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|  | <p><i>School of Arts &amp; Science</i><br/> <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 151-008</b><br/> <b>Academic Writing Strategies</b><br/> <b>2012F</b></p> |
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## COURSE OUTLINE

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### 1. Instructor Information

|     |               |  |                    |  |
|-----|---------------|--|--------------------|--|
| (a) | Instructor:   | Dr. Ann Dumonceaux   |                    |  |
| (b) | Office Hours: | Monday 12:00-2:00; Tuesday 1:30-2:30; Friday 11:30-12:30 or by appt. |                    |  |
| (c) | Location:     | Paul 333   |                    |  |
| (d) | Phone:        | 370-3306   | Alternative Phone: |  |
| (e) | Email:        | dumoncea@camosun.bc.ca   |                    |  |
| (f) | Class Times   | Monday 10:00-11:20; Thursday 1:00-2:20 Paul 109                      |                    |  |

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

#### **Form critical responses to ideas.**

- Distinguish between fact and opinion.
- Analyse and articulate the reasoning behind an argument.
- Demonstrate a critical examination of ideas through close reading, inquiry, divergent thinking, evaluation of evidence and interpretation, as well as an understanding of rhetoric, reason, logic and word usage.
- Produce writing under exam conditions, as well as outside class.
- Differentiate high school and academic writing.

#### **Write in an academic style common to multiple disciplines.**

- Approach writing as an active exploration of multiple perspectives on a topic.
- Compose effective summaries.
- Select and use rhetorical patterns purposefully.
- Employ a comprehensive writing process, which includes prewriting, focusing, planning, multiple drafting, conferring, revising and editing/proofing.
- Develop an argument with a controlling thesis; write unified, coherent paragraphs, including effective introductions, transitions and conclusions in correct, clear, effective English.
- Develop effective, focused research questions.
- Demonstrate control, clarity and cohesion in the development and organisation of ideas.
- Vary style purposefully for planned rhetorical strategies.
- Write individually and collaboratively for specific results.

- Critique his/her own and others' writing.

#### **Read and analyse complex texts from various academic disciplines.**

- Vary reading approaches for different purposes, such as personal response, persuasion, and criticism.
- Participate and engage in a dynamic, stimulating exchange of ideas based upon close textual readings.
- Discuss and debate text using terminology appropriate to the discipline and context of those texts.
- Analyze textual readings, including visual texts, by identifying controlling ideas, supporting details, dominant rhetorical pattern, subtext, tone and stylistic features.
- Summarize readings to reflect coherently the original's ideas, purpose, organization, and tone.
- Critically read your own and others' writing.

#### **Research and develop information media and literacy skills.**

- Use a wide variety of appropriate research sources.
- Paraphrase and summarize texts to reflect accurate and coherently the original's ideas, organisation and tone.
- Use print and electronic library resources to locate sources.
- Assess and evaluate a variety of online media sources.
- Evaluate sources for authority, relevance, reliability, usefulness and other criteria.
- Incorporate and integrate research through correct use of summary, paraphrase and quotation writing skills.
- Document sources fully and ethically, according to specified bibliographic conventions.

#### **Develop self-awareness as an academic writer and contributor.**

- Articulate one's position in a critical debate of ideas.
- Reflect on one's own writing for continuous improvement.
- Express interest in an academic pursuit of one or more disciplines.

### **3. Required Materials**

English 150 Course Pack (Ann Dumonceaux).

#### 4. Course Content and Schedule

| Date    | Topic                            | Activity   | Assignment  |
|---------|----------------------------------|--|---|
| Sept 6  | Course Outlines                  | Plagiarism   |   |
| Sept 10 | Persuasion - Description         | Scams; Hoaxes                                      | <i>Diagnostic Grammar</i>   |
| Sept 13 | Evaluation                       |  |   |
| Sept 17 | Implications                     |  | <i>Comma Quiz</i>   |
| Sept 20 | Review                           | Point of View                                      |   |
| Sept 24 | The Essay – Definition/ Thesis   |  |   |
| Sept 27 | Support/Organization             |  | <b>Textual Analysis due (10%)</b>   |
| Oct 1   | The Expository Essay             |  |   |
| Oct 4   | Definition                       | “What is Intelligence, Anyway?”                    | <i>Fragments Quiz (2%)</i>  |
| Oct 8   | <i>Thanksgiving</i>              |  |   |
| Oct 11  | Description                      | “Body Ritual of the Nacirema”                      |   |
| Oct 15  | Example                          | “Thirty-Eight Who Saw Murder Didn’t Call Police”   | <i>Run-Ons Quiz (2%)</i>  |
| Oct 18  | Cause / Effect                   | “If Hitler Asked You to Electrocute a Stranger...” |   |
| Oct 22  | The Argumentative Essay          |  | <b>Expository Essay due (20%)</b>   |
| Oct 25  | Topics                           |  | <i>Semicolons/colons Quiz (2%)</i>  |
| Oct 29  | Organization                     |  |   |
| Nov 1   | Logos                            | “Guns, Sex and Education”                          | <i>Agreement Quiz (2%)</i>  |
| Nov 5   | Pathos                           | “A Crime of Compassion”                            |   |
| Nov 8   | Ethos                            | “Why I Am Not Going to Buy a Computer”             | <i>Modifiers Quiz (2%)</i>  |
| Nov 12  | <i>Remembrance Break</i>         |  |   |
| Nov 15  | Review                           |  |   |
| Nov 19  |                                  |  | <b>In-Class Argumentative Essay (20%)</b>   |
| Nov 22  | The Argumentative Research Essay |  |   |
| Nov 26  | Plagiarism                       |  |   |
| Nov 29  | Documentation / Review           |  |   |
| Dec 3   |                                  |  |   |
| Dec 6   |                                  |  | <b>Argumentative Research Essay due (30%)</b><br><br><b>In-Class Final Exam (10%)</b> |

