

## **ATWP 101 Fundamentals of Academic Literacy**

### **Contact Information**

Name:

Email:

Office:

Office Hours:

### **Calendar Course Description**

ENGL 101 introduces students to the foundational skills needed to read and write English at the advanced level expected in their academic studies. The course helps students build proficiency in academic reading and writing through extensive practice. The course is designed for students who have achieved adequate proficiency in written English but who require more experience as readers and writers before they attempt a course that meets the Academic Writing Requirement.

NOTE: This is a 1.5 unit for-credit first-year English course, but it does not meet the Academic Writing Requirement. You are not eligible to take this course if you have already received credit for ENGL 115, 135, 146, or 147, or ENGR 110.

### **Course Overview**

ENGL 101 offers you the opportunity to become a stronger reader and writer. The course will help you gain confidence in and control over your writing so that you can go on to successfully meet university expectations for academic writing assignments.

As a bridge to the AWR courses, ENGL 101 explores reading and writing in a variety of forms encountered both in everyday life and in academic writing. You will explore concepts related to audience and purpose, English grammar and conventions, and effective argumentation.

As part of the course, you will write frequent assignments, exercises, and quizzes, engage in peer review of your work, and be expected to incorporate feedback to improve future written work.

The course will give you the chance to improve your written English, but you are expected to have the level of proficiency required for admission to the university. If you have not yet achieved that level of proficiency, we recommend that you visit the English Language Centre in Continuing Studies. You may also wish to work on improving your English proficiency on your own, using the many campus resources for students who need extra help with their English (see resources listed below and on the CourseSpaces site).

### **Course Learning Outcomes**

After successfully completing ENGL 101, you should be able to

- Recognize elements of development and the standard forms of paragraphs and essays in academic readings

- Briefly and thoughtfully summarize and respond to academic readings
- Use pre-writing techniques like concept mapping, free-writing, and outlining to generate and organize ideas for paragraphs and essays
- Organize and develop an argument in the form of a standard academic paragraph
- Develop the academic paragraph using a topic sentence and clear, concise language that exhibits Standard English language conventions and formal tone
- Recognize formal diction and tone as a defining feature of academic writing and use it in your own writing in the course
- Revise paragraphs to ensure strong, clear argumentation
- Use different strategies such as definition, cause and effect, process analysis, and compare and contrast to develop the standard academic paragraph
- Incorporate the standard academic paragraph into an essay that conforms to academic conventions for introductions, thesis, body, and conclusions
- Edit sentences and paragraphs for Standard English language conventions
- Understand the basic principles of academic honesty and integrity
- Reflect on your own progress as a reader and writer and set goals for further learning

### **Course Requirements**

<b>Assignment</b>	<b>Description</b>	<b>Due date</b>	<b>Value %</b>
Writing diagnostic	A short in-class writing task	Sept. 6	0
Exercises	A definition paragraph (5%), an argumentative paragraph (5%) and an MLA Bibliography (5%) Various small practice exercises (5%)	Listed below	20
Short in-class writing assignments	A summary (5%), a response (5%), a descriptive paragraph (5%) and two self-assessments (5% each)	Listed below	25
Essay	Argumentative Essay: 750 words	Nov. 22	15
Online exercises and quizzes Editing Quiz	Done outside class through Launch Pad; instructions to be provided (10%); Done in class; based on Launch Pad topics (10%)	Ongoing	20
Final exam	Date to be assigned by university	TBA	20

**Please note that you must pass the final exam to receive a passing grade in ENGL 101.**

## Required Course Textbooks

*Real Writing Interactive: A Brief Guide to Writing Paragraphs and Essays with Launch Pad* Bedford /St. Martin's, 2014)

*Academic Writing Essentials* (University of Victoria, Second Edition, Second Corrected Version, 2018)

## Grading

The writing you do in ENGL 101 will be evaluated according to the Department of English's grading standards for first-year writing, which provide detailed criteria for each letter grade and are summarized below.

