



School of Arts & Science
ENGLISH DEPARTMENT
ENGL 151-02
Academic Writing Strategies
Summer 2013

COURSE OUTLINE

English 151: (3 credits) 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 self-awareness of methods of inquiry, critique and reflection. *To find where this course transfers, check the BC Transfer Guide* **Prerequisites:** "C+" in English 12, or EFP 12; or "C" in ENGL 103 and ENGL 104; or ENGL 103 and ENGL 106; or ENGL 092 and ENGL 094; or ENGL 092 and ENGL 096; or ENGL 142; or ELD 092 and ELD 094; or ELD 097; or assessment

The course description is online @

<http://camosun.ca/learn/calendar/current/web/engl.html>

Ω *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. Candace Fertile		
(b)	Office Hours:	MW 5:30-6:00 pm TTH 1:00-2:30 pm (or by appointment)		
(c)	Location:	Paul 337		
(d)	Phone:	250.370.3354	Alternative Phone:	
(e)	Email:	fertile@camosun.bc.ca (best way to contact me)		
(f)	Website:			

2. Intended Learning Outcomes

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

1. 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 academic and non-academic writing.
2. 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 for specific results.
 - Critique his/her own and others' writing.
3. 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, which may include 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.
4. Demonstrate information literacy skills.
- Determine the nature and extent of the information needed.
 - Know and use what information resources are available, in different formats.
 - Use print and electronic resources effectively and efficiently.
 - Evaluate sources for authority, relevance, reliability, currency and other criteria.
 - Incorporate and integrate research through correct use of summary, paraphrase and quotation.
 - Document sources fully and ethically, according to specified bibliographic conventions.
5. 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.

3. Required Materials

(a) Texts

Writing Analytically with Readings Rosenwasser et al. 2nd Canadian ed. Nelson
The Englishman's Boy Guy Vanderhaeghe
 (both books are available in the Camosun bookstore)

(b) Other

a college level dictionary (I use the *Oxford Canadian Dictionary*)

4. Course Content and Schedule (schedule subject to change)

Bold indicates due dates of assignments or in-class work for marks. Accommodation for missed work will be made on an individual basis and generally requires a doctor's note.

July 3 Introduction and **diagnostic**

July 8 *Writing Analytically* Chapters 1-2

July 10 *Writing Analytically* Chapters 3-4 **ESSAY DUE**

July 15 *Writing Analytically* Chapter 4 continued

July 17 *Writing Analytically* Chapters 5, 6, 7 **SUMMARY DUE**

July 22 *Writing Analytically* Chapters 8-9

July 24 readings (pages 260-302)

July 29 *Writing Analytically* Chapters 10-11 **ESSAY DUE**

July 31 *Writing Analytically* Chapters 12-13

August 5 No class—BC Day

August 7 writing skills **WRITING SKILLS QUIZ** and **RESEARCH PAPER DUE**

August 12-14 *The Englishman's Boy* **READING QUIZ**

August 19 **IN CLASS ESSAY ON *THE ENGLISHMAN'S BOY***

5. Basis of Student Assessment (Weighting)

0% diagnostic essay July 3 (must be done in order to pass the course)

10% first essay July 10 (450-550 words)

10% summary July 17 (225-250 words)

15% essay July 29 (750-800 words)

30% research paper August 7 (1200-1500 words with various intermediate steps)

10% writing skills quiz August 7

5% reading quiz on *The Englishman's Boy*

20% in-class essay on the novel August 19 (750 words minimum; open book)

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** 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 3rd 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

<p>There are a variety of services available for students to assist them throughout their learning.</p> <p>This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.</p>

STUDENT CONDUCT POLICY

<p>There is a Student Conduct Policy which includes plagiarism.</p> <p>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.</p>

8. Further Information

It is crucial that students read all the assigned material, complete all writing projects, and attend all classes. Work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero, and I give the offender a failing grade for the course. I also send a memo documenting the plagiarism to the Dean of Arts and Science. If you have any questions about this matter, do not hesitate to ask me. All written work must be submitted in proper manuscript format: for example, double-space, use 1" margins on all sides, use an ordinary font (Times New Roman) with a 12 pitch size, staple the pages together in upper left corner, number the pages in the top right-hand corner (except for title page), and do not use a folder or cover. Put your title, your name, the class and section, the date, and my name on the title page. Put the word count at the end of the essay. And keep a copy of your work. Keep all graded work until the course is over. And keep a folder of all drafts and notes used in the creation of each paper. If asked to produce this folder you must do so, or the paper will be treated as a plagiarized paper.

