



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

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| (a) | Instructor: | Alexis Martfeld |
| (b) | Office Hours: | |
| (c) | Office Location: | CC 119A |
| (d) | Email: | martfelda@camosun.bc.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.
- Analyze 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 organization 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 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, including visual texts, by identifying controlling ideas, supporting details, dominant rhetorical patterns, 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, organization, 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.

3. Required Materials

Text: Ackley, Blank, and Hume. *Perspectives on Contemporary Issues*, 2008

4. Course Content and Schedule

*****THIS SCHEDULE IS PROVISIONAL AND SUBJECT TO CHANGE.*****

| Week | Wednesday | Friday |
|----------------------------------|---|--|
| Week 1: Jan 9 & 11 | Introduction to English 151 Academic Writing Strategies: Welcome!!! Topics: Personal Response and Discussion Question Due: In-class writing sample/Diagnostic | Readings: “Selling Suds” 126 Reading Critically 3 Writing a Summary 10 Topics: Analysis vs. Summary Summary Assignment Due: Personal Response and Discussion Question 1 – “Selling Suds” |
| Week 2: Jan 16 & 18 | Readings: Atwood, “Letter to America” 169 Topics: Purpose and Audience Due: Personal Response and Discussion Question 2 – “Letter to America” | Readings: King, “Borders” (on-line) Topics: Building Paragraphs (T.E.A.) Summary/Analysis Assignment Due: Personal Response and Discussion Question 3 “Borders” |
| Week 3: Jan 23 & 25 | Readings: James, “Green Winter” 420 Topics: Constructing a Thesis Statement Rhetorical Appeals Due: Personal Response and Discussion Question 4 “Green Winter” | Readings: Lewis, “Pandemic” 374 Topics: Rhetorical Appeals cont’d Paragraph Construction cont’d |
| Week 4: Jan 30 & Feb 1 | Readings: Writing a Critique 16 Topics: Essays Analysis vs. Summary cont’d Due: Summary Assignment | Readings: Student Sample Paper Eighner, “On Dumpster Diving” 198 Topics: Review/Prep for In-class Essay Due: Grammar/Punctuation Quiz 1 |
| Week 5: Feb 6 & 8 | Due: Critical Analysis In-class Essay | Readings: Writing a Research Paper 41 Topics: Research Questions Annotated Bibliography Assignment |

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| <p>Week 6 Feb 13 & 15</p> | <p>Readings: Writing an Argument 23 Swift, "A Modest Proposal" 188</p> <p>Topics: Argument Fact and Opinion</p> <p>Due: Personal Response and Discussion Question 5 – "A Modest Proposal"</p> | <p>Topics: Library Visit 1: Researching & Evaluating Research Material</p> <p>Due: Writing Reflection</p> |
| <p>Week 7 Feb 20 & 22</p> | <p>Readings: Documenting Sources Using MLA Style 28</p> <p>Topics: Documentation & Plagiarism Integrating Sources</p> | <p>Reading Break: No Class!!!</p> |
| <p>Week 8 Feb 27 & Mar 1</p> | <p>Topics: Library Visit 2: Annotated Bibliographies</p> | <p>Topics: Roundtable Discussion</p> <p>Due: Annotated Bibliography Due: Grammar/Punctuation Quiz 2</p> |
| <p>Week 9 Mar 6 & 8</p> | <p>Readings: Dryden, "The Game" 133</p> <p>Topics: Outlines</p> <p>Due: Personal Response and Discussion Question 6 – "The Game"</p> | <p>Readings: ---</p> <p>Topics: Introductions and Conclusions Methods of Development</p> |
| <p>Week 10 Mar 13 & 15</p> | <p>Readings: Kingwell, "The Goods on the Tube" (hand-out)</p> <p>Topics: Presentation Skills Logical Fallacies Counterarguments</p> | <p>Readings: ---</p> <p>Topics: Editing/Common Errors</p> <p>Due: Research Paper for Peer Edit</p> |
| <p>Week 11 Mar 20 & 22</p> | <p>Due: Presentations (8 min/10 slides) Due: Research Paper (to be submitted with presentation)</p> <p>***Presentations***</p> | <p>Due: Presentations (8 min/10 slides) Due: Research Paper (to be submitted with presentation)</p> <p>***Presentations***</p> |
| <p>Week 12 Mar 27 & 29</p> | <p>Due: Presentations (8 min/10 slides) Due: Research Paper (to be submitted with presentation)</p> <p>***Presentations***</p> | <p>Good Friday: No Class!!!</p> |
| <p>Week 13 Apr 3 & 5</p> | <p>Due: Presentations (8 min/10 slides) Due: Research Paper (to be submitted with presentation)</p> <p>***Presentations***</p> <p>Topics: Instructions for In-class Essay Due: Personal Response and Discussion Question 7 (For your final response, I would like you to write a reflection on your learning in the class this term. What was the most valuable thing you learned or discovered? Which of the readings was your favourite? Least</p> | <p>Topics: Review for In-class Essay</p> |

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| | favourite? Was there anything you wish we had covered or spent more time on?) | |
| Week 14 Apr 10 & 12 | Topics: Review for In-class Essay | Due: In-class Essay |

5. Basis of Student Assessment (Weighting)

| Assessment Piece | Weight | Due Date |
|---|------------------------|--|
| In-class Writing/Diagnostic | --- | Jan. 9 th |
| Participation (Questions and Responses/Attendance/Discussion/ In-class Writing) | 7% | See Course Outline |
| Summary Assignment | 10% | Jan. 30 th |
| Grammar Quizzes (2 @ 5% each) | 10% | See Course Outline |
| Critical Analysis In-class Essay | 10% | Feb. 6 th |
| Writing Reflection | 3% | Feb. 15 th |
| Annotated Bibliography | 10% | Mar. 1 st |
| Research Paper Peer Edit | See Assignment Details | Mar. 15 th |
| Research Paper | 25% | Mar. 20 th – Apr. 3 rd |
| Presentation | 10% | Mar. 20 th – Apr. 3 rd |
| In-Class Essay | 15% | Apr. 12 th |

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. (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.

8. Additional Information:

- All major assignments are mandatory. Students cannot complete the course unless all these assignments are submitted.
- Late assignments will be marked with a penalty of 5% per day (unless accompanied by appropriate documentation for illness, etc.) up to one week beyond the due date. I normally do not give extensions, but if one is required, come speak to me **before** the due date. Late assignments will be given a grade but no feedback.
- Assignments are due on the due date at the beginning of class.
- Assignments must be submitted in person. Please do not email assignments.
- Please keep a copy of all assignments.
- Assignments due on the last day of the course must be submitted that day.
- Students are expected to participate in all class activities.
- Electronic devices (cell phones, laptops, etc.) should be turned off during class. Please see me if you wish to discuss this point.
- **Plagiarism** means presenting the words or ideas of others as your own. **Plagiarism is a serious academic offence**. All sources of ideas or information that is not primarily your own must be appropriately documented according to appropriate documentation guidelines. The **minimum** penalty for plagiarism is a zero on the relevant assignment. Please see the Student Conduct Policy.
- Please feel free to contact me about any concerns or questions you may have about the course. The easiest way to contact me is by email or to see me during my office hours.