

	<b>School of Access</b> <b>Department of English</b> <b>Preparatory Academic Writing</b> <b>ENGL 103-003 Fall 2017</b> <b>COURSE OUTLINE</b>
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<b><u>Instructor Information</u></b> Instructor: Michael Stewart E-mail: <a href="mailto:stewartm@camosun.bc.ca">stewartm@camosun.bc.ca</a> (best way to contact me) Telephone: 250-370-3357 Office: Paul 330 Office Hours: TTh 10:00-11:00; Fri 11:00-12:00 or by appt.	<b><u>Dates, Times &amp; Location</u></b> Mondays: 2:30 PM - 3:50 PM, Fisher Bldg, Room 310 Wednesdays 2:30 PM - 3:50 PM, Wilna Thomas Bldg, Room 101
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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**

All readings will be available on D2L. Completing all readings before class is **mandatory**. Please bring a copy of readings to 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.

### Course Schedule (subject to change)

<b>Sept 6</b>	Hello! <b>WRITE:</b> Diagnostic (In-Class)
<b>Sept 11 &amp; 13</b>	Intro, cont'd/How to write a sentence <b>READ:</b> Thomas King, "You'll Never Believe What Happened' Is Always a Great Way to Start"
<b>Sept 18 &amp; 20</b>	How to write a paragraph <b>DUE Wed Sept 20:</b> Paragraph One (5%)
<b>Sept 25 &amp; 27</b>	Paragraphs, cont'd/Brainstorming, organization and outlining
<b>Oct 2 &amp; 4</b>	Introductions: Hooks, paths and theses <b>DUE Mon Oct 2:</b> Paragraph Two (5%)
<b>Oct 9: Thanksgiving (NO CLASS) Oct 11</b>	Body paragraphs, flow and how to end it all <b>DUE Wed Oct 11:</b> Personal Essay rough draft for peer review (5%)
<b>Oct 16 &amp; 18</b>	Summary, Paraphrase, Quote integration/Using examples <b>DUE Wed Oct 18:</b> Personal Essay + signed copy of peer review (15%)
<b>Oct 23 &amp; 25</b>	How to read carefully and critically/How to craft an argument <b>DUE Oct 25:</b> Summary (5%)
<b>Oct 30 &amp; Nov 1</b>	Introduction to research project/How to write a research proposal <b>DUE Friday Nov 1:</b> Argumentative Essay (15%)
<b>Nov 6 &amp; 8</b>	How to find academic sources/Focus that thesis
<b>Nov 13: Remembrance Day (NO CLASS) Nov 15</b>	Academic diction, Entering an (academic) discussion <b>DUE Wed Nov 15:</b> Research proposal for final paper (5%)
<b>Nov 20 &amp; 22</b>	MLA Format and Library research session <b>Nov 20: CLASS IN LIBRARY LEARNING LAB</b> <b>DUE Mon Nov 20:</b> Revised research proposals with peer review (5%)

<b>Nov 27 &amp; Nov 29</b>	Essay workshop and one-on-one help <b>Nov 27: CLASS IN EWING 100 COMPUTER LAB</b> <b>Nov 29: CLASS IN EWING 110 COMPUTER LAB</b>
<b>Dec 4 &amp; 6</b>	Oral presentations of research paper (10%) <b>DUE Friday Dec 8: Final Research Paper (25%)</b>

### How to be Successful in This Course

- All readings must be completed **before the class assigned to them.**
- Bring the readings with you to class. **Bring the readings with you to class.**
- Participation is worth a hefty 10%, so please bring your brilliant ideas and observations to class too. To do this, you must also attend class. Attending class, preparing well and bringing an inquisitive, generous and energetic spirit not only shows all of us you respect the learning environment, it will put you in a great position to succeed on the assignments. This will be the easiest 10% you make all year so make the most of it. And, of course, the more we participate, the more fun we all will have. It will be so much fun I can't stand it.
- **Start working right away.** Life comes at you fast. And by life, I mean deadlines. Don't procrastinate, do the readings and don't underestimate how long an assignment will take. If you get a disappointing grade on an early assignment, make adjustments – don't assume the same level of work will get you a better mark later. Spoiler: it won't.
- **Deadlines:** All work must be handed in **at the beginning of class** on the deadlines given. Unless prior arrangements have been made, **late assignments will receive a penalty of 10% per day.** Assignments received four days late or more **will not be accepted.** Extensions will be granted only at the discretion of the instructor.
- As a courtesy to everyone else in the class, please turn off all devices (for example, cell phones and laptops) and pay attention to whoever is speaking.
- Any submission of work that is not the student's or work that is not appropriately attributed to the original source constitutes plagiarism. **The college considers plagiarism a serious offence** and any attempt to deceive the instructor with plagiarized work will be met with serious consequences, which will at a minimum include a zero on the assignment and could include an F in the course.
- **Make use of my office hours and email.** It is my sincere hope that we can work together to become better writers and thinkers. A 5-10 minute chat in my office about a paper, an essay or a topic can do wonders. If you are unclear about assignments, about a grade, about anything, visit my office hours or write me a thoughtful email. This will not only help your grade it will help me become a better teacher.

### 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** The Camosun grading system is as follows:

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**

ASSIGNMENTS	Due Date	Weight
Two Paragraphs (5% each; 250 words each)	Sept 20	10%
Peer review of personal essay draft	Oct 11	5%*
Personal Essay (750 words)	Oct 18	15%
Summary (250 words)	Oct 25	5%
Argumentative Essay (800 words)	Nov 1	15%
Research Essay proposal draft	Nov 15	5%*
Research essay proposal peer-review	Nov 20	5%*
Research essay (900 words)	Dec 8	20%
Research oral presentation	Dec 4 & 6	10%
Class participation	All. Course. Long	10%

**\*Essays (Personal and Research) submitted without these preparatory assignments will not be accepted**