

# **ATWP 135 Academic Reading and Writing**

## **Course Outline**

**Instructor:**  
**Office:**  
**Office Hours:**  
**Office Phone:**  
**Email:**

### **CALENDAR COURSE DESCRIPTION**

Practice of skills needed for successful academic writing in a variety of subject areas. Analysis of rhetorical, stylistic, research, and documentation techniques; development of these techniques through practical writing assignments. Balance of lectures and discussion.

### **COURSE OVERVIEW**

ENGL135 introduces you to university-level reading and writing. Its goal is to enable you to build on the reading and writing skills you have developed through your earlier school years and to progress toward the advanced level of literacy that is the hallmark of an educated and responsible citizen.

ENGL135 will help you develop the core transferable skills in critical thinking, reading, and writing that you will use in your university courses, regardless of your program of studies. Through the analysis of a variety of challenging readings, you will discover the characteristics and conventions used by scholars in different disciplines. You will explore different genres of academic writing and how these reflect different rhetorical purposes. You will practise typical academic writing tasks, including writing a basic research paper, and will learn strategies for reading and writing more effectively and for approaching new writing tasks. Through peer review, drafting, revision, and reflection, you will learn that writing is an ongoing process.

### **PREREQUISITES**

There are no prerequisites for this course. That being said, students who are not confident about their university-level reading and writing skills are strongly encouraged to enroll in ENGL101 (Fundamentals of Academic Literacy) before attempting to complete ENGL135.

### **COURSE GOALS AND LEARNING OBJECTIVES**

The course goals state what the course should help students learn; the learning objectives state what you should be able to demonstrate during and at the end of the course.

#### **Goal: To strengthen students' reading skills**

**Learning objectives:** You should be able to

- use reading strategies to comprehend challenging texts
- identify the main and supporting ideas in what you read
- analyze academic writing in terms of rhetorical purpose, audience, content, genre, pattern of development, and stylistic features

**Goal: To encourage students to respond critically to ideas**

**Learning objectives:** You should be able to

- distinguish between fact and opinion
- analyze the reasoning behind an argument
- take a critical stance toward ideas, raising questions, examining evidence, and evaluating arguments on the basis of reason

**Goal: To prepare students for writing in courses across the curriculum**

**Learning objectives:** You should be able to

- focus on a purpose for writing
- use writing as a means of learning
- approach a writing task as a process of planning, outlining, drafting, revising, and editing
- summarize effectively
- incorporate source material into your writing according to standard academic conventions
- write well-structured sentences and paragraphs in standard English
- critique your own and others' writing

**Goal: To help students develop basic information literacy skills**

**Learning objectives:** You should be able to

- develop research questions
- determine appropriate sources
- use the print and electronic resources of the library to locate sources
- evaluate sources for authority, relevance, timeliness, and other criteria

**Goal: To help students develop awareness of their progress as readers and writers**

**Learning objectives:** You should be able to

- appreciate the importance of strong academic reading and writing skills to your undergraduate studies and your career
- reflect on your progress as a reader and writer and set goals for yourself
- make use of appropriate resources to support your academic reading and writing, including dictionaries; spelling, usage, grammar, and style guides; and EAL resources
- effectively manage your reading and writing tasks

**REQUIRED TEXTS**

You will require two texts (available at the UVic Bookstore) for ENGL 135:

*The Active Reader* (4<sup>th</sup> edition) by Eric Henderson, Oxford UP, 2018.

*Academic Writing Essential* (Second Edition, Second Version (Corrected)), UVic, 2017.

**COURSE RESOURCES**

In addition to your textbooks and any material your instructor hands out, a number of resources are available to support your learning in ENGL 135.

- **The Centre for Academic Communication:** The Centre for Academic Communication (<http://www.uvic.ca/learningandteaching/home/home/centre/>) provides free one-on-one

tutoring to help students build their writing skills and proficiency in English. The CAC also runs workshops that address common problems in academic writing. You can book appointments online, drop in for help, or even access tutoring online. The Centre for Academic Communication is located in Rooms 135J, K, L, and M in the Academic Help corridor of the Learning Commons, in the McPherson Library.

