

ENGL 135: Academic Reading and Writing Course Outline

Section A15, M/TH 11:30-12:50, Fall Term
CLE A314
CRN: 11348

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CALENDAR COURSE DESCRIPTION

Practice of skills needed for successful academic writing in a variety of subject areas. Analysis of rhetorical, stylistic, research, and documentation techniques; development of these techniques through practical writing assignments. Balance of lectures and discussion.

COURSE OVERVIEW

ENGL 135 introduces you to university-level reading and writing. Its goal is to enable you to build on the reading and writing skills you have developed through your earlier school years and to progress toward the advanced level of literacy that is the hallmark of the educated citizen.

ENGL 135 will help you develop the core transferable skills in critical thinking, reading, and writing that you will use in your university courses, regardless of your program of studies. Through the analysis of a variety of challenging readings, you will discover the characteristics and conventions used by scholars in different disciplines. You will explore different genres of writing and how these reflect different rhetorical purposes. You will practise typical academic writing tasks, including writing a basic research paper, and will learn strategies for reading and writing more efficiently and for approaching new writing tasks. You will also learn how to use reflection and self-assessment to become a more independent and competent reader and writer.

Through these experiences, you will prepare yourself for the increasingly challenging reading and writing you will do as you advance through your degree program and beyond.

PREREQUISITES

There are no prerequisites for this course.

COURSE GOALS AND LEARNING OBJECTIVES

The course goals state what the course should help students learn; the learning objectives state what you should be able to demonstrate during and at the end of the course.

Goal: To strengthen students' reading skills

Learning objectives: You should be able to

- use reading strategies to comprehend challenging texts
- identify the main and supporting ideas in what you read
- analyze academic writing in terms of rhetorical purpose, audience, content, genre, pattern of development, and stylistic features

Goal: To encourage students to respond critically to ideas

Learning objectives: You should be able to

- distinguish between fact and opinion
- analyze the reasoning behind an argument
- take a critical stance toward ideas, raising questions, examining evidence, and evaluating arguments on the basis of reason

Goal: To prepare students for writing in courses across the curriculum

Learning objectives: You should be able to

- focus on a purpose for writing
- use writing as a means of learning
- approach a writing task as a process of planning, outlining, drafting, revising, and editing
- summarize effectively
- incorporate source material into your writing according to standard academic conventions
- write well-structured sentences and paragraphs in standard English
- critique your own and others' writing

Goal: To help students develop basic information literacy skills

Learning objectives: You should be able to

- develop research questions
- determine appropriate sources
- use the print and electronic resources of the library to locate sources
- evaluate sources for authority, relevance, timeliness, and other criteria

Goal: To help students develop awareness of their progress as readers and writers

Learning objectives: You should be able to

- appreciate the importance of strong academic reading and writing skills to your undergraduate studies and your career
- reflect on your progress as a reader and writer and set goals for yourself
- make use of appropriate resources to support your academic reading and writing, including dictionaries; spelling, usage, grammar, and style guides; and ESL resources
- effectively manage your reading and writing tasks

REQUIRED TEXTS

You will require two texts for ENGL 135:

- ***They Say / I Say* by Gerald Graff and Cathy Birkenstein (fourth edition)**
This textbook, which presents the most common rhetorical moves in academic writing, will be our main textbook this term. It features a variety of templates for creating and improving persuasive pieces of writing in an academic setting and beyond.
- ***Academic Writing Essentials* (second edition, second version)**
This concise and easy-to-use reference includes the essential information you need to write successfully in your university courses.

Both textbooks are available at the UVic Bookstore.

Other Materials

There are a number of mandatory readings listed on our reading schedule that are freely available online. Please ensure access to these sources in advance of the day when we will discuss them in class to avoid complications the night before; if you cannot access the urls listed on the reading schedule, please contact me ahead of time. I'll also occasionally use Coursespaces to post instructional materials such as PowerPoint presentations. Please familiarize yourself with Coursespaces early in the term and contact me if you encounter any difficulties.

COURSE RESOURCES

In addition to your textbooks and any material your instructor hands out, a number of resources are available to support your learning in ENGL 135.

- **The Centre for Academic Communication**

The Centre for Academic Communication provides free one-on-one tutoring to help students build their writing skills and proficiency in English. The centre also runs workshops that address common problems in academic writing. You can [book appointments online](#) or visit on a drop-in basis.

