to do so. I will respect your pronouns.
- All students are expected to respect their classmates' preferred names and pronouns.
  
- **Children, Animals, & Zoom Etiquette:** Some of you may be parenting as you take this class. Please let me know, so that I can make a note of it. (Children create their own complications, and I will create flexibility for parents as needed.)
  - While in class, if you're not speaking, please mute your microphone so that ambient noise (human, animal, etc.) doesn't disrupt the class.
  - If your children are in the room with you during class, that's fine, though you should be aware that the course will deal with adult language and topics.
  - If your pets appear on Zoom, your instructor would like to see and admire them.
  - Please wear clothes while on Zoom.
  
- **Crisis Management:** I'm not a monster, but I'm not psychic, either. If something goes wrong in your life, I won't automatically know. If you let me know, I will work with you to help you keep up/catch up in the course. You are human, and entropy affects us all: crises happen. I will happily work with you to ensure they don't derail your academic career.
  
- **Important Note:** How you do in the class has no effect on how much I like and respect you. If you submit an assignment late, I will not be ashamed of you or look on you with disgust. If your work is imperfect, it's a sign that there are things you need to learn/I need to help you with; it is not a sign that you are a bad, lazy, or unworthy person.

### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

Readings must be completed **before** the class in which they are taken up. Please ensure you have the day's text available to you in class (either on paper or electronically). This schedule is subject to change. Alterations will be posted on Brightspace.

Sept 4 – introduction

Sept 7 – Labour Day (no class)

Sept 11 – Cixin Liu – “The Poetry Cloud”

Sept 14 – intro to academic essay-writing

Sept 18 – intro to documentation

Sept 21 – Alan G. Johnson – “Patriarchy, The System”

Sept 25 – Rokheya Shekhawat Hossain – “Sultana’s Dream” & W.E.B. Du Bois – “The Comet”; documentation project due

Sept 28 – essay writing instruction

Oct 2 – Ursula K. Le Guin – “The Ones Who Walk Away from Omelas”

Oct 5 – N. K. Jemisin – introduction to *How Long ‘Til Black Future Month?*; essay 1 due

Oct 9 – N. K. Jemisin – “The Ones Who Stay and Fight”

Oct 12 & Oct 16 – fall break (no classes)  
Oct 23 – George Orwell – *1984*  
Oct 26 – George Orwell – *1984*  
Oct 30 – George Orwell – *1984*  
Nov 2 – George Orwell – *1984*; essay 2 due  
Nov 6 – flex day (TBA)  
Nov 9 – Harlan Ellison – “‘Repent, Harlequin!’ Said the Ticktockman”; Kurt Vonnegut – “2BR02B”  
Nov 13 – essay writing instruction  
Nov 16 – Eden Robinson – “Terminal Avenue”  
Nov 20 – Alan Moore – *V for Vendetta*  
Nov 23 – Alan Moore – *V for Vendetta*  
Nov 27 – Alan Moore – *V for Vendetta*  
Nov 30 – Alan Moore – *V for Vendetta*  
Dec 4 – flex day (TBA); essay 3 due  
Dec 7 – review for final exam

Final exam due date to be announced. Please ensure that you are available for the entire exam period.