**ATWP135: Academic Reading and Writing**

**CALENDAR 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**

ATWP135 will enable you to build on the reading and writing skills you have developed both in the classroom and the workplace to progress toward the advanced level of literacy that is the hallmark of an educated and responsible citizen.

ATWP135 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 as well as 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.

**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 library resources to locate and retrieve a variety of information 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**

All readings can be found in our course’s Brightspace site. They are organized by module and also located in the course schedule below.

Note that many of your assigned readings will be chapters in the open access textbook *Why Write: A Guide for Students in Canada* -- <https://pressbooks.bccampus.ca/whywriteguide/>.

**ASSIGNMENTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Description** | **Learning outcome/purpose** | **Weight** |
| Personal Literacy Statement | This short assignment (250 words or so) asks you to consider how you became the reader and writer you are today. | Sometimes called a “diagnostic,” this short paper helps me to measure your writing level and determine the topics that we might need to cover in the class. | 5% |
| Tasks | Five tasks are located in the Discussion Forums, and they are *weighted* at 3% of your overall grade EACH. They include peer review, writing skills, and more. Each task will be graded using a simple rubric attached in the Forums. | Completing these short assignments allows you to practice key skills before a major assignment is due. | 15% |
| Summary and Persuasive Response | You will summarize a short academic essay and then respond to it persuasively while writing to a specific audience. | This assignment lets you practice three key academic writing skills: summarizing effectively; writing persuasively for an audience (readers); and using source material (by paraphrasing and quoting). | 10% |
| Annotated Bibliography and Reflection | You will locate sources and write a brief summary and analysis of each. This annotated bibliography will help you complete your research paper. You will also include a reflection that provides insight into why you chose your sources. | This assignment will help you learn crucial research skills (information literacy).  This assignment is necessary to complete the research paper. | 10% |
| Research Paper Consultation and Outline | You will meet online with me, a teaching assistant, or a CAC tutor through Chat or the Virtual Classroom in Brightspace to discuss your final research paper. You will bring to this meeting a rough outline of your paper. The meeting will be approximately ten minutes in length; after it’s over, you will submit both a summary of our meeting and provide a more polished outline of your research plan. | The meeting and the summary of the meeting will allow you to practice persuasively articulating and supporting your ideas. The outline (created with input from me, a TA, and/or a CAC tutor) will help you complete your final paper.  This assignment is necessary to complete the research paper. | 10% |
| Research Paper Draft and Peer Review | You will submit a draft of your paper for peer review in one of the following:   * Microsoft Teams * Brightspace discussion Forum | This assignment will help you master revising and drafting skills.  This assignment is necessary to complete the research paper. | 10% |
| Research Paper with Grading Reflection | Now that you have completed an Annotated Bibliography, consulted with me (or a TA or tutor) and received comments on your work in progress, you are ready to complete a formal academic research paper. | Research is integral to academic writing and so it defending a position. Every discipline does this work in one way or another. Your research paper synthesizes all the skills and concepts taught in this class. | 25% |
| Final Exam | The final exam for this class will ask you to produce some writing in response to prompts. You will have five full weekdays to complete this exam. | This assignment will evaluate how well you have mastered the key learning outcomes for this class. | 15% |

**SAMPLE COURSE SCHEDULE**

**MODULE ONE: WRITING IS PROCESS – AN INTRODUCTION TO THE COURSE**

**To Read:**

* Chapter One [“Writing is a Process, Not a Product” in *Why Write? A Guide for Students in Canada*](https://pressbooks.bccampus.ca/whywriteguide/chapter/chapter-1/)

**To Do:**

* Watch the Intro video in Brightspace
* Attend class
* Submit your biography in the "Getting to Know You" discussion;
* Complete the Personal Literacy Statement, which is a short narrative that will give me insight into your writing
* Complete the course readings
* Complete a tech survey
* Take care of yourself

**MODULE TWO: ACADEMIC WRITING PROJECTS – GENRES & CONVENTIONS**

**(28 September to 9 October 2020)**

**To Read:**

* Chapter two “Writing Projects” in [*Why Write? A Guide for Students in Canada*](https://pressbooks.bccampus.ca/whywriteguide/)

