



DEPARTMENT OF ARTS & EDUCATION
COURSE OUTLINE – FALL 2014
EN 1201 C2: COMPOSITION AND RHETORIC – 3(3-0-0) 45 HOURS

INSTRUCTOR: Dr. Anna Lapointe **PHONE:** 780-539-2992
OFFICE: C420 **E-MAIL:** alapointe@gprc.ab.ca

OFFICE HOURS: Wednesdays and Fridays 1:30-3:00pm

PREREQUISITE(S)/COREQUISITE: Successful completion of Alberta English 30 (or equivalent of grade 12 English). This course will fulfill 3 credits of requirements for most programs that specify 6 credits of first year or Junior English. Normally, no more than 6 credits of first year English or equivalent may be taken for credit.

REQUIRED TEXT/RESOURCE MATERIALS:

- Axelrod, Rise B., et al. *Reading Critically, Writing Well: A Reader and Guide*. 10th edition. Bedford St Martin's Press.
- Messenger et al. *The Canadian Writer's Handbook: Essentials Edition*. Oxford University Press.
- Pyrcz, Heather. *Writing With Style: Grammar in Context*. 2nd Edition. Oxford University Press.

Additional readings are posted on Moodle in .pdf and hyperlink form. Students are responsible for ensuring that they can access these files.

CALENDAR DESCRIPTION: This course will help students become more sophisticated users and producers of written texts. Instruction will include basic academic essay writing skills and the various rhetorical approaches used when addressing specific audiences. The main goals of the course are to help students integrate reading and writing and to become familiar with the conventions of college- (and university-) level writing. This includes producing coherent, logical texts that are relatively free of surface errors. To achieve these goals, the course encourages students to think critically, to read closely and analytically, and to compose responses to a variety of texts, both written and visual.

CREDIT/CONTACT HOURS: 3 credits /3 hours per week

DELIVERY MODE(S): Lecture/workshop

TRANSFERABILITY:

Athabasca University: ENGL 155 (3)

Canadian University College: ENGL 1xx (3)

Concordia University College of Alberta: ENG 1xx (3)

DeVry Institute of Technology - Calgary: ENGL 1TR (3)

Grant MacEwan University: ENGL 102 (3)

King's University College, The: ENGL 2xx (3)

Lethbridge College: ENG 1150 (3)

University of Alberta: ENGL 1xx (3) OR AUENG 1xx (3)

University of Calgary: Jr. ENCO (3)

University of Lethbridge: HUM 1xxx (3)

Accepted by The University of Lethbridge as junior prerequisite for senior literature courses. If you are transferring to University of Alberta or University of Calgary, you will need EN1201 and a 3 credit course in English Literature as prerequisite for senior literature courses.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

GRADING CRITERIA: Assignments will be assessed according to university-level standards of writing, including (but not limited to) spelling, grammar, compositional coherence, and critical thinking. Grading standards will rise in the course of the term. All assessments will be given as letter grades.

EVALUATIONS:

Essay #1 (3-4 pages)	10%
Essay #2 (3-4 pages)	15%
Essay #3 (7-8 pages)	25%
In-Class Exercises	10%
Attendance and Participation	10%
Final Exam (3 hours)	30%

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

STUDENT RESPONSIBILITIES:

1. Requirements for Essays:

All essay-assignments in this course must be written in academic essay format, which we will study throughout the course. Spelling and grammar, structure, and comprehension and analysis of the course material are key grading elements. Expectations for the quality of writing will rise in the course of the term.

Formatting expectations are posted on Moodle, and will be distributed as a handout. All essays must be typed, double-spaced, and stapled together. Assignments not meeting these criteria will not be accepted.

2. Attendance

Attendance is crucial to this course. More than **one** unexcused absences in the course of the term will result in a significant deduction from your participation grade.

For an absence to be excused, the student must inform the instructor by e-mail, and must have a valid reason (serious illness, family emergency, etc.). Documentation may be required for excused absence. Students missing significant numbers of classes even with valid reasons must contact the instructor to “make up” the missed attendance/participation element.

That said, simply showing up is not sufficient. You are expected to comment, respond to questions, interact with classmates, and otherwise contribute to the class dialogue. Questions are welcomed and encouraged. If you're wondering about something, most likely several classmates are as well, only they're afraid to speak up. So ask!

Students are responsible for all missed material, including material missed due to legitimate/excused absences. The instructor is not the person to contact for this material. All handouts will be posted on Moodle. Students are responsible for collecting notes and ensuring their accuracy.

3. Late Assignments

Assignments are due in class, and on paper. Late papers may be left in the mailbox on my office door (C420). It is the student's responsibility to confirm I have received assignments left on my door. E-mail me to ensure I have received your paper.

Late papers are penalized at the rate of one third of a letter grade per day (ie. submitting two days late reduces a grade from a B+ to a B-, or from a B to a C+). Weekends count as one day. However, Fridays are not included in the weekend. If your paper is extremely late, come talk to me; I may take pity and cap the deducted marks.

I grant extensions for the following reasons: computer failure (may be used only once), sick children/family crisis, illness or injury of student (with doctor's note), alien abduction (documentation required). Extensions are not open-ended; rather, we will agree on a new deadline, after which late penalties apply. The time to let me know you will need an extension is before the assignment is due.

4. Moodle

Students are responsible for checking Moodle regularly for updates, announcements, and handouts. Ensure you check Moodle each day before coming to class.

Class announcements will be sent via GPRC e-mail. Ensure you check your GPRC

account every day.

All handouts are posted on Moodle after they have been distributed in class. If you miss a class or lose a handout, go online to access it.

Resources for assignments are also posted on Moodle, often in hyperlink form. Ensure you can access this material well in advance of the assignment due date.

If you have trouble accessing Moodle or your GPRC e-mail, contact the technical support office immediately. Students are responsible for ensuring they have access to the course material.

STATEMENT ON PLAGIARISM AND CHEATING:

Academic dishonesty includes plagiarism, submission of work in one course which has already been submitted in another, failure to cite sources, attempts to communicate with other students during exams, impersonating another student, and purchasing papers online. (This is not a complete list. See the GPRC Academic Calendar pp. 42-43 for details and a list of penalties.*)

Academic dishonesty devalues your education and the education of your classmates. It is disrespectful of the institution and (particularly) of your instructor. I take this issue very seriously.

*Note: all Academic and Administrative policies are available on the same page.

TENTATIVE COURSE SCHEDULE

Alterations to this schedule will be posted on Moodle and announced in class. Students are responsible for completing each reading **before** the **first** class in which it is taken up.

Week 1 – Introduction

Week 2 – Axelrod chapter 1

Week 3 – Axelrod pp.507-38 (reading strategies)

Week 4 – Axelrod pp.178-81, 201-11, 230-45 (explaining a concept)

Week 5 – Axelrod pp.312-14, 341-48, 358-74 (position arguments)

Week 6 – Axelrod pp.375-77, 385-99, 426-44 (causes and effects)

Week 7 – Axelrod pp.445-47, 466-73, 491-506 (proposals to solve problems)

Week 8 – Axelrod 539-54, 563-98 (planning a research project); More book 1

Week 9 – More book 2

Week 10 – More book 2; Marx

Week 11 – Marx

Week 12 – Marx; Coates

Week 13 – Coates; review