## 5. Basis of Student Assessment (Weighting)

| ASSIGNMENTS                        | VALUE |
|------------------------------------|-------|
| Mechanics (5 tests x 2%)           | 10%   |
| Textual Analysis (900-1500 words)  | 10%   |
| Expository Essay (900-1500 words)  | 20%   |
| Argumentative Essay (in-class)     | 20%   |
| Research Essay – (2000-3000 words) | 30%   |
| In-class Final Exam                | 10%   |

## 6. Grading System

### 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                       |

### 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 [camosun.ca](http://camosun.ca) 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.  |

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

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### 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 on the College web site in the Policy Section.

Plagiarism is a serious academic offence for two reasons. First, it is theft: when you plagiarize, you steal someone else's ideas or words and deny him or her the credit every writer deserves. Second, it is fraud: when you plagiarize, you deceive others about your effort and your ability and ask for credit you do not deserve. In this class, the penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment. Plagiarism includes the following:

1. Submitting an entire assignment (paragraph, essay, exam, etc.) written by someone else, whether the writer of the original work is a professional or an amateur. This is plagiarism even if you make revisions to the original work.
2. Submitting an assignment in which you have directly copied or cut and pasted one or more passages (even a few words) from one or more other works, professional or amateur, without enclosing those passages in quotation marks *and* providing correct documentation (in-text citations and Works Cited/References). This is plagiarism even if you did not consciously set out to copy the passage or passages in question.
3. Submitting an assignment in which you take one or more *ideas* from another work without citing them, even when you put those ideas in your own words. You must provide correct citations for all theories, arguments, facts, stories, or other information that you did not come up with on your own. The only possible exception to this is common knowledge, information that appears so frequently in written material that almost all readers would know it and could easily find it in many general sources, such as encyclopedias. If unsure whether information is common knowledge or not, ask your instructor *before* handing in the assignment.
4. Submitting an assignment in which the paraphrase of a passage resembles either the structure or language of the original. Simply replacing words and phrases with synonyms while keeping the original's sentence and paragraph structures is plagiarism. Correct paraphrasing requires using your own writing style as well as correct documentation as to the source of the material.
5. Submitting an assignment that an editor or tutor, whether amateur or professional, has partially or entirely re-written or corrected. A tutor is not a copy editor; a tutor's role is to explain general principles of writing, grammar, punctuation, and spelling, not to correct your paper.

## 8. Additional Information

Attend classes regularly. Because exams and assignments are based primarily on lecture material, students that have less than 80% attendance will find it very difficult to succeed in the course. Students are responsible for all information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class nor inattention to classroom instruction exempts you from meeting deadlines or preparing for class.

I will be available to answer basic questions about assignments via email during the weekdays. Please be reasonable with your expectations; an email exchange is not a substitute for attendance. Do not ask me to summarize what you missed during an absence.

All due dates are firm. Late assignments will lose 5% per day unless accompanied by appropriate documentation of illness. Assignments more than five days late will lose 25%. **All assignments handed in after the last day of classes will not be graded.** Requests for extensions will be considered under special circumstances, but only if the request is made well in advance of the due date.

Grammar quizzes will be conducted in the first ten minutes of class. Students who are late for class may not be permitted to write the tests. **There are no make-up grammar tests.** Students who are absent will receive a grade of zero on the missed test.

All out-of-class assignments must meet MLA or APA style requirements. Your Course Pack contains student models for take-home assignments. Please refer to these models for title, margins, font, and spacing requirements. **Assignments submitted via email will be penalized 10%.** Only paper assignments will be returned with written comments.

All take-home written assignments carry recommended word counts. Meeting these recommendations increases the likelihood of a good grade on the assignment. The argumentative research essay has a **required** minimum word count: failure to meet this requirement will result in a failing grade on the assignment.

A re-write option is available for papers that earn grades in the F-D range on the expository and in-class argumentative essays. Students that wish to re-submit these papers must schedule an appointment with me to review the assignments. The resubmissions must be accompanied by the original essays and are due on the last day of classes. The maximum grade that can be achieved on a re-write is C+.

***No cell phones, laptops, or other electronic devices are permitted during class without permission.*** If you cannot comply with this regulation, you will be asked to leave the class. Accessing any electronic device during an exam or in-class assignment constitutes a violation of the student conduct policy and will result in a grade of zero on the assignment.