



Land Acknowledgement

(Instructor name & contact)

(Office Hours)

[Suggestions: describe the purpose of your office hours (eg. feedback, questions, concerns or to chat). Consider including your pronouns next to your name.]

Academic Calendar Entry

Course Format

[Be sure to clearly identify whether the course is online, in-person or hybrid (meaning in-person and available remotely), how the course is structured, what technology will be needed, use of the learning management system, etc.]

Course Overview, Content and Objectives

English  is designed to develop your ability to write academically in English. By using a practice-based approach to gain skills in reading comprehension, critical thinking, and research, it prepares you for the transition to a university writing level. The course is structured to cover the essay-writing process through reading strategies, summary, response, analysis, persuasion, research methods, revision, and documentation. It will also include editing exercises designed to assist you in constructing sentences appropriate for university-level research writing. While this course is not discipline specific, its aim is to make students aware of scholarly expectations in general and empower you to write and research successfully within whichever discipline you choose to pursue.

Learning Outcomes

After completing this course students will be able to:

1. Use writing communication as a tool for exploring, learning, and reflecting on academic values and disciplinary expectations;



2. Employ close reading strategies to understand assignment questions as well as key components in a selection of popular, academic, and literary texts;
3. Gain an introductory understanding of academic forms and styles through identifying audience, purpose, context, and writing conventions, and use this knowledge to aid the transition into university writing;
4. Develop a scholarly research process which includes finding, evaluating, integrating, and synthesizing primary and secondary source material (including quotations, paraphrase, and summary), and providing suitable authority and context;
5. Document sources fully and ethically according to a current scholarly documentation system (for example, MLA and/or APA), informed by Indigenous Style (e.g., per Greg Younging's *Elements of Indigenous style: a guide for writing by and about Indigenous Peoples*, or some similar guide);
6. Apply the key steps in an effective writing process including note-taking, prewriting, outlining, drafting, conferring (with peers and instructor), integrating research, and revising, as well as develop strategies for timed writing assignments;
7. Self-edit effectively for grammatical accuracy and diction, particularly in the context of academic writing;
8. Perform a university-level analysis of English-language texts by identifying and evaluating controlling ideas, supporting ideas, dominant rhetorical patterns, tone, context, and features of style;
9. Show evidence of critical thinking and the ability to construct logically argued, evidence-based, and persuasively organized paragraphs and essays.

Evaluation Criteria and Grading

Students must achieve **50% or above** on the final exam and in-class exercises in order to pass the course. At the beginning of semester 1, students will sign a course contract requiring instructor consults in relation to major assignments and clarifying course expectations.

| No. | Assignments | Weight | Learning Outcomes |
|---------------|---|--------|-------------------|
| 1. | Weekly Exercises and other Assignments Terms 1 & 2 (Weekly low-stakes assignments and activities. For example: quizzes, freewriting, discussion boards on Canvas, presentations, quizzes on accurate use of academic diction, syntax and mechanics, timed essays, group work, peer reviews, writing and revision exercises. Since these exercises are assigned and typically completed in-class, attendance and participation are required.) | 20% | 1 & 6 |
| TERM 1 | | | |
| 2. | Timed Writing (Practice-based in-class timed writing assignment for any of the major assignments, selected at the discretion of the instructor.) | 5% | 6 |
| 3. | Narrative Assignment (A literacy narrative.) | 5% | 7 & 9 |
| 4. | Summary 1 (A popular reading which will include an initial citation.) | 5% | 2, 4 & 5 |
| 5. | Response (A 2-3 paragraph response to a popular reading.) | 5% | 7, 8 & 9 |
| 6. | Portfolio 1 | 5% | 1, 6 & 7 |



| | | | |
|---------------|--|-----|-------------|
| | (A selection of assignments and reflection of the writing progress during the term.) | | |
| TERM 2 | | | |
| 7. | Summary 2 (A summary of a peer-reviewed journal article.) | 5% | 2, 3, 4 & 5 |
| 8. | Analysis/Response Paper (Building on the response skills acquired in term 1, the response paper will analyze/explore how a text is constructed.) | 10% | 2, 3, 8 & 9 |
| 9. | Research Project (This includes scaffolded elements submitted for feedback that can include, but are not limited to: topic approval, an annotated bibliography, literature review, a research plan/proposal, outline and/or draft submissions.) | 15% | 1 - 9 |
| 10. | Portfolio 2 | 5% | 1, 6 & 7 |
| 11. | Final Exam | 20% | 1 - 9 |

Standardized Grading System

| | | | | | | | |
|----|---------|----|-------|----|-------|---|-------|
| A+ | 90- 100 | B+ | 76-79 | C+ | 64-67 | D | 50-54 |
| A | 85-89 | B | 72-75 | C | 60-63 | F | 0-49 |
| A- | 80-84 | B- | 68-71 | C- | 55-59 | | |

Grade Assessment Rubric for Essay Assignments*

A 80-100% Excellent

- Content:* This paper intelligently and thoughtfully answers the question posed by the assignment. It develops and narrows the topic using analytical processes and advances an “original” thesis/argument. It includes both high-level or abstract ideas and supportive, specific details.
- Research:* It demonstrates thorough and comprehensive research and smooth integration of both primary and secondary sources. It includes critical analysis of all sources and complete and accurate citations.
- Organization:* Its paragraphs are unified and coherent; it is clearly and logically organized with smooth transitions between paragraphs and ideas.
- Writing:* The language of the paper is clear and precise with next to no sentence-level, spelling, or format errors. Overall, this paper demonstrates a sophisticated and sustained engagement with scholarly style.

