

# Course Syllabus for ENG 099 sec.1007

---

**COURSE NAME**

Introduction to Academic Writing Skills

---

**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 English 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 ENG 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. Read critically, write effectively, and contribute thoughtfully to academic discussion
2. Propose and write research papers and develop academic research skills
3. Master their grammar and vocabulary use
4. Create and deliver presentations based on academic content
5. Develop a range of different essay writing types
6. Analyze texts and incorporate their own voice in their analysis

**COURSE REQUIREMENTS:**

- Students must complete all assignments to pass the course.
- If students are absent for 40% or more of their classes (modules), regardless of whether the absences are avoidable or unavoidable, they may be considered unable to meet the “learning outcomes” of the course and may be excluded from the final exam.

**GRADE DISTRIBUTION:**

The grading schema for the course is as follows:

	<b>GRADE %</b>
Assignments	20%
Argumentative Essay	10%
Comparison-Contrast Essay	10%
Presentations	20%
Participation/Attendance	10%
Midterm Examination	10%
Final Examination	20%

## **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>

In addition to the College Policies, this course also upholds the following policies and practices:

### **ATTENDANCE / PARTICIPATION:**

#### **Late attendance:**

- Students who arrive 10 minute or more after the start of class are considered late.
- Four lates are considered one class absence.

#### **Absences:**

- Students may not be absent 40% or more of the term or they may not sit their final exam.

### **ASSIGNMENTS:**

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

- One argumentative essays 600 words (Due February 14):
  - Choose only ONE of the following topics and write a well developed essay which gives your position and which is supported by quotes, statistics, other research findings, etc. Use APA referencing style. Use at last four sources.
    1. Immigration should be avoided as much as possible.
    2. Cannabis should not have been legalized by the Canadian government
    3. Marriage with an older woman should be avoided.
    4. Abortion should become legalized for women.
    5. Teens should be allowed to experience everything.
- One comparison-contrast essay (600 words) (Due February 14)
  - In a multi-paragraph essay, compare and contrast Barack Obama and Donald Trump presidency. Feel free to compare them in block or point-by-point style.
- Oral Presentations:
  - ***Time 1 presentation (Due January 24 )***

In pairs, students should confirm a topic with the professor and deliver a 15 minute presentation about any topic of value and interest. Presentations should be delivered by two people without any PowerPoint slides (simple and brief notes are OK). The division of the presentation time between the two students is up to the students. For example, one student can present for approx. 7 minutes and then the other student continues the presentation for another 7 minutes, or both students can present concurrently, taking turns every few minutes.

- **Time 2 presentation (Due February 14)**

Each student should prepare a 15 minute oral presentation to be delivered in class. A maximum of 10 PowerPoint slides is allowed. Topics can be selected from a range of social, economic, educational, historical, or technological issues. Here are a couple of examples: *What is blended education and how does it benefit students over the traditional approaches? Homelessness is a major social problem in Vancouver, BC. How can you offer some solutions to eliminate this problem?*

**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 ASSIGNMENTS 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, 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.
A	85-89	4.0	Excellent	Clear evidence of original thinking, of analytic and synthetic ability;
LETTER GRADE	NUMERICAL EQUIVALENTS	GRADE POINT	GRASP OF SUBJECT MATTER	OTHER QUALITIES EXPECTED OF STUDENTS
				Strong grasp of subject matter with sound critical evaluations; evidence of broad knowledge base.
A-	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.
LETTER GRADE	NUMERICAL EQUIVALENTS	GRADE POINT	GRASP OF SUBJECT MATTER	OTHER QUALITIES EXPECTED OF STUDENTS
<b>D</b>	50-54	1.0	Minimum Pass	Addresses the topic but significant deficiencies in expression, analysis and structure.

<b>FAILED</b>				
<b>F</b>	0-49	0		Failure to meet the above criteria