



## 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:	Christine Kirchner
(b)	Office Hours:	Mondays and Wednesdays: 2:30 p.m. – 4:00 p.m. Tuesdays: 2:30 – 3:30 p.m.
(c)	Location:	Paul 226
(d)	Phone:	250-370-3329
(e)	Email:	kirchner@camosun.bc.ca

### 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

Texts: Roberta Birks, Tomi Eng, and Julie Walchli (2004) 2<sup>nd</sup> Edition, *Landmarks*.  
 Muriel Harris (2011) 8<sup>th</sup> Edition, *Prentice Hall Reference Guide*.  
 English 151 Winter 2013 Course Package  
 Any good collegiate dictionary.

### 4. Course Content and Schedule

**Course 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 self-awareness of methods of inquiry, critique, and reflection. Finished assignments total 4000-4500 words.

**Class Meets:** Mondays and Wednesdays, 4:00 p.m. – 5:20 p.m. in Paul 109.

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

Evaluation will be based on the following:

- In-class Diagnostic essay: 400-750 words (5%) **Final Draft Due Mon., Feb. 4.**
- Descriptive/Narrative essay: 750-1000 words (15%) **Due Wed., Feb. 20.**
- Summary (in-class) (5%) **Wed., Mar. 6.**
- Grammar Quizzes (in-class) (10%) **Mon., Mar. 11 & Wed., Apr. 3.**
- Five-minute Oral Presentation on a Grammar Topic (5% -includes peer evaluation) **Wed., Mar. 13; Mon., Mar. 18; Wed., Mar. 20; & Mon., Mar. 25.**
- Oral Presentation Report 400-750 words (10%) **Due Wed., Mar. 27.**
- Final in-class assignment: a Critical Review 500-800 words (15%) **Mon., Apr. 8.**
- Research essay: 1000-1500 words (30%) **Due Wed., Apr. 10.**
- **Participation: attendance, preparation, contribution to class discussions, & participation in writing groups (5%) on-going.**

#### Notes:

- All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.
- 80% attendance is required to perform adequately in the course. You cannot learn from the course and participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.

### 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](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	<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](http://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.

### CLASS SCHEDULE

- Mon., Jan. 7** Course Introduction.
- Wed., Jan. 9** "Getting to Know You"  
 Organization: "The Five-Paragraph Essay"  
 Read pp. 7-12, English 150 Coursepack (CP).
- Mon., Jan. 14** Read pp. 1-6; 50-56 (*Landmarks*).
- Wed., Jan. 16** **In-class Diagnostic Essay (5%)**
- Mon., Jan. 21** Descriptive & Narrative Essay Writing  
 Read p. 2 "Rhetorical Modes" (CP).  
 Read pp. 258-259, Michael Ondaatje, "Aunts" *Landmarks*.  
 Read p. 69: Discussion Questions for Michael Ondaatje, "Aunts" (CP).  
 Read pp. 75-76, Example of Description: Lee Gutkind, "Days and Nights: Heading South" (CP).
- Wed., Jan. 23** Descriptive & Narrative Essay Writing, cont'd.

Read pp. 67-71, Norman Doidge, "The Suit" *Landmarks*.  
Read pp. 69-70: Discussion Questions for Norman Doidge, "The Suit" (CP).  
Read pp. 77-78, Example of Narration: Elizabeth Boltson Gordon, "Guilt by Provocation" (CP).

**Mon., Jan. 28** Review & Revise Diagnostic Essay

Read pp. 204-211 (*Landmarks*).

Descriptive & Narrative Essay Writing, cont'd.

Read pp. 79-80, Example of Description/Narration: Sun-Kyung Yi, "An Immigrant's Split Personality" (CP).

Writing Research Papers

Read pp. 63 - 68 "Research Essay Assignment" (CP).

**Wed., Jan. 30** Research Education Class in the Library.

**Mon., Feb. 4** **Final Draft of the Diagnostic Essay is due at the beginning of class.**

Read pp. 133 -140 (*Landmarks*).

Research Papers, cont'd.

Sign up for Oral Presentations on Grammar Topic.

Read pp. 61 - 62 "Grammar Assignment" (CP).

**Wed., Feb. 6** Research Papers, cont'd.

Read pp. 81 – 84 "Comparison and Contrast" (CP)

**Mon., Feb. 11** *FAMILY DAY. COLLEGE CLOSED.*

**Wed., Feb. 13** Read pp. 76 - 87, Stephen Hume, "The Spirit Weeps" (*Landmarks*).

Read p. 70: Discussion Questions for Stephen Hume, "The Spirit Weeps" (CP).

**Mon., Feb. 18** Read pp. 321 - 329, Bharati Mukherjee, "An Invisible Woman" (*Landmarks*).

Read p. 71: Discussion Questions for Bharati Mukherjee, "An Invisible Woman" (CP).

**Wed., Feb. 20** **Descriptive / Narrative Essay (15%) is due at the beginning of class.**

Read pp. 211-213, Margaret Atwood, "The Female Body" (*Landmarks*).

Read pp. 71-72: Discussion Questions for Margaret Atwood, "The Female Body" (CP).

Read pp. 266-269, John Updike, "The Disposable Rocket" (*Landmarks*).

Read p. 72: Discussion Questions for John Updike, "The Disposable Rocket" (CP).

**Mon., Feb. 25** Read pp. 63-66, Annie Dillard, "Living like Weasels" (*Landmarks*).

Read p. 72: Discussion Questions for Annie Dillard, "Living like Weasels" (CP).

**Wed., Feb. 27** Read pp. 115-119, Heather Menzies, "When Roots Grow Back into the Earth" (*Landmarks*).

Read p. 73: Discussion Questions for Heather Menzies, "When Roots Grow Back into the Earth" (CP).

**Mon., Mar. 4** **Submit by email or hard copy your research essay topic.**

Writing Summaries: read pp. 45-46, "How to Summarize an Article" & pp. 47-48, "Summaries" (CP).

Video: Public Speaking Tips.

**Wed., Mar. 6** **In-class Summary (5%).**

**Mon., Mar. 11** **Grammar Quiz (5%).**

**Wed., Mar. 13** **Oral Presentations on Grammar Topic (5%).**

<b>Mon., Mar. 18</b>	<b>Oral Presentations, cont'd.</b>
<b>Wed., Mar. 20</b>	<b>Oral Presentations, cont'd.</b>
<b>Mon., Mar. 25</b>	<b>Oral Presentations, cont'd.</b>
<b>Wed., Mar. 27</b>	<b>Oral Presentation Report (10%) is due at the beginning of class.</b>  <u>Writing a Critical Review</u> : Read pp. 51-60 (CP).
	Discussion & Assignment of Final In-class Essay – a Critical Review.
<b>Mon., Apr. 1</b>	<i>EASTER MONDAY. COLLEGE CLOSED.</i>
<b>Wed., Apr. 3</b>	<b>Grammar Quiz (5%).</b>
<b>Mon., Apr. 8</b>	<b>Final In-class Assignment – a Critical Review (15%).</b>
<b>Wed., Apr. 10</b>	<b>Research Essay (30%) is due at the beginning of class.</b>  Last class of the course.