Yukon University

Course Outline

INSTRUCTOR: Melanie McFadyen	**OFFICE HOURS:** By Appointment
OFFICE LOCATION: A2202	**CLASSROOM:** Online (Zoom)
E-MAIL: mmcfadyen@yukonu.ca	**TIME:** 10:30 - 12 Monday - Thursday
TELEPHONE: 867-668-5260	**DATES:** Sept. 6 – Dec. 13

COURSE DESCRIPTION

In this course, students will develop foundational skills in critical thinking, academic writing, and literary analysis in preparation for studying English at the university level. Critical thinking will be developed by reading and viewing media in a variety of genres and responding in discussion and written assignments. Academic writing will be developed through written assignments, including reading responses, essays, and a research paper. Literary analysis will be developed through reading, discussing, and writing about literature in various genres, including Canadian literature and literature by Indigenous authors.

COURSE REQUIREMENTS

Prerequisite(s): ENGL 050 (min. B-) or English 11 or suitable score in writing assessment

EQUIVALENCY OR TRANSFERABILITY

Please refer to the B.C. Transfer Guide for the most up to date information on course transferability. If you have questions about course transferability, contact the School of Academic Skill Development

Receiving institutions determine course transferability. Find further information at:
https://www.yukonu.ca/admissions/transfer-credit

LEARNING OUTCOMES

Please see Appendix I which provides a list of learning outcomes as articulated by BCCAT. Please note that at least 85% of the following outcomes are required to be followed in order to uphold our transfer agreement with BCCAT.

LEARNING INTENTIONS

Students are invited to explore the following:

Creative & Critical Thinking

- Apply critical and creative thinking skills in some of the following ways: explore personal identity and situating self, consider context, discuss, interpret, make inferences about, and respond to information, etc.

Reading, Research & Referencing

- Use a variety of strategies and sources to gather, summarize, synthesize, critically evaluate, make inferences from, and organize written and multimedia information
- Gather, evaluate, synthesize, and organize information into a research paper or report using an appropriate documentation style (e.g., APA, MLA or Chicago)

Written Communication

- Apply a writing process to compose a variety of written responses (eg. summary, paragraph, essay, creative response)

Contribution to Learning Community: Cooperative Communication, Building Relationships, Speaking & Listening

- Through conversations and collaboration, students will listen and respond respectfully to others with the intention to develop and articulate reflections and cultivate curiosity towards other ideas

Making Meaning & Connections

- Recognize the interconnections between ideas and experiences and connect own experiences, ideas and context to those of others

Learning to Learn

- Identify personal learning goals and develop a plan for achieving them
- Use learning strategies to meet personal and academic goals

Emergent Learning

- Hold space for the collaborative visioning, deconstructing, sharing and co-creating knowledge to influence direction of the course

COURSE FORMAT

Classes will all be conducted by Zoom and through Moodle, the online learning management system. Zoom classes take place at specific times for a total of 6 hours per week.

Each class will consist of a combination of lecture, discussion, group work, and individual activities. Students will be expected to read literature outside of class time and come in ready to interact with and make meaning of the readings.

In addition to attending mandatory Zoom classroom sessions, students are expected to complete readings, view videos and complete assignments on the online platform, Moodle. All writing assignments will be completed outside of scheduled classes. Students should expect to spend at least five to ten hours per week outside of class time on assignments and readings.

Students are expected to work one-on-one with an instructor and/or a writing coach for each of the three major assignments.

EVALUATION

Assignments: • 10% for evaluative essay • 15% for argumentative/novel essay • 20% for research essay, sharing, peer feedback	45%
Midterm	10%
Contribution to Learning Community • In-class mini-assignments, discussions, presentations	30%
Final Exam	15%
Total	100%

ASSESSMENTS:

Attendance & Contribution to Learning Community

Active engagement in activities and discussions is a key component of the sharing of ideas and co-creation of knowledge. As such, **30% of the overall grade is allocated to participation**, which is broken down into online discussions and in-class activities (via Zoom), including graded discussions, mini-presentations, and other assignments. Students are strongly encouraged to attend all classes and participate in online forums as participation marks cannot be made up.

Assignments

Students will write two essays and one research paper and should expect to write 3,000 to 4,000 words in total, divided across three major assignments. Students will also write weekly reading responses, reflections, creative pieces and/or other responses.

Late Policy: Students are allowed one "negotiated late" during the semester (does not apply to the research). Such requests *must be made at least two days in advance of the due date*.

Assignments are due by the designated due date and time. Late papers will receive a 2% deduction per day to a maximum of 10%. Assignments will be accepted up to one week after the due date. After that, the student will receive a mark of zero, unless arrangements have been made by communicating directly with the instructor.

Tests

Students will write a 3-hour midterm and a 3-hour final exam. These will be online and written during a specified time period.

Rewrites: A rewrite for a failing grade on an examination (less than 50%) may be permitted at the instructional team's discretion*. The rewrite mark will be recorded whether it is higher or lower than the original. However, a maximum mark of 65% will be awarded.

"No Shows": A student who misses an examination will receive a mark of zero for that examination A rewrite may be permitted based on the instructional team's* discretion. Some form of documentation of the emergency may be required.

* Instructional team consists of instructor, Chair of ASD and/or LAC or Academic Support Staff

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates. For this term, Friday, November 4 is the last day to withdraw without academic penalty.

TEXTBOOKS & LEARNING MATERIALS

There are no textbooks required for this course. All materials are provided online on the Moodle site.

Optional: Students may wish to purchase the graphic novel "Three Feathers."
    Van Camp, R. *Three Feathers*. 2015. Winnipeg: Highwater Press.
    There is a link to this graphic novel online; however, students may wish to purchase a hard copy. There
    will be copies of the novel in the library to borrow as well.

It is highly recommended that all students have access to a computer or tablet (not only a phone) and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

Introduction to Critical Thinking

Academic Writing

Short Stories

Poetry

Novel

Drama (Film)

Research

APPENDIX I: BCCAT Learning Outcomes

Upon successful completion of the course, students will be able to:

Critical and Creative Thinking

- recognize tone, including irony and understatement in poetry, fiction, and drama
- evaluate argument for validity, reliability, currency and objectivity
- recognize structural elements associated with particular standard formats for literature and academic writing
- demonstrate an awareness and understanding of the power of language in literature and academic writing; the importance of word choice and organization in furthering the problem solving process (initiating, developing and organizing thought); and the influence of communication formats on language choices and usage
- analyze literary elements in various genres
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Speaking and Listening

- interact effectively in formal or informal situations
- adjust speaking style to suit audience, purpose, and situation
- use effective presentation aids (e.g., diagrams, line drawings, overheads) to enhance communications
- demonstrate a critical understanding of arguments

Reading, Research and Reference

- evaluate the effectiveness of one's own and others' written material (literary or academic) using criteria that include the following:
    o plain language
    o coherence and organization
    o consistency in the application of usage conventions
    o relevance to argument of supporting evidence and examples
    o appropriateness to intended purpose and audience
    o attention to detail
- summarize, make inferences, draw conclusions and critically evaluate
- paraphrase main ideas in written material
- distinguish between implicit and explicit messages
- apply prior knowledge and experience to assist understanding of new material
- use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the internet
- evaluate the influences, writing style and background of particular authors in order to understand their writings.
- read and demonstrate an understanding of short stories, poetry, drama and the novel, including works by Canadian authors.
- place a piece of literature in its historical and cultural context
- describe the social and personal benefits of reading literature

Written Communication

- apply a writing process approach (pre-write, draft, revise, edit)
- produce work that demonstrates effective organization, support (e.g., examples, evidence) and sentence structure.
- gather, evaluate, synthesize, and organize information into a research paper or report of approximately 1500 words using an appropriate documentation style (e.g., APA, MLA or Chicago)
- understand and avoid plagiarism
- produce writing on demand (e.g., essays, exams)
- write essays using appropriate structure and development techniques
- write literary essays using appropriate structure, development techniques, and literary conventions.
- discuss literary terms (e.g., conflict, theme, character, mood, tone, irony, foreshadowing, point of view, and setting) in the analysis of works studied.

Cooperative Communication

- describe the value and limitations of collaborative work
- collaborate and consult effectively with others in completing communications tasks through means that include:
  - interacting confidently
  - assuming responsibility for roles in teams
  - respecting and promoting respect for the contributions of other team members
  - demonstrating a commitment to the team and to project goals
  - employing advanced problem-solving skills in cooperative communication activities
  - using a variety of resources and technologies when working with others
  - evaluating group processes and individual roles in and contributions to group processes