

	<p>School of Arts &amp; Science  ENGLISH DEPARTMENT  ENGL 151 – Section 19  Strategies for Academic Writing  Fall 2012</p>
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**COURSE OUTLINE**

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

**Calendar Description:** This course provides core critical thinking, reading, research and writing skills transferable to academic disciplines. Students practice various forms of academic writing, including summary, critical analysis, and written research. Analysis of textual rhetoric, discourse, and style, along with academic essay-writing, develops students' self-awareness of methods of inquiry, critique, and reflection.

**1. Instructor Information**

(a)	Instructor:	Bronwen Welch
(b)	Office Hours:	Mondays and Wednesdays 2:00 -3:30
(c)	Location:	Ewing 218
(d)	Phone:	250-370-3194
(e)	Email:	WelchB@camosun.bc.ca
(f)	Website:	<a href="http://camosun.ca/about/research/directory/bronwen-welch.html">http://camosun.ca/about/research/directory/bronwen-welch.html</a>

**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.
- Analyze 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 organization 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 analyze 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, organization 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.

## Required Materials

- (a) Texts: Harry Phillips and Patricia Boston. *The Purposeful Argument: A Practical Guide*.
- (b) Supplementary Handouts

## Tentative Class Schedule

**Wednesday, Sept. 5: Introduction to class**

**Monday, Sept. 10:** What is Language?

**ASSIGNMENT # 1 HANDED OUT**

- **Homework:**
  - Read “Symbols” (handout)
  - “Language and Thought” (handout)

**Wednesday, Sept. 12:** Language / Symbols : This is going to be such a fun class!

- **Homework:**
  - Read pages 269-283 in Chapter 11 in our text
  - Read “Greenwashing Remains a Challenge” (page 415);

**Monday, Sept. 17:** The Power of the Visual

- **Homework**
  - Read “Wrong Then, Wrong Now: Racial Profiling Before and After September 11, 2001” (page 439)

**Monday, Sept. 24:** The Power of the Visual

**Hand in Assignment # 1  
Hand Out Assignment # 2**

- **Homework:**
  - **Read Chapter # 5**

**Wednesday, Sept. 26:** Fallacies

- **Homework:**
  - Read Chapters # 1
  - Read Chapters # 2

**Monday, Oct. 1:** Finding an Issue

- **Homework:**
  - Read “Are Students the New Indentured Servants” (page 342);  
“What is the Price of Plagiarism” (323); “Let’s Sue” (page 339)

**Wednesday, Oct. 3:** Finding the Argument in your Issue

- **Homework**
  - Read Chapter #6
  - Read Chapter # 7

**Monday, Oct. 8 THANKSGIVING. NO CLASS.**

- **Homework:**
  - Read “A Humanist Looks at Polyamory” (451)
  - Read “A Buddhist Perspective on Consumerism” (458)
  - Read “Street Life is no Life for Children” (378)

**Wednesday, Oct. 10:** The Political in the Personal or the Personal in the Political?

Using Pathos, Ethos, and Logos in your writing

- **Homework:**
  - Read Chapter 10

**Monday, Oct. 15: Assignment # 2 Due**

Using Pathos, Ethos, and Logos in your writing

- **Homework:**
  - Read pages 284 to 289 (using humour in your argument)
  - Read E.B. White “Two Letters”

**Wednesday, Oct. 17:** Utilizing Humour in your Writing. The Letter Format.

- **Homework:**
  - Brainstorm a serious issue and how to give it a humorous twist

**Monday, Oct. 22:** The Letter Format Cont.

**Wednesday, Oct. 24: In Class Paper**

- Homework:
  - Read Chapter 12

**Monday, Oct. 29:** Hand out Assignment # 4  
Hand out Assignment # 5  
Documentation and Citation

- Homework:
  - Read “Vouching for Our School System”

**Wednesday, Oct. 31:** Making a Claim about a question  
Discuss Citation and Annotated Bibliography

**Monday, Nov. 5: Library Research Day**

- Homework:
  - Read excerpt from “Gothic Writing: 1750-1820” (handout)
  - Read “The Rats in the Walls” (handout)
  - “The Yellow Wallpaper” (handout)

**Wednesday, Nov. 7:** Discuss how to Cite  
Academic Writing  
The Gothic Genre

- Homework:
  - Read excerpt from “Gothic Canada” (handout)
  - Read “Runaway” (Handout)
  - Death by Landscape (handout)
  - “Queen of the North” (handout)

**Monday, Nov. 12 REMEMBRANCE DAY. NO CLASS.**

**Wednesday, Nov. 14:** Canadian Gothic  
Annotated Bibliography

- Homework:
  - Catch up!

