

CAPILANO UNIVERSITY COURSE OUTLINES		
TERM: FALL 2016	COURSE NO: ENGL 300	
INSTRUCTOR:	COURSE NAME: Writing, Rhetoric, Style	
OFFICE: LOCAL: E-MAIL:	SECTION NO(S):	CREDITS: 3
OFFICE HOURS:		

### COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15 week semester, which includes two weeks for final exams.

### COURSE PREREQUISITES

45 credits of 100 level or higher coursework, including 6 credits of 100- or 200-level ENGL.

### COURSE DESCRIPTION

This course trains students in the advanced methods of scholarly writing needed to succeed in upper year university courses, graduate schools, journalism, and other professions requiring research. Taking the analytical and rhetorical skills laid out in English 100 and other lower-level courses as a base, this course requires students to develop more sophisticated and nuanced methods of scholarly investigation, with a priority placed on first-hand, original research. The course significantly expands the student's familiarity with foundational rhetorical forms, such as narrative, exposition, and argument, as well as introducing students to new genres and styles: photo-essays, docudramas, public addresses, conference papers, abstracts, blogs, and other modes of discourse. Emphasis will be placed on the student learning to integrate complex visual and written information into appropriate aesthetic forms, while following the rules of an academic community. The course demands that students master the principles and standards necessary for producing peer-reviewed articles, theses, books or other professional publications. Consequently, this course is ideal for students preparing to write a graduating essay, entering a graduate degree, or pursuing any career requiring written research at a professional level.

Working closely with the professor at the start of the class, students identify an original investigative topic and follow the project through various stages of data collection, literature review, composition, revision, manuscript preparation and submission to a publisher. Coursework may include work-study experience with professional journals and websites. This course aims to help students produce a final, scholarly text of publishable quality.

### COURSE LEARNING OUTCOMES

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

- Develop methods for gathering primary data
- Acquire criteria for evaluating secondary information
- Understand think tanks, PR firms, advocacy groups and other sources of slanted research
- Work proficiently with unconventional research sources, such as archives, government databases, microfiche, and manuscripts
- Fill out governmental freedom of Information applications and other requests
- Expand their range of rhetorical modes, discourse forms and genres
- Adapt scholarly work for conference presentations
- Learn proper formats for publishing scholarly or other investigative work
- Identify various avenues available for publishing material.

- Hone research skills by carrying out an investigative project from inception to completion
- Produce a scholarly work that meets the standards of peer review.

**COURSE WEBSITE**

TBA

**REQUIRED TEXTS**

Germano, William. *Getting It Published: A Guide for Scholars and Anyone Else Serious about Serious Books*. Chicago: U of Chicago P, 2001. Print.

A course pack of selected readings will be available at the Capilano bookstore.

**RECOMMENDED BOOKS**

Gibaldi, Joseph. *MLA Handbook for the Writers of Research Papers*. 7<sup>th</sup> edition. New York: MLA, 2009. Print.

**COURSE CONTENT**

This is a general outline only and may be subject to change. Read the below *before the start of each class*.

*GIP* = Getting It Published; *CP* = Course Pack

WEEK	TOPICS	READINGS	DUE DATES
Week 1	Introduction		
Week 2	Drafting a Research Proposal	"Your Proposal" <i>GIP</i> , 59-71	
Week 3	Researching a Topic	"Alternative Research Methods and Sources" <i>CP</i>	<b>Proposal Due</b>
Week 4		Tour of Government archives	
Week 5	Rhetorical Modes 1: Discourses of Experience	"Writing the Manuscript" <i>GIP</i> , 30-43	
Week 6		"Surviving the Review Process" <i>GIP</i> , 80-97	<b>Event Essay</b>
Week 7	Rhetorical Modes 2: Discourses of Fact	"Evaluating Sources: Advocacy Groups" <i>CP</i>	
Week 8		"Quotations, Pictures, and Other Headaches" <i>GIP</i> , 144 -160	<b>Synthesis Essay</b>
Week 9	Rhetorical Modes 3: Discourses of Debate	"Disputing Skills: Good and Bad" <i>CP</i>	
Week 10		"Disputing Skills: Ugly and Effective" <i>CP</i>	<b>Advocacy Essay</b>
Week 11	Publication	"Selecting A Publisher" <i>GIP</i> , 43-59; "What Editors Look For", <i>GIP</i> 72-80	
Week 12	Conferences	"Adapting a Text for Public Presentation" <i>CP</i>	<b>Final Research Project Due</b>
Week 13		"And Then What Happens to It" <i>GIP</i> , 171-183	
Week 14	Final Exam Period		
Week 15	Final Exam Period		

**COURSE ASSIGNMENTS**

Proposal (500 words)	10%
Event essay (1000 words)	15%
Synthesis essay (1000 words)	15%
Advocacy Essay (1000 words)	15%
Research project (2,000 words)	25%
Oral Presentation	10%
Participation	10%

Total	100%
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### Assignment Description

The Proposal requires students to identify an original topic of scholarly investigation, and outline a plan to research it, complete with appropriate sources and a bibliography of supporting materials. The proposal is crucial to this course, as students will be revising this one project throughout the term.

The Event Essay requires students to conduct first hand investigation or data collection on an assigned topic, then to produce a first or third person narrative that highlights their subject material in an aesthetically engaging but informative manner. The purpose of the assignment is for the student to discover the uses and limits of narratives as a way of exploring and framing contemporary events. Although creative, research is an essential component of this assignment. The essay is approximately 750-1,000 words long, and is due on the date set in the course outline.