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	Range	Descriptor
A+	90–100	Grades of A+, A, and A- are earned by work that is technically superior, shows mastery of the subject matter, and in the case of an A+, goes beyond course expectations. Normally achieved by a minority of students. Work has no significant weaknesses and needs no revision.
A	85–89	
A-	80–84	
B+	77–79	Grades of B+, B, or B- are 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 or application of the course material. Normally achieved by the largest number of students. Work has some minor weaknesses and needs some revision.
B	73–76	
B-	70–72	
C+	65–69	Grades of C+ or C are 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 participating in class activities. Work has many weaknesses and is in need of significant revisions.
C	60–64	
D	50–59	A grade of D is earned by work that indicates minimal command of the course materials or minimal participation in class activities. Strengths and weaknesses are about equal; major revision is needed.
F	0–49	A grade of F is earned by work, which may meet course requirement but is inadequate and unworthy of course credit toward the degree. Weaknesses outweigh strengths.

## **Grade appeals**

If you feel that that your instructor has unfairly evaluated an assignment you submitted, your first step is to discuss your concerns with your instructor. If you are not satisfied with the outcome of that discussion, you may apply for a formal grade review which is described in detail in the [UVic academic calendar](#).

## **Course Resources**

### **CourseSpaces Site**

This website contains the course schedule, handouts, and additional resources. You should check the CourseSpaces site regularly, and make sure your profile has an up-to-date email address.

### **The Centre for Academic Communications**

The Centre for Academic Communications provides free one-on-one tutoring to help students build their writing skills and proficiency in English. The Centre also runs workshops that address common problems in academic writing. You can book appointments online at <https://uvic.mywconline.com/> or visit on a drop-in basis. The Centre is located in Room 135j of the Learning Commons, in the McPherson Library.

### **UVic Libraries**

The [Research Help](#) link at the UVic Libraries Gateway offers students help with their research, writing papers, locating resources, and identifying people to ask for more help. The Research Help section includes links to eTutorials on basic research skills.

### **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 721-8959 or by email <calllab@uvic.ca>.

## **Course Policies and Expectations**

You can expect your instructor to

- be on time and prepared for class
- teach to the course learning objectives
- give clear instructions for assignments and exercises
- advise and support you in your course work
- treat you with respect and act in a fair manner
- be available during office hours or, if necessary, arrange an alternative time to meet
- evaluate you fairly and constructively, based on criteria made clear to you beforehand
- return assignments in a timely manner (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 your instructor's comments and feedback to improve future work
- cooperate with and act respectfully toward other students and your instructor
- communicate with your 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](#), students who neglect their academic work, including assignments, may be refused permission to write the final examination in a course.

All English 101 instructors 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.

### **Academic Honesty**

The writing you do in ENGL 101 must be your own. Presenting the work of others, whether it is used without attribution (plagiarism) or submitted by you but written or edited by someone else, violates the university's policy on academic integrity.

The university has prepared several web pages to help you understand the university's policy, what constitutes plagiarism and cheating, and how to avoid them. These include the following pages:

- [Plagiarism from the UVic Libraries website](#); explains what plagiarism is and how to avoid it.
- [Policy on Academic Integrity](#) from the University of Victoria academic calendar; gives the definitions of plagiarism, cheating, and aiding others to cheat; the procedure for dealing with violations of the policy and the penalties.

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 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 you are found guilty of plagiarism, the offence will be added to your record and will remain until four years after you graduate.

### **Launch Pad**

All students must be enrolled in the online Launch Pad course associated with this class using an access code included with your text package or a code purchased online (Note: if you use the temporary access code option, you will still need to purchase an access code using the same email address).

Launch Pad is one instance of a variety of educational technology that I may use in this course including Internet-based technologies or web-based applications, cloud services and social media. The use of technology is part of your engagement at the University. Some of these learning tools may collect, use and/or disclose your personal information and store or access that information outside of Canada.

UVic cannot require students to disclose personal information to technologies or organizations which may store information on servers located outside of Canada because disclosure of personal information to vendors, systems or services storing or accessing that personal information outside of Canada is restricted by Section 30.1 of BC's Freedom of Information and Protection of Privacy Act (FIPPA). Personal information is information about an identifiable individual: for example, your name or your email address.

