



**School of Arts & Science
ENGLISH DEPARTMENT**

**ENGL 151 – Section 4
Academic Writing Strategies
Winter 2013**

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Janet Doherty
(b)	Office Hours:	Monday 1pm-2pm, Wednesday 11:30am-1:30pm, Thursday 10am-11am, or by appointment
(c)	Location:	Paul 218
(d)	Email:	DohertyJ@camosun.bc.ca
(e)	Phone:	250-370-3974

2. Intended Learning Outcomes

At the end 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 organisation of ideas.
- Vary style purposefully for planned rhetorical strategies.
- Write for specific results.
- Critique his/her own and others' writing.

3. 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, 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 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 Texts

- (a) *The Great Gatsby* by F. Scott Fitzgerald.
- (b) Course Pack (Supplementary Readings)
- (c) A Good Dictionary

4. Schedule of Readings, Lessons, and Assignments

Please note that this schedule is tentative and readings will be adjusted during the term.

Week 1	Course Introduction Bauman Readings
Week 2	Writing for Precision and Clarity "Growing Up Native" "What I Have Lived For" "Gals and Dolls" "We Have No Right to Happiness"
Week 3	"Letter from Birmingham Jail" Evidence (course pack) "A Cool and Logical Analysis..."
Week 4	Quoting and Paraphrasing In-class Descriptive Essay (10%)
Week 5	Applying Critical Analysis to Various Modes
Week 6	FAMILY DAY Applying Critical Analysis to Various Modes
Week 7	Applying Critical Analysis to Various Modes READING BREAK
Week 8	Analytical Essay Due (20%) <i>The Great Gatsby</i>
Week 9	<i>The Great Gatsby</i>

Week 10	In-class Literary Essay (20%) Introduction to Research
Week 11	Research Log Due in Research Meetings Research Meetings
Week 12	Documenting Research Essays Oral Presentation Guidelines
Week 13	EASTER Research Essays Due (30%) Oral Presentations on Essay Topics (10%)
Week 14	Oral Presentations on Essay Topics (10%)

5. Assignments and Evaluation

In-class Summary and Analysis	10%	Jan. 31
Analytical Essay	20%	Feb 25
In-class Literary Essay	20%	Mar. 11
Research Essay	30%	April 4
Oral Presentation of Research Essay	10%	sign up
Participation	10%	

6. Grading System

A+	90-100%	B-	70-72
A	85-89	C+	65-69
A-	80-84	C	60-64
B+	77-79	D	50-59
B	73-76	F	Below 50

7. Important Notes

- Participation mark will be based on attendance, punctuality, homework, discussions, and in-class exercises. Document absences when possible, so they do not affect your participation grade.
- Because this course emphasizes student participation and discussion, it is essential that students complete **all** the readings ahead of class and turn off any electronic devices for the duration of class.
- Students who are absent for an in-class essay or quiz will receive zero.
- Late papers will lose 10% per day, and they will not receive comments.
- Write your own papers! Plagiarism is an academic offence that the college takes very seriously. Please see the “red handout” for a detailed discussion of this issue. Papers with any form of plagiarism will receive zero.
- The College provides many services, including a Writing Centre and a Language Help Centre. See Student Services, the College Calendar, or www.camosun.ca for details.
- Students are responsible for knowing the Student Conduct Policy. Copies of this document are available at Student Services, the School Administration Office, or www.camosun.ca

8. Tips for Success in English 151

1. Be punctual and prepared for class: both your physical and your intellectual presence are essential. We are cultivating a community of readers and thinkers who can learn from each other, so substantial sections of our class time will be given to discussion. Learning to articulate your perspective on, response to, and questions about the day's reading will a) enrich the class members' understanding of the text, and b) enrich your ability to express yourself clearly in the written assignments. Use active reading strategies for each text we take up, and note your reactions to the readings in the margins of the text or on a separate sheet of paper. These notes will be especially useful for shy students who are building up confidence, as they will have a record of questions or ideas they can contribute to class discussion.
2. Take good notes on lectures and discussions: You will be responsible for applying concepts that are covered in lectures and in class discussion to your written assignments.
3. Write your assignments in stages: Even professional writers produce work in several drafts. Writing is a craft that requires attention to detail and refining, and revisions should take about the same amount of time as the draft.
4. Submit assignments with correct MLA format and documentation: Avoid handing in assignments that contain good material, but that look like first drafts. Formatting guidelines are finicky, but mastering them is not difficult. Correct format adds credibility to your work by establishing your professionalism, and it also helps readers make sense of your writing. Read over the assignment carefully, making sure you understand what you are being asked to write about and how you are being asked to present it. If you have questions about an assignment...
5. Make use of my office hours: Some of the best learning over the semester happens in one-on-one conversations about your work. This is particularly useful after you have an outline (including thesis, topic sentences, and evidence you intend to use to develop your ideas). Consultation is also useful after assignments have been graded and returned: the best way to improve for the next assignment is to make sure you understand how to avoid the difficulties in the current assignment.
6. Make a reliable friend in class: You are responsible for catching up on any missed classes. If you are absent, find a student to borrow notes from. Handouts or Power Points will also be available on D2L to complement your colleague's summary of the lecture and class discussion. By all means come and see me in office hours if you are caught in extenuating circumstances that prevent you from attending a class or if you need help understanding any material you have missed.