The more prepared you are, the more you will learn. I suggest that you read the material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Or write in the margins of your book, if you choose. Look up unfamiliar words or words that do not make sense to you in the context. If you miss a class, you must get notes from another student. Do not ask me if you missed anything or anything important (teaching English is my job, but it's also my passion: I think each class is important.) As a courtesy to everyone else in the class, please turn off all devices (for example, cell phones) and pay attention to whoever is speaking.

Quotations

Evidence in the form of quotations must be given and must be properly formatted. If the parenthetical reference comes at the end of your sentence, the period is after the page reference. Quotations must fit grammatically into your sentence. Use square brackets for minimal changes. Use the ellipsis sparingly to show that something has been left out. You should use at least as many words as are in the quotation to explain it, and you must introduce the quotation. Prose quotations of more than four lines must be formatted using indented or block quotations. Continue to double-space, and include quotation marks only if the original text has them. Put the period before the parenthetical citation. For prose quotations, use the page number(s). For poetry quotations, use the line number(s).

MLA Format

We will cover MLA (Modern Language Association) documentation in class. The Camosun library has excellent information on MLA documentation on its website. <http://camosun.ca.libguides.com/mla>

Writing Skills (extra help online—all free)

See the Purdue University Online Writing Lab: <https://owl.english.purdue.edu/>

Or consult the Camosun Library website, which has information on all aspects of writing:
<http://camosun.ca/services/library/>

Or consult the Cengage site that comes with your text:

<http://infotrac.cengage.com/index.html>

Grades and Their Meaning

- A range—superior level of achievement—a paper worth consulting
 - good insight into material with detailed, significant discussion
 - effective organisation for paper's purpose
 - fluent, error-free expression
- B range—high level of achievement—a paper worth keeping
 - competent treatment of material with full but not as detailed a discussion as A
 - organisation contributes to sense but lacks effectiveness of an A paper
 - free of common errors
- C+ a little above satisfactory—a paper worth doing
 - sound content, somewhat mechanical organisation
 - may have one or two serious errors in expression
- C satisfactory
 - acceptable but commonplace content adequately supported
 - coherent but mechanical organisation
 - sometimes confusing expression because of errors
- D minimum level to achieve credit—a paper worth rewriting
 - limited content with weak support
 - organisation may be confusing
 - numerous errors in expression that hinder communication
- F unsatisfactory—a failing paper--inadequate or inaccurate content with limited or no support; numerous errors that prevent communication

Details of Assignments**Essay One**

Due: July 10 at the beginning of class

Length: 450-550 words (use the word count function on the computer and put word count at the end of your work)

Select a book, movie, music recording, or television show that you would recommend to the class and explain why you are recommending it. Consider that your readers are a group of intelligent people with a wide variety of interests.

Summary

Due: July 17 at the beginning of class

Length: 250-300 words (use the word count function on the computer and put word count at the end of your work)

Select one of the following pieces and write a summary of it. In a summary you give the main points without an evaluation:

“The Scavenger of Highway #3” (91-97)

“A Matter of Will” (108-112)

“Image World” (113-120)

Essay Two

Due: July 29 at the beginning of class

Length: 750-800 words (use the word count function on the computer and put word count at the end of your work)

In Readings for Part II (pages 260-302), you will find several essays on diverse topics.

Your task is to develop an essay topic from the essays presented in the text, have it approved by me by the end of class on July 24, and then write an essay. On July 24, you do not need to know what your thesis is—just the general topic. Only after some time thinking about your topic will you be able to formulate a thesis (basic argument or controlling idea). We will be discussing these essays in class on July 24. Do not hand in an essay on an unapproved topic (doing so earns a zero).

