



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2015

EN 1201 (C2/VC2): COMPOSITION AND RHETORIC – 3(3-0-0) 45 HOURS

INSTRUCTOR: Dr. Anna Lapointe **PHONE:** 780-539-2992
OFFICE: C420 **E-MAIL:** alapointe@gprc.ab.ca

Mondays 1:30-3:00; Tuesdays 12:30-2:00; Fridays 11:30-12:30;
OFFICE HOURS: or by appointment

PREREQUISITE(S)/COREQUISITE: 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 TEXTS/RESOURCE MATERIALS:

- Babington, Doug, et al. *The Broadview Pocket Guide to Writing*. 3rd edition.

All other course materials will be posted on Moodle. You are not required to print these, though you may wish to. Electronic devices may be used to access these materials in the classroom.

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 even leave the classroom.

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 MODE: Lecture and Discussion

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: By the end of this course, students will be able to

- Identify and describe rhetorical techniques used in a variety of texts
- Articulate the purpose and audience of a variety of texts
- Critically analyze short non-fiction texts
- Assess and use academic library materials
- Write academic essays using secondary sources

TRANSFERABILITY:

Athabasca University: ENGL 155 (3)

Canadian University College: ENGL 1xx (3)

Concordia University College of Alberta: ENG 1xx (3)

DeVry Institute of Technology - Calgary: ENGL 1TR (3)

Grant MacEwan University: ENGL 102 (3)

King's University College: ENGL 2xx (3)

Lethbridge College: ENG 1150 (3)

University of Alberta: ENGL 1xx (3) OR AUENG 1xx (3)

University of Calgary: Jr. ENCO (3)

University of Lethbridge: HUM 1xxx (3)

Accepted by The University of Lethbridge as junior prerequisite for senior literature courses. If you are transferring to University of Alberta or University of Calgary, you will need EN1201 and a 3 credit course in English Literature as prerequisite for senior literature courses.

**** 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:

In-class writing diagnostic	5%
Annotation project	10%
Short essay 1 (reading analysis)	10%
Short essay 2 (reading analysis)	10%
Research project stages 1-5	10% (total)
Research essay (stands in place of final exam)	30%
Quizzes	15% (averaged)
Attendance & Participation	10%

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. All assessments will be given as letter grades.

STUDENT RESPONSIBILITIES:

Attendance

Attendance is crucial to this course. Each unexcused absence will result in a 3% deduction from your attendance & participation grade.

If your absence is for a legitimate reason (illness, family crisis, snowed in – please provide pictures, hit by a bus), let the instructor know **by e-mail**. I appreciate it when you tell me verbally, but I need the e-mail so that I can check my records at the end of the term. In your e-mail, please indicate your course number and section (EN1201 C2).

That said, simply showing up is not sufficient. 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!

Students are responsible for all missed material, including material missed due to legitimate/excused absences. Slideshows and handouts are posted on Moodle. Students may also wish to contact classmates for details of in-class discussions. If, after you have gone through the slideshow/other materials, you have questions,

please contact me and I'll be pleased to clarify.

Quizzes are not scheduled at the beginning of term. They will be announced 1-2 classes beforehand. Students with excused absences will be allowed to write the quizzes at a later time. Students with unexcused absences will not be permitted to write the quizzes later.

Assignment submission

Assignments are due by the end of the class. If you submit on paper, please submit your assignment to the instructor at the beginning of the class. Paper assignments will receive hand-written feedback.

If you submit your assignment electronically, it must be e-mailed in **PDF format** (other formats will not be accepted), and must be date-stamped no later than the end of the day's class. PDF assignments will receive feedback via file annotation. The comments can be accessed in Adobe Reader (free software – link provided on Moodle).

Late Assignments

Late papers may be handed directly to the instructor, left in the mailbox on my office door (C420), or e-mailed in PDF format. It is the student's responsibility to confirm that I have received assignments left on my door.

Late papers are penalized at the rate of 1% per day, to a maximum deduction of 10% (one letter grade). Weekends count as one day.

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.