**Monday, Nov. 19:** Northern Gothic  
Annotated Bibliography

- Homework:
  - Work on Annotated Bibliography
  - Read “Common Term for Film Analysis” (handout)

**Wednesday, Nov. 21:** Film Studies / Analysis  
Using a Film in Your Paper

**Monday, Nov. 26:** Organizing the Gothic – making your claim  
Annotated Bibliography Due

**Wednesday, Nov. 28:** Organizing the Gothic – Organizing your paper

**Monday, Dec. 3:** Organizing your paper  
Annotated Bibliography Handed Back

**Wednesday, Dec. 5 LAST DAY OF CLASS – Research paper Due!**

## 5. Basis of Student Assessment (Weighting)

*(This section should be directly linked to the Intended Learning Outcomes.)*

Required assignment type	What your instructor will assign	Value
Short Analysis (750 words)	A Close “Reading” of an item of fashion	15%
Rhetorical Analysis Paper (1,000 words)	A rhetorical analysis of one text or a comparative analysis of two or more texts	20%
In Class Essay (700-800 words)	A Letter utilizing humour to highlight a serious issue	20%
Annotated Bibliography	An Annotated Bibliography of at least five sources	15%
Research paper 1250 – 1500 words	An essay or research paper that requires multiple sources	30%

## Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional (A+), outstanding (A), and excellent (A-) performance. Normally achieved by a minority of students, these grades indicate a student who is self-initiating, exceeds expectations, and has an insightful grasp of the subject matter.	9
85-89	A		8
80-84	A-		7
77-79	B+	Very good (B+), good (B), and solid (B-) performance. Normally achieved by the largest number of students, these grades indicate a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in the other area(s).	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory (C+) or minimally satisfactory (C) performance. These grades indicate a satisfactory (only) performance and knowledge of the subject matter.	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 the College web site in the Policy Section.

### Attention!

#### Essays:

- Essays are due at the **beginning** of class on the dates specified.

- 10% per day (even Saturdays and Sundays) will be deducted for lateness.
- **Nothing** will be accepted after 7 days (including Saturdays and Sundays) past due date.
- You must complete **all assignments** in order to pass this course.

#### Readings:

- As with any course, it is vitally important that you have completed all assigned readings before coming to each class.
- Since our class time will consist of a mainly of group discussion, you must also have read the assigned works thoroughly enough to be able to intelligently participate in that discussion.

#### Participation and Attendance:

- It is quite impossible for you to do well in this course if you do not regularly attend. Class time is your opportunity to clarify your ideas, responses and understanding of the works. Coming to class and participating in discussion will also help you anticipate the test questions and gather material for you essays.
- If you find it necessary to miss a class, it is YOUR responsibility to find out what you missed and complete the homework BEFORE the next class. I would also suggest you make a trustworthy friend in the class from whom you can borrow thorough, reliable notes.
- **PLEASE NOTE: I DO NOT ALLOW RE-WRITES OF ANY ESSAY OR TEST**
- **SPECIAL NOTE: Be sure to keep all rough drafts and marked material until the end of term**
- **Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. Students are responsible for familiarizing themselves with the college's policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location: <http://www.camosun.bc.ca/ombuds/student-conduct.pdf>**
- **You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.**

#### Grading

**All assignments will be given a letter grade. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:**

A Range (80 - 100%) Superior level of achievement

- Exceptional insight into material or topic
- Detailed, significant discussion
- Effective organization
- Fluent, error-free expression

B Range (70-79%) High level of achievement

- Competent treatment of material or topic but less originality or perception than an "A" paper
- Full discussion but not as detailed or specific as "A" level
- Sound organization and attention to grammar

C+ (65 – 69%) Satisfactory level of achievement

- Content reasonably well-organized
- Clear but somewhat mechanical organization
- May have good content but also may include serious mechanical errors

C (60 – 64%) Sufficient level of achievement to proceed to next level

- Content is adequately supported
- Mechanical but generally coherent organization
- Several serious mechanical errors

D (50 – 59%) Minimum level of achievement for which credit is granted

- Limited or misleading content with inadequate or inappropriate support
- Incomplete or confusing organization
- Frequent errors which confuse or mislead the reader

F (Below 50%) Minimum level not achieved.

- Inadequate or inaccurate content
- Incoherent organization

- So many errors that the reader cannot understand the paper adequately

**MY CRITERIA FOR SCORING ESSAYS: This will be attached to the back of each essay you hand in to me.**

### **1. CONTENT, DEVELOPMENT AND ORGANIZATION**

**High (Ranked 9, 8, or 7).** The paper has an overall plan, point of view, and sense of direction. The thesis and the main supporting points are original and interesting, and are developed fully in a logical, persuasive, thought-provoking manner. Quotations are smoothly integrated and effectively utilized. Each paragraph is unified around a clear focus. The transition within and between the paragraphs is clear and smooth (without being mechanical), allowing the reader to move from point to point with a sense of coherence and momentum.

**Middle (Ranked 6, 5, or 4).** Content and organization are adequate but pedestrian. The essay has a main idea, although it is not clearly stated or kept in focus throughout. The content is skimpy - often short, one- and two-sentence paragraphs restricted to generalizations and commonplaces. The arguments are too one-sided. There is no clear organization, or it is too mechanical. Transition is lacking, or it is restricted to the simplest devices. The order of points is adequate but nothing more.

**Low (Ranked 3, 2 or 1).** No central idea governs. Obvious points are repeated in slightly different words. The essay pays lip service to the topic, but actually avoids it. (Essays that offer unreasonably one-sided arguments should also be placed in this category.) Points come in haphazard order, without coherence or a sense of direction. The paragraphing contributes little to the flow of ideas. Transitional devices are either lacking or mechanical.

### **2. SENTENCES (STRUCTURE, GRAMMAR, PUNCTUATION)**

**High (Ranked 9, 8, or 7).** The sentences are clear and demonstrate a variety of length and structure. There is clear evidence that the writer is able to use subordinate structures, and is not limited to simple and compound sentences. Errors, if any, are isolated and relatively minor.

**Middle (Ranked 6, 5 or 4).** The sentences lack variety in length and structure. The writer is able to construct familiar sentence patterns, but is prone to error and avoids sophisticated structures, such as parallelism, subordination, etc. There is reasonable control of the comma, but semicolons and other marks of internal punctuation are absent or used incorrectly or indiscriminately.

**Low (Ranked 3, 2, or 1).** There are errors in sentence structure, grammar, punctuation such as to obscure the meaning or seriously impair the flow of ideas.

### **3. WORDS (PRECISION, VOCABULARY, LEVEL OF USAGE, SPELLING)**

**High (Ranked 9, 8, or 7).** Words are used precisely and imaginatively. The vocabulary appears to be wide-ranging. Wordiness and pretentious diction are absent. The diction is specific and concrete where appropriate—not restricted to the abstract and general. The level of usage is consistent, neither too formal nor too informal (except for deliberate effect). Misspellings, if any, are few, and not "glaring".

**Middle (Ranked 6, 5, or 4).** The phrasing is standardized, ordinary – in other words, lacks freshness. There is evidence of imprecision and wordiness. There are inconsistencies in the level of usage, especially in the direction of overly informal expressions. Some jargon or pretentious diction is evident. Spelling is perhaps a noticeable problem, with some errors in regular words as well as in more difficult words.

**Low (Ranked 3, 2, or 1).** Imprecise and wrong words abound. The phrasing is vague, general, wordy. The level of usage is frequently too informal. Spelling is a definite problem. An essay written in an overly simplistic vocabulary may also get a Low rating, even if no word is clearly wrong. Similarly, excessive wordiness deserves a Low rating.