**English 112 – 03C – Strategies for University Writing**

**Sept-Dec 2013**

**M/W/F: 10:00-11:00 Buchanan D 201**

**Instructor: Dr. Suzanne James sujames@mail.ubc.ca**

**Office: Buchanan Tower 528 604-822-6328**

**Office Hours: M/W/F: 1:00-2:00, or by appointment**

Through the study and application of the principles of university-level discourse and with emphasis on expository and persuasive writing, this course will introduce students to critical reading and university-level writing. In lectures and discussions, we will focus on the rhetorical principles and strategies central to university-level discourse. Students will examine methods for discovering and arranging ideas, and they will consider ways in which style is determined by rhetorical situation. Assignments will require students to summarize, analyze, and respond to academic writing, and to write an independent research paper.

**Course Prerequisite:** Students must have successfully completed the LPI (Language Proficiency Index) by the required deadline with a minimum score of level 5 on the essay section of the test. Students with a final grade of 75% in English 12 are exempt from this requirement; a full description of university and department requirements and exemptions is available at <http://www.english.ubc.ca/ugrad/1styear/index.htm>.

**Course Requirements:** regular attendance and participation in class activities; completion of a minimum of four essays (two to be written in class); and a final examination.

**Final Examination:** All students in English 112 will write a final examination (3 hours) at the end of the course. The examination will test critical reading and composition skills by asking students to write two clear, coherent, well-developed essays: one summarizing and analyzing a passage of academic prose, and one developing an argument.

**Texts:**

Henderson, Eric. *The Active Reader*. 2nd ed. Don Mills, Ont: Oxford UP, 2012. Print.

Faigley, Lester, Roger Graves and Heather Graves. *The Brief Penguin Handbook*. 3rd Can. ed. Toronto: Pearson, 2014. Print.

**Assignments:**

In-class Essay: Summary – Wednesday, Sept 25 15%

*(Oral Research Proposal – Wednesday, Oct 9)*

Research Proposal & Annotated Bibliography – Friday, Oct 18 10%

In-class Essay: Analysis – Monday, Nov 4 15%

*(Draft of Research Essay – Wednesday, Nov 13)*

Formal Research Essay – Wednesday, Nov 27 20%

Participation 10%

Final Examination 30%

*Papers are due at the beginning of class on the assigned date. Late papers will not be accepted unless an extension has been approved* ***before*** *the due date.*

**English 112 – 03C – Course Schedule – Sept-Dec 2013**

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| **Week/Dates** | **Topics/Readings** | **Assignments** |
| Week 1 – Sept 3-6 | **Course Overview**  **Introduction to Academic Writing**  *AR*:Ch 1 – p. 1-11; *PH*: p. 1-7 |  |
| Week 2 – Sept 9-13 | **Conventions of Academic Writing**  *AR:* Ch 2 – p. 12-22 and Ch 3 – p. 23-34; *PH*: p. 93-8  Snow, “Academic Language” – *AR* p. 166-71  Fee, "The Truth and Reconciliation Commission of Canada"  [**http://canlit.ca/editorials/21770**](http://canlit.ca/editorials/21770) |  |
| Week 3 – Sept 16-20  (Wed, Sept 18 – Truth and Reconciliation Comm. – no classes) | **Integrating Sources**  **Writing an Academic Summary**  *PH*: p. 252-60; *AR:* Ch 7 – p. 96-103  Gecelovsky, “Canadian Cannabis” – *AR* p. 233-7 |  |
| Week 4 – Sept 23-27 | **Introduction to Academic Research**  *AR:* Ch 9 – p. 134-9; *PH*: p. 196-211 | **In-class Essay: Summary**  **Wed, Sept 25** |
| Week 5 – Sept 30-Oct 4 | **Documentation and MLA Format; Library-based Research**  *AR:* Ch 9 – p. 139-64; *PH*: p. 212-49 and 276-325  Binkley, “Wikipedia Grows Up” – *AR* p. 363-6 |  |
| Week 6 – Oct 7-11 | **Preparing a Research Proposal & Annotated Bibliography**  *AR:* Ch 9 – p. 136-8; *PH*: p. 208- 11 | **Library Tutorial**  **Koerner 217- Mon, Oct 7**  **Oral Proposal -Wed, Oct 9** |
| Week 7 – Oct 15-18  (Thanksgiving: Oct 14) | **Principles of Argument**  *AR*: Ch 4 – p. 35-46; *PH*: p. 39-52 | **Research Proposal and Annotated Bibliography Fri, Oct 18** |
| Week 8 – Oct 21-25 | **Writing a Rhetorical Analysis**  *AR*: Ch 7 – p. 104-9; *PH*: p. 52-7  Ruby, “Listening to the Voices of Hijab” – *AR* p. 291-306 |  |
| Week 9 – Oct 28-Nov 1 | **Writing a Rhetorical Analysis, con’t** |  |
| Week 10 – Nov 4-8 | **Essay and Paragraph Development**  *AR*: Ch 6 – p. 78-95; *PH*: p. 20-29 | **In-class Essay: Analysis**  **Mon, Nov 4** |
| Week 11 – Nov 12-15  (Remembrance Day: Nov 11) | **Peer Reviewing & Revising; Stylistic Effectiveness**  *AR*: Ch 6 – p. 76-7; *PH*: p. 30-38 and p. 399-431 | **Draft of Research Essay**  **Wed, Nov 13** |
| Week 12 – Nov 18-22 | **Final Revisions & Proofreading**  *PH*: p. 489-550  Robidoux, "Imagining a Canadian Identity" – *AR* p. 271-83 |  |
| Week 13 – Nov 25-29 | **Course Review & Exam Preparation**  *PH*: p. 98-100 | **Research Essay:**  **Wed, Nov 27** |

***The Active Reader: AR; The Brief Penguin Handbook: PH***

**Final Examination: Exam period Dec 4-18 – 2 essays – 3 hours**

# Criteria for Grading Papers in First Year English

Instructors consider issues of focus, content, structure, language, mechanics, documentation, and presentation in their assessment of students' essays.