Research Paper

Due: August 7 at the beginning of class

Length: 1200-1500 words (use the word count function on the computer and put word count at the end of your work)

Your task is to pick one of the following topics (I'm open to other suggestions) and to develop a thesis on which you base your essay. Find a controversy or problem (social, economic, political, environmental, health, for example) associated with the topic: bananas, chocolate, bees, coffee, diamonds, gold, coal, coltan, sewage disposal in Victoria, deer in Victoria, quinoa, oil, pipelines, olive oil, corn, water, plastic, farmed salmon, soybeans, milk.

You must complete the following tasks by these dates:

July 22: selection of topic (must be approved by me) 10% deducted from research paper grade if not completed on time

July 29: submission at the beginning of class of tentative works cited (properly formatted) with a minimum of five and maximum of ten selections 20% deducted from research paper grade if not completed on time (you do not need to have read the selections and the final works cited may differ slightly, but what you hand in should reflect the direction in which you are headed). The selections need to be worthwhile. Wikipedia is not an acceptable academic source, but it may lead you to acceptable sources (see the links).

August 7: hand in completed final draft

Writing Skills Quiz August 7

This quiz will test your ability to fix flaws in sentences and to identify correct sentences. It will be done in class and is closed-book.

Reading Quiz on *The Englishman's Boy* August 12

This quiz will be about 20-25 questions testing your knowledge of the basic facts of the novel.

In class Essay on *The Englishman's Boy* August 19

You will be able to use your copy of the novel, a dictionary, and notes. You will be given a choice of topics.

Checklist for Essays

1. Make sure the format is correct: a paper that looks sloppy shows you have little respect for your writing or for your reader.
2. Write complete sentences, and avoid comma splices and run-on sentences.
3. Try to write in the active voice unless the passive is necessary.
4. Avoid clichés or worn-out phrases that you have frequently seen. Invent your own metaphors. All the papers you write for this course require creativity.
5. Do not rely solely on a spell check program. It won't catch words that are used incorrectly. Proof-read.
6. Use a dictionary. If you use a thesaurus, check the selected word in a dictionary.
7. If you can eliminate a word, a phrase, or a sentence, do so. Don't waste space or the time of your reader with filler.
8. Make sure you are saying something. All essays have a point. And everything in the essay should work toward developing that point.
9. Organize your material. How you organize it will be a choice in part dependent on what you want to say. But the sentences should follow one another logically as should the paragraphs. If they don't, the essay lacks coherence. Paragraphs should be roughly balanced in importance.
10. Make subjects agree with verbs, and make pronouns agree with antecedents.
11. Use the correct case of the pronoun.
12. Put modifiers close to what they modify.
13. Check the punctuation.
14. Check your diction (word choice). It should be appropriate for your topic and audience. It may be useful to think of the other members of the class as your audience. Therefore, imagine you are writing for intelligent, interested people who are not necessarily experts in the field. If you use a technical term, explain it.
15. Write something you would like to read. Any subject can be interesting.
16. Avoid sarcasm.
17. Humour can be effective.
18. Provide transitions between ideas, with a word, phrase, or sentence.
19. Use examples if they will help the reader to understand your point, and don't be afraid to say "For example . . ."
20. The essay is your creation; therefore, use of the word "I" is permitted, but be sparing. I know the essay is what you think. Try to avoid "one." Using "you" is tricky.
21. Avoid sexist language. With pronouns (which in English can be gender specific in the singular), a simple way to avoid problems is to use plurals.
22. Use proper essay format according to MLA convention. Use a clear font (Times Roman, for example, or Arial or Courier), 12 point size, black ink, white paper of 8 ½ by 11 inches. Staple the pages of your essay together. **Save all rough work, no matter how messy, in a folder with your name on it, and hand in the folder if requested.** If you compose on the computer, save various drafts in case you asked to produce them.
23. Double-space, and leave one-inch margins on all sides. Number the pages in the top right-hand corner.
24. If you have a title page, it is not page one. If you don't have a title page put your title and name at the top of page one. Make sure you have a fitting title.
25. Write about something in which you are interested.