

	<p>School of Arts & Science ENGLISH DEPARTMENT ENGL 151 X17 Strategies for Academic Writing Quarter or Semester/Year</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:	Kari Jones	
(b)	Office Hours:	By appointment	
(c)	Location:	CC119B	
(d)	Phone:	370-4436	
(e)	Email:	Jonesk@camosun.bc.ca	
(f)	Website:	www.karijones.ca	

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.

Required Materials

- (a) Texts: Henderson, Eric. *The Active Reader: Strategies for Academic Reading and Writing*. Don Mills: Oxford, 2008. Print.

4. Course Content and Schedule

See attachment

5. Basis of Student Assessment (Weighting)

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

Required assignment type	Assignment	Value
Writing diagnostic	A short in-class writing task	0%
Reflective and critical reading	Reading responses	10%
Short writing assignments	Research Proposal –includes (details on separate sheet) <ol style="list-style-type: none"> 1. summary 2. proposal 3. rationale 	25%
Rhetorical analysis	Rhetorical analysis (in class assignment)	15%
Essay/research paper	Research paper	25%
Final exam		25%

6. 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 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 rd course attempt or at the point of course completion.)
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.

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.

Schedule (please note, this may change as the term progresses)
Class in Room 102 CBA

Date	Readings Due for the following class	Assignments Due	
Week 1 September 5	Read <i>(in class handout) What I Have Lived For</i> by Bertrand Russell For next class: 1. Chapter 1 of text 2. http://www.ctvnews.ca/canada/b-c-soccer-team-sidelined-over-import-player-rule-1.914871		In-class writing diagnostic.
Week 2 Sept 10	Read 1. Chapter 2 (pgs 12-17) and chapter 3 (pgs 23-33) 2. The Game by Ken Dryden (handout)	Reading Response due at the beginning of class	Discussion: B.C. soccer team sidelined over 'import' player rule Lesson: objectivity in academic writing what does it mean, how do we do it?
Sept 12	Read Chapter 7 (pgs.96-103)	Reading Response due at the beginning of class	Discussion: <i>The Game</i> Lesson: The Art of Summary
Week 3 Sept 17	Read Chapter 7 (104-109)		Discussion: In-class summary of The Game Lesson: The Art of Summary Cont.
Sept 19	Read: http://www.frankejames.com/greenwinter.html	We will reading this together in class	Discussion: <i>Green Winter</i> Lesson: What is a Rhetorical Analysis?
Week 4 Sept 24	Read	Reading Response due at the beginning of class	Discussion: in-class analysis of Green Winter Lesson: topic sentences
Sept 26	Read		Rhetorical Analysis Essay Prep
Week 5 October 1	Read 1. <i>Pandemic: My Country is on its Knees</i> by Stephen Lewis (handout) 2. Chapter 8		<i>In-Class Essay</i> <i>This essay must be written in class so it is important that you are not absent on this day</i>
Oct 3	Read	Reading response due at the beginning of class	Discussion: <i>Pandemic: My Country is on its knees</i> Lesson: Rhetoric
Week 6 Oct 10	Read <i>Legitimate strikers or self-absorbed brats?</i> By Patrick Legacé and Gary Mason		Discussion: Pandemic cont. Lesson: The Research Paper, what it is and how to do it. Assignment details
Week 7 Oct 15	Read Chapter 9 Taiaiake: <i>The Ethics of Courage</i>	Reading response due at the beginning of class	Discussion: <i>Legitimate strikers or self absorbed brats?</i> Lesson: Constructing an Argument (and fact vs. opinion)

Oct 17	Read	Reading response due at the beginning of class	Discussion: <i>The Ethics of Courage</i> Lesson: Constructing an Argument cont.
Week 8 Oct 22	Read	Proposal for Research Paper Due in Class	Discussion: Visit to Library Lesson: Annotated Bibliography
Oct 24	Read: http://www.theglobeandmail.com/news/british-columbia/the-arguments-for-and-against-vancouver-supervised-injection-site/article596153/		Catch up day...
Week 9 Oct 29	Read	Reading response due at the beginning of class	Discussion: The arguments for and against Vancouver's supervised injection site Lesson: Argumentation cont.
Oct 30	Read Sexuality and sexual health of Canadian adolescents: Yesterday, today and tomorrow	Due: Annotated Bibliography	Discussion: Lesson: Finding and using credible sources
Week 10 Nov 5		Reading response due at the beginning of class	Discussion: Sexuality and Sexual health Finding and using credible sources cont.
Nov 7			Discussion: Sexuality and Sexual health Finding and using credible sources cont.
Week 11 Nov 12			Lesson: APA and MLA
Nov 14			Lesson: APA and MLA cont.
Week 12 Nov 19			TBA
Nov 21			TBA
Week 13 Nov 26			TBA
Nov 28			TBA
Week 14 Dec 3			Prep for exam
Dec 5			Prep for exam