B 68-79% Good

- Content:* This paper adequately answers the question posed by the assignment. It advances a reasonable thesis. It maintains a reasonable and analytic balance of high-level ideas and specific details.
- Research:* It incorporates adequate evidence from primary and secondary sources (although the evidence may not be as effectively integrated as in an A level paper) and complete and accurate citations. *Organization:* Paragraphs are reasonably unified and coherently organized; transitions between paragraphs are acceptable.
- Writing:* The language of the paper is generally clear, with only occasional sentence level, spelling, or formatting errors. Overall, this paper demonstrates above average work and a serious if not thoroughly consistent engagement with scholarly style.

C 55-67% Satisfactory



- *Content*: This paper partially answers the question posed by the assignment. Its topic may not be narrowed or is only partially developed. There is little analytical integration of high-level ideas and specific details. It may be predominantly descriptive or generalize instead of analyzing or persuading.
- *Research*: It cites primary and secondary sources as evidence, but that evidence is often simply dropped into the body of the paper and not critically evaluated. Citations are present but not necessarily complete or accurately formatted.
- *Organization*: Paragraphs are not strongly unified and transitions are unclear.
- *Writing*: The language of the paper includes regular and substantial sentence-level, spelling and formatting errors. Overall, this paper shows an effort to engage with scholarly style, but does so inconsistently.

D 50-54% Poor / Minimal Pass

- *Content*: This paper does not clearly answer the question posed by the assignment. It lacks a clearly stated thesis/ position and is often either predominantly descriptive with little to no analysis or overly general, relying on personal opinion rather than scholarly concepts.
- *Research*: It does not cite adequate primary or secondary evidence and often uses non-scholarly, web-based sources. Citations are incomplete or inaccurate.
- *Organization*: Its paragraphs lack unity and there is no clear order or smooth transition between them.
- *Writing*: There are recurring and significant sentence-level, spelling and formatting errors (ie. little evidence of editing / revision). Overall, this paper does not engage the language and practices of scholarly style effectively.

F 0-49% Failure

- *Content*: This essay does not answer the question posed by the assignment nor does it meet the minimum standards for a university assignment. It does not advance a position/ thesis. There are few logical connections between high-level ideas and specific details; there is no evidence of critical analysis and the paper relies on broad generalizations.
- *Research*: It does not provide adequate research in the form of primary or secondary sources, nor does it integrate any sources it does use (often little or no scholarly research supports this essay).**
- *Organization*: Its paragraphs lack unity (with no clear topic or logical order).
- *Writing*: There are consistent and copious sentence-level, spelling, word choice, and formatting errors. Overall, this paper offers no evidence of scholarly research and ignores the practices and style of scholarly writing.

* *Please note*: Each of the skills described here may be addressed to varying degrees of proficiency, reflected in the numerical range for that grade designation. These general guidelines will be adapted to suit the learning outcomes of particular assignments.

** Please refer to the information on academic integrity in your course syllabus for guidelines on incorporating research.

[Additional Course Requirements]

[Optional section. Are there any other requirements? Individual instructors will add assignment submission policies and expectations here.]

Required Readings and Videos

Steve Marshall, *Advance in Academic Writing 2* (eText; includes My eLab), Pearson, 2017. ISBN: 9782761382663



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[Recommended Readings]

[Optional section—Recommended readings if any; an exhaustive bibliography is not required]

Course Schedule

| TERM 1 | | |
|----------------|--------|---------------------|
| | Topics | Required Reading(s) |
| Week 1 | | |
| Week 2 | | |
| Week 3 | | |
| Week 4 | | |
| Week 5 | | |
| Week 6 | | |
| Week 7 | | |
| Week 8 | | |
| Week 9 | | |
| Week 10 | | |
| Week 11 | | |
| Week 12 | | |
| Week 13 | | |

| TERM 2 | | |
|----------------|--------|---------------------|
| | Topics | Required Reading(s) |
| Week 1 | | |
| Week 2 | | |
| Week 3 | | |
| Week 4 | | |
| Week 5 | | |
| Week 6 | | |
| Week 7 | | |
| Week 8 | | |
| Week 9 | | |
| Week 10 | | |
| Week 11 | | |



| | | |
|----------------|--|--|
| Week 12 | | |
| Week 13 | | |

Final Examinations

The examination period for **Term 1** [REDACTED] and **Term 2** [REDACTED] Except in the case of examination clashes or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Further information on Academic Concession can be found [REDACTED] Out-of-time examination forms can be found at [REDACTED] and must be sent to [REDACTED]

Missed Activity Policy

[Include specific details and/or procedure for missed or late work]

[Email Policy]

[Consider including an email policy that outlines your expectations and how often you tend to reply to student emails. For example: All email communication to the professor must be professional, courteous and concise, with the course indicated in the subject line or sent through [REDACTED]. Responses can usually be expected within 24 hours during weekdays.]

