

COURSE OUTLINE		
<b>TERM:</b> Fall 2022	<b>COURSE NO:</b> ENGL 220	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Research Voices: Clarity and Style for the Academic Writer	
<b>OFFICE:</b> <b>LOCAL:</b> <b>E-MAIL:</b> @capilanou.ca	<b>SECTION NO(S):</b>	<b>CREDITS:</b> 3.0
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

### **COURSE FORMAT**

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

### **COURSE PREREQUISITES**

24 credits of 100-level or higher coursework including ENGL 100

### **CALENDAR DESCRIPTION**

This course will help students from diverse fields improve the clarity and style of their writing. Students will read widely across scientific, social-scientific, and humanistic disciplines, applying strategies from a range of writers to their own written work. Drawing connections between academia and community, students will practice writing from their own fields of study with care, depth, and craft, experimenting to find their own unique voices while adapting to audience and context.

### **COURSE NOTE**

For the focus of the course each term, see the "Courses" page on the English Department website.

### **REQUIRED TEXTS AND/OR RESOURCES**

Student work is the focus of the class, in addition to a selection of readings from various academic disciplines across the sciences, arts, and humanities. The course may make use of a published anthology or coursepack. Specific texts will vary depending on the instructor and term.

### **COURSE STUDENT LEARNING OUTCOMES**

**On successful completion of this course, students will be able to do the following:**

- Write clearly, cogently and concisely in a range of academic forms and genres.
- Read actively across a range of academic disciplines, adapting to various vocabularies, contexts and styles.

- Respond critically by interrogating, elaborating, reflecting, synthesizing, evaluating and questioning various sources.
- Demonstrate research methods, which include narrative inquiry and primary interviews in the larger community.
- Draw connections between fields and voices in the wider discourse.
- Construct well-reasoned arguments employing effective rhetorical strategies in writing and discussion.
- Explain, analyze and question the significance of global and local cultural issues raised in literary texts and other media.
- Apply techniques for revising and editing.
- Produce a polished research-based writing portfolio.

## COURSE CONTENT

The content and week-by-week breakdown of the course will vary by term and instructor. The following is an example:

Week 1	Diverse Research Voices (Lee Maracle, David Suzuki)
Week 2	Questioning Dominant Narratives (Mike Davis, Mohsin Hamid)
Week 3	Inclusive Voices (Anna Deveare Smith)
Week 4	Global Contexts (Ellen Johnson Sirleaf, Rigoberta Menchu)
Week 5	Introduction to Craft & Cogency (Charles Baxter)
Week 6	Writing with Style (Alexander Chee)
Week 7	Finding Your Voice (Roxane Gay, Joshua Whitehead)
Week 8	Rhetorical Analysis: Audience, Genre, Purpose (Margaret Atwood)
Week 9	Writing for Science (Yuval Noah Harari, Ed Yong)
Week 10	Indigenous Knowledge & Western Thinking (Gregory Cachete)
Week 11	Writing for Social Change (Rachel Kushner & Ruth Wilson Gilmore)
Week 12	Writing for Political Change (Greta Thunberg & Naomi Klein)
Week 13	Student Showcase/Panel Discussions
Weeks 14-15	Final Exam Period

## EVALUATION PROFILE

Written Assignments*	50-80%
Presentations & Group Projects	0-20%
Portfolio	0-30%
Participation	<u>0-10%</u>
<b>Total</b>	<b>100%</b>

\* No single assignment to be worth more than 35% of the final grade.

## ASSIGNMENTS

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus and eLearn site for a more detailed breakdown.

**Written Assignments:**

These assignments might include a combination of short-form writing projects (including blog entries, personal writing, and close readings) that allow students to experiment with finding their voices and adapting a particular argument to the appropriate genre. Meanwhile, by reading widely, and by modeling the various styles and skills exhibited in the readings, students will gain a deeper understanding of context, audience, and purpose. By the end of the semester, students will scaffold their research and shorter essays to craft and revise larger written reports, conference-style presentations, and academic essays.

**Presentations & Group Projects:**

This course may include a presentation component as a way to explore, rather than divide, the range of research voices on a particular topic. This group work can range from debates according to a wide spectrum of ideas, to group presentations on a particular writing style or technique, to larger group reports, representing collaborative writing and editing practices.

**Portfolio:**

The final revised portfolio is assessed by a rubric that considers application of class discussion and readings, restructuring of drafts, demonstrated experimentation with the writing process, and depth of revision.

**Participation:**

The participation grade requires attendance as well as a meaningful contribution to class discussion. The participation grade is not merely about speaking up in class—this represents a student’s willingness to engage with difficult concepts, to contribute ideas, to question, and to experiment with new ideas. Peers will lean on each other for guidance and editorial assistance, and we depend on each student to bring carefully completed work to class each day. In return, we can promise an environment of trust, whereby your ideas will be treated with respect and openness. The participation grade depends on these factors—openness, willingness to contribute, and respect for other ideas in the class.

**GRADING 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	

**Incomplete Grades**

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

**Late Assignments**

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

**Missed Exams/Quizzes/Labs, etc.**

Make-up exams, quizzes, and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

**Attendance**

This course is built around an active classroom component. Students are expected to attend all classes and associated activities.

**English Usage**

Students are expected to proofread all written work for any grammatical, spelling, and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

**Electronic Devices**

Students may use electronic devices during class for note-taking only.

**On-line Communication**

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

**UNIVERSITY OPERATIONAL DETAILS****Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

**Capilano University Security: download the [CapU Mobile Safety App](#)**

**Policy Statement (S2009-06)**

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

**Academic Integrity (S2017-05)**

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/about/governance/policies/>.

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the student academic integrity procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.