



## 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:	Ann Dumonceaux		
(b)	Office Hours:	Monday/Wednesday 11:30-2:20; Tuesday/Thursday 1:00-2:00; or by appt		
(c)	Location:	Paul 333		
(d)	Phone:	370-3306	Alternative Phone:	
(e)	Email:	dumoncea@camosun.bc.c		
	Class Times:	Tuesday/Thursday 2:30-3:50 Paul 109		

### 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: English 151 Course Pack (Ann Dumonceaux)

#### 4. Course Content and Schedule

Date	Topic	Activity	Assignment
Sep 3	Course Outlines		<i>Diagnostic Grammar</i>
Sep 5	Persuasion Summary	DMB; Nigerian Astronaut; Dihydrogen Monoxide	
Sep 10	Evaluation	Giant Cat; Screams of the Damned	
Sep 12	Analysis	Microsoft Buys Church; Arby's Meal; Angel Dust	<i>Comma Quiz</i>
Sep 17	Review	Point of View	
Sep 19	The Expository Essay – Thesis / Evidence	Evaluate the Thesis	
Sep 24	Organization	Introduction; body; conclusion	<b>Persuasion Assignment due (10%)</b>
Sep 26	Definition	Soylent 'Green'; What is Intelligence, Anyway?	<i>Fragments Quiz (2%)</i>
Oct 1	Description	Red Christmas; Body Ritual of the Nacirema	
Oct 3	Cause and Effect	Save Money; If Hitler Asked You to ...	
Oct 8	Comparison / Contrast	That Lean and Hungry Look	<i>Run-Ons Quiz (2%)</i>
Oct 10		<b>PEER EDIT</b>	
Oct 15	The Argumentative Essay - Definition		
Oct 17	Organization	Acknowledging the Opposition	<b>Expository Essay due (20%)</b>
Oct 22	Appeal to Logic	Guns, Sex, and Education	
Oct 24	Appeal to Emotion	A Crime of Compassion	
Oct 29	Appeal to Ethics	Why I Am Not Going to Buy a Computer	
Oct 31	Review		<i>Semicolons Quiz (2%)</i>
Nov 5		Individual Help	
Nov 7		Research Sources	<b>Argumentative Essay (in-class) (20%)</b>
Nov 12	The Argumentative Research Essay – Research	Evaluating Sources	
Nov 14	Organization	Block; Modified Block; Point-by-Point	<i>Agreement Quiz (2%)</i>
Nov 19	Plagiarism	Quoting	
Nov 21	Plagiarism	Paraphrasing; Summarizing	
Nov 26	Documentation	MLA; APA	<i>Modifiers Quiz (2%)</i>
Nov 28		Individual Help	
Dec 3	Final Exam Preview		
Dec 5			<b>Argumentative Research Essay due (30%) In-Class Final (10%)</b>

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

ASSIGNMENTS	VALUE
Grammar (5 tests x 2%)	10%
Persuasion Assignment (900-1500 words)	10%
Expository Essay (900-1500 words)	20%
Argumentative Essay (in-class)	20%
Research Essay – (1500-2500 words)	30%
In-class Final Exam	10%

## 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. <i>(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.)</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.

## 6. 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.

## ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

Attend classes regularly. Because exams and assignments are based primarily on lecture material, students that have less than 80% attendance will find it very difficult to succeed in the course. Students are responsible for all information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class nor inattention to classroom instruction exempts you from meeting deadlines or preparing for class.

I will be available to answer basic questions about assignments via email during the weekdays. Please be reasonable with your expectations; an email exchange is not a substitute for attendance. Do not ask me to summarize what you missed during an absence.

All due dates are firm. Late assignments will lose 5% per day unless accompanied by appropriate documentation of illness. Assignments more than five days late will lose 25%. **All assignments handed in after the last day of classes will not be graded.** Requests for extensions will be considered under special circumstances, but only if the request is made well in advance of the due date.

Grammar quizzes will be conducted in the first ten minutes of class. Students who are late for class may not be permitted to write the tests. **There are no make-up grammar tests.** Students who are absent will receive a grade of zero on the missed test.

All out-of-class assignments must meet MLA or APA style requirements. Your Course Pack contains student models for take-home assignments. Please refer to these models for title, margins, font, and spacing requirements. **Assignments submitted via email will be penalized 10%.** Only paper assignments will be returned with written comments.

All papers should be written in third-person point of view. Papers written in first- or second- person point-of-view will lose 5%.

All take-home written assignments carry recommended word counts. Meeting these recommendations increases the likelihood of a good grade on the assignment. The argumentative research essay has a **required** minimum word count: failure to meet this requirement will result in a failing grade on the assignment.

A re-write option is available for papers that earn grades in the F-D range on the expository and in-class argumentative essays. Students that wish to re-submit these papers must schedule an appointment with me to review the assignments. The resubmissions must be accompanied by the original essays and are due on the last day of classes. The maximum grade that can be achieved on a re-write is C+.

**No cell phones, laptops, or other electronic devices are permitted during class without permission.** If you cannot comply with this regulation, you will be asked to leave the class. Accessing any electronic device during an exam or in-class assignment constitutes a violation of the student conduct policy and will result in a grade of zero on the assignment.

The penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment. Plagiarism includes the following: submitting part or all of an assignment written by someone else; copying and pasting one or more passages (even a few words) from another source without correct documentation; paraphrasing that too closely resemble the original in either form or content; submitting an assignment edited or corrected for grammar and/or content by a copy editor or tutor.