The Centre for Academic Communication is located in Room 135j, k, l, and m in the Academic Help corridor of the Learning Commons, in the McPherson Library.

- **UVic Libraries**

The Research Help link at the UVic Libraries Gateway offers students help with their research, writing papers, locating resources, and identifying people to ask for more help. The Research Help section includes links to eTutorials on basic research skills. You can also ask questions by e-mail or talk to a subject librarian by phone.

- **CALL Facility**

The CALL (Computer Assisted Language Learning) facility offers software, audio, and video resources for language learners, including ESL learners. Resources are available on an individual, drop-in basis. The CALL Facility is located in the basement of the Clearihue building (A051). You can contact the CALL facility by phone at 250-721-8959 or by email <calllab@uvic.ca>.

- **International Academic Success Program:** International students can get advice about time management and study skills as well as references to other campus resources from a learning specialist in the International Academic Success Program housed in the International Commons: <http://www.uvic.ca/international/home/international-commons/index.php>. For more information, email issinfo@uvic.ca.

COURSE REQUIREMENTS

As part of the requirements for successful completion of ENGL 135, you will write a minimum of 2500 final (that is, edited and proofread) words, along with other assignments and a final exam.

Required assignment type	What your instructor will assign	Value
Writing Diagnostic (mandatory)	A short in-class writing task (30 min.) on Sept. 6	0%
In-Class Summary (150-300 words)	A summary of an article previously read before class	15%
Op. Ed. (500-700 words)	Op. Ed./Letter to the Editor In-class support: -group discussion -in-class drafting assignment -peer editing -submit revised paper (plus three explanations)	15%
Rhetorical Analysis (800-1000 words)	A comparative rhetorical analysis of two texts on the same issue In-class support: -peer editing	20%
Research Paper/Essay (1100-1400 words)	An essay or research paper that requires multiple sources. -library research -in-class drafting -peer editing -research proposal (mandatory)	25%
Final Exam	You will receive a study guide for this exam outlining the types of questions you will be expected to answer and activities you will need to undertake.	25% (Note: An F – a mark below 50 – on the exam means a failing mark in the course; that is, you must pass the final exam to pass ENGL135)

Please note that you must receive a passing grade on the final examination in order to pass ENGL135. Please also note that you must have handed in all four assignments in order to write the final examination.

A Note about Assignments

A writing assignment may have more than one part, as with the Research Paper/Essay, all of which will contribute to the assignment grade. You may also have a rough draft due in class before the actual due date of the assignment, as with the Op. Ed. assignment.

You may also be assigned in-class or take-home assignments that, while ungraded, will contribute to the process of developing the larger assignments. These assignments may include brainstorming, fast writes, outlines, introductions, rough drafts, or peer editing.

Handing in Assignments

Assignments will be due in class on the due date. This means I expect you to hand in a **hard copy** to me at the beginning of class. I'll typically have a pile up front gathering when you come in.

If, for some reason, you have made an agreement with me to turn in an assignment at another time, please *do not send it via e-mail*. Either bring me a hard copy in class or during office hours, or place a copy in my box in the English office.

Late Work

Late work hurts everyone. If you miss a draft deadline, you've missed a crucial chance for feedback on your work. If you are not ready with a response to a group member's draft, you're letting down someone who is counting on your help. If you are not prepared for class, you limit your own voice and contributions to the class and community of writers and readers. For all these reasons, late work is highly discouraged. ***Late work will be penalized 3% per 24 hrs. after the original in-class deadline.*** Late work will not receive any comments or feedback.

If you ever have a problem with an assignment, talk to me *in advance* of the deadline and we may be able to negotiate a special arrangement to fit your situation. While I am fairly reasonable and compassionate about giving extensions in advance when necessary, *such deadlines are absolutely non-negotiable after you have missed them.*

Office Hours

I think of this course not just as an introductory course to academic reading and writing, but as an introduction to successfully navigating your university life. I hope to provide myself as a resource for any questions you might have about your journey through university here at UVic or about your university experience more generally. While the number of students I'm teaching this term precludes scheduled, lengthy one-on-one student conferences, I do encourage you to make use of my office hours, even if just for a quick chat; students often find their questions more clearly answered and their ideas more thoroughly addressed and explored through such meetings than via email.

