



COURSE OUTLINE

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:	J. Iribarne		
(b)	Office Hours:	Mon. through Thurs. 1 p.m. to 2 p.m.		
(c)	Location:	Paul 328		
(d)	Phone:	3349	Alternative Phone:	
(e)	Email:	iribarne@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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

- Austin, Michael. *Reading the World: Ideas that Matter*. 2nd edition. New York: W.W. Norton, 2010.
- Course package for English 151, Winter 2013
- Hamid, Mohsin. *The Reluctant Fundamentalist*. New York: Houghton, Mifflin, Harcourt, 2007. (or any other edition)

(b) Other

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

<u>Date</u>	<u>What We Will Cover</u>	<u>Major Assignments</u> <u>And Readings</u>
Week 1 (Jan 7-11)	Course introductions. Theme: Learning, studying, education	* bio* + email (reading handout)
Week 2 (Jan 14-18)	*Writing focus: description and definition *Writing focus: "academic style"	Feynman (69) "Quoting, Paraphrasing, and Summarizing" (634-637)
Week 3	Theme: definitions of "nature"	Darwin (406-412); Carson (419-425); EITHER Suzuki (427-433) OR Gore (455-465)

(Jan 21-26)		"Summarizing" (636)
Week 4 (Jan 28 – Feb 2)	* Writing focus: quoting, paraphrasing, summarizing	
Week 5 (Feb 4-8)	Theme: leadership, language, persuasion *Writing focus: using documentation systems (MLA)	* Mid-term (20%) in class Machiavelli (185); Lao Tzu (158);
Week 6 (Feb 11-15)	*Writing focus: evaluating sources February 11 – Family Day (college closed)	"Logos, Pathos, Ethos" (597-610) "Documenting Sources" (637-643) "Evaluating Sources" (630-631)
Week 7 (Feb 18-22)	Theme: warfare *Writing focus: identifying an argument February 21-22 – Reading Break (no classes)	Essay 1 (20%) Picasso (271); Mead (274); Orwell (282)
Week 8 (Feb 25- Mar 1)		"Synthesizing Ideas" (621-626)
Week 9 (Mar 4-8)	Theme: wealth, poverty and social Class *Writing focus: problems in deductive reasoning	Malthus (324); Gandhi (332) + film; Hardin (357)
Week 10 (Mar 11-15)	*Writing focus: problems in inductive reasoning Mar 12 – last day to withdraw without academic penalty	<hr/> **Preliminary bibliography

		due
<p>Week 11 (Mar 18-22)</p>	<p>Theme: art</p> <p>*Writing focus: structuring an argument</p>	<p>Achebe (506); Roadsworth (film)</p> <p>Essay 2 – Argument and Analysis of Sources (20%)</p>
<p>Week 12 (Mar 25-29)</p>	<p>*Writing focus: evaluating an argument</p> <p>March 29 – Good Friday (no classes)</p>	<p>“Structuring Ideas” (578-593)</p> <p>“Transitions” (586-591)</p>
<p>Week 13 (Apr 1-5)</p>	<p>Theme: the novel</p> <p>April 1 - Easter Monday (no classes)</p>	<p><i>The Reluctant Fundamentalist</i></p>
<p>Week 14 (Apr 8-12)</p>	<p>Exam Prep</p> <p>April 9 - Easter Monday (no classes)</p>	<p>Exam Period is April 15-23 (inclusive).</p> <p>Final Exam in exam period (20%)</p>

5. Basis of Student Assessment (Weighting)

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

(a) Assignments

Mid-term (in class)	20%
In-class writing (unannounced)	20%
Essay 1 (Comparison)	20%
Essay 2 (Argument + Analysis of Sources)	20%
Exam (exam period)	20%

(b) Quizzes

(c) Exams

(d) Other (e.g., Attendance, Project, Group Work)

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

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. (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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

IMPORTANT NOTES:

- 1. In-class work (such as in-class writing and exams) cannot be rescheduled without medical documentation.*
- 2. Students who cannot pass the exams will not be able to pass the course.*
- 3. To complete this course with a passing grade, ALL assignments must be completed.*
- 4. I make an assumption of basic literacy and mechanical polish in the writing when I mark papers. This means that a paper with significant grammatical errors will not pass no matter how wonderful the ideas.*
- 5. Your happiness and well-being as a student here are important to me and are important factors in your success – please come see me if I can help you navigate through the college system in any way (even if the issue relates to another course).*