



Okanagan College  
English 100: University Writing  
January - April 2021 (Online)  
3 credits

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Professor: Dr. Shona Harrison, PhD  
Email: [sharrison@okanagan.bc.ca](mailto:sharrison@okanagan.bc.ca) (emails will be answered between 9:00 am and 5:00 pm, Monday to Friday)  
Office: E 418  
Office Hours: by appointment

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English 100 will introduce you to the practices and conventions of academic writing. Through reading, discussion, and writing you will discover how to develop and articulate your ideas in response to the intellectual conversations generated in class.

A central strategy of English 100 is the repetition of the writer's process of drafting, revising, editing, and proofreading. Your writing, then, will frequently be the focus of workshops that may be devoted to peer revision, to discussions of the writing process and of the rhetorical, grammatical, and stylistic conventions of academic writing.

All classes are online again this semester. The course will be divided between evenly synchronous and asynchronous learning. The classes marked below with a (S)\* will be a real-time, online virtual synchronous classroom that can be accessed through our Moodle course page (select the Collab Ultra button). Those meeting days marked (AS)\*\* will be where instruction is delivered by way of posted material (readings, discussions, quizzes, recordings, documentaries, workshops etc) that will need to be completed by the next instructional day. Material provided in AS classes can be accessed through the course Calendar on Moodle. Completed AS work will be integrated into synchronous classes.

English 100 Sections:

002 Tuesdays (AS) and Thursdays (S) 12:30 am - 13:50 pm

007 Wednesdays (S) and Fridays (AS) 8:00 am - 9:20 am

010 Fridays 11:00-12:20 (S) and Fridays (AS) 12:30 am - 1:50 pm

\*Synchronous: Some or all of the scheduled class hours are spent in a real-time, online virtual classroom, with the instructor and registered students in attendance; these class hours may be devoted to lecture, discussion, group work, or other real-time virtual learning activities.

\*\*Asynchronous: Refers to course instruction delivered in the form of materials that can be accessed and worked through at the student's own pace; these materials might include recorded lectures or power point demonstrations, required readings, exercises, etc.

CALENDAR DESCRIPTION: This blended course is for students who have demonstrated secondary school-level competence in the reading and essay writing skills required by most university disciplines. Reading and writing assignments will concentrate on non-fictional prose, and will emphasize the processes of reading, analysis, reasoning, documentation and the stages of the writing process.

PREREQUISITES: ABE ENGL 012<sup>1</sup> or English 12<sup>2</sup> or English 12: First People<sup>2</sup> or Adv Placement English 12<sup>2</sup> or Tech/Prof Communications 12<sup>2</sup>  
**or** ABE ENGL 012 or English 12 or English 12: First People or Adv Placement English 12 or Tech/Prof Communications 12 and Language Proficiency Index<sup>3</sup>  
**or** mature student status and a score of 24/40 (level 4) or better on the LPI.

<sup>1</sup> minimum grade of 60 required

<sup>2</sup> minimum score of 60 required

<sup>3</sup> minimum score of 24 required

COURSE OBJECTIVES: To develop critical reading, writing, and thinking skills through the study of selected critical essays; strengthen essay-writing skills including organization, rhetoric, presentation, and citation; cultivate the research skills necessary for further university study.

LEARNING OUTCOMES: Upon completion of this course, students will be able to:

Write effective analytical essays at the university level:

- ✓ generate critical and effective arguments, essay topics and thesis statements
- ✓ prepare outline and annotated bibliography for an academic analytical essay
- ✓ craft sentences that are grammatically sound and use appropriate level of diction
- ✓ employ the standard structure and style of an academic analytical essay
- ✓ support arguments with logical evidence
- ✓ integrate source material (including quotations, paraphrase, and summary) purposefully and effectively, providing suitable authority and context;

- ✓ document all sources fully and ethically according to MLA documentation system

Conduct Research:

- ✓ demonstrate proficient use of vast library resources (ie completing interlibrary loan requests)
- ✓ conduct library research in both the OC online catalogue and scholarly databases

Work effectively in groups:

- ✓ identify key ideas from readings
- ✓ verbalize these ideas in small group discussion settings
- ✓ synthesize multiple viewpoints
- ✓ present group conclusions to class

Apply critical thinking skills outside of academic settings:

- ✓ recognize connections between course concepts and real-world issues

REQUIRED TEXTS:

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook with Exercises*. 3rd ed. New York: Norton, 2017.

Harrison, Shona. *English 100: Custom Course Reader 2020* – available at the OC Bookstore.

RECOMMENDED TEXTS:

*Plagiarism Avoided: Taking Responsibility for Your Work*. Vancouver: Faculty of Arts UBC, 1999.

EVALUATION:

Attendance and participation 5% (on-going, in-class assessment)

Grammar Diagnostic and Exercise 20 sets [*Little Seagull Online*] 5% (out-of-class work)

Library Research Exercise 5% (out-of-class work)

In-class Exercises 10% (on-going, in-class assessment)

In-class Mid-term 15% (in-class assessment)

Rhetorical Analysis 15%

-1 page summary of critical essay; formal submission to Turnitin.com on Moodle

Research Essay Elements:

-Annotated Bibliography and Intro paragraph 5%, annotate 3 possible peer reviewed academic sources for your Research Essay and write a working introductory paragraph;

-Research Essay 25%, 5 pages, must use at least 2 academic secondary sources (Peer Edit Workshop and final submission to Turnitin.com on Moodle) (out-of-class work)

Final Quiz 15% (in-class assessment)

INVIGILATED

ASSESSMENT POLICY: A minimum of thirty percent of the assessment for ENGL 100, 150, 151, and 153 will take place under exam-like conditions. Students must receive a passing grade, 50%, in this portion of the course in order to pass the course as a whole.

COLLEGE AND

COURSE POLICY: The standardized grading system for OC is as follows:

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

CATEGORIES FOR

- ESSAY EVALUATION:
- 1. Content:** thesis/argument, insight, grasp of concepts, originality
  - 2. Organization:** logical structure, coherent paragraphs, transitions, introduction, conclusion
  - 3. Development:** relevant evidence, sufficient detail and quotation, integration of secondary sources
  - 4. Mechanics:** diction, sentence structure, grammar, spelling, punctuation
  - 5. Format:** MLA manuscript format, documentation, Works Cited

LETTER GRADE

PROFILE:

An **A range (80-100%) Outstanding** essay displays excellence in all (or almost all) five categories: a spark of individuality or originality in the argument; an interesting discussion well supported with evidence from the text; effective integration of secondary sources; a fluid, sophisticated style. Any technical errors must be minor.

A **B range (68-79%) Good** essay reveals strengths in all of the Evaluative Categories but does not always succeed in all areas. It demonstrates an ability to develop an argument with relevant details and integrate secondary sources appropriately. It may have minor mechanical or format errors but not enough to distract the reader from the content.

A **C range (55-67%) Satisfactory** essay meets university standards in most Evaluative Categories. It reveals an effort to structure an argument, but its thesis may be tentative and insufficiently developed. There is a tendency towards vagueness, generalization, and repetition of class material. Support from secondary sources may be awkwardly handled. Mechanical and format problems are sometimes distracting.

A **D range (50-54%) Marginal** essay reveals problems in many of the Evaluative Categories. Although it attempts an argument or focus, discussion of the topic is vague, incomplete, and lacking supportive detail; it displays more summary or paraphrase than analysis; the handling of secondary sources may not adhere completely to the rules of MLA referencing; mechanical and format errors impede readability.

An **F range (0-49%) Unacceptable** essay lacks an argument or focus; it may fail to address the topic or draw evidence from required sources; it may reveal a serious misunderstanding of the text or be of insufficient length. Such a paper may contain too many writing errors to be acceptable at the university level, or it may receive a failing grade due to plagiarism.

SUBMISSION OF  
ASSIGNMENTS:

All work is to be completed according to deadlines. Students with legitimate reasons for late submissions *must* contact me *before* the deadline and may be required to provide documentation to validate their explanation. Concessions or extensions may be granted for students with legitimate reasons for submitting late work.

An excusable absence includes: personal illness; medical treatment or a visit to the doctor; death in the immediate family; job interview; legal proceedings; care for an ill or injured dependent or spouse; observance of holy days; or responsibilities as a parent or guardian.

Moodle is part of Okanagan College's Learning Management System. Various course materials, assignments, readings, and grades will be posted on our English 100 web page on Moodle.

Further, student essays will be submitted via a Turnitin.com link found on our Moodle page. To access Moodle, log into myokanagan.bc.ca. Click the Moodle button at the top of the page.

Essays and assignments are due at the *beginning* of class on the day in which the deadline is set. Late papers will be penalized 5% per day, unless students have documented medical evidence or have discussed an alternate

arrangement with me. Assignments submitted more than seven days after due date will not be accepted. *All assignments and essays must be completed in order to pass the course.*

Grammar diagnostic and exercises are included as an online resources with your *Little Seagull Handbook*. The URL is provided with your handbook. These *must* be completed in order to be eligible to write the final exam. Further, any material covered in these exercises may also be tested on the mid-term quizzes and final quiz.

Attendance and Participation will be recorded throughout the semester. Because this course revolves around small-group and whole class discussions combined with brief lectures about the critical essays we are studying, your participation in every class, synchronous and asynchronous, is extremely important to your success in this course. Excessive absences may result in penalties. You are responsible for submitting assignments **by the due date**. In order to receive an A-level grade, a student must:

- ✓ come to all classes (unless serious illness or prior concessions have been arranged).
- ✓ participate in class in a respectful, curious, and engaged manner.
- ✓ participate and complete all in-class writing and workshops.
- ✓ All the above, will be compiled and taken into account for this grade.

It is the student's responsibility to watch recorded lectures from synchronous classes, organize getting notes, and completing or re-scheduling workshops or exams in case of absence. **You are in charge of your own success in this class.**

Course-Integrated Library Research Instruction. A fundamental aspect of critical writing and reading is learning how to do research. Information literacy, the ability to "recognize when information is needed and to locate, evaluate and effectively use information" (American Library Association), is crucial to excellent research. To assist you with the development of information literacy skills a librarian will provide relevant in-class library research instruction in conjunction with your research assignment(s).

ACADEMIC INTEGRITY:

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of

information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating will result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

It is the student's obligation to inform himself or herself of the applicable standards for academic honesty. Students must be aware that standards at Okanagan College may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty.

#### PLAGIARISM:

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate, and specific footnote references, and, if verbatim statements are included, through quotation marks or block format. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Students guilty of plagiarism will receive a failing grade of 'F' (0) for the assignment and may result in failure of the entire course. As well, students found plagiarising will have their names submitted to the Dean's office. Other penalties will also apply to students who have already been convicted of plagiarism. Students are required to make themselves aware of the OC policy on plagiarism by consulting:

<http://webapps1.okanagan.bc.ca/ok/calendar/Calendar.aspx?page=AcademicOffenses>

Examples of plagiarism: "Copying & pasting" sentences or phrases from online sources without placing them in quotation marks or block quote format and citing the source in the body of your essay and on a works cited page.

- Copying sentences or phrases from hardcopy sources (books, journal articles, newspapers, etc.) or online sources without placing them in quotation marks or block quote format and citing the source in the body of an essay and on a works cited page.
- Paraphrasing ideas found in secondary sources without citing the source in the body of one's essay and on one's works cited page.

