

COURSE OUTLINE		
TERM: Spring 2020	COURSE NO: ENGL 100	
INSTRUCTOR: Dr. Dara Greaves	COURSE TITLE: University Writing Strategies	
OFFICE: Fir 438 LOCAL: 2026 E-MAIL: daragreaves@capilanou.ca	SECTION NO(S): 01	CREDITS: 3.0
OFFICE HOURS: Mondays 9:15-9:45 am; Thursdays 1:30-3:00 pm; Fridays 9:30-10:30 am		
WRITING CENTRE: Mondays 10:00-11:00 am; Wednesdays 10:00-11:00 am; Fridays 1:00-2:00 pm		
COURSE WEBSITE: elearn@capu.ca		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE PREREQUISITES

See information on English Diagnostic Test in the Registration section of the University Calendar.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE DESCRIPTION

This university writing course introduces students to foundational strategies for critical reading, analytical thinking, and clear writing. Through the exploration of topical questions in local and global contemporary culture, the course teaches core skills for active reading and discussion, and provides students with opportunities to write in a range of forms and genres from blog posts to critical analysis to research projects. Revision and detailed individual feedback are fundamental components of the course. Modules on research literacy are taught in collaboration with the university library. Modules on editing, revision, and digital literacy are taught in collaboration with the Capilano Writing Centre. This section of English 100 will explore a series of social justice issues, such as colonialism, assimilation, transphobia, gender oppression, and fat phobia. Reflecting on these important issues will afford students opportunities to sharpen their writing and critical thinking skills.

COURSE NOTE

ENGL 100 is an approved Literacy course for Cap Core requirements.

For the focus of the course each term, see the "Courses" page on the English Department website.

REQUIRED TEXTS AND/OR RESOURCES (all available on Moodle)

Ivan Coyote, "Be Careful in There," from *Tomboy Survival Guide*; Alicia Elliot, "A Mind Spread Out on the Ground," from *A Mind Spread Out On the Ground*; Emily Dickinson, "I'm 'wife'"; Langston Hughes, "Harlem"; Sara Ahmed, *Living a Feminist Life*; Michelle Alexander, *The New Jim Crow*; George Saunders, "The Semplica Girl Diaries"; Santha Rama Rau, "By Any Other Name"; "Tell Me I'm Fat," *This American Life*, episode 589; Ted Chiang, "Liking What You See"; Alice Hines, "How Many Bones Would You Break to Get Laid?"

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- write fluently and grammatically in a range of academic forms and genres;
- read actively and closely through annotating, elaborating, reflecting and questioning;
- summarize, paraphrase, and quote sources in written and oral form;
- analyze and synthesize at the first-year university level;
- construct well-reasoned arguments employing effective rhetorical strategies in writing and in group discussions;
- explain the significance of global and local cultural issues raised in literary texts and other media;
- demonstrate information literacy skills following a library-based introduction to university level research methods;
- document source material using professional styles such as MLA and APA;
- apply techniques for revising and editing;
- produce a foundational e-portfolio.

Students who complete this Literacy course will be able to do the following:

- Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style.
- Assess the relevance, adequacy, and credibility of information, arguments, and evidence used to reach conclusions in oral and written texts.
- Complete all steps in the academic writing process: researching, drafting, revising, and editing.
- Employ an appropriate communication style for a given audience, context, and purpose.
- Offer and accept constructive feedback.

EVALUATION PROFILE

Participation	10%	Ongoing
Small assignments	5%	Ongoing
Peer review	5%	
Objective summary	10%	EXTENDED TO MON JAN 20TH, 1:00 PM
Close reading	15%	Wed Jan 29 (in-class draft); Wed Feb 5 (final)
ePortfolio	5%	Fri Feb 14
Research proposal	5%	TBD (based on student presentation schedule)
Research presentation	10%	TBD (Fri Mar 13, Wed Mar 18, or Fri Mar 20)
Research essay	20%	Wed Mar 25 (draft); Fri Mar 27 (final)
Key terms quiz	5%	Wed April 8
In-class comparative essay	10%	Wed April 8

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Description of major course assignments:

- **Objective summary:** reduce an argument to its essentials, representing it in accurate and even-handed terms and using clear prose.
- **Close reading:** summarize one of the assigned poems and then produce an analysis that makes a connection between the poem's form and its content. Students will write a draft close reading in class, receive feedback from a peer, and then hand in a polished version.
- **ePortfolio:** present an "About Me" and revised work and reflection(s) on your Word Press site.
- **Research proposal:** write me a short description of the research question you want to explore, suggesting how you might tackle it and providing a couple of the secondary sources you plan to engage with.
- **Research presentation:** present the main topic of your research paper, articulating your thesis statement and summarizing a minimum of one secondary source and explaining how you will engage with it in your paper.
- **Research essay:** defend a position, clearly and logically, using the support of academic research and documenting all sources correctly using MLA or APA style.
- **Key terms quiz:** in this in-class test, demonstrate your knowledge of the major literary terms, writing techniques, and critical concepts that are central to this course.
- **In-class comparative essay:** in this synthesis essay, summarize a minimum of two course readings and then compare and contrast them in a meaningful way.
- **Participation:** contribute thoughtfully, respectfully, and productively to all class discussions, performing the readings in advance and always bringing all required materials to class.