In particular, they consider the following questions in commenting on and arriving at a letter grade for essay assignments:

1. Is the paper on topic from beginning to end?

2. Does the paper present strong and logical claims fully supported with examples, explanations, and, where appropriate, textual evidence?

3. Does the paper have a strong and logical structure--including all of the following elements:

(a) an original title

(b) a substantial and unified introduction that includes a focussed, specific, and logically ordered thesis

(c) body paragraphs linked to the thesis and/or to one another by logical transitions

(d) unified and coherent presentation of claims and support, all connected to clear topic sentences

(e) an effective conclusion that does more than rehash the thesis and/or the main points of the essay

4. Does the paper express the student's thoughts in clear and effective language, including the following:

(a) clear evidence of sentence variety throughout the essay

(b) expression in clear, unpretentious diction suited to the subject matter, the audience, and the writing situation

(c) control of basic patterns of grammar and sentence structure, and no patterns of error in the following categories: fragments, mixed constructions, dangling or misplaced modifiers, run-on sentences, comma splices, noun-pronoun or subject-verb agreements, verb form, verb tense, tense sequence errors, number, article, or preposition errors.

5. Does the paper show good control of the mechanics of spelling and punctuation? Does the student have good command of the strategies for incorporating quoted material into the fabric of the essay's sentences and paragraphs?

6. If the paper analyses a text and/or draws upon primary or secondary sources for its proof, does it conform to the University's rules for crediting sources? Does it credit those sources in the most current MLA (Modern Language Association) style?

1. Is the paper as neat as possible in its presentation? Is it double spaced throughout? Is it properly paginated? Does it include adequate margins? Does it end with a works cited/consulted page in the MLA style? Is it presented on white loose-leaf or white bond paper?

**English Department Grading Standards**

All essay assignments in First-Year English are to be awarded letter grades to be converted to numerical values at the end of the term:

**An "A" paper:** [an outstanding paper] (80-100%)

This paper must be fully focussed on the topic and consistently strong in structure, content, expression, mechanics, and presentation. If the paper is based on a text or if it draws material from other primary or secondary sources, it must include full documentation in the MLA style. An "A" paper should contain an original and credible argument in response to the topic. Any significant errors of expression that detract from the paper's effectiveness would mean that the paper could not earn an "A" level mark.

**A "B" paper:** [a competent paper] (68-79%)

This paper must be well-focussed on the topic; its thesis must be well-supported by convincing evidence and explanations. The structure of a "B" paper must be strong and clear; its thesis must be specific and significant. If this paper contains errors of expression, they must be occasional rather than chronic, and they must not obscure meaning. A "B" paper based on research must be accurately documented in the MLA style. The principal difference between an "A" paper and a "B" paper is in the quality and level of the argument. A "B" paper is less adventurous than an "A"; it may tend to rely more heavily on materials and arguments raised in lectures and discussions than an "A" paper would.

**A "C-D" paper:** [an adequate paper] (50-67%)

A paper at this level is generally clear in its expression, but it is weaker in content and/or structure than a "B" paper. Its thesis may be vague (but still on topic); its transitions may be inconsistent; its evidence may be occasionally unconvincing or incomplete. Language errors in this category will be more frequent than those at the "A" or the "B" level, but they will not be so serious or so chronic that they make a paper difficult or impossible to understand.

**An "F" paper:** [an inadequate paper] (0-49%)

A paper at this level will suffer from one or more of the following serious flaws: it may be off topic; it may lack a thesis; it may lack clear and adequate development and paragraphing; it may be deficient in the presentation of evidence; it may contain serious and repeated errors in sentence structure, diction, and grammar--errors that obscure meaning.

\*\*\*Note: A paper that does not give complete and accurate credit for directly quoted material or for ideas and arguments that the student has summarized or paraphrased from another source must receive a grade of zero.

A paper edited or revised by a so-called tutoring service must also receive a failing grade of zero for it does not constitute a student's own work or best efforts.

In fairness to those students who work hard to meet course deadlines, a home paper submitted after a deadline will be assessed a daily penalty to be announced in writing by the course instructor.

**FINAL COURSE GRADES**

While the previous sections of this document consider grading standards in terms of individual papers, and while it is evident that a final course grade will not always, or even commonly, be a precise mathematical averaging of numerical grades on written assignments, there should still be a clear and evident correlation between the grades that a student receives during the year and the final grade. The instructor has a responsibility to give a clear idea of the relative weight of the various written assignments, the examination, class work, or other evidence of virtue, while not concealing that in the end, it is his or her considered judgement of the student's total performance that is represented in the final grade.