



SCHOOL OF ACCESS  
ENGLISH DEPARTMENT  
ENGL 103-001  
Preparatory Academic Writing  
2019F

**COURSE OUTLINE**

English 103 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 coherence of written ideas. Students will learn correct grammatical usage and information/media literacy skills.

The calendar description is available on the web  
@<http://camosun.ca/learn/calendar/current/web/engl.html>

\* Please note: the College electronically stores this outline for five (5) years only. It is **strongly recommended** you keep a copy of this outline with your academic records. You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

**1. Instructor Information**

(a)	Instructor:	Dr. Heidi Tiedemann Darroch (please call me Heidi)	
(b)	Office Hours:	Tuesdays 10-12, Thursday 5-6, or by appointment	
(c)	Location:	Paul 331	
(d)	Phone:	TBA	
(e)	Email:	DarrochH@camosun.ca	
(f)	Website:	D2L class site	

**2. Intended Learning Outcomes**

Upon successful completion of this course, students will have demonstrated proficiency in the following areas:

**1. Reading, Informational Literacy 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 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, electronic presentations, Word documents, video);
- c) Communicate effectively using e-mail.

## 3. Required Materials

- a) Course text: *Becoming an Active Reader* (Henderson), 2016
- b) A good print dictionary to use for in-class assignments

## 4. Course Content and Schedule

Class time & location: Tuesdays and Fridays 1-2:20PM in Young 220

September 3 and 6	Welcome and course introduction; understanding purpose and audience; email etiquette; sentence structure  <b>Readings:</b> Chapter 8: An Introduction to Reading Texts (pp. 117-122) Chapter 10: Conventions of Academic Writing (pp. 134-139) Chapter 11: Grammar (pp. 372-381)  <b>Homework:</b> pp. 381-82 exercises; email message
September 10 and 12	Critical reading and critical thinking; punctuation; writing summaries  <b>Readings:</b> Chapter 2 Writing Summaries (pp. 19-25) Chapter 7: Critical Thinking (pp. 108-114) Chapter 10: Conventions of Academic Writing (pp. 139-146) Chapter 12: Punctuation and Apostrophes (pp. 384-400)  <b>Homework:</b> pp. 396-97 and 400-402 exercises
September 17 and 19	Distinguishing claims and evidence/examples; paraphrasing; paragraph structure and organization  <b>Readings:</b> "The Psychology of Eating Animals" (pp. 300-306) <i>Toronto Star</i> "The Big Debate" (online links via D2L: "Are anti-meat subway ads effective?" (Read both the Yes and No arguments)  <b>Assignment:</b> Summary paragraph 1 written in class on September 19

September 24 and 26	<p>Logic; academic integrity; common grammar issues; critical analysis</p> <p><b>Readings:</b> Chapter 4: The Art of Argument (pp. 34-59)  “Slip-Sliding Away, Down the Ethical Slope” (pp. 275-276)  Chapter 13: Agreement, Pronoun, Modifier, and Parallelism Errors (pp. 403-425)</p> <p><b>Homework:</b> pp. 407-408, 411, 417, 421, and 425 exercises</p> <p><b>Assignment:</b> Summary paragraph 2 written in class on September 26</p>
October 1 and 4	<p>Analyzing emotional and ethical appeals; rhetorical analysis</p> <p><b>Readings:</b> “Denaturalizing ‘Natural’ Disasters: Haiti’s Earthquake and the Humanitarian Impulse” (pp. 307-314)  Chapter 3: Rhetorical Analyses (pp. 26-35)  “I’m Glad I Never Had to Decide Whether My Strange, Lonely Boy Ought to Exist” (pp. 166-169)</p> <p><b>Assignment:</b> Grammar exercises due on October 4</p>
October 8 and 11	<p>Critical and rhetorical analysis (continued); library research</p> <p><b>Readings:</b> “Vancouver Hockey Riot Is a Symptom of a Larger Problem” (pp. 185-186) OR “In Defence of the iGeneration” (pp. 196-201)—read one to use for the critical analysis assignment</p> <p><b>Assignment:</b> Critical analysis essay written in class on October 8</p> <p><b>***October 11 class will take place in the library’s computer room</b></p>
October 15 and 18	<p>Supporting claims with evidence; citing sources; drafting and revising</p> <p><b>Readings:</b> “Chapter 1: Essay Writing Basics” (pp. 2-17)  “Canadian Lifestyle Choices: A Public Health Failure” (pp. 344-345)  * Online links via D2L to articles about the new Canadian Food Guide:  “The New Canada’s Food Guide explained”; “Canada’s Food Guide should be under review—but it must not be politicized”; “Health Canada’s new Food Guide is on the right track”; at least one additional opinion-based article or editorial of your choice that has a point of view and makes a claim about the changes (e.g., not a news article)</p>
October 22 and 25	<p><b>Assignment:</b> Persuasive essay about the new Canada Food Guide (drafted on October 22; revised and edited on October 25)</p>
October 29 and November 1	<p>Academic writing conventions and the scholarly conversation</p> <p><b>Readings:</b> “How Random Is the Toss of a Coin?” (pp. 353-357)  Chapter 5: Writing the Research Paper (pp. 62-75)</p>
November 5 and 8	<p>Locating and assessing sources; preparing an annotated bibliography</p> <p><b>Reading:</b> Chapter 5: “Writing the Research Paper” (pp. 75-81)</p>
November 12 and 15	<p>Drafting the research paper</p> <p><b>Reading:</b> Chapter 5: “Writing the Research Paper” (pp. 75-92)</p> <p><b>Assignment:</b> Annotated bibliography due via D2L on November 15</p>
November 19 and 22	<p><b>Assignment:</b> Research presentations in class on November 19  <b>Assignment:</b> Essay outline due in instructor meeting on November 21/2</p>

