

CEAP 250
Section 705

Research Essay and Rhetoric

Winter 2017

Dates: January 4th to April 11th
Days and Times: Tue/Thur 13:05 – 14:55
Classroom: SH550

Instructor: Zachary Abram
Office Hours: By appointment
Phone: A message may be left at the main office of the MWC: 514-398-7109.
Email: As a general rule, please use the email tool in *myCourses* for all course-related communications. In the event that the *myCourses* site or email tool is not functioning properly, you may use my regular McGill email address: zachary.abram@mcgill.ca

Course Description and Objectives: In this course, you will learn how to engage in written academic discourse of the sort you will encounter throughout your university career. Specifically, you will develop a set of knowledge and skills that will improve your ability both to analyze written works and to create well-written, well-structured pieces of writing that employ conventions appropriate to a variety of academic genres, audiences, and purposes. Since academic writing begins with inquiry, you will also learn how to generate and frame questions related to your discipline and to think critically about potential answers to them. In addition, you will learn how to enter into written conversations in ways that make your arguments compelling to an audience of critical thinkers. By engaging in peer review of others' work and submitting multiple drafts of key assignments, you will come to understand and approach writing not simply as a final finished product, but as a process that encompasses planning, composing, revising, and editing.

In particular, by the end of the course you will have learned how to:

- identify, analyze, and critique various genres of writing in relation to audience, purpose, organization, and style (APOS)
- plan, organize, draft, and edit shorter forms of academic writing, including summaries and critical analyses
- use library resources to research, develop, and write longer academic essays (2000-2500 words)
- effectively revise and edit your own and others' written work
- engage in reasoned and respectful discussions and debates, both orally and in writing
- develop sound arguments based on logical reasoning and evidence
- identify and avoid logical fallacies and other argumentative weaknesses
- effectively apply the rules and conventions of English grammar and mechanics in the service of both coherence and style
- choose vocabulary, organize materials, and create a "persona" so as to influence a target audience

- exploit the relationship between form and content for stylistic and rhetorical purposes
- cite sources according to at least one scholarly system of documentation
- present and format written work according to accepted academic conventions

Writing assignments include a Library Article Summary (LAS), an Article Critique (AC), a Research Paper (RP), two Research Assignments (RA), an In-Class Composition (ICC), and two Grammar Matters Tests. Participation and attendance will constitute 10% of the final grade.

Notes:

- CEAP 250 is designed for students who are fluent in spoken and written English. If you are not certain whether you fall into this category, please consult your instructor about whether you would be better served by taking CESL 500: Research Essay and Rhetoric.
- CEAP 250 may be taken as an elective toward completion of your degree. Some restrictions may apply. If in doubt, consult your Faculty advisor.
- CEAP 250 is a required course for some programs. Please consult with your Faculty advisor.
- Students who complete CEAP 250 may not subsequently take for credit an Effective Communication course offered by the Faculty of Education. Please consult with your Faculty of Education advisor for further information.

Required Text:

Marshall, Steve. *Academic Writing: Making the Transition*. Toronto: Pearson Canada, 2012.

This text has been ordered through **The Word Bookshop**, 469 Milton Street (514-845-5640) and can be purchased **by cash or cheque only**. The Word is open during the following hours: Monday, Tuesday, Wednesday, 10:00 a.m. to 6:00 p.m.; Thursday and Friday, 10:00 a.m. to 9:00 p.m.; Saturday, 11:00 a.m. to 6:00 p.m. <http://www.wordbookstore.ca>

Evaluation:

Library Article Summary (LAS*)	10%	(250 words max.)
Article Critique (AC*)	15%	(750-1000 words max.)
Library Research Assignments	10%	(5% each)
Research Paper (RP*)	30%	(2000-2500 words max.)
In-Class Composition	10%	
Grammar Matters Tests	15%	(7.5% each)
Participation and Attendance	10%	

(Note: 1 double-spaced page, excluding any images, graphs, etc., is roughly equivalent to 250 words.)

*For these assignments (LAS, AC, and RP), students will receive detailed audio feedback on a first draft. Students are strongly encouraged to revise these three assignments in an attempt to improve both their skills and the final mark for each assignment. A second grade will be awarded to the revised submission, and this second grade will be averaged with the first draft grade of the assignment. **Note, however, that the following conditions must be met before a revised text will be considered for reassessment:**

- the *original* (first draft) assignment must demonstrate significant effort

- based on the audio feedback provided by the instructor, students must itemize identified weaknesses in their first-draft assignment and then complete assigned exercises in the textbook or online that address the identified weaknesses (if such exercises are assigned)
- both the exercises and the original, *graded* draft must be handed in with the second draft

If the exercises and original graded draft are not submitted along with the second draft, the latter will not be accepted, and the original grade will stand. Similarly, if substantial revision in the identified areas has not been made, the original grade will stand.

As per McGill regulations, a student may not submit an essay that has already been submitted and graded for a course taken in a previous semester. Disciplinary action will be taken against any student who attempts to do so.