Moodle

The Moodle course page is the electronic core of this class! Make sure you can access the page, and check it at least twice a week. Handouts and slideshows are posted there and can be accessed by students for reference and study purposes.

The Moodle page also contains the list of assignments, readings, class

announcements, useful links, and resource materials. Please ensure that you can access all files and links, and inform the instructor of any problems.

Course announcements are delivered via GPRC e-mail. Please check your GPRC mail account daily. (Instructions on how to put GPRC mail on your phone are posted on Moodle!)

If you have trouble accessing Moodle or your GPRC e-mail, contact the technical support office immediately. Students are responsible for ensuring they have access to the course material.

Electronics in the Classroom

I permit the use of electronic devices (laptop computers, tablets, and phones) in the classroom for note-taking and document-access purposes. Please turn off all sound-generating functions.

If you do not choose to print the readings posted on Moodle, please ensure that you can access these documents electronically during class.

I cannot reliably determine whether students are using their devices for class-related purposes. If you choose to use your device for non-class purposes (such as texting and Facebook), please be aware that those activities actually damage the learning experience of those around you. Thus, if you absolutely *must* text in class, please sit in the back so as to distract as few of your classmates as possible.

If your phone rings in class, the instructor may dance wildly to your ringtone. Be warned.

Office Hours

My office hours are listed on the first page of this course outline, and are also posted on my office door. These are times when I guarantee* I'll be available to meet with you. During office hours, you don't need an appointment to meet with me. This is your time, as much as class time is. Feel free to ask questions, seek help, ask for more information, or simply come by to admire my collection of odd stuffed animals.

If you are busy during my office hours, get in touch with me (preferably by e-mail), and we'll make a time to meet that works for both of us.

*Guarantee void if instructor has the stomach flu, for obvious reasons. But I'll leave a

note.

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 so for full assignments, simply because of the time commitment involved. However, here is what I *will* do:

I am always pleased to review your thesis statement, and even to review several drafts of it. You may e-mail your thesis statement to me if you don’t wish to come to office hours.

In a face-to-face meeting (office hours or by appointment), I will go over **one paragraph** of your assignment with you, and give you suggestions on editing and refining your writing.

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:

Readings must be completed **before** the class in which they are taken up. If the class is left blank, that means that there is (as yet) no assigned reading for it. The class will still take place! Please bring *The Broadview Pocket Guide to Writing* to all classes for which no other text is listed.

This schedule is subject to change. All changes will be posted on Moodle.

Sept 3 – Introduction to EN 1201

Sept 8 – introduction to critical reading and writing

Sept 10 – in-class writing diagnostic (last 30 minutes); (Last day to add a class/drop for refund)

Sept 15 – Garrison Keillor – “The Young Lutheran’s Guide to the Orchestra”

Sept 17

Sept 22 – Cat Bohannon – “Shipwreck”; Group annotation project (in-class) day 1

Sept 24 – Group annotation project (in-class) day 2

Sept 29 – Group annotation project due

Oct 1 – Margaret Atwood – “Through the One Way Mirror”

Oct 6 – short essay #1 due

Oct 8 – Roxane Gay – “What We Hunger For”

Oct 13

Oct 15 – Leslie Jamison – “Devil’s Bait”

Oct 20

Oct 22 – Allan G. Johnson – “Patriarchy, The System”

Oct 27 – short essay #2 due

Oct 29 – Keely Savoie – “Unnatural Selection”

Nov 3 – assessment of topic for research essay (stage 1) due

Nov 5

Nov 10 – Theodore Roszak – “Frankenstein, Feminism, and the Fate of the Earth”;
research log for final essay (stage 2) due

Nov 12 – no class (fall break)

Nov 17 – annotated bibliography for research project (stage 3) due

Nov 19

Nov 24 – Ta-Nehesi Coates – “The Case for Reparations”; thesis statement for research project (stage 4) due

Nov 26 – Ta-Nehesi Coates – “The Case for Reparations” (continued)

Dec 1 – outline for research project (stage 5) due

Dec 3

Dec 8 – last day of classes

***Exam date/time TBA – final research project due (stands in place of exam)**