Fundamentals of English Composition (ENGL110-1)

Lecture 1

Course Outline

Semester Dates: September 7, 2020 to October 10, 2020

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Lori Kennedy	Email: lori.kennedy@columbia.ca
Class Time: 5:30PM to 7:30PM Monday and Wednesdays	Room: ENGL110-1 Moodle page and Microsoft Teams site
Credit: 3.0	Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course allows students to learn and apply core critical thinking, reading, and writing skills. Students will practice various forms of academic writing, including reflective journaling, summary and paraphrasing, case study analysis, and a problem-solving proposal. Throughout the course, students will learn to edit and revise their own work, as well as the work of their peers and will collaborate through individual and group activities. Prerequisite: None.

Learning Outcomes:

As a result of active participation in these sessions, students can expect to:

- Demonstrate a critical examination of ideas through close reading, inquiry, divergent thinking, evaluation of evidence and interpretation, as well as an understanding of rhetoric, reason, logic, and word usage.
- Use a variety of strategies for reading and engaging with a range of material.
- Distinguish between fact and opinion.
- Analyze and articulate the reasoning behind an argument.
- Integrate evidence gathered from experience, reading, observations, and/or other forms of research into their own writing in a way that begins to complicate their own understanding.
- Use an academic documentation style.
- Articulate the rhetorical choices they have made, illustrating their awareness of a writer's relationship to the subject, context, purpose, and audience.
- Apply strategies for generating ideas for writing, for planning and organizing material, for identifying purpose and audience, and for revising intentionally.
- Provide appropriate, engaged feedback to peers throughout the writing process.

Course Format:

This online course uses a variety of online teaching/learning methods including discussion, personal reflection, experiential exercises, group activities and case studies. Our faculty aim to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in online class discussions (synchronous and asynchronous) and take responsibility for your own learning. Being a positive and co-operative team member will add to your success. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will log in to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the online classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Mainmon, E., Yancey, K. (2020). *A Writer's Resource: A Handbook for Writing and Research* Sixth Edition. McGraw-Hill Education. New York, NY]

Note: Students will be using McGraw-Hill Connect online to complete Connect Modules

Recommended Readings and Resources:

Students may access Google Scholar.

Further Recommended Readings and Resources:

Please note that you can access McGraw-Hill Connect. There are sections on writing, research, and grammar topics. You can do exercises to practice and improve your skills and included are both self-grading quizzes and writing activities. There are models that you can look at as examples of the different types of writing you are learning.

Homework Assignment Due for the First Class:

- Read your course outline and be ready to discuss.
- Please read *Chapters 1, 2 & 3* for your first class and prepare three questions ahead of time for review purposes.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment	Due Date	Weight
Daily Tests	Classes 1 through 9	20%
Connect Modules	Classes 2 through 10	20%
Reflective Journals	Class 3 & 9	20%
Forum Responses	Class 4,6 & 8	15%
Problem Solving Proposal	Class 10	25%

Please note that all homework and assignments are due by 11:59pm on the due date.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229).* Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229), Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029),* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with   others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188) and the Student Guide to Accessibility Handbook (SSCM-001).*

