

# Course Syllabus for ENGL 110

<b>COURSE NAME</b>	<b>TERM/YEAR:</b>
Academic Reading, Writing, and Thinking	Fall 1, 2020
<b>CLASS SCHEDULE</b>	
<b>INSTRUCTOR:</b>	<b>CONTACT INFORMATION:</b>
<b>OFFICE HOURS:</b>	
NA	

## **CALENDAR DESCRIPTION:**

This is a first-year, first-semester course that integrates critical reading, thinking, and composition. Students learn how to apply principles of rhetoric, analysis, and academic writing in oral and written responses to selected readings. Through a progression of increasingly challenging assignments, students develop their discursive skills through expository writing and academic argument.

## **COURSE DESCRIPTION:**

In ENGL 110, we explore the basics of academic reading, writing & thinking – through lively interpretation, class discussion, critical analysis, and essay composition. In this section attempts are made to familiarize students with the real demands of the academia. In ENGL 110 we aim at improving reading and analytical writing with strong grammatical, logical and lexical backbones that serves a wide array of academic purposes.

## **LEARNING OUTCOMES:**

1. **Cross-Disciplinary Analysis**
  - Students will be able to understand and identify differences between scholarly and non-scholarly prose.
  - Students will be able to recognize the intersections and scholarly conventions across various disciplines in the humanities and social sciences.
2. **Critical Thinking and Reading**
  - Students will develop perceptual, analytical, and critical thinking skills as well as close reading skills to identify and interact intelligently with the material they read.
3. **Academic Communication**
  - Students will learn to communicate proficiently in a range of academic writing situations, styles, and genres. These may include: summary writing, rhetorical

analysis, formalist text analysis, comparison and contrast analysis, literature reviews, annotated bibliographies, research proposals, and persuasive research writing.

- Students will learn to communicate proficiently in a range of oral situations. These may include: class discussion, group dialogue, and oral presentations.

4. Research Writing

- Students will be able to plan and carry out a research project from inception to final draft using APA citation methods to document resources accurately.

5. Foundational English Skills

- Students will hone their foundational English language skills (grammar, semantics, mechanics, logic, rhetoric, composition, citation) through various writing practices.
- Students will be able to evaluate, edit, and revise their written material through substance editing and copy-editing.

**REQUIRED TEXTS & RESOURCES:**

1. Booth, Wayne C. et al. *The Craft of Research*. Chicago and London: The University of Chicago Press, 2016.
2. Multidisciplinary readings (see the course schedule table)

**COURSE REQUIREMENTS:**

- Students must complete all assignments to pass the course.

**GRADE DISTRIBUTION:**

The grading schema for the course is as follows:

	<b>GRADE %</b>
Research Paper	20%
Critical Analysis Essay	15%
Academic Presentation	10%
Participation	5%
Summarization	10%
Annotated Bibliography	5%
Online real-time Essay	5%
Final Examination	30%

## COURSE POLICIES

It is the responsibility of every student to read and understand the College Policies. The College Policies on [Academic Honesty](#), [Academic and Exam Accommodations](#), [Grading Practices](#), [Student Conduct](#), [Technology Usage](#), and more can be found here: <http://corpuschristi.ca/about-us/academic-policies>

## **END-TERM PROJECTS:**

To satisfy the requirements of this course, students will carry out the following assignments:

### Critical Analysis Essay (Due Nov 5):

- Click the link below and read the article on "*Why Are So Many Indian Arranged Marriages Successful?*"

<https://globalnews.ca/news/4320972/arranged-marriage/>

In at least 600 words, analyze the article and argue for or against the idea proposed in this text. Use evidence from the text to support your claims.

### Research article including the review of the literature (Due Nov 5):

Write a research article on a topic of your choice (At least 2000 words, using at least six sources). You need to consult various sources (books, articles, online material, etc) and combine them (outsourcing). You have to present an argumentation of the various sources and authors along with presenting your own voice and position on the issue. Please ensure that your review is coherent and cohesive. Follow APA style in referencing and formatting.

### Academic Presentation (Oct 27 & 29)

Each student should deliver a 5-7 minute presentation of the research article which has already been approved and written. Your presentation should have an introduction (purpose, statement of the problem, research question, significance, etc), the review of the related literature, and conclusion. You may use PowerPoint slides to complete your presentation. On Canvas, you should be standing in front of the camera and have eye contact with the lens.

### Participation

Students are required to be active during class. That means they have to contribute to the discussion without teacher forcing them to do so. That also obviously includes preparation for each class by reading the assigned article and book chapters.

### Summarization (Due October 30)

Students are required to write a 200-word summary of the article " Psychological Factors Underlying Criminal Behaviour". You need to upload it on Canvas.

### Annotated Bibliography (Due September 30)

A 200-word analytical annotated bibliography is due by the above date and should be uploaded on Canvas.

### On-Canvas Essay (due Oct 6)

Students will have to critically think about a question that is derived from one of the articles discussed in class and write about 200 words within the class time. It is a real time essay.

### Final Exam (Nov 2)

Your final exam consists of two sections: a) the common exam (15%) and, b) the main exam (15%). In the common exam section, you are required to answer a question related to one of the multidisciplinary articles covered during the term. You need to write about 250 words in answer to that question. As for the second section of the exam, you need to write a 300-word critical analysis essay about the attached article. You have to read the article first and then develop the essay based on that.

### **LATE PAPERS:**

Assignments submitted late will be penalized 5% per day late. Assignments must be submitted according to the date and time outlined in the end-term projects section or they will be considered late (unless otherwise stated). A weekend counts as two days.

### **EXTENSIONS:**

Students will be granted extensions only for extenuating circumstances such as medical reasons or family emergencies. These circumstances must be supported with appropriate documentation.

