



DEPARTMENT OF ARTS & EDUCATION

COURSE OUTLINE – SPRING 2013

EN 1201 N4/VC: COMPOSITION AND RHETORIC – 3(3-0-0) 45 HOURS

Monday to Thursday, 1:00-3:50pm

INSTRUCTOR: Dr. Anna Lapointe

PHONE: 780-539-2992

OFFICE: C420

E-MAIL: alapointe@gprc.ab.ca

OFFICE HOURS: 11 a.m. to 12 noon Tuesdays and Thursdays, 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 TEXT/RESOURCE MATERIALS:

William E. Messenger et al. *The Canadian Writer's Handbook: Essentials Edition*. Oxford University Press (2012). (This is a small, coil-bound book. The larger edition (not listed as "Essentials") is much more expensive. Don't buy it by mistake!)

Readings for this course will be posted on Moodle in .pdf format or as web links. Students should ensure they can access/read these files well in advance of the class for which the readings are required.

NON-REQUIRED RESOURCES WHICH YOU MAY FIND HELPFUL (AND AMUSING):

The Canadian Oxford Dictionary (Canadian spelling is standard in Canada. I recommend the hardcover edition, both for durability and expanded – and delightful! – content.)

Gordon, Karen Elizabeth. *The Deluxe Transitive Vampire: The Ultimate Handbook of Grammar for the Innocent, the Eager, and the Doomed*. New York: Parthenon Books, 1993.

Truss, Lynne. *Eats, Shoots & Leaves: The Zero-Tolerance Approach to Punctuation*. New York: Gotham Books, 2004.

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.

CREDIT/CONTACT HOURS: 3 (3-0-0) UT

DELIVERY MODE(S): Lecture/workshop

TRANSFERABILITY:

University of Alberta *

University of Calgary

University of Lethbridge

Athabasca University

Augustana Faculty, University of Alberta

Concordia University College

Canadian University College

Grant MacEwan University

King's University College

Other (transfers in combination with other courses or to other institutions)

* An asterisk (*) beside any transfer institution indicates important transfer information. Consult the Alberta Transfer Guide.

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: Assignments will be assessed according to university-level standards of writing, including (but not limited to) spelling, grammar, compositional coherence, and argumentation. Grading standards will rise in the course of the term.

All assessments will be given as letter grades.

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:

Assignment #1, (In class) 250 words	5%
Assignment #2, 500 words	10%
Assignment #3, (revision of #2), 500 words	10%
Assignment #4, 500 words	10%
Assignment #5, (revision of #4) 500 words	10%
Assignment #6, (in-class) 500 words	10%
Assignment #7, annotated bibliography	10%
Assignment #8, research essay, 1000 words	20%
Attendance & workshop participation	15%

Please note that there is no final exam for this class. As a result, all materials must be submitted by the last day of class in order for students to receive credit for that work.

STUDENT RESPONSIBILITIES:

1. Requirements for Essays:

All essay-assignments in this course must be written in academic essay format, which we will study throughout the course. Spelling and grammar, structure, and comprehension and analysis of the course material are key grading elements. Expectations for the quality of writing will rise in the course of the term.

Formatting expectations are posted on Moodle, and will be distributed as a handout. All essays must be typed, double-spaced, and stapled together. Assignments not meeting these criteria will not be accepted.

2. Attendance and Participation

Attendance and participation are crucial to this course. Moreover, each day of this course is equivalent to a week in regular session, so even one missed class is serious. More than one unexcused absences in the course of the term will result in a serious deduction (approx. 1 letter grade per day missed) from your participation grade.

Hit by a bus? That's a different matter. But let me know about it. Documentation may be required for excused absences.

That said, simply showing up is not enough. 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. Do not ask me to “just quickly tell me what we covered.” All handouts will be posted on Moodle. Students are responsible for collecting notes and ensuring their accuracy.

Take a moment early in the course to find a “note buddy” who is willing to share notes with you in the event of your absence.

3. Late Assignments

Assignments are due in class, and on paper. Only students in the videoconference section may submit papers by e-mail (in which case, they must be submitted in .pdf format). Late papers may be left in the mailbox on my office door (C420). It is the student's responsibility to confirm I have received assignments left on my door. Ideally, e-mail me to ensure I have received your paper.

Late papers are penalized at the rate of one third of a letter grade per day (ie. Submitting two days late reduces a grade from a B+ to a B-, or from a B to a C+). Weekends count as one day. However, Fridays are not included in the weekend. If your paper is extremely late, come talk to me; I may take pity and cap the deducted marks.

I grant extensions for the following reasons: computer 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. The time to let me know you will need an extension is before the assignment is due.

4. Moodle

Students are responsible for checking Moodle regularly for updates, announcements, and handouts. Ensure you check Moodle each day before coming to class.

Class announcements will be sent via GPRC e-mail. Ensure you check your GPRC account every day.

All handouts are posted on Moodle after they have been distributed in class. If you miss a class or lose a handout, go online to access it.

The majority of readings for this course are also posted on Moodle in .pdf format. This has been done to save you (the student) money. Ensure you can access and read these files well in advance of the class in which we take up each one.

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.

STATEMENT ON PLAGIARISM AND CHEATING:

Academic dishonesty includes plagiarism, submission of work in one course which has already been submitted in another, failure to cite sources, attempts to communicate with other students during exams, impersonating another student, and purchasing papers online. (This is not a complete list. See the GPRC Academic Calendar pp. 48-

49 for details and a list of penalties.*)

Academic dishonesty devalues your education and the education of your classmates. It is disrespectful of the institution and (particularly) of your instructor. I take this issue very seriously.

* Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/ **

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

COURSE SCHEDULE/TENTATIVE TIMELINE:

Not all classes have readings attached or assignments due. Those days have been left blank. However, students are still responsible for attending those classes, and for the material covered in them.

May 6 – Introduction to academic writing

May 7 – in-class assignment #1; read Mary Roach – “Stiff”

May 8 – read Victoria Finley – “Colour”

May 9 – assignment #2 due; read Rebecca Mead – “One Perfect Day”

May 13 – revision workshop

May 14 – assignment #3 due; read Stephanie Huff – “Metaphor and Society in Shelley's 'Sonnet'”

May 15

May 16 – assignment #4 due; read Stanley Fish – “Academic Cross-Dressing”

May 20 – revision workshop; read “Loaded Words: How Language Shapes the Gun Debate”

May 21 – library research session (takes place in Learning Resource Centre in GPRC library; meet there at 1pm); assignment #5 due

May 22 – read Susan Sontag – “On Photography”

May 23 – assignment #6 in class

May 27 – read Michelle Dean – “What Mitt Romney Might Learn from Wallace Stevens”

May 28 – annotated bibliography due; read Roland Barthes – “The World of Wrestling”

May 29 – read Ed Vulliamy – “Broken Britain”

May 30 – research paper due