

Course ID:	Course Title:	Winter 2023
EN 295	Advanced Expository Prose	Prerequisite: EN 130
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	T-Th	Instructor:	J. Goossen, PhD	First day of classes:	January 9, 2023
Time:	1:00 – 2:15 pm	Email:	jgoossen@ambrose.edu	Last day to add/drop, or change to audit:	January 22, 2023
Room:	L2100	Phone:	403-410-2000 x5960	Last day to withdraw from course:	March 31, 2023
Lab/Tutorial:	N/A	Office:	L2065	Last day to apply for coursework extension:	April 3, 2023
Final Exam:	N/A	Office Hours:	11:15 am – 12: 15 pm W-F	Last day of classes:	April 14, 2023

Course Description

An advanced course meant to further develop students' writing ability. Building on skills taught in introductory writing courses, it will give detailed consideration to grammar and syntax, and to sentence and paragraph construction. It will also introduce students to various non-academic, professional forms of writing through a wide range of writing assignments.

Expected Learning Outcomes

Diligent students of the course will:

- Build understanding of correct English grammar, syntax, and punctuation and how these ground good writing.
- Sharpen their appreciation of and capacity for clarity, concision, coherence, and grace as central elements of good written style.
- Develop their ability to describe, define, explain, and persuade in non-fiction prose.
- Develop their capacity for critical analysis of ideas and their relationship to their written form.

Textbooks

Messenger, William E. et al. *The Concise Canadian Writer's Handbook*. 3rd ed. Oxford, 2017.

Williams, Joseph M. *Style: Lessons in Clarity and Grace*. 12th ed. Pearson, 2016.

Online subscription to [English Grammar 101](#).

Additional assigned readings posted to Moodle

Requirements & Evaluation:

- All assignments are **due by the beginning of class in paper copy** on the date specified.
- **Readings and exercises** must be completed **before** the class for which they are assigned.
- Always **bring the relevant textbooks** to class, including **print copies of assigned readings** from Moodle.
- **All** assignments must be submitted to receive a passing final grade.
- As revision is a crucial part of writing, **all assignments may be revised and resubmitted** within one week of first being graded. Assignments originally submitted late may *not* be resubmitted.

- **Extensions** may be granted on Paper assignments in exceptional circumstances, but must be arranged in advance or verified by medical documentation, etc.). **Late assignments** will be marked down one refined letter grade per class day (Tues-Fri) late, and may not be graded in a timely manner.
- The most current version of this syllabus, texts discussed in class, and any supplementary handouts will always be available on **Moodle**. Any changes to the syllabus will be announced in class and noted in the online version.

Participation – 15%

Even moreso than a typical literature class, participation – regular attendance, engagement in class discussion, meeting with the prof to discuss assignments – will be crucial to learning in this class. The participation grade will also register your completion of **short writing exercises** (see calendar). These will usually be graded on a simple pass/fail basis (perfect completion will result in a perfect grade) but may occasionally be taken in for assessment.

Grammar & Mechanics Test – 10%

Following the introductory unit on grammar and mechanics, students will write an out-of-class, on-line test. **Write between January 31-February 2.**

Paragraph Imitation Assignments – 3 x 5% = 15%

Imitating the work of good writers has historically been a crucial part of humanist education. These short assignments require you to discern what makes for attractive, compelling prose and to replicate those qualities. **Due March 16, March 21, and March 28.**

Bad Paragraph Rewrite – 5%

Find a paragraph in an academic article or book that is awfully written. Rewrite the paragraph to better communicate the author's ideas. **March 30.**

Thesis and Outline Assignment – 5%

Draft a thesis statement and topic sentence outline for one major paper that you write in another English class. **April 13.**

Papers

Three Papers will provide you with extensive opportunity to practice skills gained through study and shorter assignments. Each Paper will be peer edited. **Due February 9, March 2, April 13,** respectively.

- Paper 1: Definition *or* Description (3 pp.) – 15%
- Paper 2: Précis (3-4 pp.) – 15%
- Paper 3: Persuasion (5 pp.) – 20%

Further instructions for these assignments will be given well before they are due.

Attendance:

Class attendance is mandatory. Attendance will be taken daily and will influence your participation grade. **Any student who misses more than 8 class sessions will automatically fail the course.**

Classroom Etiquette

In order for each of us to get the most out of this class, please observe the following:

- Arrive on time. Attendance will be taken.
- Do not talk compulsively. Be self-aware and leave space for others' voices.
- Do not be silent. Speaking is a crucial aid to formulating your thoughts on a topic.
- Eating in a formal venue like a classroom is brutish; since university education is meant to humanize

- you, don't do it. Unslurped beverages are fine.
- Texting or having your phone beep, ring, or rumble during class is not quite brutish (animals don't use technology), but it is certainly crude. Since university education is meant not only to humanize but to civilize you, **silence all devices and keep them out of everyone's sight** (yours, too).
 - Despite frothy claims to the contrary, technology impedes learning as much as it aids it. Therefore, **students may not use any device more complex than pen and paper in our classroom**. Peer review sessions and other group exercises are exempt from this ban.

Grade Summary

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	
A-	86-90	
B+	82-85	Good
B	75-81	
B-	72-74	
C+	68-71	Satisfactory
C	63-67	
C-	60-62	
D+	56-59	Poor
D	50-55	Minimum Pass
F	0-49	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

- If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:
- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- General study skills (e.g., time management, note-taking),
- Research and communication skills (e.g., writing a paper, researching, giving a presentation), and
- Subject-specific skills (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are free to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Online for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.