The Synthesis Essay requires students to review the scholarly literature on a given topic and produce an academic overview and critical bibliography. Emphasis is placed on producing neutral, accurate and complete reports using scholarly resources and methods. The essay is approximately 750-1,000 words long, and is due on the date set in the course outline.

The Advocacy Essay requires students to enter into a popular field of debate, choose a side and argue for it using the research skills learned in the course, as well as other promotional techniques, such as the use of photos. The essay is approximately 750-1,000 words long, and is due on the date set in the course outline.

The Research Project requires students to produce a publishable piece of research on a current event of their own choosing, picked in consultation with the instructor. The paper must be designed for submission to a particular magazine or journal, and will be graded partly on how well the student has satisfied the submission requirements of his/her chosen publisher. As an article that should meet basic peer-reviewed standards, the student must meet specific research requirements as set out in the instruction sheet. The essay must be at least 2,000 words long of original material.

Oral Presentations require students to work in small groups to present a lesson on a specific topic covered in the course, specified on the instruction sheet. The students are responsible for providing between 20 and 30 minutes of instruction on topics circulated by the instructor. Only one grade is assigned for the entire group, so cooperation and planning are essential.

Participation grade reflects not only a student's attendance, but also participation in class discussions, group work, and other activities. Students must do more than show up and take notes in order to get a high participation grade; they must be active and enthusiastic seekers, willing to speak out, take risks, and contribute to a lively learning environment.

### GRADE PROFILE

A+	90 – 100%	B+	77 – 79%	C+	67 – 69%	D	50 – 59%
A	85 – 89%	B	73 – 76%	C	63 – 66%	F	0 – 49%
A-	80 – 84%	B-	70 – 72%	C-	60 – 62%		

### OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation, and other educational issues. These and other policies are available on the University website.

#### Attendance and Preparation:

Full attendance and prompt arrival are essential for a student to do well in this course. Because a significant portion of this course is dedicated to discussion, group work, presentations and other self-directed lessons, students are expected to participate

vigorously in classroom activities, and not merely make lecture notes. All students must complete the assigned readings on the syllabus *before* the start of the scheduled class, and come to class prepared to ask and answer questions. Students unprepared for class may be asked to leave. If a student misses a class, he or she is responsible for material covered during the absence. Lectures will not be repeated, but the instructor will supply the absent students with any missing handouts.

**Late Policy:** Extensions are granted only in the case of serious medical or personal emergencies. In order to receive an extension, a student must contact the instructor before the due date, not afterwards. Also students must supply a doctor's note, or other appropriate documentation, confirming the medical emergency. Workload in other courses, jobs, computer failure and minor car accidents are not grounds for extensions.

**Cheating/Plagiarism:** Any incident of cheating or plagiarism shall receive an automatic grade of "0" for the assignment. If the instructor deems a first incident of cheating or plagiarism particularly serious, the instructor may give the student a grade of "0" for the entire course. Second or subsequent incidents of cheating and plagiarism will automatically receive a grade of "0" for the entire course. Unintentional plagiarism or failure to follow the conventions of academic citation and documentation constitute a form of plagiarism, and will be dealt with under the provisions of the *University Policy on Cheating and Plagiarism* (see University Website).

Mastery of MLA guidelines is an essential for passing this course. Students must submit their own work – not work written by a tutor or friend, or copied from other sources. *Whenever you use facts, ideas or quoted material from other sources in any paper for this course, you must credit those sources in current MLA style, and clearly delineate direct quotations, paraphrases and summaries from your own thoughts. Never copy words unless you quote them and document the source in the same sentence. Never copy ideas or information unless you document the source in the same sentence.*

**Missed Exams and Quizzes:**

Make-up tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crisis. Students should be prepared to provide proof of inability to write the test on the scheduled date (e.g. letter from doctor).

**English Usage:** Fluency in the English language is a prerequisite for this course. This course focuses on the higher order skills of composition and analysis, and no time will be spent on the basics of English expression. Recurrent minor grammatical problems will limit the student to grades in the "C" range, or lower.

**Incompletes:** An "I" or "Incomplete" grade is awarded only in exceptional circumstances, for medical reasons or personal tragedies. They are never awarded to students who simply want more time to complete the course. A student must have completed 75% or more of the course before receiving an "Incomplete" grade.

**Evaluation:** All assignments are marked upon three criteria

1. Form and style: an academic essay should be clear, professional and well expressed. Language should not only be free of errors, but lively and entertaining.
2. Structure: ideas in an essay should be arranged in a cohesive, logical, and rhetorically effective order.
3. Content: essays must develop the topic, showing that the student has covered all pertinent aspects of a topic. Students are rewarded for original insight into a subject.

**Format:** All take-home assignments must be typewritten or word-processed. All work should follow MLA style.

**Revisions:** Students may not revise or resubmit graded work.

- Professionalism:** Students must demonstrate, at all times, a professional attitude and behaviour towards their assignments, classroom activities, fellow students and instructors. This includes showing respect for both your instructor and fellow students. Negative behaviour or comments that make it difficult for other students to learn are especially unacceptable. As outlined in the Calendar, the University does not tolerate disruptive students. Disruptive students may be asked to leave the class, or the course. As a postsecondary course that requires critical thoughts, students will be exposed to a range of materials that may include ideas of a political, religious, racist, sexist or sexual nature. Students do not have to agree with any idea presented in this course; they do have to read the material and articulate an intelligent response.
- Emergencies:** Students are expected to familiarise themselves with the emergency procedures posted on the wall of the classroom.