Date	Topic	Readings	Due
W Jan 8 Class 1	Course introduction; syllabus; icebreakers		
F Jan 10 Class 2	The Art of Summarizing; objective summary instructions; LGBTQ2+ rights	Ivan Coyote, "Be Careful in There," <i>Tomboy Survival Guide</i>	
W Jan 15 Class 3	SNOW DAY	Literary terms slides available on Moodle – ask if you have questions	
F Jan 17 Class 4	The Art of Summarizing cont'd; decolonization	Alicia Elliot, "A Mind Spread Out on the Ground"	Summary now due Mon Jan 20th, 1 pm
W Jan 22 Class 5	5-step analysis; Dickinson, "I'm 'wife'"; close reading assignment instructions; paragraph structure		
F Jan 24 Class 6	Legacies of slavery; close reading Hughes, "Harlem"		
W Jan 29 Class 7	In-class close reading and peer review		In-class close reading and peer review
F Jan 31 Class 8	Grammar and style		
W Feb 5 Class 9	Citation style; Grammar/MLA exercise		Final close reading and peer review 1
F Feb 7 Class 10	Word Press/ePortfolio lab	*Meet in LB 317	
W Feb 12 Class 11	Why Is Feminism Considered a Bad Word?; in-class summary and reflection		

F Feb 14 Class 12	Research project guidelines; argumentation and essay structure; sample paper		<i>*Drop date</i>
Feb 17–21	READING BREAK	NO CLASS	
W Feb 26 Class 13	Developing thesis statements; colonialism and postcolonialism	Santha Rama Rau, “By Any Other Name”	ePortfolio (due Thurs Feb 27 by 1:00 pm)
F Feb 28 Class 14	Literary analysis; globalization, sweat shops, and exploitative labour	George Saunders, “The Semplica Girl Diaries”	
W Mar 4 Class 15	Engaging with secondary sources; slavery and mass incarceration in the US	George Saunders, “The Semplica Girl Diaries” cont’d	
F Mar 6 Class 16	Library session 1: Evaluating Sources	*Meet in our regular classroom	
W Mar 11 Class 17	Library session 2: Finding Sources	*Meet in our regular classroom	
F Mar 13 Class 18	Research presentations		
W Mar 18 Class 19	Research presentations		
F Mar 20 Class 20	Research presentations		
W Mar 25 Class 21	Guidelines for key terms test & in-class comparative essay; Peer review 2 (editing and revising research papers)		Research paper drafts (hardcopy in class)
F Mar 27 Class 22	The attractiveness bias	Ted Chiang, “Liking What You See?”	Final research papers due on Moodle by 1:00 pm on Sun Mar 29th
W Apr 1 Class 23	The attractiveness bias cont’d; Workshop on nuancing claims and responding to counterarguments	Alice Hines, “How Many Bones Would You Break to Get Laid?”	Peer review 2 form submitted in class
F Apr 3 Class 24	Compare/contrast; fat phobia and fat acceptance activism; review for in-class comparative essay	“Tell Me I’m Fat,” <i>This American Life</i> episode 589	
W Apr 8 Class 25	Key terms quiz and in-class comparative essay		Key terms quiz and in-class comparative essay

COURSE POLICIES

Participation:

Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, always showing up on time, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions; listening attentively during lectures and when other students are speaking; and participating in all activities with an open and inquisitive mind. Regular attendance is imperative to participation. If a student misses over three classes without documented reasons, they may fail. Finally, effective participation depends on being prepared. This means bringing required materials to every class and always having the assigned readings completed. Official

university policy on attendance is found in the Calendar.

Online Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only. I will reply to emails within 48 hours. Please plan ahead and send all inquiries about assignments more than 2 days before the due date. There will be ample opportunities to ask questions in class, and I ask that you please make the best use of this time. I am here to help, but I will not respond to questions that can easily be answered by a simple internet search, by consulting this syllabus, or by attending class regularly.

Content Warning

This course grapples with sensitive issues including colonialism, racism, slavery, human trafficking, exploitation, misogyny, and transphobia. Everyone is expected to come to class prepared to discuss the readings in a mature and respectful way. If you anticipate any particular readings being especially difficult for you, please reach out to me for support in navigating this material.

Classroom Community, Respect, and Safety

The members of this class will have diverse backgrounds, identities, experiences, and learning styles, which may impact the ways that each of you respond to course readings. Especially when interpreting sensitive material and participating in challenging discussions, please treat one another with respect and compassion. When it comes to classroom discussions, knowing the difference between feeling uncomfortable and feeling unsafe is helpful. Questioning our social conditioning, assumptions, or privileges is a positive thing that expands our perspectives, even if it's uncomfortable at times. In contrast, unsafety involves a threat to one's personal autonomy, such as another student disrespecting one's privacy, boundaries, or personal identity. It is imperative that we discuss differing points of view in this classroom without any student ever feeling unsafe.

Accessibility

Capilano University is committed to providing academic accommodations to ensure an accessible and inclusive educational environment. If you have a disability or health consideration that may require accommodation, please register with Accessibility Services: <https://www.capilanou.ca/student-life/support--wellness/accessibility-services/>

Electronic Devices

The use of laptops and tablets must be restricted to academic purposes only. It is your responsibility to make sure that these devices are not used in a manner that disrupts the class (in other words, no social media, emailing, games, or sound). Cell phone use is distracting and absolutely not permitted during class.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. 5% will be deducted from late assignments each day that they are late (including weekends), for up to 7 days (for a maximum of 35% off). If the assignment is not submitted after 7 days, it will receive a zero. Exceptions will be made in extreme circumstances, if proper documentation can be provided. When possible, please discuss any cause for accommodations with me well in advance of the due date.

Missed Exams/Quizzes, etc.

In general, it will not be possible to make up missed quizzes, peer reviews, or other classroom assignments. Make-up exams, quizzes, and/or tests are given only in the case of medical emergencies or severe personal crises that are formally documented.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including [B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure](#).

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.