Requirements, Policies, and Procedures:

- **Participation and Attendance:** Please read the Participation and Attendance Grade guidelines at the end of this syllabus.
- **Assignment Submission:** Assignments are due in class AND by electronic submission via *myCourses* on the dates specified in this syllabus. Accordingly, assignments submitted via e-mail or in any other medium will not be accepted unless the instructor has given prior written permission..
- **Consequences of Late Submission:** Late work (i.e., work not submitted in hard copy format during class) will be penalized by 2% per day, including weekends. Work handed in more than 7 days late (including weekends) will not be accepted. Legitimate exceptions include documented medical, family, and personal emergencies and observance of holy days. Students planning to observe holy days listed in the McGill calendar should notify the instructor by email at the beginning of the course.
- **CEAP 250 is administered via *myCourses*.** Students are advised *to check the myCourses site on a daily basis*. Failure to do so may result in your missing important information. **Neither absence from class nor failure to check *myCourses* is an acceptable excuse for being unaware of important course-related information.**
- McGill University values **academic integrity**. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity> for more information).
- © Instructor generated course materials (e.g., handouts, notes, summaries, test questions, etc.) are **protected by law** and may not be copied or distributed in any form or in any medium without the explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.
- **Recording class activities:** Students may not record any class proceedings or collect any electronic data (including photos and videos) from class activities without the express consent of the instructor.
- **Email communication policies:** Unless otherwise indicated by your instructor, all email communications should be made via *myCourses*. In the event that *myCourses* (or the email tool in particular) is not functioning properly, you may contact the instructor via regular McGill email. Note that, in accordance with McGill University's official email policy, the instructor will not respond to email messages sent from outside the McGill network (e.g., hotmail):
http://www.mcgill.ca/secretariat/files/secretariat/e-mail-communications-with-students-policy-on_0.pdf

While instructors appreciate that email correspondence is an efficient method of communication, students should keep in mind that instructors are not on call. Students should therefore not expect a response to emails during the weekend or after 5:30 p.m. Mondays through Fridays. Prior to contacting instructors via email, students seeking course-related information, including information about assignments, should first attempt to locate that information by (a) consulting the course syllabus or textbook, (b) consulting materials uploaded to the course website (*myCourses*), (c) consulting with other students in the class, and (d) using library and other research sources.

Generally speaking, during the week, a legitimate request submitted via e-mail will receive a response within 24 hours, exclusive of weekends and statutory holidays.

Assignment Submission and Return Dates:

Assignment	Due Date	Anticipated Return Date
Library Article Summary Draft 1	19/01/17	07/02/17
Library Article Summary Draft 2	16/02/17	23/02/17
Article Critique Draft 1	14/02/17	07/03/17
Article Critique Draft 2	14/03/17	21/03/17
Grammar Matters Test 1	21/02/17	07/03/17
Research Assignment 1	31/01/17	04/02/17
Research Assignment 2	23/02/17	27/02/17
Research Paper Draft 1	16/03/17	30/03/17
Research Paper Draft 2	11/04/17	TBD
In-Class Composition	28/03/17	11/04/17
Grammar Matters Test 2	11/04/17	TBD
Participation and Attendance	N/A	N/A

Participation and Attendance Grade

Since CEAP 250 develops your knowledge and skills through continuous assessment, student success depends in good part on the following:

- regular attendance
- completion of assignments according to both deadlines and guidelines
- thorough revision of assignments in response to instructor feedback
- completion of readings and exercises as specified in the course schedule
- constructive participation in discussions and debates with peers
- demonstrated commitment to the practice of peer review
- demonstration of improved critical thinking skills as the course progresses, both orally and in writing

Regular and constructive participation is an integral part of the learning process and therefore an important indicator of the degree to which a student has achieved the learning outcomes specified in the syllabus.

Accordingly, participation and attendance grades will be awarded as follows:

- A percentage grade between **85% and 100%** for attendance and participation indicates that the student has attended classes without fail (except for legitimate absences); has always been fully prepared for class, having printed and downloaded material as requested and completed homework as assigned; has participated in a mature and thoughtful way to class discussions and activities; and has made a continuously positive, significant, and demonstrable difference to class dynamics. This student's engagement with both the material and the learning objectives is outstanding.

A percentage grade between **80% and 84%** for participation and attendance indicates that the student has attended classes without fail (except for legitimate absences); has always been fully prepared for class, having printed and downloaded material as requested and completed homework as assigned; has participated fully in class discussions and assignments; and has made meaningful and significant contributions to class discussions.

A percentage grade between **70% and 79%** for participation and attendance indicates that the student has attended classes regularly (within a range reflected in the percentage), has usually, but not always, completed assigned tasks and readings for class, has participated adequately but not always consistently in class activities, and has developed adequate to good analytical and critical thinking skills. A grade in this range indicates satisfactory work and progress.

- A percentage grade between **50% and 69%** for participation and attendance indicates that the student has not attended classes regularly, has rarely completed assignments on time or pursuant to instructions, and has not contributed in a constructive way to class discussions, debates, peer-review sessions, and other in-class activities.

