

	School of Access. Department of English Preparatory Academic Writing ENGL 103 (002) FALL 2013 COURSE OUTLINE
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<u>Instructor Information</u> Instructor: Sharon Quigley E-mail: quigley@camosun.bc.ca Telephone: 250-370-3358 Lansdowne Office: Paul 339 Office Hours: after each class as needed, and by appointment	<u>Dates, Times & Location</u> 4:00 pm—5:20 pm Sept. 3—Dec. 5 Tues. & Thurs. Paul 107
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Course Description

This course prepares students for the demands of post-secondary academic writing courses through reading, writing and research. It includes instruction and practice in critical writing, reading and thinking; planning, writing, and revision of paragraphs/essays; clarity and coherency of written ideas. Students will learn correct grammatical usage and information/media literacy skills.

Materials

- ❑ Coursepack.
- ❑ Hacker, Diana. *A Pocket Style Manual*. 6th ed. Bedford/St. Martin's, 2012.
- ❑ USB memory stick, stapler, binder, time management book.

Intended Learning Outcomes

1. Reading, Informational Literary and Research Skills

- a) Use critical thinking skills to evaluate readings and essays for content, quality and logical development;
- b) Use a variety of sources, which may include personal knowledge, interview, print, and web-based media to support their writing;
- c) Use various kinds of evidence, such as statistics, quotations, and anecdotes;
- d) Recognize the difference between opinions, generalizations and facts;
- e) Summarize, make inferences, draw conclusions and evaluate reading material critically;
- f) Integrate source material smoothly, using appropriate signal phrases and punctuation;
- g) Cite and document quotations, paraphrases and summaries, following MLA conventions.

2. Writing Skills

- a) Learn the elements of well-written paragraphs (topic sentences, details, evidence, examples, transitions);
- b) Organize and develop outlines for essays;
- c) Learn and use correct punctuation, grammar and sentence structure;
- d) Identify purpose and audience, and choose suitable rhetorical styles and language;
- e) Construct a workable thesis for an essay;
- f) Practice the process of composition, including brainstorming, drafting, editing and proofreading.

3. Oral Communication Skills

- a) Present material using language effectively and appropriately in both formal and informal situations;
- b) Select and use effective visual and/or auditory presentation aids;
- c) Give and respond to feedback respectfully and appropriately;
- d) Collaborate with others in completing tasks;
- e) Recognize and respect diversity and individual differences.

4. Media Literacy

- a) Critically compare treatments of a theme, topic and content from a variety of media and/or sources;

b) Recognize the importance of media literacy and exhibit a critical awareness of media messages.

5. Computer Literacy

- a) Use word processing software effectively in the production of written assignments;
- b) Use information from a variety of applications in the production and presentation of assignments (e.g. Internet websites, PowerPoint presentations, Word documents, video);
- c) Communicate effectively using e-mail.

How to be Successful in This Course

This course is designed to help you develop your ability to read, think, discuss, and write critically, creatively and analytically. You will get the most benefit from this course if you view it as a way of improving skills essential to success in college and your future career, rather than as a series of assignment to be minimally completed. Consistent effort is critical to success. If you complete all the assignments on time and to the best of your ability, attend all or most classes, and participate constructively in class activities, you will likely be successful in this course and gain personal satisfaction, confidence, and enjoyment from your accomplishments.

Writing. Developing your writing skills is an important component of this course. Because good writing requires time, persistent effort, thinking, planning, organizing, revising, and editing, most of your writing will take place out of the classroom. The most effective way to improve your writing is to (1) always ask others (eg. a friend, fellow student, or instructional assistant in one of the Help Centres) to give you feedback on your writing well before the due date; and (2) revise and edit carefully before submitting it for grading.

Reading. Developing your reading skills is also an important component of this course Good reading takes time and will therefore take place out of the classroom. Analyzing, discussing, and writing about selected texts helps improve not only your reading skills but also your writing, oral, and critical/analytical thinking.

English Help Centre

The English Help Centre (Ewing 202) is available to support all English Access students. Instructional assistants offer one-on-one assistance. Resources and computer help are also available. Check their website for schedules.

Grading

A+	90-100%	B+	77-79%	C+	65-69%	F	0-49%
A	85-89%	B	73-78%	C	60-64%		
A-	80-84%	B-	70-72%	D	50-59%		

Course Evaluation (use to record your grades)

ASSIGNMENTS	WEIGHTING	<i>your grade</i>	<i>multiply by weighting</i>
2 oral presentations (grammar 4%; research 4%)	8%		
minimum of 20 online grammar quizzes (see below)	10%		
4 reading quizzes	8%		
2 paragraphs (6% each)	12%		
essay one (600 words)	12%		
essay two (800 words)	15%		
summary	5%		
research essay proposal	10%		
research essay (1000 words)	20%		

Run-on Sentences	Sent. Fragments.	Comma Splices	Commas	Semicolons	Colons	Apostrophes
Parallelism	Subject Verb Agr.	Modifiers	Pron. Person Agr.	Pron. Anteced.Agr.	Pron. Case	Pron. Comparison