The following educational technology, which stores or accesses your personal information outside Canada, is required for this course: Launch Pad (Macmillan Learning). I will make you aware if this list changes.

I use these technologies to enhance your educational experience at UVic. The personal information is required by the service. The privacy policy and the terms of use list the personal information stored outside of Canada and are available at <https://store.macmillanlearning.com/us/privacy-notice>. I encourage you to read these documents.

If you are not comfortable with your personal information being stored outside of Canada, please speak to me within the first week of class about using an alternative (such as using an alias or nickname). Otherwise, by continuing in this course, you agree to the use of the educational technology in the course and the storage of personal information outside of Canada.

### **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)

### **Late Policy**

A student who plans to hand in an assignment late must make an arrangement with me beforehand. Late assignments 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. The in-class assignments must be completed on the scheduled day. If you are ill on the scheduled day, let me know **before** class that you will not be able to make it to class.

### **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.”

### **Course Experience Survey (CES)**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). 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. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity in the run up to completing the survey.

### **Tentative Class Schedule**

Sept. 4 Introduction to Course

Sept. 6 **Diagnostic Essay**

Sept. 10 Basics of Writing: Purpose-Audience-Conventions (Chapter 2); The 40-20-40 Model (AWE, 14-22)

Sept. 11 **Reflective Learning Assignment 1**; Learning Goals for the Class

Sept. 13 Review Diagnostic Essay

Sept. 17 Paragraph Structure; Topic Sentences, Concluding Sentences & Transitional Sentences (Chapter 3)

Sept. 18 The Five C's; Supporting your Ideas; Arranging Your Ideas (Chapter 3)

Sept. 20 Library Skills Day; Avoiding Plagiarism; Academic Ethics (AWE, 40-41 and Chapter 2)

Sept. 24 Summary and Summary Practice

Sept. 25 Review Practice Summaries; Documenting Sources; MLA Style (AWE, 59-67)

Sept. 27 **In Class Summary**

Oct. 1 **Bibliography Due** Illustration (Chapter 6); Description (Chapter 7)

Oct. 2 Descriptive Paragraph Practice

Oct. 4 **In Class Description Paragraph—Revision of Practice Paragraph**; Definition (Chapter 10)

Oct. 8 Definition Practice; Critical Thinking, Reading and Writing (Chapter 1)

Oct. 9 Critical Thinking, Reading and Writing (Chapter 1)

Oct. 11 **Definition Paragraph Due**; Responding to Texts Practice

Oct. 15 Review Practice Responses; Outlines

Oct. 16 **In-Class Response**

Oct. 18 Process Analysis (Chapter 8)

Oct. 22 Comparison and Contrast (Chapter 11)

Oct. 23 Cause and Effect (Chapter 12)

Oct. 25 Grammar Review (AWE, 140-51)

Oct. 29 Argument (Chapter 13)

Oct. 30 Logic and Logical Fallacies

Nov. 1 Writing an Argumentative Paragraph

Nov. 5 Introductions & Conclusions

Nov. 6 **Argumentative Paragraph Due**; Drafting an Essay (Chapter 4)  
Nov. 8 Revising an Essay (Chapter 4)

### **Reading Break**

Nov. 15 Paraphrase; Integrating Quotations (AWE, 41-48)  
Nov. 19 Reading Academic Essays; Self-Editing  
Nov. 20 **Peer Review for Argumentative Essay**  
Nov. 22 **Argumentative Essay Due**; Grammar Review  
Nov. 26 Practice Launch Pad Quiz  
Nov. 27 **Editing Quiz based on Launch Pad**  
Nov. 29 Review Skills for Final Exam; Writing Under Pressure (AWE, 126-28)

Dec. 3 **Reflective Learning Assignment 2**; Course Evaluations; Review Skills for Final Exam  
Dec. 4 Return Editing Quiz; Review Skills for Final Exam cont.

This is a tentative schedule. We may adjust it according to class needs as the term goes on.