Academic Integrity

[REDACTED]

[REDACTED]

Use of Generative AI Tools

Unless the course instructor indicates otherwise, the use of generative artificial intelligence tools (e.g., ChatGPT and other similar tools) to complete or support the completion of any assignments or exams in this course is not allowed in all cases. Use of these tools is considered an unauthorized means to complete coursework and is considered academic misconduct. If a student uses generative artificial intelligence tools contrary to expectations of the course, then the [REDACTED] will be followed. Learn more about [REDACTED] Principles for the Use of Generative AI Tools [REDACTED]

[REDACTED]

Some Important [REDACTED] Services and Resources

Indigenous Programs and Services

The primary goal of the Indigenous Programs and Services is to provide culturally appropriate services and support to First Nation, Metis and Inuit students. Please contact us if you have any questions or inquiries. Web: [REDACTED]

[REDACTED] Office provides advising and resources to assist International students in navigating immigration, health insurance, and settlement matters, as well as opportunities for intercultural learning, and resources for [REDACTED] experiences available to all [REDACTED] students, and more. Come and see us – we are here to help! You may also contact [REDACTED]

Health and Wellness

Health and Wellness offers a range of student health and wellness services, including a health clinic, counsellors, and health promotion programs. Students are encouraged to stay at home if they have a minor or communicable illness (such as flu-like symptoms) to prevent further spread of illness to other students, staff, or faculty. If students are too ill to attend class, the student should contact the instructor immediately and submit a [REDACTED] form: [REDACTED]

[REDACTED] For more information about missing class due to illness, please visit: [REDACTED]

Please note: Use of the self-declaration form during the final exam period is not accepted—students are advised to communicate directly with their instructor if they are sick and unable to write final examinations. **This declaration is not an exemption from any exams, papers, or projects that were missed during the time of absence and does not modify any academic obligations.**

For long-term or ongoing illness or injury requiring academic accommodations, contact [REDACTED]

If students would like to access a [REDACTED] physician, nurse or counsellor, please call our office at [REDACTED] or visit our website: [REDACTED]

The [REDACTED] is a free, 24/7 wellness resource for students. Services include personal counselling, life coaching, group programs and more, based on your needs: [REDACTED]

Here2Talk

Here2Talk is a free, immediate, 24/7 tele-counselling service that was custom developed for BC's post-secondary students. Students can reach out as often as needed, anytime, from anywhere in the world, any day of the week. Canada-wide toll free: 1 877 857 3397

Canada-wide direct: 604 642 5212

www.here2talk.ca

Student Counselling Services

Student Counselling Services is an on-campus service that offers confidential appointments for [REDACTED] students, Monday - Friday.

Call to book an appointment: [REDACTED]

Student Learning Hub

[REDACTED]

[REDACTED] is your go-to resource for free math, science, writing, and language learning support. [REDACTED] welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies**. Students are encouraged to visit often and early to build the skills, strategies and behaviors that are essential to being a confident and independent learner. For more information, please visit [REDACTED]

Email: [REDACTED]

Web: [REDACTED]

[REDACTED] is a program that provides help with academic integrity (AI) issues for undergraduate and graduate students. Please contact [REDACTED]

Library Information

The **Library** is available for research support and can be accessed [REDACTED]

[REDACTED] facilitates disability-related accommodations and programming initiatives to remove barriers for students with disabilities and ongoing medical conditions. If you require academic accommodations to achieve the objectives of a course please contact [REDACTED]

Email: [REDACTED]

Web: [REDACTED]

Equity and Inclusion

Through leadership, vision, and collaborative action, the **Equity & Inclusion** [REDACTED] develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EI [REDACTED] provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. [REDACTED] prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact [REDACTED]

Email: [REDACTED]

Web: [REDACTED]

Office of the Ombudsperson

The Office of the Ombudsperson for Students is an independent, confidential and impartial resource to ensure students are treated fairly. The Ombuds Office helps students navigate campus-related fairness concerns. They work with [REDACTED] community members individually and at the systemic level to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment. Ombuds helps students gain clarity on [REDACTED] policies and procedures, explore options, identify next steps, recommend resources, plan strategies and receive objective feedback to promote constructive problem solving. If you require assistance, please feel free to reach out for more information or to arrange an appointment.

Email: [REDACTED]

Web: [REDACTED]

Consider signing up for our [REDACTED] portal for students in our undergraduate and graduate programs in [REDACTED]

[REDACTED]

This one-stop space will be used to keep students informed and up to date with important information related to your academic matters as well as updated on [REDACTED] and campus events.

Self-enroll: [REDACTED]



Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call [REDACTED] at [REDACTED] or more information, visit: [REDACTED]