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:
Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings and Assignments
1	• Course Introduction and Course Expectations • Introduction to Connect Lab	• **Chapter 1**: Writing across the Curriculum and beyond College • **Chapter 2:** Writing Situations • **Chapter 3:** Audience and Academic English
2	• Critical Thinking • Designing Academic Texts and Portfolios • Interpretive Analyses and Writing about Literature • Commonly Misused words • Reflective Journal expectations	• **Connect Lab Due** • **Chapter 4**: Reading and Writing: The Critical Connection • **Chapter 8** Designing Academic Texts and Portfolios • **Chapter 10** Interpretive Analyses and Writing about Literature • **Chapter 50**
3	• Planning and Shaping • Revising and Editing • Understanding Research: Primary and secondary research and Research and college writing	• **Connect Lab Due** • *Chapter 5* Planning and Shaping • *Chapter 7:* Revising and Editing • *Chapter 18 a/b* • **Reflective Journal 1 due**
4	• Arguments • Writing Paragraphs • Common Grammar Mistakes • APA Documentation	• **Connect Lab Due** • **Chapter 11**: Arguments • **Chapter 6 C:** p. 61 • **Chapter 31:** In-text citations p.326 • **Forum 1 Due**
5	• Other kinds of assignments • Case Study • Reflective response	• **Connect Lab Due** • *Chapter 12* • *Chapter 24*
6	• Using electronic tools for drafting • Patterns of organization and visuals • Integrating visuals and multimodal elements • Correcting Modifiers	• **Connect Lab Due** • Chapter 6 a/b/d • Chapter 18 c/d/e • Chapter 19: pp. 198-211 • **Forum 2 Due**
7	• Oral presentations	• **Connect Lab Due** • Chapter 13: pp. 155- 161 • **Discussion of final paper**
8	• Evaluating Sources	• **Connect Lab Due** • **Chapter 21:** Evaluating Sources • **Forum 3 Due**
9	• Critical Response • Problem Solving Proposal Tutorial	• **Connect Lab Due** • **Reflective Journal 2 Due**
10	• Course Review • Course Evaluations	• **Connect Lab Due** • **Problem Solving Proposal Due**

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Appendix 1
Assignment Outlines

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Note: You are expected to do all assignments, tests, and activities as outlined in order to meet the requirements of this course. If you do not do this, you will not pass the course.

1. Topics and handouts will be supplied by the facilitator where required.

2. ALL assignments handed in must be supported with citations in APA 6 format using your text as support. Other sources are also provided for you through your Moodle portal.

3. You must use scholarly sources Google Scholar as sources for references. Please do not simply Google for anything on the Internet as this is not acceptable for post-secondary assignments in our program,

4. This course outline has rubrics attached that will be used to evaluate you work. This will help you to set high goals and clarify the marking process.

Daily Tests
Due Date: At the beginning of each class from classes 1 through 10
Weight: 20%

Students will be expected to have read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments. Tests are open in Moodle from 8:30 AM to 11:59 PM on the day of the scheduled class. There is one attempt and a 30-minute time limit on each test.

Connect Lab Modules
Due Date: Before the start of each class from classes 2 through 10
Weight: 20%

Students must complete _the assigned grammar component_ on Connect Lab before the due date.

Reflective Journal Entries
Due Dates: Class 3 and Class 9
Weight: 20%

During the course, students will be learning and experiencing many new things. Students should follow the steps to writing a reflection outlined by facilitator.

Journal Entry 1: Should cover classes 1 and 2 and should speak to your initial impressions/expectations/ fears about the course.

Journal Entry 2: Should cover classes 3-8 and should focus on the experience to date. Some key points to consider include speaking to the class content, any assumptions that were challenged, and what you have learned from the readings/discussions.

Writing Assignment Expectations (Reflective Journals):

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.

- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.

- **Format:** This assignment should be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Calibri font is preferred. Each entry should be a minimum of 250 words and a maximum of 350 words in length and should follow APA guidelines. Students will be evaluated according to the attached rubric: **Reflective Journaling Rubric**.

How to avoid plagiarism?
The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.

Forum Responses
Due Dates: Classes 4, 6 & 8
Weight: 15%

Online Moodle discussion forums provide opportunities to exchange knowledge. Students are expected to demonstrate their understanding of class readings by posting thoughtful and succinct responses to questions posed by the instructor. Student responses should demonstrate reflection of the course material, connections to experiences, previous or current information and be relevant to the discussion. Student responses should further the discussion by demonstrating critical thinking, posting meaningful responses to peers' work and adding new perspective and ideas.

- **Format:** These forums are available for you. Each entry should be a minimum of 150 words and a maximum of 250 words in length and should follow APA guidelines. Students will be evaluated according to the attached rubric: **Discussion Forum Rubric**

How to avoid plagiarism?
The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.

Problem Solving Proposal
Due Date: Class 10
Weight: 25%

This assignment requires you to identify a problem and propose a solution to a person who has the power to implement the solution. Students should follow the arguments chapter from class four.