Student Responsibilities

1. **Read, understand, and abide by this course outline.** Instructors are obliged to follow their course outlines, so read this one very carefully and ask for clarification if there's anything you don't understand.
2. **Seek appropriate, timely help.** Students are ultimately responsible for their own learning and for taking initiative to get appropriate, timely support. The College offers a spectrum of resources to support students' learning. For more information, check the College website. I am available to help you individually during office hours, by appointment, or by email.
3. **Familiarize yourself with and comply with official College requirements and policies published in the College Calendar at www.camosun.bc.ca.** You are responsible for informing yourself about deadlines, prerequisites, fees, withdrawal, student conduct and academic progress policies, etc.
4. **Be honest. Do not plagiarize.** Plagiarism is a serious offence because it is considered theft and dishonesty. The College *Student Conduct Policy* defines plagiarism as the "presentation of another person's or source's words and/or ideas as one's own...rang[ing] from an entire assignment that is not the student's own work to specific passages within an assignment taken from a source without acknowledgement."
 - ❑ In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment. More serious consequences may be imposed as per the *College Student Conduct Policy*.
 - ❑ Getting too much help from others is also plagiarism. Others may give feedback on your writing, so long as they are doing it in a way in which you learn and do your own original work. Your helper may not change any of your words or ideas.
 - ❑ It is your responsibility to "prove" that your work is entirely your own, if I ask. If I suspect you didn't write part or all of your assignment, I will ask you to produce all your drafts and notes. Failure to produce drafts may be considered evidence of plagiarism. If working with a peer evaluator or tutor, you may use the "Track Changes" option on Word for revisions and use "Save As" to keep your versions so I can see the progress of your writing, and so you can prove someone else didn't help you too much.
 - ❑ If you are unsure about the line between using your original work and incorporating other people's feedback, bring your revised draft to a Help Centre listed above, or to me, for clarification. If you have used too much of someone else's words or ideas, we'll help you adjust it. Doing this shows your desire for academic honesty and to learn.
 - ❑ Speaking to a classmate or using electronic equipment during a test is considered cheating. Any questions or requests (eg. for a pen or paper) must be addressed to the instructor, not other students.
5. **Attend each class.** Successful completion of this course is highly correlated with regular attendance.
 - ❑ All attendance is recorded.
 - ❑ Students who are absent are responsible for all material covered during class and for meeting all assignment deadlines.
 - ❑ I am unable to individually re-teach missed classes or inform students of material missed during their absence. At the beginning of the course, be sure to exchange email addresses and phone numbers with several other classmates to help one other in the event of absences.
6. **Be prompt.** Since lateness interrupts the class and is therefore disrespectful to fellow students, make every effort to arrive on time. I will speak privately with students who habitually arrive late. Please let me know whenever your circumstances will cause you to be unavoidably late.
7. **Prepare for class and participate cooperatively.** Everyone is responsible for co-creating a collaborative, respectful, enjoyable, supportive, productive learning environment; therefore, students are expected to
 - ❑ speak and act with integrity, sensitive to how one's words, actions, and attitudes affect others;
 - ❑ listen carefully with full attention and an open mind, valuing differing viewpoints.

Students who have not properly prepared for class or assigned group work—or who behave in a manner that detracts from a positive learning environment—place an unfair burden on their classmates and may be asked to leave the class or the group.

8. **Never use laptops, cell phones, or text messaging in the classroom—EXCEPT with prior permission from me.** In most cases, using these devices is a distraction (comparable to chatting in class) for yourself and others and is therefore disrespectful to the learning environment of the class as a whole. Always ensure your devices are always shut off and placed inside your purse or backpack.
9. **Carefully and attentively read the assigned readings before class.** The assigned readings (see the Course Schedule) are designed to prepare you for the class learning activities that day and for the next writing assignment. The reading quizzes are designed to test basic reading comprehension, to help motivate you to read carefully and attentively, and to reward you for class attendance and preparation.
 - ❑ Missed in-class quizzes cannot be made up as they are marks for class preparedness and participation. Exception: if you are absent, you may make up the quiz if you provide valid documentation (eg. doctor's note) or if you notify me in advance that you must miss class for a valid reason.
 - ❑ Quizzes are scheduled at the beginning of class, so make every effort to arrive on time.
 - ❑ If you have not completed the assigned reading before class, you will be expected to excuse yourself from the class during the quiz and do the assigned reading. You may not make up the quiz.
10. **Carefully read and follow all assignment guidelines exactly.** Be sure to get help well before the due date if you do not understand guidelines. Assignments that do not follow the assignment guidelines will receive a grade of D or F (see revision policy below).
11. **(Optional) Revise and re-submit certain assignments for a possible higher grade.** You may revise Paragraph 1 and 2, and Essay 1 and 2. Hand in revisions no later than one week after I return your original graded assignment. Attach the original essay that I graded so I can see the feedback I gave you; otherwise, your revised essay will be returned unread, and you may resubmit within one week.
12. **Submit all assignments at the beginning of class on the due date.** The following policies will apply unless you submit valid documentation from an appropriate professional (eg. a doctor's note) proving that you have experienced extenuating circumstances that prevented you from completing assignments by the due date:
 - ❑ Please staple assignments before submitting (I don't bring staplers to class.) Don't use folders.
 - ❑ Computer problems or lost or damaged copies are never valid excuses for late assignments.
 - ❑ Assignments will not be considered submitted until I receive your printed copy.
 - Email submissions will not be accepted except in exceptional circumstances with prior permission.
 - If you deliver an assignment to my office when I'm not there, ask a faculty member to legibly sign his/her name on the assignment, as well as the time and date he/she signed it, and then slide it under my door. If you cannot find a faculty member, or if I doubt the authenticity of the signature and/or time, I will consider your assignment submitted once I receive your printed copy.
 - ❑ Late assignments will be penalized 5% per day. Normally, this includes Monday to Friday, but does not include weekends, holidays or special circumstances when classes are cancelled.
 - ❑ Assignments received more than 1 week after the due date will not be accepted.
 - ❑ No assignments will be accepted after 5 pm on the Friday immediately following the last day of class.