**To Do:**

* Watch the Intro to the Module video.
* As always, attend class
* Complete TASK ONE (a short assignment to help you build comprehension of key ideas): a quiz on genre
* Complete TASK TWO (a short assignment designed to help you complete a major assignment): a practice summary
* Your first major assignment will be introduced and explained – you need to read the assignment sheet and ask any questions you have
* Complete a survey
* Create a ranked list of your research interests/topic areas for your research paper.
* Practice self-care

**MODULE THREE: PERSUASIVE ACADEMIC WRITING & CRITICAL ACADEMIC READING**

**To Read:**

* Chapter three “Why We Write: An Introduction to Rhetoric” in [*Why Write? A Guide for Students in Canada*](https://pressbooks.bccampus.ca/whywriteguide/)
* Wayne Booth, “The Rhetorical Stance”

**To Do:**

* Watch the Intro to the Module video;
* Attend class (of course)
* Complete TASK THREE (a short assignment designed to help you complete a major assignment: a practice rhetorical analysis);
* Be sure to look after yourself.

**MODULE FOUR: THE WONDERFUL WORLD OF RESEARCH**

**To Read:**

* Chapter four “The Wonderful World of Research” in [*Why Write? A Guide for Students in Canada*](https://pressbooks.bccampus.ca/whywriteguide/)

**To Do:**

* Watch the Intro to the Module video
* Attend class
* Sign-up for a Research Consultation
* Submit the summary of this meeting for grading and further commentary;
* Complete TASK FOUR (Library Assignment and associated research activities)
* Get feedback on your Annotated Bibliography with Reflection
* Be good to yourself

**MODULE FIVE: DRAFTING, REVISING, AND POLISHING YOUR WORK**

**To Read:**

* Chapter six “Rethinking Grammar and Polishing Your Writing” in [*Why Write? A Guide for Students in Canada*](https://pressbooks.bccampus.ca/whywriteguide/)
* Paul Lynch [“The Sixth Paragraph: A Re-Vision of the Essay”](https://wac.colostate.edu/books/writingspaces2/lynch--the-sixth-paragraph.pdf)

**To Do:**

* Complete TASK FIVE (thesis draft)
* Attend class
* Complete a peer review activity
* Please note that I may add other activities as they are required to support you as you complete the course requirements

**MODULE SIX: COURSE REVIEW, INSPIRING WORDS & GOOD ADVICE**

**To do:**

* We will review the course materials over these final weeks of the course
* There may be synchronous (optional) writing drop-ins or other activities to help you finish the final paper and prepare for the final exam.

**COURSE RESOURCES**

* **The Centre for Academic Communication:** [The Centre for Academic Communication](https://www.uvic.ca/learningandteaching/cac/) 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. This term, those services are available online. You can book tutoring appointments through the [CAC website](https://www.uvic.ca/learningandteaching/cac/).
* **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 Anywhere](https://libguides.uvic.ca/ResearchAnywhere) site provides access to your research needs and offers helpful tutorials. You can also [contact librarians by chat, phone](https://www.uvic.ca/library/research/ask/index.php) and other methods.

Look in the “Student Resources” section of our Brightspace site for links to even more resources both on campus and online.

**GRADING**

The writing you do in ATWP135 will be evaluated according to the [Academic and Technical Writing Program’s](https://www.uvic.ca/humanities/atwp/current-students/grading/index.php) grading standards for first-year academic writing. 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 me to**

* 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 or, if necessary, arrange an alternative time to meet;
* evaluate students fairly and constructively, based on criteria made clear to students;
* return assignments in a timely manner or indicate if assignments will not be returned within one week;
* give useful feedback.

**I will expect you to**

* participate in the class and engage with all class materials except in case of illness or emergency;
* prepare for class by completing readings and assigned work in a timely manner;
* actively participate in online discussions and other class activities;
* ask questions if you do not understand something;
* 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.