Course Schedule – EN 295 – Winter 2023

Date	Class Topics & Readings	Work Due in Class
Tuesday, Jan. 10	Course Introduction	
Thurs., Jan. 12	Crash Course in Grammar & Mechanics I – Parts of Speech 1 Nouns, Pronouns, Verbs, Modifiers	
Tuesday, Jan. 17	Grammar & Mechanics II – Parts of Speech 2 Verbals, Phrases, Prepositions, Conjunctions, Interjections	Exercises: Mod. 1 Lessons 5, 7, 8 “Practice What You’ve Learned”; Mod. 2 “Posttest: Pronouns”; Mod. 3 Lessons 1, 2, 5, 13 “Practice...”
Thurs., Jan. 19	Grammar & Mechanics III – Sentences Sentence parts, Clauses	Exercises: Mod. 3 Lessons 5, 13 Mod. 7 “Quiz: Prepositional Phrases”; Mod. 8 Lessons 4, 5 “Practice...” Mod. 9 Lessons 2, 3 “Practice...”
Tuesday, Jan. 24	Grammar & Mechanics IV – Punctuation Clauses (continued); Punctuation	Exercises: Mod. 9 “Quiz: Verbals”; Mod. 5 “Quiz: Objects & Complements”; Mod. 10 Lesson 6 “Practice...”
Thurs., Jan. 26	<i>Program Day: Classes Cancelled</i>	
Tuesday, Jan. 31	Grammar & Mechanics V- Summary & Review	Exercises: PDF sheets on Moodle: “Sentence Errors”; “Colon, Semi-colon, Comma”
Thurs., Feb. 2	Modes of Writing I – Description and Definition <i>Read:</i> Barnet chapters 10, 11 (Moodle) <i>Assignment:</i> Paper 1 – Description <i>or</i> Definition	Grammar & Mechanics test completed online before class (Moodle)
Tuesday, Feb. 7	Writing Sentences: Clarity I <i>Read:</i> Williams, Lesson 3	Exercises Bring a paragraph of your own to class
Thurs., Feb. 9	Peer Review	Complete draft, Paper 1 Exercises Williams 3.4, 3.6
Tuesday, Feb. 14	Sentences: Clarity II <i>Read:</i> Williams, Lesson 4	Polished Paper 1 Exercises: Bring a paragraph
Thurs., Feb. 16	Modes of Writing II: Summary, Paraphrase, Quotation <i>Read:</i> Behrens et al, “Representing Others” (Moodle) <i>Assignment:</i> Paper 2 – Précis	Exercises Williams, 4.3 Bring a paragraph
February 20-24	<i>Reading Week</i>	<i>No Classes</i>
Tuesday, Feb. 28	Peer Review – Paper 2	Complete draft, Paper 2

Thurs., March 2	Sentences: Clarity III <i>Read:</i> Williams, Lesson 5	Finished Version, Paper 2
Tuesday, March 7	Sentences: Clarity IV <i>Read:</i> Williams, Lesson 6	Exercises Williams, 5.1, 5.2; Bring a paragraph
Thurs., March 9	Thesis Statements and Outlining <i>Read:</i> Barnet chapter 13, pp. 280-83 Messenger, Sec. 9f-9j (“Thesis Statement & Outline” – “Constructing Sentence Outlines”) <i>Assignment:</i> Term Paper Outline	Exercises Williams, 6.1
Tuesday, March 14	Paragraphs: Internal Organization I <i>Read:</i> Barnet chapter 3, pp. 44-62 (Moodle) <i>Assignment:</i> Paragraph Imitation 1	
Thurs., March 16	Paragraphs: Internal Organization II <i>Assignment:</i> Paragraph Imitation 2	Paragraph Imitation 1
Tuesday, March 21	Paragraphs: Introductions & Conclusions <i>Read:</i> Barnet chapter 3, pp. 62-70 (Moodle) Williams, Lesson 7 <i>Assignment:</i> Paragraph Imitation 3	Paragraph Imitation 2
Thurs., March 23	Sentences: Grace I <i>Read:</i> Williams, Lesson 9 <i>Assignment:</i> Bad paragraph rewrite	Exercises Bring a paragraph to class
Tuesday, March 28	Sentences: Grace II <i>Read:</i> Williams, Lesson 10	Paragraph Imitation 3
Thurs., March 30	Modes of Writing III: Persuasion <i>Read:</i> Barnet chapter 12, pp. 233-36; 240-56 (Moodle) Lewis, “Vivisection” (Moodle) Scruton, “Knowledge and Feeling” (Moodle) <i>Assignment:</i> Paper 3 - Persuasion	Bad Paragraph Rewrite Exercises Williams, 10.1
Tuesday, April 4	Sentences: Grace III <i>Read:</i> Williams, Lesson 11	Exercises Barnet pp. 254-56
Thurs., April 6	Modes of Writing IV – Literary Analysis <i>Read:</i> Barnet chapter 18, pp. 375-99 (Moodle)	Exercises Williams, 11.1, 11.2
Tuesday, April 11	Peer Review – Paper 3	Complete draft, Paper 3
Thurs., April 13	Final Class	Final Version, Paper 3 Term Paper Outline