



## DEPARTMENT OF ARTS AND EDUCATION

### COURSE OUTLINE – ENGLISH 1201 C2/RHETORIC AND COMPOSITION/MONDAY AND WEDNESDAY, 2:30-3:50/B201

**INSTRUCTOR:** Dr. Sean Palmer      **PHONE:** 780-539-2987  
**OFFICE:** C306, GP Campus      **E-MAIL:** spalmer@gprc.ab.ca

**OFFICE HOURS:** Friday, 2:20-5:20

#### 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:

- 1) Alfred Rosa and Paul Eschholz, *Models for Writers: Short Essays for Composition*. 11<sup>th</sup> ed. Bedford-St. Martin's, 2012.
- 2) Gerald Graff and Cathy Birkenstein, *They Say, I Say: The Moves That Matter in Academic Writing*. Norton, 2006.

#### 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 (3-0-0) UT, 45 Hours**

### **DELIVERY MODE(S):**

In order to accomplish the goals of EN 1201, we will examine a variety of texts as well as learn to break down our writing so as to organize and present our ideas more effectively. In addition, we will work through some fundamentals of grammar, expand our vocabularies, and work extensively with the rules of writing so that we may develop the ability to proofread and critique our own writing as well as that of our peers. Some lectures will be delivered but this course will focus mostly on class discussion and activities. You may be required to retrieve readings from the library's course reserves and from Moodle and/or read from handouts. Details will be discussed in class.

### **OBJECTIVES:**

Students who complete this course successfully should be able to:

- use their writing to analyze thoughts and express ideas effectively;
- use their writing to respond critically to another piece of writing or to an external prompt;
- plan, outline, and draft a piece of writing that develops a specific thesis (and incorporates outside sources appropriately using a formal formatting style (ie. MLA, APA, etc.);
- revise a text, adjusting style and content for specific purposes and audiences;
- proofread writing for surface errors and correct the majority of these errors.

### **To be successful in this class:**

1. Be sure to prepare for class, which means complete readings in advance of class discussion.
2. Be sure to take notes during class discussion. Underline or mark passages that you find provocative in your assigned readings.
3. Attend class regularly.
4. Listen carefully during lectures, and during group discussion.

**TRANSFERABILITY:** 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 Transfer: UA, UC, UL, AU, AF, CU, CUC, GMU, KUC.

**\*\* 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 <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

### EVALUATIONS:

In-Class Test 1: On Sentences and Paragraphs 20%--October 10<sup>th</sup>

In-Class Test 2: On Types of Essays: 25%--November 14<sup>th</sup>

Groupwork/In-class Writing Exercises: 25%

Final Research Paper: 30%--Assigned: November 19<sup>th</sup> Due: December 10<sup>th</sup>

### STUDENT RESPONSIBILITIES:

In order to create a positive classroom learning experience, classroom etiquette must be observed and respected. To this end, you are required to behave in a polite and courteous manner, which means turning off cellphones, Blackberry's etc. before entering the classroom; attending class on-time; listening carefully (without speaking, and internet surfing) while others (including the instructor)

speak; offering constructive contributions during class discussions and groupwork; staying for the duration of class and groupwork sessions. Those who refuse to meet these expectations will find that their performance in the class will suffer substantially; their Groupwork mark can be reduced to 0 as a consequence of these varying forms of disruptive behavior. You are permitted to miss up to a maximum of 5 classes throughout the term. Beyond that, I will assume that you are routinely absent and will begin to reduce your overall grade. If you happen to miss an assignment due to illness, please provide proof via a doctor's note, and I will be happy to make arrangements for a rewrite. Otherwise, there will be no rewrites for missed assignments. Those who are uncomfortable with these expectations should consider switching classes.

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Plagiarism involves submitting work (words, ideas, images or data) in a course as if it were your own work done expressly for that particular course, when, in fact, it is not. Plagiarism can lead to forced withdrawal from the course and a failing grade in the course or forced withdrawal from the college and a permanent record on your transcript. 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/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

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

## **September**

### **Week 1:**

### **Week 2: Review Syllabus; Expectations for the course; Classroom Management; Diagnostic Paragraph Answer/ Sentences: *Models for Writers***

M/10<sup>th</sup>—Syllabus Review/Diagnostic Essay/Expectations for Course

W/12<sup>th</sup>—From Reading to Writing, *MFW*, pgs 43-57; (see Moodle) Parts of Sentence; Sentence patterns; Sentence Grammar, Sentence Purposes; exercises.

