

	School of Access. Department of English Preparatory Academic Writing ENGL 103 (001) FALL 2017 COURSE OUTLINE
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<u>Instructor Information</u> Instructor: Sharon Quigley E-mail: quigley@camosun.bc.ca Telephone: 250-370-3358 Office: Paul 339 Office Hours: after each class as needed, and by appointment	<u>Dates, Times & Location</u> Sept. 5 to Dec. 7 4:00 to 5:20 pm Tuesdays Y 227 Thursdays F 214
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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.

Required Materials

- ❑ Coursepack
- ❑ Online e-textbook: *LaunchPad Solo for Readers and Writers (Six-Month Access)* Bedford/St. Martin's.
→NOTE: Buy the Access Card at the bookstore and follow the instructions. The url will be given in class.

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) ask others (eg. a friend, fellow student, or instructional assistant in the English Help Centre) 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. Careful 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. See their website for the schedule.

Grading Following is the Camosun grading system. I record the midpoint % for each letter grade. See the *Coursepack* for grading criteria. See D2L for a record of your grades.

A+	90-100%	A-	80-84%	B	73-76%	C+	65-69%	D	50-59%
A	85-89%	B+	77-79%	B-	70-72%	C	60-64%	F	0-49%

Course Evaluation You may use this to keep track of your grades.

ASSIGNMENTS	weighting
attendance	5%
<i>Launchpad</i> (e-text) grammar quizzes	15%
4 reading quizzes (2% each)	8%
2 paragraphs (5% each; 250 words each)	10%
essay one (600 words)	10%
essay two (700 words)	12%
summary	5%
research essay proposal (600 words)	10%
research essay (900 words)	20%
research oral presentation	5%

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 policies for deadlines, prerequisites, fees, withdrawal, student conduct, academic progress, etc.
4. **Be honest. Do your own work. Don't plagiarize.** Plagiarism is a serious offence. 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 tell you what type of errors you have made, but 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. Periodically use the "save as" function to save different drafts (eg. Draft 1, Draft 2) as you write. If I suspect you didn't write part or all of your assignment, I will ask you to produce all your drafts and notes so I can see the progress of your writing. Failure to produce drafts and notes may be considered evidence of plagiarism.
 - If you are unsure about the line between using your original work and incorporating other people's feedback, bring your revised draft to the English Help Centre 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.
5. **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.
 - Ensure your devices are shut off and placed inside your purse or backpack while in the classroom.
 - Speaking to a classmate or using electronic equipment during a test is not allowed. Any questions or requests during a test must be addressed to the instructor, not other students.
6. **Attend most classes.** Successful completion of this course is highly correlated with regular attendance.
 - All attendance is recorded.
 - Absent students are responsible for material covered during class and for meeting 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, exchange email addresses and phone numbers with several other classmates to help one other in the event of absences.
7. **Arrive on time.** Since lateness interrupts the class, make every effort to arrive on time. Please let me know if your circumstances will cause you to be frequently late.
8. **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; and
 - 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.

9. **Carefully and attentively read the assigned readings BEFORE class.** The assigned readings (see the *Coursepack* and Course Schedule) are designed to prepare you for class learning activities that day and for the next writing assignment. The reading quizzes are designed to test reading comprehension, help motivate you to read carefully and attentively before class, and reward you for class attendance and preparation.
 - Quizzes are scheduled at the beginning of class**, so make every effort to arrive on time. Latecomers cannot be given extra time as it is unfair to expect the class to wait while latecomers finish.
 - Missed in-class quizzes cannot be made up** as they are marks for class preparedness and participation. Exceptions will be made with valid documentation (eg. doctor's note), or if you notify me **before** the quiz date that you must miss class for a valid reason.
 - If you have not completed the assigned reading before class**, you will be expected to excuse yourself from the class before the quiz starts to do the assigned reading so that you are prepared for the class. You may not join a group unless you have read the required reading. You may not make up the quiz.
10. **Carefully read and follow all assignment guidelines.** Be sure to get help well before the due date if you do not understand the guidelines. Assignments that do not follow the assignment guidelines will receive a grade of D or F. See the revision policy below.
11. **(Optional) Revise and resubmit the following assignments within 3 weeks of the due date if you receive a grade of C or lower:** Paragraph 1, Paragraph 2, Essay 1, and Essay 2.
 - Revised assignments submitted more than 3 weeks after the due date will not be accepted.
 - 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.
 - Students may revise twice. The maximum grade for a first revision is C+. The maximum grade for a second revision is C.
12. **Submit all assignments on the due date.**
 - Late assignments will be deducted 10%** if submitted between 1 day late and 2 weeks late. Assignments **will not be accepted if submitted more than 2 weeks after the due date.** Exceptions will be made only if you submit valid documentation from an appropriate professional (eg. a doctor's note).
 - Computer problems or lost or damaged copies** are never valid excuses for late assignments.
 - Email** submissions will not be accepted. Exceptions will be made only if your circumstances merit an email submission and if I give you permission.
 - Please **staple** assignments before submitting (I don't bring staplers to class).
 - Please do not use **clips** or **folders**.
 - If you submit an assignment to my office when I'm not there**, ask a faculty member (or librarian) 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; otherwise, I will consider your assignment submitted on the date I return to my office.
 - No assignments will be accepted after **5:00 pm on the Friday immediately following the last class.**