- Using ideas and concepts found in a secondary text without acknowledging their source in the body of one's essay and on your works cited page.
- Including statistics or other empirical data collected by another scholar without acknowledging the source in the body of an essay and on a works cited page.
- Submitting an essay with which one has received help from a tutor or a friend in the writing or revision process so that it no longer reflects one's own capabilities.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness: whenever he or she quotes another person's actual words

- whenever he or she uses another person's idea, opinion or theory, even if it is paraphrased (written in the student's own words)
- whenever he or she cites facts, statistics, or other illustrative materials from a published source or a lecture when that material is not considered common knowledge

Avoid plagiarism by: allotting enough time to complete one's work before the submission due date.

- taking careful notes so that one can easily keep track of the source of the words, phrases, sentences, paragraphs, concepts, and ideas that one is quoting or paraphrasing in the writing and revision of one's essays.
- learning how to cite secondary sources using citation formats such as MLA or APA and being fastidious in their use during the writing of one's first essay draft and subsequent drafts.

#### CONDUCT:

English 100 is a first year university course; as such, students are expected to prepare for, attend, and participate in *every* class taught synchronously (or at the very least, watch recorded lectures). Students are responsible for ALL material covered in class and that which is listed in this syllabus. Further, any in-class work (assignments, workshops etc.) missed due to absence must still be completed and submitted for marking in order to complete this course.

Students are expected to treat one another and the professor with respect. This means, in part, that we will use inclusive language at all times to ensure a safe and productive learning environment. Inclusive language is discourse that avoids bias and prejudice regarding race, ethnicity, gender, sexual orientation and disability.

Disruptive behaviour is not acceptable. All mobile phones should be turned off during virtual class. Further, students engaged in disruptive behaviours such as intrusive chatting, texting, eating or sleeping during virtual class, or chronic lateness may be subjected to formal procedures as defined by OC's policy for disruptive behaviour, see:

<http://webapps-1.okanagan.bc.ca/ok/calendar/Calendar.aspx?page=StudentConduct>

SUPPLEMENTAL  
STUDENT SUPPORT:

The Learning Centre is part of the Student Success Centre. It assists all students to achieve academic success at Okanagan College. They provide help in reading, writing, mathematics, science, studying, and critical thinking. Their goal is to help students become effective, independent learners. They also work closely with faculty to design workshops that help students succeed.

The Learning Centre is located in the Student Services Building, Room S111. Phone 250-762-5445 local 4647. Email: [tlckelowna@okanagan.bc.ca](mailto:tlckelowna@okanagan.bc.ca)

RETURN OF STUDENT  
WORK:

Please note that all in-class and final examinations are retained by the Dean's office. Students have the right to see stored exams, in the presence of their instructor, including after the grade appeal period.

FINAL EXAMINATIONS:

OC requires that all final examinations be written at the scheduled times. No travel plans should be made during the final examination period.

*Contact me should you have difficulty or concerns with course work; I am here to facilitate your learning and success.*

ENGLISH 100  
January - April 2021  
Course Schedule and Assignment Due Dates

Note: Professor reserves the right to alter the course schedule.

WEEK 1 (Week of 11 January)  
Syllabus, Readings, Evaluations

Using the *Little Seagull Handbook* [hereafter *LSH*]; Critical Thinking, Reading and Writing *LSH* 2-16.

WEEK 2 (Week of 18 January)

The Anatomy of the Sentence: the Sentence *LSH* 314-350. Introduction to Citation *LSH* 90-108.

“Delusions of Grandeur” (CP 1)

Introduction from Student Success Centre (Lynn Sinclair)

WEEK 3 (Week of 25 January)

More on Citation 107-169. *The Story of Stuff* (in-class viewing)

Expanding Sentences with Word Groups; Intro to the Comma and other Punctuation marks *LSH* 386-394; “Wal-Mart: Everyday Low Prices – At What Cost” (CP 12)

The Research Paper: The Writing Process *LSH* 9-16; Crafting the Essay *LSH* 17-36. What is Plagiarism and How to Avoid It *LSH* 105-118.