- UVic Libraries:** UVic Libraries staff members offer students help with their research, writing papers, locating resources, and identifying people to ask for more help. The Research Help section of the library’s website includes links to eTutorials on basic research skills; it is easiest to find these materials on the Research Help page specifically designed for ENGL135 students: <http://libguides.uvic.ca/ENGL135>. You can also ask questions by e-mail or talk to a subject librarian by phone. All first-year students can request individual research help for any course through the Personal Librarian Program: <http://www.uvic.ca/library/research/plp/index.php>.
- CALL Facility:** The CALL (Computer Assisted Language Learning) facility offers software, audio, and video resources for language learners, including EAL learners. Resources are available on an individual, drop-in basis. The CALL Facility is located in the basement of the Clearihue building (A051). You can contact the CALL facility by phone at 250-721-8959 or by email <calllab@uvic.ca>.
- International Academic Success Program:** International students can get advice about time management and study skills as well as references to other campus resources from a learning specialist in the International Academic Success Program housed in the International Commons: <http://www.uvic.ca/international/home/international-commons/index.php>. For more information, email [issinfo@uvic.ca](mailto:issinfo@uvic.ca).

#### COURSE REQUIREMENTS

As part of the requirements for successful completion of ENGL 135, you will write a minimum of 2500 final (that is, edited and proofread) words, along with other assignments and a final exam.

Required assignment type	What your instructor will assign	Due Date & Value
Writing diagnostic (mandatory)	This exercise does not factor into your final course mark, but you must complete it. Students whose diagnostic work suggests they are not ready to succeed in ENGL 135 will be strongly encouraged to take ENGL 101 before attempting an AWR class. Instructors will also use the diagnostic to determine what topics need to be covered in class.	Sept. 6 0%
Short writing assignment	Summary of an article.	Sept. 24 15%

Required assignment type	What your instructor will assign	Due Date & Value
In-class writing	Critical Response Grammar Quiz and Miscellaneous Short Writing Exercises	Oct. 15 10% Variable dates 5%
Rhetorical analysis (recommended length: 750 words)	A rhetorical analysis of one text or a comparative analysis of two texts	Oct. 25 20%
Essay/research paper (recommended length: 1250 words)	An essay or research paper that requires multiple sources	Dec. 3 25%
Final exam		25% (Note: An F – a mark below 50 – on the exam means a failing mark in the course; that is, you must pass the final exam to pass ENGL135.)

#### GRADING

The writing you do in ENGL 135 will be evaluated according to the Department of English's grading standards for first-year academic writing: <http://www.uvic.ca/humanities/english/undergraduate/resources/firstyeargrading/index.php>. Your work will also be evaluated in terms of how well it meets the requirements of the assignment and your achievement of the learning objectives of the course.

The following table shows how the letter grade or percentage score you receive on an assignment corresponds to the university's standard grading system:

Letter Grade	Grade Point Value	%	Description (from the University of Victoria Undergraduate Calendar)
A+	9	90–100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85-89	
A-	7	80-84	
B+	6	77-79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73-76	
B-	4	70-72	

C+	3	65-69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60-64	
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.

### **COURSE POLICIES AND EXPECTATIONS**

#### **You can expect your instructor to**

- be on time and prepared for class
- teach to the course goals
- give clear instructions for assignments and exercises
- advise and support students in their course work
- treat students with respect
- act in a fair manner
- be available during office hours or, if necessary, arrange an alternative time to meet
- evaluate students fairly and constructively, based on criteria made clear to students beforehand
- return assignments in a timely manner or indicate if assignments will not be returned within two weeks
- give useful feedback

#### **Your instructor will expect you to**

- attend all classes except in case of illness or emergency
- prepare for class by completing readings and assigned work in advance
- actively participate in classroom activities
- ask questions if you do not understand
- submit all assignments according to instructions, complete, and on time
- use instructor comments and feedback to improve future work
- cooperate with and act respectfully toward other students and the instructor
- communicate with the instructor about problems or concerns as soon as possible
- put focused and disciplined effort into the course assignments

### **ATTENDANCE**

The university expects students to attend all classes in which they are enrolled. University policy allows an instructor to refuse a student admission to class because of lateness, misconduct, inattention, or failure to meet the responsibilities of the course. According to the UVic calendar (<https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/attendance.html>), students who

neglect their academic work, including assignments, may be refused permission to write the final examination in a course.