GRADING

The writing you do in ENGL 135 will be evaluated according to the Department of English's grading standards for first-year writing, available online on the department website:

<http://www.uvic.ca/humanities/english/undergraduate/currentstudents/firstyeargrading/index.php>.

Your work will also be evaluated in terms of how well it meets the requirements of the assignment and your achievement of the learning objectives of the course.

For each assignment, I will hand back the hard copy of your paper with my marginal notes, inline corrections, and a grade for the paper. In addition, I will provide you with spoken summative feedback by

using the PoodLL recording function through Coursespaces; so please familiarize yourself with these online tools as soon as possible.

The following table shows how the letter grade or percentage score you receive on an assignment corresponds to the university's standard grading system:

Letter Grade	Grade Point Value	%	Description (from the University of Victoria Undergraduate Calendar)
A+	9	90–100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85-89	
A-	7	80-84	
B+	6	77-79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73-76	
B-	4	70-72	
C+	3	65-69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60-64	
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	0	0–49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.

N.B. The N (Incomplete) grade was introduced by the university to distinguish between students who fail a course based on inadequate performance and students who did not complete all of the required course components. For ENGL 135, these required elements are the summary, the Op. Ed., Rhetorical Analysis, and Research Paper/Essay; since students must pass the final examination in order to pass the course, missing the final examination will also result in an N grade, while writing but failing the exam will produce an F.

COURSE POLICIES AND EXPECTATIONS

You can expect your instructor to

- be on time and prepared for class
- teach to the course goals
- give clear instructions for assignments and exercises
- advise and support students in their course work
- treat students with respect
- act in a fair manner
- be available during office hours or, if necessary, arrange an alternative time to meet
- evaluate students fairly and constructively, based on criteria made clear to students beforehand

- return assignments in a timely manner
- give useful feedback

Your instructor will expect you to

- attend all classes except in case of illness or emergency
- prepare for class by completing readings and assigned work *in advance*
- actively participate in classroom activities
- be prepared for peer-review workshops, which means bringing the required piece of writing to the workshop (this may be an introductory paragraph, an outline, or a whole draft). **Please note that failure to come prepared to class on workshop days will result in a 5% deduction off the grade for the respective assignment**
- ask questions if you do not understand
- submit all assignments according to instructions, complete, and on time
- use instructor comments and feedback to improve future work
- cooperate with and act respectfully toward other students and the instructor
- communicate with the instructor about problems or concerns as soon as possible
- put focused and disciplined effort into the course assignments

Attendance

The university expects students to attend all classes in which they are enrolled. University policy allows an instructor to refuse a student admission to class because of lateness, misconduct, inattention, or failure to meet the responsibilities of the course. According to the university's policy on attendance, students who neglect their academic work, including assignments, may be refused permission to write the final examination in a course. **It is policy for ENGL 135 that a student who misses more than 6 classes in total will fail the entire course.**

Participating in ENGL 135 includes coming to class prepared and *on time*, taking part in class discussions, asking questions, and contributing your knowledge and insights in whatever form is appropriate. It also includes doing the required reading and writing *before* you come to each class. If you miss the assigning of class readings or assignments because you are not present in class, it is *your* responsibility to contact classmates or ask the instructor for this information.

Again, *please come to class on time*. Strolling in late is an unnecessary interruption that will result in missing valuable information. If you have a reason for why you may be late, please let me know, especially if you expect it to be a necessarily frequent occurrence.

Classroom Community

Over the course of the term, we'll work together to create and foster an environment that promotes collaborative learning and effective, thoughtful discussion. This entails respecting the rights and dignity of others as we engage in class discussion, particularly when the topic might be provocative, as may sometimes be the case in this class, which aims to motivate students to participate in contemporary debates in politics, ethics, and culture. Active listening is an integral aspect of such discussion. Please give all students the opportunity to fully express themselves. Flippant, aggressive remarks and personal attacks will not be tolerated. Though beliefs may occasionally be questioned or challenged, they will always be heard respectfully.

Additionally, be certain to *shut off cell/smart phones* during class and conferences to prevent unnecessary interruptions. This means no texting, gaming, social media, or any other use of applications or technologies that may still be invented in the future. If an emergency absolutely requires you to leave

your device on, let me know at the beginning of class to make an arrangement. Laptops will be allowed *solely for note-taking and composition purposes* unless exceptional circumstances necessitate their use.