Step 1: Begin brainstorming a topic by identifying problems that you've encountered within a school, a workplace, as a volunteer, as a customer or client, or potential employee.

Step 2: Narrow the list to problems that are rhetorical, i.e., that may be addressed via writing and speaking.

Step 3: Narrow the list further by eliminating any problems that could only be resolved through a political process (e.g., lowering taxes or raising the minimum wage).

Step 4: Now think about ideas for solving these problems: what is your objective, what is the specific action (i.e., solution) that you recommend? What are the anticipated outcomes of that action? Consider other options- what are the advantages and disadvantages of these other options?

Step 5: Make a claim advocating for a specific change or course of action. State your solution and conclude with a call for action. How can you most persuasively justify the wisdom and practicality of your solution? Ensure you have done your background research and included any necessary images, tables, or graphics that will support your claim.

Step 6: Write, read, write, re-write, get feedback, and revise again.

Writing Assignment Expectations (Problem Solving Proposal):

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.

- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.

- **Format:** This assignment should be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Times New Roman font is preferred. Each entry should be a minimum of 750 words and a maximum of 1000 words in length and should follow APA guidelines. Students will be evaluated according to the attached rubric: Problem Solving Proposal Rubric.

How to avoid plagiarism?
The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in your assigned textbook.

Columbia College
Reflective Journaling Rubric
Last Revised: July 2017

Student's Name		Course Code		Date		Facilitator/Evaluator's Name

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter. • Shows depth of critical thinking. • Uses specific and convincing examples to support reflective statements.	• Reflection reveals insight into the subject matter. • Often there are thoughtful statements. • Uses well-chosen examples to support reflective statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. • At times, some reflective statements are evident. • Uses some examples to support ideas on the subject matter and reflections.	• Reflection is limited. • The writer produces some basic understanding of the subject matter. • Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process	• Little to no reflection is present. • Uses few to no examples.	

	2		1.5		1-0	
Use of Writing Conventions: • **Spelling** • **Punctuation** • **capitalization** • **grammar**	• Demonstrates control of the writing conventions with few errors.		• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.		• Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult.	

Total Score out of 10:

Columbia College
Problem Solving Proposal Rubric
Revised May 2018

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
	A	**B**	**C-D**	**F**	**Score**
	5	**4**	**3**	**2-0**	
Statement of Purpose/Focus	• The response is fully sustained and consistently and purposefully focused on the assigned prompt: • Thesis/claim(s) are introduced and communicated clearly within the context • Thesis/claim(s) are clearly stated, focused, and strongly maintained throughout • Counterclaim(s) are clearly addressed	• The response is adequately sustained and generally focused on the assigned prompt: • Context provided for the thesis/claim(s) is adequate and mostly thorough • Thesis/claim(s) are clear and mostly maintained, though some loosely related material may be present • Counterclaim(s) are present, but may leave gaps in reasoning	• The response is somewhat sustained and may have a minor drift in focus: • Context for thesis/claim(s) is attempted, but significant lapses are present • Thesis/claim(s) on the issue may be somewhat unclear and unfocused • Counterclaim(s) are attempted	• The response may be related to the purpose but may offer little relevant detail: • Thesis/claim(s) may be confusing or ambiguous • Thesis/claim(s) off topic • Counterclaim(s) are not present	
Organization	• The response has a clear and effective organizational structure creating unity and completeness: • Effective, consistent use of a variety of transitional strategies • Logical progression of ideas from beginning to end • Effective introduction and conclusion for audience and purpose • Strong connections among ideas, with some syntactic variety	• The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • Adequate use of transitional strategies with some variety • Adequate progression of ideas from beginning to end • Adequate introduction and conclusion • Adequate, if slightly inconsistent, connection among ideas	• The response has an inconsistent organizational structure, and flaws are evident: • Inconsistent use of basic transitional strategies with little variety • Uneven progression of ideas from beginning to end • Conclusion and introduction, if present, are weak • Weak connection among ideas	• The response has little or no discernible organizational structure: • Few or no transitional strategies are evident • Little or no organization discernable • Frequent extraneous ideas may intrude • No clear introduction/conclusion; conclusion merely repeats	