**Library Orientation** - Finding Sources for College and University Instruction *LSH* 80-91

**\*\*Last Class of the Week: LS Online Diagnostic Grammar Test Due\*\***

WEEK 4 (Week of 01 February)

Analysing and Assessing, Critical Responses *LSH* 92-95; Writing about Advertising and Writing about Pictures (Connect/Hand out). Viewing Jean Kilbourne's "Killing Us Softly: Images of Women in Advertising" (video presentation).

"Advertisings Fifteen Basic Appeals" (CP 2)

**\*\*Last Class of the Week: Library Orientation Worksheet Due\*\***

**\*\* Last Class of the Week: Citation Virtual Workshop\*\***

WEEK 5 (Week of 08 February)

Research Project *LSH* 9-16; Paragraphing: Introductions, Transitions and Conclusions *LSH* 17-29; Writing and Revising Paragraphs for Coherence and Transitions 25-28. "There's a Beautiful Girl Under All of This" (CP 49).

Avoiding Major Sentence Errors *LSH* 480-498; Review MLA documentation.

**\*\*Plagiarism busting: In-class Workshop\*\***

**\*\*Rhetorical Essay Due\*\* Friday 12 February by 5 pm (submit to Turnitin.com link on Moodle)**

WEEK 6 (Week of 15 February)

**Reading Break – College closed**

WEEK 7 (Week of 22 February) "Do Zoos and Aquariums Promote Attitude Change in Visitors?" (CP 74).

"School Shooting/Violent Video Game Link" (CP 35); Summary/Paraphrase.

Commas *LSH* 386; Semi-colons & Colons *LSH* 392, 398.

WEEK 8 (Week of 01 March)

Parallelism *LSH* 345-347; and Shifts *LSH* 348-350.

Finding and Evaluating Sources *LSH* 90-104

**\*\*Last Class of the Week: In-class Mid-term\*\***

WEEK 9 (Week of 08 March)

Apostrophe *LSH* 399; Misplaced and Dangling Modifiers *LSH* 372-373; "Our Cell Phones, Ourselves" (CP 15).

**\*\*Last Class of the Week: Research Essay Annotated Bibliography and Intro paragraph Due\*\* (Turnitin submission)**

WEEK 10 (Week of 15 March)

Coordinates and Subordinates *LSH* 348-349. "The Challenges, Persistence, and Success of White, Working-Class, First-Generation College Students" (CP 66).

Classical Essay (Rebuttal) Structure; Fallacies in Argument (hand out); Parallelism *LSH* 345 and Shifts *LSH* 349

WEEK 11 (Week of 22 March)

**\*\*First Class of the Week: 20 Sets of Online Grammar Due\*\***

Direct/Paraphrase Quotations Worksheet. Subject-Verb Agreement *LSH 334*; Active/Passive Voice *LSH 433*

More Essay Skills

WEEK 12 (Week of 29 March)

Pronouns *LSH 438-439*; Brevity and Lucidity *LSH 368, 448*; Guide to Revision *LSH 13-15*, Review of Research and Citation for final essay.

**\*\*Last Class of the Week: Peer Edit Workshop\*\*** (submit Research Essay to Turnitin for Peer Edit)

**02 April Good Friday - College Closed**

WEEK 13 (Week of 05 April)

**05 April Easter Monday - College closed**

Zombie grammar (exercise); Make up class for essays assigned, but not yet discussed; Course Review; Strategies for Writing Exams

WEEK 14 (Week of 14 April)

**\*\* Last class of the week: In-class Final Quiz\*\***

**\*\*Friday 16 April by 5 pm: Research Essay Due\*\*** (submit to Turnitin.com link)

*"Education is the most powerful weapon which you can use to change the world."*

*-Nelson Mandela*