I will take attendance each class. Students who miss more than six (3 x a week) or four (2 x a week) classes unexcused may be barred from writing the final exam. If your attendance becomes a concern (i.e. you miss more than a week of classes), you will be notified in writing by your instructor. Note that missing the final exam will mean a grade of N for the course. Excused absences include absences for illness or for family emergencies. You should notify your instructor as soon as possible if you know you will miss class for such reasons.

**Late Policy:** Formal assignments are due at the start of class on the specified date. A student who plans to hand in an assignment late must make an arrangement with me beforehand. Late papers will be docked one letter grade (e.g. from B+ to B) and will only be accepted up to a week after the due date. In-class assignments must be completed on the scheduled day. If you are ill on the day of an in-class assignment, please contact me **beforehand**.

**Missing Assignments:** The written assignments constitute the minimum requirements of the course; therefore, if any are missing or unexcused by the end of the semester, the grade assigned will be an "N." At a minimum, you must complete the summary, rhetorical analysis, research paper, and final exam to receive credit for the course.

**Peer Editing Workshops:** The peer-editing workshop is a teaching technique designed to improve students' writing through feedback from classmates. Workshopping ideas and papers in pairs or small groups should help to develop a writer's sense of audience. A peer-editing workshop will require that you bring to class a copy of your work in progress. This will enable one of your peers to provide useful feedback regarding your paper's organization, argument, logic, content etc. Workshops succeed when writers receive constructive criticism from their peers, and it is expected that you act respectfully during them. Failure to attend workshops properly prepared will be reflected in both your assignment mark and your final grade in relation to in-class writing. **There will be a peer-editing workshop for the rhetorical analysis on October 23 and for the research essay on November 29. You must bring a draft of your projects to class those days.**

#### **GRADE APPEALS**

If you feel that an assignment you submitted has been unfairly evaluated, your first step is to discuss your concerns with your instructor. As your instructor is using the grading standards for first-year writing, be prepared to show your instructor how your work matches the standards for the letter grade you think you should have received. If you are not satisfied with your discussion with the instructor, you may apply for a formal grade review: <https://www.uvic.ca/registrar/assets/docs/record-forms/grade-review.pdf>

#### **ACADEMIC HONESTY**

The writing you do in ENGL 135 must be your own. Presenting the work of others, whether it is used without attribution (plagiarism), submitted by you but written by someone else (cheating), or produced with inappropriate help (unauthorized editing) violates the university's policy on academic integrity.

The university has prepared several documents to help you understand the university's policy, what constitutes plagiarism and cheating, and how to avoid them.

- Plagiarism from the UVic Libraries website explains what plagiarism is and how to avoid it (<http://www.uvic.ca/library/research/citation/plagiarism/>).
- The University of Victoria's Policy on Academic Integrity, from the academic calendar, defines plagiarism and describes the university's procedures for dealing with allegations of plagiarism and the penalties (<https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html#>)
- The University Ombudsperson offers an excellent discussion of how to prevent plagiarism (<http://uvicombudsperson.ca/tips/plagiarism/>).

Here are a few points about plagiarism to keep in mind when you write:

- The best way to avoid inadvertent plagiarism is to ask your instructor for guidance. Some students end up plagiarizing because they aren't sure how to correctly incorporate the work of others into their writing. Your instructor can help you learn how to quote, paraphrase, and cite your sources correctly.
- Students who are found guilty of plagiarism or cheating face serious consequences. According to the university policy, "A largely or fully plagiarized assignment should result in a grade of F for the course."
- If a student is found guilty of violating the university's policy on academic integrity, the offence will be added to the student's record and will remain there for four years after the student graduates.

### **COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this course. Towards the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. I will give you time in class to complete the survey. I will remind you nearer the time but please be thinking about this important activity, especially the following three questions, during the course:

- 1) What strengths did your instructor demonstrate that helped you learn in this course?
- 2) Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
- 3) Please provide specific suggestions as to how this course could be improved.