Elaboration of Evidence	• The response provides thorough and convincing support/evidence for the writer's claim(s) that include(s) the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • Use of relevant evidence from sources is smoothly integrated • Effective use of a variety of elaborative techniques and thorough explanation of connection(s) between claim(s) and evidence • Correct APA citation	• The response provides adequate support/evidence for writer's claim(s) that include(s) the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general: • Some evidence from sources is integrated, attribution present • Adequate use of some elaborative techniques • Attempt at APA citation	• The response provides uneven, cursory support/evidence for the writer's claim(s) that include(s) partial or uneven use of sources, facts, and details, and achieves little depth: • Evidence from sources is weakly integrated, and attribution, if present, is uneven • Weak or uneven use of elaborative techniques • Incorrect APA citation	• The response provides minimal support/evidence for the writer's claim(s) that includes little or no use of sources, facts, and details: • Use of evidence from sources is minimal, absent, in error, or irrelevant • Explanations, if present, do not attempt to connect claim(s) and evidence • No attempt at APA citation	
Language and Vocabulary	• The response clearly and effectively expresses ideas, using precise language: • Regular use of academic and domain-specific vocabulary • Rich and precise language • Consistently uses register suited to audience and purpose	• The response adequately expresses ideas, employing a mix of precise with more general language • Some use of academic and domain-specific vocabulary • Precise language • Attempt to use style and tone suited to audience and purpose	• The response expresses ideas unevenly, using simplistic language: • Little use of domain-specific vocabulary • Little use of precise language • Style and tone at times may be inappropriate for the audience and purpose	• The response expression of ideas is vague, lacks clarity, or is confusing: • Uses limited language or domain-specific vocabulary • Language is simplistic or vague • May have little sense of audience and purpose	
Conventions	• The response demonstrates a strong command of conventions: • Few, if any, errors are present in usage and sentence formation • Effective and consistent use of punctuation, capitalization, and spelling	• The response demonstrates an adequate command of conventions: • Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • Adequate use of punctuation, capitalization, and spelling	• The response demonstrates a partial command of conventions: • Frequent errors in usage may obscure meaning • Inconsistent use of punctuation, capitalization, and spelling	• The response demonstrates a lack of command of conventions: • Errors are numerous and severe, interfering with comprehension and readability • Sample may be too brief to determine adequate command of conventions	

Plagiarism: A "0" grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources. Total Score out of 25:

Facilitator/Evaluator's Comments:

Columbia College
Discussion Forum Rubric
Last Revised: December 8, 2016

Student's Name		Course Code		Date		Facilitator/Evaluator's Name	

Area	3	2	1	0	Score
Critical Thinking	• Rich in content, thoughtful, reflective, insightful; shows careful analysis	• Substantial information, thoughtful, insightful; analysis has taken place.	• Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking.	• Basic information, no analysis or insight demonstrated.	
Connections	• Clear connections made to previous or current information; creates relevancy in the discussion.	• Some connections are made to previous or current information; generally, needs more depth and/or detail.	• Limited connections, vague generalities.	• No connections made to previous or current information.	
Uniqueness	• New ideas are presented with good depth and detail.	• Some new ideas are presented. Depth and details are satisfactory.	• Few, if any, new ideas are presented. Depth and details are lacking.	• No new ideas presented. No depth or details.	
Timeliness	• All required postings are on time for others to read and respond.	• Most postings are on time for others to read and respond.	• Postings are rarely on time or last minute without allowing for response time.	• Some, or all, required postings are missing.	
Stylistics	• No grammatical or stylistic errors.	• Several grammatical or stylistic errors.	• Obvious grammatical or stylistic errors; errors interfere with content.	• Obvious grammatical or stylistic errors. Makes understanding impossible.	

Total Score out of 15:

Facilitator/Evaluator's Comments: