



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:	Jeanne Iribarne		
(b)	Office Hours:	Mon/Wed 1 p.m. to 2 p.m. and Tues/Thurs 10 a.m. to 11 a.m.		
(c)	Location:	Paul 328		
(d)	Phone:	370-3349	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:

- 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.
- 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.
- 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.
- 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, Fall 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.)

English 150 Syllabus

<u>Date</u>	<u>What We Will Cover</u>	<u>Major Assignments And Readings</u>
Week 1	Course introductions. Theme: Learning, studying, education	First readings: Carr, Shirky (coursepack)
Week 2	*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) "Summarizing" (636)
Week 4	* Writing focus: quoting, paraphrasing, summarizing	
Week 5	Theme: leadership, language, persuasion *Writing focus: using documentation systems (MLA)	* Mid-term (20%) in class Machiavelli (185); Lao Tzu (158);
Week 6	*Writing focus: evaluating sources	"Logos, Pathos, Ethos" (597-610) "Documenting Sources" (637-643) "Evaluating Sources" (630-631)
Week 7	Theme: warfare *Writing focus: identifying an argument	Essay 1 (20%) Picasso (271); Mead (274); Orwell (282) <hr/> "Synthesizing Ideas" (621-626)
Week 8	Theme: wealth, poverty, social class	Malthus (324); Gandhi (332) + film; Hardin (357) Rubin (coursepack) King (coursepack)
Week 9	*Writing focus: problems in deductive reasoning	

Week 10	*Writing focus: problems in inductive reasoning	**Preliminary bibliography due
Week 11	Theme: art *Writing focus: structuring an argument	Achebe (506); <i>Roadsworth</i> (film) <i>Exit Through the Gift Shop</i> (film) Essay 2 – Argument and Analysis of Sources (20%)
Week 12	*Writing focus: evaluating an argument	“Structuring Ideas” (578-593) “Transitions” (586-591)
Week 13	Theme: the novel	<i>The Reluctant Fundamentalist</i>
Week 14	Exam Prep	Final Exam in exam period (20%)

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%

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 COURSE POLICIES

1. Out of respect for the dynamics of classroom conversation, I will ask you to refrain from using electronic devices in the classroom, particularly during discussions (i.e. no cell phones and laptops during class). Please see me if this policy will present difficulties for you.
2. In-class work (such as in-class writing and exams) cannot be rescheduled without medical documentation.
3. Students who cannot pass the exams will not pass the course.

4. To complete this course with a passing grade, ALL five major assignments must be completed.
5. Assignments are due at the beginning of class on the due date. Unless we negotiate otherwise, late assignments will be accepted for one full week after the initial due date with a penalty of 10% per day, but these assignments will receive no written comments (only a grade). After one week, late assignments will not be accepted at all. Please keep track of deadlines. You are welcome to discuss your work with me at any time during office hours.
6. At the college level, we make an assumption of basic literacy and mechanical polish in all assignments. This means that a paper with significant grammatical errors will not pass no matter how wonderful the ideas are. Also, please note that “re-writes” are not accepted except under extraordinary circumstances.
7. 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).