Class Meeting	Date	In-Class Content	Work for Next Class
1	05/01/17	Course introduction Writing sample Introduction to genre and APOS	Read pp. 2 – 17 (genre and active, critical reading).
2	10/01/17	Identifying scholarly articles: <ul style="list-style-type: none"> Evaluating the scholarly quality scholarliness of a text In-class activity: characteristics of a reputable scholarly article 	Read LAS instructions and come to class with questions. Read pp. 85 – 98 (plagiarism, paraphrase, reporting verbs, in-text citations).
3	12/01/17	Short-forms of academic writing: <ul style="list-style-type: none"> Summary and paraphrase Summary as genre; summary as source Avoiding plagiarism Reporting verbs and in-text citation LAS assigned	Locate, print, read, and annotate a reputable scholarly article on a subject that you'd like to explore further in your research essay.
4	17/01/17	Summary, thesis, audience: <ul style="list-style-type: none"> Oral summary task -- show and tell of scholarly article Nature of a thesis statement Audience considerations: old vs. new information, integrating definitions, passive vs. active voice 	Read pp. 18 – 19 (writing summaries).
5	19/01/17	LAS Draft 1 due (one copy online, three copies in class) LAS peer review session	Read RP instructions and come to class with questions.
6	24/01/17	Subject-to-working hypothesis for the RP: <ul style="list-style-type: none"> Narrowing a topic Persuasive vs. informative theses Evaluation of persuasive hypotheses RP assigned	Revise your research question and working hypothesis in preparation for the library session.
7	26/01/17	Critical thinking, logical fallacies, rhetorical appeals Model critical reading practices	Research Assignment 1 Read pp. 23 – 34 (thinking and writing critically).
8	31/01/17	Research Assignment 1 due online (feedback within 72 hours)	Read AC instructions and come to class with questions.

		Library Workshop (meet in McLennan-Redpath Library e-Classroom)	
9	02/02/17	Class discussion of AC article: <ul style="list-style-type: none"> Identifying genre, rhetorical situation, APOS, evidence, and appeals AC assigned	In groups: prepare your critical reading presentations.
10	07/02/17	LAS draft 1 returned with audio feedback Critical reading presentations Class discussion of AC article: thinking critically about evidence, persuasion, and the rhetorical situation.	Sentence structure self-evaluation. Read pp. 255 – 270 (appendix 6, 7, 8: sentence structure).
11	09/02/17	Grammar, punctuation, and style part 1: <ul style="list-style-type: none"> Phrases and clauses (including relative clauses) Subordination and coordination Sentence types 	Read pp. 38 – 44 (writing and critique).
12	14/02/17	AC draft 1 due (one copy online and three in class) AC peer review session •	Finish LAS Draft 2
13	16/02/17	LAS Draft 2 due Grammar, punctuation, and style part 2: <ul style="list-style-type: none"> Parallelism Modifiers Agreement (subject-verb and pronoun-antecedent)	Study for Grammar Matters test
14	21/02/17	Mid-term Grammar Matters Test	Read pp. 49 – 54 (topic sentences, coherence, unity).
15	23/02/17	Research assignment 2 due (feedback within 72 hours) LAS Draft 2 returned Academic paragraphing <ul style="list-style-type: none"> Topic sentences Organizational patterns Coherence and unity 	Read pp. 55-61 (supporting your ideas, concluding sentences). Read and refer back to pp. 227-233 (appendix 3: linking words).
16	07/03/17	Putting sources into conversation: <ul style="list-style-type: none"> Synthesis Transitional phrases Integrating quotations, summaries, and paraphrases AC draft 1 returned with audio feedback	
17	09/03/17	RP draft components due (three copies in	Read pp. 62-81

		class and one online) RP draft components peer review session	(Introductions and conclusions).
18	14/03/17	AC draft 2 due (one copy in class and one online) Introductions and conclusions in research essays	
19	16/03/17	RP draft 1 due (one copy in class and one online) Editing the RP <ul style="list-style-type: none"> • Revising for conciseness • Revising for varied sentence structure 	Read pp. 246 – 254 (improving style in academic writing).
20	21/03/17	AC draft 2 returned Voice and tone in academic writing Writing under pressure: preparing for the ICC	Read and annotate the ICC article with critical reader's notes. Bring the annotated article to next class and be prepared to share your critical thinking in response
21	23/03/17	Discussion of ICC article	Prepare for ICC
22	28/03/16	In-class composition (ICC)	Bring your annotated article and argument map to class for use during the ICC.
23	30/03/17	RP draft 1 returned with audio feedback Grammar, punctuation, and style part 3: sentence combining	Read pp. 234 – 345 (appendix 4: punctuation) Complete assigned punctuation exercises and bring to next class.
24	04/04/17	Punctuation workshop	Complete practice test and bring to next class.
25	06/04/17	Review for final Grammar Matters Test	
26	11/04/17	RP draft 2 due (one copy in class and one online) Final Grammar Matters Test ICC returned	