Grade appeals

If you feel that an assignment you submitted has been unfairly evaluated, your first step is to discuss your concerns with your instructor. As your instructor is using the grading standards for first-year writing, be prepared to show your instructor how your work matches the standards for the letter grade you feel you should have received.

If you are not satisfied with your discussion with the instructor, you may apply for a formal grade review, which is described in detail in the UVic academic calendar.

Academic honesty

The writing you do in ENGL 135 **must be your own**. Presenting the work of others, whether it is used without attribution (plagiarism) or submitted by you but written by someone else (cheating), violates the university's policy on academic integrity.

The university has prepared several documents to help you understand the university's policy, what constitutes plagiarism and cheating, and how to avoid them.

- The Learning and Teaching Centre's Academic Integrity website explains the university's policy and answers common student questions about plagiarism.
- Plagiarism from the UVic Libraries website explains what plagiarism is and how to avoid it (<http://www.uvic.ca/library/research/citation/plagiarism/index.php>).
- The University of Victoria's Policy on Academic Integrity, from the academic calendar, defines plagiarism and describes the university's procedures for dealing with allegations of plagiarism and the penalties (<http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/PoAcI.html>):

"Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion.

Students are responsible for the entire content and form of their work. Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the university to support learning (e.g., The Centre for Academic Communication). Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor."

Here are a few further points about plagiarism to keep in mind when you write:

- The best way to avoid inadvertent plagiarism is to ask your instructor for guidance. Some students end up plagiarizing because they aren't sure how to correctly incorporate the work of others into their writing. Your instructor can help you learn how to quote, paraphrase, and cite your sources correctly.

- Students who are found guilty of plagiarism or cheating face serious consequences. According to the university policy, “A largely or fully plagiarized assignment should result in a grade of F for the course.”
- If a student is found guilty of violating the university’s policy on academic integrity, the offence will be added to the student’s record and will remain there for four years after the student graduates.
- There is this year a new addition to the University of Victoria’s Policy on Academic Integrity regarding the “Unauthorized Use of an Editor:” “An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student’s written or non-written work. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. The instructor should specify the extent of editing that is being authorized. Reviews by fellow students and tutoring that do not include editing are normally permitted. In addition to consulting with their instructors, students are encouraged to seek review of and feedback on their work that prompts them to evaluate the work and make changes themselves.”

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to your CES dashboard

(<http://www.uvic.ca/learningandteaching/students/resources/ces/login.php>) . You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you nearer the time but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

Special needs

It has been assumed that you bring to this class diverse interests, learning styles, and needs, so assignments and activities have been designed to draw upon a variety of different strengths. If you have a disability or health consideration that may require accommodations, please approach me and/or the Centre for Accessible Learning (CAL, <https://www.uvic.ca/services/cal/>) as soon as possible. CAL staff members are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the more quickly we can assist you in achieving your learning goals in this and other courses.

ENGL 135 Schedule Fall 2018

This is the schedule for our 135 section this fall. *All readings listed below are for the day they will be discussed in class.* I will work hard to assign them the class before, but please check the reading schedule. I may amend this schedule, swapping out, adding, or eliminating some readings, but will let you know in advance, and will change the Coursespaces document of this schedule to reflect those changes.

Abbreviations: TSIS = *They Say / I Say*
 AWE = *Academic Writing Essentials*
 HD = Handout
 CS = Coursespaces