### **GRADING SCALE:**

LETTER GRADE	NUMERICAL EQUIVALENTS	GRADE POINT	GRASP OF SUBJECT MATTER	OTHER QUALITIES EXPECTED OF STUDENTS
<b>A RANGE:</b>		Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.		
A+	90-100	4.33	Extraordinary	Strong evidence of original thought,

LETTER GRADE	NUMERICAL EQUIVALENTS	GRADE POINT	GRASP OF SUBJECT MATTER	OTHER QUALITIES EXPECTED OF STUDENTS
				of analytic and synthetic ability. Superior grasp of subject matter with sound and penetrating critical evaluations, which identify assumptions of those they study as well as their own; ; mastery of an extensive knowledge base.
<b>A</b>	85-89	4.0	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; Strong grasp of subject matter with sound critical evaluations; evidence of broad knowledge base.
<b>A-</b>	80-84	3.67	Very, very good	Strong grasp of subject matter and sound critical assessments with appreciation for the larger context.

<b>B RANGE:</b>		Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.		
<b>B+</b>	76-79	3.33	Very good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good evidence of familiarity with literature
<b>B</b>	72-75	3.0	Good	Solid critical capacity and analytic ability; reasonable understanding of relevant issues; good evidence of familiarity with literature.
<b>B-</b>	68-71	2.67	Satisfactory	Adequate critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.

<b>C RANGE</b>		Acceptable to minimum.		
<b>C+</b>	64-67	2.33	Acceptable	Basic critical capacity and analytic ability; some understanding of relevant issues; some evidence of familiarity with literature.
<b>C</b>	60-63	2.0	Barely Acceptable	Acceptable in expression but deficient in analysis or in structure.
<b>C-</b>	55-59	1.67	Needs Improvement	Acceptable in expression but deficient in both analysis and in structure.
<b>D</b>	50-54	1.0	Minimum	Addresses the topic but significant

LETTER GRADE	NUMERICAL EQUIVALENTS	GRADE POINT	GRASP OF SUBJECT MATTER	OTHER QUALITIES EXPECTED OF STUDENTS
			Pass	deficiencies in expression, analysis and structure.

FAILED				
F	0-49	0		Failure to meet the above criteria

### COURSE SCHEDULE

The following schedule may be altered according to the instructor's judgment.

Week	Date(s)	Skills' Teaching	Readings for Research To be evaluated via weekly quizzes	Multidisciplinary Readings for online discussion
<u>Week 1</u>	<b>Sept 15</b>	Introduction to academic writing and necessary prerequisites+ Diagnostic Writing Test		
	<b>Sept 17</b>	Outsourcing	The Craft of Research <i>Thinking in Print: The Uses of Research, Public and Private</i> (9-14)	Color and Psychological Functioning: A Review of Theoretical and Empirical Work
<u>Week 2</u>	<b>September 22</b>	Annotated bibliography	The Craft of Research <i>Connecting with Your Reader: (Re)Creating Yourself and Your Readers</i> (16-26)	Pop Songs in the Classroom: Time Filler or a Teaching Tool? (an annotated bibliography of 200 words is due on September 30 upload to Canvas)
	<b>September 24</b>	Research essay sections	S2 The Craft of Research <i>From Topics</i>	

Week	Date(s)	Skills' Teaching	Readings for Research To be evaluated via weekly quizzes	Multidisciplinary Readings for online discussion
		(Introduction, purpose, significance, review of literature, conclusion) APA	<i>to Questions (35-49)</i>	
<u>Week 3</u>	<b>Sept 29</b>	<u>RESEARCH TOPIC CONFIRMATION ON THE THEME OF "LANGUAGE LEARNING"</u>  Rhetorical analysis Critical analysis essay (CAE)	S1 The Craft of Research <i>From Questions to a Problem</i> (51-66)	
	<b>Oct 1</b>		The Craft of Research <i>From Problems to Sources</i> (68-83)	A simple guide to chaos and complexity (study carefully for a Canvas real-time essay for October 6)
<u>Week 4</u>	<b>Oct 6</b>	On-Canvas essay (250 words) <u>From 8:00 pm-9:30 pm</u>	The Craft of Research <i>Engaging Sources</i> (84-101)	
	<b>Oct 8</b>	<u>Students need to write APA references for the articles and books' cover page samples to be sent on Canvas on June 22</u>	The Craft of Research <i>Making Good Arguments: An Overview</i> (108-119) and <i>Making Claims</i> (120-127)	Politics and the English Language
<u>Week 5</u>	<b>Oct 13</b>	Misplaced modifiers and dangling structures	The Craft of Research <i>Assembling Reasons and Evidence</i> (130-135) and <i>Acknowledgements and</i>	

Week	Date(s)	Skills' Teaching	Readings for Research To be evaluated via weekly quizzes	Multidisciplinary Readings for online discussion
			<i>Responses</i> (139-150)	
	<b>Oct 15</b>		The Craft of Research <i>Planning</i> (177-179) and <i>Drafting Your Report</i> (187-200)	Psychological Factors Underlying Criminal Behaviour (458-468) (to discuss in class)
<u>Week 6</u>	<b>Oct 20</b>		The Craft of Research <i>Revising Your Organization and Argument</i> (203-211) and <i>Introductions and Conclusions</i> (232-248)	Psychological Factors Underlying Criminal Behaviour (468-476) (You should write a summary of 200 words for the complete article due October 30-upload on Canvas)
	<b>Oct 22</b>	Review		
<u>Week 7</u>	<b>Oct 27</b>	Academic presentation of the research paper		
	<b>Oct 29</b>	Academic presentation of the research paper		
<u>Week 8</u>	<b>November 2</b>	FINL EXAM		