November 26 and 29	Revising and editing; providing and responding to feedback  <b>Reading:</b> Chapter 5: Sample Student Expository Essay (pp. 93-97)  <b>Assignment:</b> Peer review of the research paper draft
December 3 and 6	Term review and self-assessment  <b>Assignment:</b> research paper due on December 3 via D2L submission  <b>Assignment:</b> Self-assessment written in class on December 6

**All course work must be completed and submitted by 5PM on December 7, the last day of term.**

## 5. Basis of Student Assessment (Weighting)

### (a) Assignments

Grammar exercises: 5% (October 4; complete over the month of September, as assigned)

Summary paragraphs (2): 10% (September 19 and 26)

Critical analysis essay: 10% (in class on October 8)

Persuasive essay: 15% (in class on October 22 and 25)

Annotated bibliography of two research sources: 10% (D2L online submission on November 15)

Peer review, instructor meeting, and class presentation on the research paper topic: 5% (late November dates)

Essay outline: 5% (due in instructor meeting in late November)

Research paper (1000 words): 25% (D2L online submission on December 3)

Self-assessment of term work and progress in academic reading, writing, and research: 5% (in class on December 6)

### (b) Other

Class work (writing and discussion activities): 10%

## 6. Grading System

*Standard Grading System (GPA)*

*Competency Based Grading System*

## 7. Recommended Materials or Services to Assist You to Succeed Throughout the Course

**English Help Centre (EHC)** – <http://camosun.ca/services/help-centres/>

The EHC provides one-on-one support for writing.

**Centre for Accessible Learning (CAL)** – <http://camosun.ca/services/accessible-learning/>

CAL provides services and educational accommodations with students with a documented disability.

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**.  
It is the student's responsibility to become familiar with the content of this policy.  
The policy is available in each School Administration Office, at Student Services,  
and the College web site in the Policy Section.

### A. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [www.camosun.bc.ca/policies/E-1.5.pdf](http://www.camosun.bc.ca/policies/E-1.5.pdf) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 9. Course Policies and Expectations

Welcome! I look forward to working with all of you this term. I am committed to fostering an inclusive and respectful learning environment that supports diverse needs:

- I will offer a respectful response to the ideas you express verbally and in writing
- I will strive to offer classes that are productive, interesting, and useful
- I will supply feedback to help you develop your academic writing skills
- I will be available for individual consultations during office hours, or by appointment
- I will be accessible via email to answer brief questions or to set up appointments (while extended discussions, and all conversations about grading, are more manageable in person)
- I welcome the participation of students with diverse learning needs: please let me know how I can help support your learning

I expect from you:

- Consistent attendance (please contact me if you are absent for more than one class due to illness or personal concerns; you are responsible for making up missed classes, including by reviewing D2L materials)
- Careful preparation: completing readings and assigned homework before class; bringing the course text to every class
- The use of technology **only** for the purpose of supporting your learning in class
- Respectful conduct toward the class, including willingness to be open to diverse opinions and views and to respond thoughtfully

Completion and submission of course assignments:

- Completion of all assignments worth 10% or more is **mandatory** to complete the course
- All of the writing that you submit for grading must be composed by you and solely for this course; uses of the words or ideas of other people must be acknowledged with citations
- Unexcused late assignments will be penalized at the rate of 5% per day for one week; after 1 week, assignments will receive a mark (-25%) but no comments
- Please retain a copy of all of your assignments, including graded assignments and all drafts and notes