

M Course Objectives / Learning Outcomes:

I. General Objectives

The aim of this course is to assist students in developing their skills as researchers, and as readers and writers of scholarly prose.

II. Specific Objectives

A. Reading Objectives: Successful students should learn to

1. read source material actively and critically;
2. distinguish main from supporting points;
3. distinguish among statements that require evidence, statements that require explanation, and statements of fact requiring documentation;
4. identify and assess thesis claims, particularly from scholarly sources;
5. understand the development of a piece of writing;
6. recognize and understand the function of discipline-specific writing strategies and conventions;
7. paraphrase and summarize readings accurately and appropriately.

B. Writing Process Objectives: Successful students should learn to

1. make specific written observations on and provide critical responses to assigned readings;
2. use pre-writing techniques such as brainstorming and outlining;
3. recognize and use writing strategies, including discipline-specific means of framing research questions, introducing source materials, or citing evidence, as appropriate to writing occasion;
4. summarize, paraphrase and quote effectively;
5. revise drafts effectively:
 - a. read thoughtfully and respond effectively to their own written work;
 - b. read thoughtfully and respond effectively to peer responses to their written work;
 - c. read thoughtfully and respond effectively and constructively to the written work of other students.

C. Content, Organization and Style Objectives:

1. Content: Successful students should learn to
 - a. write a thesis that is significant and appropriate to the audience and purpose of the written work;
 - b. develop the thesis effectively, providing evidence that is relevant, accurate, specific, and sufficient;
 - c. provide appropriate introductions to and contexts for the evidence.
2. Organization: Successful students should learn to
 - a. employ effectively introductions and conclusions that are appropriate to the audience and purpose;
 - b. write unified, coherent paragraphs, the development of which is governed by appropriate topic sentences.
3. Style: Successful students should learn to
 - a. employ diction and tone suitable to written academic discourse;
 - b. employ grammar and syntax suitable to written academic discourse;
 - c. document sources according to a current documentation system, such as presented in the *MLA Handbook*;
 - d. format their written assignments in a recognized style, such as presented in the *MLA Handbook*.

N: Course Content:

1. an assigned body of readings, including peer-reviewed scholarly work;
2. exercises;
3. writing assignments; and
4. the rhetoric and conventions of various forms of academic discourse.

O: Methods of Instruction:

Some or all of the following methods will be used:

1. lecture/discussion;
2. quizzes;
3. in-class writing;
4. library research skill development;

5. group discussion and exercises;
6. independent research;
7. in-class review of one's own and one's peers' writing;
8. instructor feedback on one's written work; and
9. revision of one's submitted writing.

P: Textbooks and Materials to be Purchased by Students:

Assigned readings will generally include the following types:

- Scholarly writing/research drawn from a variety of disciplines, primarily within the arts and humanities—available online, in instructor coursepack, on reserve, or as required textbook.
- Composition practice and theory—available in instructor coursepack or as required textbook.

Sample texts:

Current Issues and Enduring Questions, 8th ed., ed. Barnet
Academic Writing, 2nd ed., Janet Giltrow
From Reading to Writing, eds. Steven and Parker

In addition, the following may be required or recommended:

- A grammar handbook
- A style handbook
- A dictionary

Q: Means of Assessment:

Course grades will be based on at least six evaluations, including three distinct academic papers, typically ranging from 500 to 1500 words, and accounting for a combined minimum of 60% of the course grade. Instructors may require a re-submission of one of the three required papers as a distinct fourth writing assignment.

Summaries of texts, annotated bibliographies or research proposals will contribute toward the development of the required papers.

At least 15% of the course grade will be based on in-class writing.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director:

Registrar: