



## 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

Instructor:	Paul Gamache		
Office Hours:			
Location:	CC 119A		
Office Phone:	(250) 370-4449	Home Phone:	(250) 381-7812
Email:	gamache@camosun.bc.ca		
Website:	n/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.
- 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

Paul Gamache. *Course Package for English 151 (Strategies for Academic Writing)*. Available in the Bookstore.

### 4. Course Content and Schedule\*

Hours / Week	Instruction – No of Weeks	Assessment – No of Weeks
3	14	1

\* Specific dates for assignments will be announced and discussed in class.

### 5. Basis of Student Assessment (Weighting)

Assignment	Value
Writing diagnostic	0%
Ongoing self-assessment/reflection	10%
Short writing assignments: <ul style="list-style-type: none"><li>• summaries</li><li>• rhetorical analysis</li><li>• persuasive essay</li></ul>	25%
Comparative rhetorical analysis	15%
Essay/research project	25%
Final exam	25%

### 6. Grading System

#### 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. (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.)
CW	Compulsory Withdrawal: 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 You to Succeed in the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

Various services are available to assist you as you learn.  
For information, consult the College calendar, Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

Camosun has a Student Conduct Policy **which includes plagiarism**.  
It is your responsibility to become familiar with the content of this policy.  
You can find the Student Conduct Policy in each School Administration Office,  
at Student Services, and on the College web site (in the Policy Section).

## Attendance

Since much of the work (and learning) for this course will happen in class, you are expected to attend every class. More than 3 absences without proper documentation will seriously affect your mark.

- ▶ If you attend all of the classes, you will receive a bonus (your final grade x 1.05).
- ▶ If you miss 1, 2, or 3 classes, your final grade will be unaffected.
- ▶ However, should you miss a fourth class (without proper documentation), your grade will be multiplied by 0.83, the percentage of classes that you attended.
- ▶ Should you miss a fifth class, your grade will be multiplied by 0.78.

In short, the more classes you miss, the more your final grade will be reduced. The table below shows the effect of missing up to 10 classes on grades between 60% © and 90% (A).

Number of Classes Missed	Multiplication Factor	90%	80%	70%	60%
0	1.05	95%	84%	74%	63%
1	1	90%	80%	70%	60%
2	1	90%	80%	70%	60%
3	1	90%	80%	70%	60%
4	.86	77%	69%	60%	52%
5	.82	74%	66%	57%	
6	.79	71%	63%	55%	
7	.75	68%	60%	53%	
8	.71	64%	57%	50%	
9	.68	61%	54%		
10	.64	58%	51%		

## Classroom Etiquette

- English class is for English work exclusively; if you wish to do other work, do it elsewhere.
- Please turn off/put away all electronic devices: phones, computers, etc. Focus on reading, thinking, discussing, and writing. If you must use your phone, please do so outside of the class.
- Please arrive on time, and plan on staying for the whole class. If you enter late or leave early, do so with as little disturbance to others as possible.
- If you must leave a class early, please let me know ahead of time so that I don't worry that you are lying in the hallway breathing your last breath.
- Keep the room neat. If you bring something into the classroom, take it away with you. Remember that neither the floor nor the desk is a garbage can. If you spill it, clean it up!

## Assignment Information

- All “in-class” assignments are due by the end of class on their assigned date. “Out-of-class” assignments are due at the time that we negotiate. It is your responsibility to determine when these dates are and to meet them. **Late assignments will receive a grade of “0”** unless you have made arrangements with me beforehand or, in the case of emergencies or serious illness, you have valid (official) documentation such as a doctor’s note. (“Having to work” or “going on vacation” are not valid reasons.)
- If you know that an assignment cannot be completed on time, **contact me immediately**. Extensions can be arranged for valid reasons as long as you **contact me at least two days before the due date** (obtain a signed permission slip from me, and attach this slip to the assignment). If you have trouble with any assignment, contact me immediately.
- All graded assignments are mandatory, which means that **you must complete every assignment (graded or not) or you will fail the course.**

## Unacceptable Assignments

Any assignment deemed “unacceptable” will be returned to you in class for revision/correction. You must return the revised/corrected assignment to me within 24 hours (otherwise, it is late and will receive “0”). If you are absent when unacceptable assignments are returned, you are out of luck.

## Required Assignment Format

All “out-of-class” assignments must conform to these requirements\*:

- ▶ word processed / typed (other than in-class assignments)
- ▶ 12-pt. font (other than in-class assignments)
- ▶ 1” margins
- ▶ double spaced (every second line)
- ▶ paragraphs not indented
- ▶ an extra two blank lines between paragraphs
- ▶ printed one-side only
- ▶ 8” x 11” blank white paper (lined white paper for in-class assignments)
- ▶ page numbers upper centre or upper right corner starting with Page 2 (cover page and page 1 are unnumbered)
- ▶ a cover page that lists your name, my name, the assignment title, the course subject, number, section, and date of submission
- ▶ stapled upper left corner (no paper clips) (no plastic sleeves or other protective covers)
- ▶ all pages (other than the cover sheet) must have more than two lines of text (in-class assignments excepted).

(\* Each assignment may have additional requirements; read the instructions for details.)