



## DEPARTMENT OF ARTS AND EDUCATION

### COURSE OUTLINE – FALL 2017

#### EN1201 (B2 & D2): COMPOSITION AND RHETORIC – 3 (3-0-0) 45 Hours for 15 Weeks

**INSTRUCTOR:** Dr. Anna Lapointe      **PHONE:** 780-539-2992  
**OFFICE:** C-420      **E-MAIL:** [alapointe@gprc.ab.ca](mailto:alapointe@gprc.ab.ca)  
**OFFICE HOURS:** Mondays 2:00-3:30 pm; Tuesdays & Thursdays 3:00-4:00 pm;  
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 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/RESOURCE MATERIALS:**

All required course materials are 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.

**RECOMMENDED RESOURCE:**

Students need access to a writing guide which details grammar rules, structures of writing, and MLA-style documentation consistent with the **eighth** edition of the *MLA Handbook*. (Most used writing handbooks will not meet that last criterion.)

Students are encouraged to use the free online resource *The Purdue OWL* for this purpose: <https://owl.english.purdue.edu/owl/>

Students who prefer to use a print reference may wish to purchase:

- Babington, Doug, et al. *The Broadview Pocket Guide to Writing*. 4<sup>th</sup> edition revised.

Please do not buy the unrevised 4<sup>th</sup> edition, as it includes outdated information on documentation practices.

**DELIVERY MODE:** 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:** 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:** 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.transferralberta.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. All assessments will be given as letter grades.

Annotation project	10%
Short essay 1 (reading analysis)	10%
Short essay 2 (reading analysis)	20%
Research project stages 1-5	10% (total)
Research essay (stands in place of final exam)	30%
Quizzes	10% (averaged)
Attendance & Participation	10%

**GRADING CRITERIA:**

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

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING
B <sup>+</sup>	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B <sup>-</sup>	2.7	70 – 72	
C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C <sup>-</sup>	1.7	60 – 62	
D <sup>+</sup>	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

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

Class 1 – Introduction to EN 1201

Class 2 – introduction to critical reading and writing

Class 3 – Sarah Hutto – “Writers Looking for Forever Homes: Adoption Listings”

Class 4 – introduction to library research

Class 5 – Rivka Galchen – “Mo Willems’ Funny Failures”

Class 6 – Group annotation project (in-class) day 1

Class 7 – Group annotation project (in-class) day 2

Class 8 – Introduction to essay writing; Group annotation project due

Class 9 – Thomas King – “Too Heavy to Lift”

Class 10 – essay writing lesson; short essay #1 due

Class 11 – Roxane Gay – “Feminism (n.): Plural”

Class 12 – Classical rhetoric and modern reading & writing

Class 13 – Leslie Jamison – “Devil’s Bait”

Class 14 – essay writing lesson

Class 15 – Allan G. Johnson – “Patriarchy, The System”

Class 16 – library skills session; short essay #2 due

Class 17 – research and documentation”; assessment of topic for research essay (stage 1) due

Class 18 – âpihtawikosisân – “Beyond Territorial Acknowledgements”; research log for final essay (stage 2) due

Class 19 – assessing and processing research materials

Class 20 – Theodore Roszak – “Frankenstein, Feminism, and the Fate of the Earth”; annotated bibliography for research project (stage 3) due

Class 21 – essay writing lesson

Class 22 -- thesis statement for research project (stage 4) due

Class 23 – Ta-Nehesi Coates – “The Case for Reparations”

Class 24 – Ta-Nehesi Coates – “The Case for Reparations” (continued); outline for research project (stage 5) due

Class 25 – review and help with term projects

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

## **STUDENT RESPONSIBILITIES:**

Student responsibilities are posted in detail on Moodle, along with a list of frequently asked questions. Please review that material as soon as possible, as you are responsible for it.

## **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>

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 on the same page.