### **Week 3: Sentences: Diction, Tone, Figurative Language**

M/17<sup>th</sup>—*MFW*, chpt 9; Langston Hughes's "Salvation" and Judith Ortiz Cofer's "Volar"; (see Moodle) Sentence Variety; Sentence Construction; Subject-Verb Agreement; Common Sentence Problems; exercises.

W/19<sup>th</sup>—Diction and Tone, *MFW*, pgs 283-287; Dick Gregory’s “Shame” and Brian Doyle’s “Irreconcilable Dissonance”; (see Moodle) Diction/Word Choice; Active and Passive Voice; Usage Issues; exercises

#### **Week 4: Figurative Language; Paragraphs—Structure and Unity**

M/24<sup>th</sup>— Figurative language; *MFW*, Benjamin Percy’s “Invasion”; (see Moodle) Punctuation; Comma; Semicolon; Quotation Marks; exercises.

W/26<sup>th</sup>—*MFW*, Chpt 7, pgs 172-175; Tobias Wolff’s “The Last Shot”; Constructing Paragraphs; Sequencing Ideas; Purpose; Paragraph Development, Narration; Exposition; Description; Example

## **October**

#### **Week 5: Paragraph Development Continued/Transitions**

M/1<sup>st</sup>—Explanation; Classification and Division; Comparison and Contrast; Definition; *MFW*, Unity, pgs 96-102; Gloria Naylor’s “The Meanings of a Word”

W/3<sup>rd</sup>—Transitions; Paragraph Structure; Special Purpose Paragraphs; Common Paragraph Purposes. Transitions, *MFW*, pgs 193-196; Nancy Gibbs’s “The Magic of a Family Meal”; Organization, *MFW*, pgs 119-124; Cherokee Paul McDonald’s “A View from the Bridge”; Beginnings and Endings, *MFW*, pgs 145-153; Richard Lederer’s “The Case for Short Words”

#### **Week 6—In Class Test#1**

**W/10<sup>th</sup>**

#### **Week 7: The Elements of the Essay/ Thesis and Types of Essays—**

##### **Illustration/Narration and Description**

M/15<sup>th</sup>—*MFW*, pgs 339-342; Barbara Huttman’s “A Crime of Compassion”; Steven Pinker’s “In Defense of Dangerous Ideas”

W/17<sup>th</sup>—*MFW*, pgs 372-375; Kate Chopin’s “The Story of an Hour”; *MFW*, pgs 400-4-1; Eudora Welty’s “The Corner Store”

### **Week 8: Types of Essays—Process Analysis and Definition**

M/22<sup>nd</sup>—*MFW*, pgs 423-426; see Moodle—Naomi Woolf’s “A Woman’s Place”

W/24<sup>th</sup>—*MFW*, pgs 444-446; Lawrence M. Friedman’s “What is a Crime”

### **Week 9: Types of Essays—Division and Classification/Comparison and Contrast**

M/29<sup>th</sup>—*MFW*, pgs 461-464; Martin Luther King Jr. “The Ways of Meeting Oppression”

W/31<sup>st</sup>—*MFW*, 483-487; Mark Twain’s “Two Ways of Seeing a River”

## **November:**

### **Week 10: Types of Essays—Cause and Effect/Argument**

M/5<sup>th</sup>—*MFW*, pgs 517-520; Stephen King’s “Why We Crave Horror Movies”; Sanja Gupta’s “Stuck on the Couch”

W/7<sup>th</sup>—*MFW*, pgs 539-546; June Tangney’s “Condemn the Crime, Not the Person”; Dan M. Kahan’s “Shame is Worth a Try”

### **Week 11: In-Class Test 2**

W/14<sup>th</sup>—In Class Test

### **Week 12: *They Say, I Say: The Moves that Matter in Academic Writing*/ Research**

#### **Topic I—Youth and Crime/Research Essay Assigned**

M/19<sup>th</sup>—List of Research Topics; *They Say, I Say: The Moves that Matter, Part I*

W/21<sup>st</sup>—Part I; Youth and Crime

**Week 13: *They Say, I Say: The Moves that Matter in Academic Writing*/ Research**

**Topic II—Television for Better or for Worse?**

M/26<sup>th</sup>—Part II

W/28<sup>th</sup>—Part II

**Week 14: *They Say, I Say: The Moves that Matter in Academic Writing*/ MLA  
formatting/ Works Cited/ Research Topic 3—Gender Perceptions: Has Anything  
Changed?**

M/3<sup>rd</sup>—Part III

W/5<sup>th</sup>—Part III

**Week 15<sup>th</sup>**

**M/10<sup>th</sup>—Research Paper Due**