### **Sexualized Violence Prevention and Response at UVic**

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119  
 Phone: 250.721.8021  
 Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)  
 Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)

### Special Needs

It has been assumed that you bring to this class diverse interests, learning styles, and needs, so assignments and activities have been designed to draw upon a variety of different strengths. If you have a disability or health consideration that may require accommodations, please approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff members are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the more quickly we can assist you in achieving your learning goals in this and other courses.

### SCHEDULE

Date	Readings/Assignments
Sept. 4	Introduction to Course
Sept. 6	Diagnostic Writing
<b>Unit One: An Introduction to Academic Reading</b>	
Sept. 10	Reading: "An Introduction to Academic Prose," pp. 3-11; "Conventions of Academic Writing," pp. 12-22; "Three Common Kinds of Academic Essays," pp. 22-34
Sept. 11	<b>In-Class Writing: My goals for English 135</b> Diagnostic Review
Sept. 13	Reading and Discussion: Kingwell "Intellectuals and Democracy" pp. 187-90 Definition Writing
Sept. 17	Reading: "Critical Thinking," pp. 35-44 Reading and Discussion: Hasan et al. "The More You Play, the More Aggressive You Become" pp. 329-35
Sept. 18	Summary, Reading: "Writing Summaries," pp. 85-90 Practice Summary
Sept. 20	Review Practice Summary
Sept. 24	<b>Summary Due</b> ; Reading: "An Overview of the Essay," pp.63-69, The Stages in Writing
<b>Unit Two: An Introduction to Academic Writing</b>	
Sept. 25	Reading: "An Overview of the Essay," pp. 69-84 The Structure of the Essay
Sept. 27	Grammar Review: <i>Academic Writing Essentials</i>
Oct. 1	<b>Grammar Quiz (20 minutes)</b> ; Discussion of Topics for Research Essay
Oct. 2	Reading: "Writing Argumentative Essays," pp. 100-107
Oct. 4	Logic, Reading: "Two Kinds of Reasoning," pp. 107-122
Oct. 8	Library Orientation (We will meet in McPherson Library, Room 130)
<b>Unit Three: Research</b>	
Oct. 9	Responding to Essays; Plagiarism; Academic Ethics
Oct. 11	<i>Academic Writing Essentials</i> : MLA and APA Styles
Oct. 15	<b>In-Class Response</b>



<b>Date</b>	<b>Readings/Assignments</b>
Oct. 16	Using Critical Thinking to Analyze Essays pp. 91-99
Oct. 18	Reading "Interacting with Texts," pp. 45-56; Rhetorical Analysis Practice
Oct. 22	Reading and Discussion: Dyer "Jurassic World and Procreation Anxiety" pp. 272-77
Oct. 23	<b>Peer Editing Workshop for Rhetorical Analysis</b>
Oct. 25	<b>Rhetorical Analysis Due</b> Reading and Discussion: Bonnefon et al. "The Social Dilemma of Autonomous Vehicles" pp. 336-42
Oct. 29	Reading and Discussion: Dysart-Gale "Social Justice and Social Determinants of Health: Lesbian, Gay, Bisexual, Transgendered, Intersexed, and Queer Youth in Canada" pp. 241-48
Oct. 30	<b>Progress Report for Research Essay; Review Rhetorical Analysis</b>
<b>Unit Four: Active Writing</b>	
Nov. 1	Integrating Quotations
Nov. 5	Revising Writing
Nov. 6	Reading and Discussion: Arbour-Nicitopoulos et al. "Social Norms of Alcohol, Smoking, and Marijuana Use within a Canadian University Setting" pp. 180-88
Nov. 8	Reading: "Writing Research Papers" pp. 123-40
Nov. 15	<b>Working Bibliography for Research Essay Due; Sample Student Essay, pp. 152-56</b>
Nov. 19	Group Correction Work: Editing Writing
Nov. 20	Illustrative Evidence; Descriptive Writing
Nov. 22	Improving Your Writing Style
Nov. 26	Essay Drafting Session; Open Office Hour
Nov. 27	Final Exam Preparation
Nov. 29	<b>Peer Editing workshop for Research Essay</b>
Dec. 3	<b>Research Essay Due; In-Class Writing: My 135 Goals: A Reassessment</b>
Dec. 4	Final Exam Preparation; Planning and Writing Under Pressure