

COURSE OUTLINE		
TERM: Fall 2019	COURSE NO: ENGL 112	
INSTRUCTOR:	COURSE TITLE: Reading, Writing, Dialogue: Entering Global Conversations	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3
OFFICE HOURS:		
COURSE WEBSITE:		

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 on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES/CO-REQUISITES

None

CALENDAR DESCRIPTION

This course will support first-year students in their development as writers in a university context, targeting skills in attentive reading, thoughtful writing, and dialogical exchange through the study of short texts (literary, popular, and multimedia) about global cultures and issues.

REQUIRED TEXTS

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say*. 4th ed., W.W. Norton, 2018.

Hacker, Diana, and Nancy Sommers. *A Canadian Writer's Reference*. 7th ed., Macmillan 2019.

Selected texts in global cultures and issues.

COURSE STUDENT LEARNING OUTCOMES

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

- generate critical questions in response to assigned readings;
- engage in reading practices leading to oral and written responses;
- apply composition strategies for the production of clear, rhetorically effective, and culturally engaged writing assignments;
- practice dialogical skills for active, responsible participation in open discussions and shared inquiry;
- recognize ownership of intellectual property.

COURSE SCHEDULE				
Week	Readings and Other Texts	Skills	Questions & Topics	Assignments
Dialogical Skills I: Discussion				
1	Martin Seligman: <i>Flourish</i> (excerpt on eudaimonia)	Group discussion	The pleasures of dialogue How can the pleasure of dialogue be used to promote learning?	<i>Oral presentations</i>
2	Film: <i>Next of Kin</i> , dir. Atom Egoyan	Questioning and responding	Questioning culture Culture and context	<i>Comparison and contrast</i>
3	Amartya Sen: <i>Development as Freedom</i> (excerpt on dialogue as capability)	Working in groups	Dialogue as capability What are the uses and benefits of dialogue?	<i>Group presentations:</i> The uses and benefits of dialogue for understanding and learning
4	Roger Nisbett: <i>The Geography of Thought</i> (excerpt on culturally dependent modes of thought)	Addressing an audience	Cognitive contexts of discursive communities	Letter to new students

Week	Readings and Other Texts	Skills	Questions & Topics	Assignments
Dialogical Skills II: Reading				
5	Douglas Todd: "Popular Canadian Student Visas Leading to Exploitation"	Annotating Responding	Reading for the dialogue	<i>Reading response</i>
6	Will Ferguson: <i>Why I Hate Canadians</i> (excerpt on culture shock)	Using a dictionary Defining Outlining Summarizing	Humour and cultural difference Can humour be summarized?	<i>Definitions</i>
7	Comic: <i>Boundless</i> , Jillian Tamaki	Observations and inferences Topic sentences	Reading gender	<i>Writing paragraphs I</i>
8	Film: <i>Fire</i> , dir. Deepa Mehta or Alice Munro, Rohinton Mistry: selected stories	Analysis/Synthesis Decomposition/Composition Paragraph development	Reading and border crossing	<i>Writing paragraphs II</i>

Week	Readings and Other Texts	Skills	Questions & Topics	Assignments
Dialogical Skills III: Writing				
9	Lynda Barry: <i>Syllabus</i> Hacker and Sommers: <i>A Canadian Writer's Reference</i>	Writing to explore, connect, discover: Freewriting Mind-mapping	Embodied writing	<i>Writing from the other side</i>
10	Graff, Birkenstein, and Durst: <i>They Say/I Say</i>	Writing to structure, organize, form: Thesis development Outlining for planning Drafting	Images of thought: The structure of argument: Claim-Data-Warrant	<i>Writing an argument I</i>
11	Amartya Sen: <i>Development as Freedom</i> (excerpt on dialogue and democracy)	Revising for persuasiveness Arguing from other sides: Addressing naysayers	Rhetoric and politics	<i>Writing an argument II</i>
12	Lynda Barry: <i>One Hundred Demons</i> (excerpt)	Revising for clarity Outlining for revision Peer revision Editing	Images of thought: The structure of narrative Writing demons and the pursuit of eudaimonia	<i>Writing a narrative</i>
13	Handbook for New Students	Revising for engagement: Writing an introduction Writing a conclusion	Writing and community	Handbook for New Students (including advice on developing the dialogical skills of discussing, reading, and writing)

EVALUATION PROFILE

Oral Participation	10%*
Oral Presentation	10%
Group Presentation	10%
Reading Responses	15%
Short Writing Assignments	20%
(e.g. comparison and contrast, letter, paragraphs, narrative)	
Short Arguments	15%
Final Project	20%

*The oral participation grade is based on the quality of contributions in assigned class discussions, and is determined by the instructor, or instructor and peers.

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

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 Moodle; 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-capu/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.