Date	Reading/Assignments
Sept 6	<i>Course Introduction</i> -Course Syllabus -Diagnostic (in-class activity)
Sept 10	<i>Introducing They Say/I Say</i> -TSIS Preface, p. xvi-xxvi -TSIS Introduction: "Entering the Conversation," p. 1-15 -TSIS Ch 12: "Entering Class Discussions," p. 162-165 -AWE: "Reading Academic Writing," p. 22-28
Sept 13	<i>Introduction to Summaries</i> -TSIS Ch 1: "Starting with What Others Are Saying," p. 19-29 -TSIS Ch 2: "The Art of Summarizing," p. 30-41 -TSIS Reading: David Zinczenko – "Don't Blame the Eater," p. 245-247 -AWE: "Writing a Summary," p. 93-94
Sept 17	<i>Introduction to Quotations</i> -Straw Man fallacy (in-class lecture) -TSIS Ch 3: "The Art of Quoting," p. 43-52 -AWE: "Quoting, Paraphrasing, and Summarizing," p. 41-48
Sept 20	ASSIGN #1: IN-CLASS SUMMARY--essay to summarize will be handed out on Monday, Sept. 17
Sept 24	<i>Op-Ed examples</i> -Introduction to Op-Eds (in-class lecture) -NYT Room for Debate – "Is Money Ruining Music Festivals?" [http://www.nytimes.com/roomfordebate/2014/08/09/is-money-ruining-music-festivals]
Sept 27	<i>More Op-Ed examples</i> -TSIS Ch 4: "Three Ways to Respond," p. 53-66 -NYT Room for Debate – "Can 'Voluntourism' Make a Difference?" [http://www.nytimes.com/roomfordebate/2014/04/29/can-voluntourism-make-a-difference]
Oct 1	<i>Tools of Argument</i> -TSIS Ch 5: "Distinguishing What You Say from What They Say," p. 67-76 -Sean Blanda: "The 'Other Side' Is Not Dumb" [http://medium.com/@SeanBlanda/the-other-side-is-not-dumb-2670c1294063] -TSIS Ch 6: "Planting a Naysayer in Your Text," p. 78-92
Oct 4	<i>More Tools of Argument</i> -TSIS Ch 7: "Saying Why It Matters," p. 92-103 -TSIS Ch 8: "Connecting the Parts," p. 103-121 - Nicholas Carr: "Is Google Making Us Stupid?" [https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-

	stupid/306868]
Oct 8	NO CLASS - THANKSGIVING
Oct 11	<i>Op-ed Workshop</i> -AWE: "Developing a Thesis," p. 82-83
Oct 15	ASSIGN #2 DUE: OP-ED <i>Library Visit—meet promptly in the library</i> -AWE: "Finding Sources," p. 32-39
Oct 18	<i>Rhetoric in Today's Society</i> -Watch in class: <i>Thank You For Smoking</i> excerpts
Oct 22	<i>Rhetoric in Today's Politics</i> -Watch in class: Clinton-Bush debate excerpt -Watch in class: Clinton-Trump debate excerpt
Oct 25	<i>Tradition of Rhetoric</i> -History of Rhetoric (in-class lecture) -Plato: <i>Gorgias</i> excerpt (HD)
Oct 29	<i>The Aristotelian Model</i> -Rhetoric as Marketing/Marketing as Rhetoric (in-class lecture) -AWE: "Writing a Rhetorical Analysis," p. 98-100 -Erin Kelly: "Rhetorical Analysis: What, Why, and How" (CS)
Nov 1	REVISED OP-ED DUE - Writing a Comparative Rhetorical Analysis (HD)
Nov 5	<i>Examples of Rhetoric</i> -Richard Muller: "The Conversion of a Climate-Change Skeptic" [http://www.nytimes.com/2012/07/30/opinion/the-conversion-of-a-climate-change-skeptic.html?_r=0] -Mark Hendrickson: "Climate Change – 'Hoax' or Crime of the Century?" [http://www.forbes.com/sites/markhendrickson/2012/09/16/climate-change-hoax-or-crime-of-the-century]
Nov 8	<i>Rhetorical Analysis Workshop</i>
Nov 12	NO CLASS – READING BREAK
Nov 15	ASSIGN #3 DUE: RHETORICAL ANALYSIS <i>Generating a Topic</i> - Researching a Water Bottle (in-class activity) -TSIS Reading: Gerald Graff – "Hidden Intellectualism," p. 248-255 -AWE: "Researching," p. 29-32
Nov 19	<i>Narrowing a Topic</i> -Finding a Researchable Question (in-class lecture) -TSIS Ch 14: "Reading for the Conversation," p. 176-186 -Sample Research Essays (CS)
Nov 22	<i>Documenting Sources and Avoiding Plagiarism</i> -AWE: "Understanding Academic Integrity/Avoiding Plagiarism," p. 40-41 Writing a Research Proposal/Developing a Tentative Thesis -"Writing a Proposal" (HD)
Nov 26	RESEARCH PROPOSAL DUE <i>Research Essay Workshop</i> -TSIS Ch 11: "Using the Templates to Revise"
Nov 29	<i>Exam Prep</i>
TBA	ASSIGN #4 Due 4pm in my mailbox

