



School of Arts & Science
ENGLISH DEPARTMENT
ENGL 151 – X21
Academic Writing Strategies
Fall 2013

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Jodi Lundgren
(b)	Office Hours:	Monday and Wednesday 3-4 p.m. and by appointment
(c)	Location:	Paul 326
(d)	Email:	lundgrenj@camosun.bc.ca (best way to reach me)
(e)	Phone:	250-370-3342

2. Intended Learning Outcomes

At the end 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 organisation of ideas.
- Vary style purposefully for planned rhetorical strategies.
- Write for specific results.
- Critique his/her own and others' writing.

3. Read and analyse 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 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 Texts

English 151 Course Pack—Dr. Jodi Lundgren

Aaron, Jane E. and Elaine Bander. *The Little, Brown Essential Handbook for Writers*, 5th Canadian ed. Pearson, 2014.

- You will need a three ring binder for collecting class handouts and marked copies of your assignments.
- You need to set aside about \$10 for making copies of your essays for in-class workshops.
- **You will need access to a printer and a stapler** for when you hand in your assignments. The library has printers and staplers for students to use, but I don't carry one. Thanks for understanding.

4. Schedule of Readings, Lessons, and Assignments

The following outline will give you a general overview of the class. The need to adjust the schedule will almost certainly arise, so pay attention to announcements in class and/or over email.

I will distribute detailed handouts in class as the course progresses. If you are ever in doubt as to what I expect of you, *please ask*.

Notes:

- CP=English 151 Course Pack
- LB=*Little, Brown Essential Handbook for Writers*
- Readings and assignments are **due** for the dates listed.
- **Be sure to bring the textbook and the course pack to every class.**
- Additional readings may be assigned as needed.
- You are not responsible for the Exercises and Assignments contained within the readings unless specifically noted.
- Note that Part I: Writing (3-21) and Part II: Effective Sentences" of *Little, Brown* are recommended reading for all students. In my feedback on your writing, I may recommend further sections of *Little, Brown* for you to consult individually.

1.W Sept. 4 Introductions
 Student Surveys

- 2.M Sept. 9 *LB* Ch. 21, "Sentence Fragments"
 Reading due: *CP* 67-71
 Dave Elliott, "The Past and the Future" (handout)
 Writing due: Answers to "Prereading questions" *CP* 70-71; apply to article by Elliott
In-class personal response to Elliott
- 3.W Sept. 11 Grammar Quiz #1: Sentence Fragments.
 Reading due: *CP* 72-76; Vanderslice "When I Was Young..." *CP* 77-78
 Writing due: Answers to relevant "Prereading Questions" *CP* 70-71 and selected q's from "Strategies for Elaborating on Texts" *CP* 74-75
4. M Sept. 16 *LB* Ch.22, "Comma Splices and Fused Sentences"
 Writing due: **Personal response** of 100 words to Vanderslice based on "Prompts for Personal Response" *CP* 77
 Reading due: After you've written your personal response, read *CP* 79-82
- 5.W Sept. 18 Grammar Quiz #2: Comma Splices and Fused Sentences
 Reading due: Andrews and Nelkin, "The Business of Bodies" *CP* 136-140
 "Paraphrasing" *CP* 85-87
 Writing due: **Personal response** of 100 words to Andrews and Nelkin
6. M. Sept.23 *LB* Ch.20, "Misplaced and Dangling Modifiers"
 Return to paraphrasing exercise.
 Writing due: "Loose plan" of Response Essay (fill in form *CP* 2)
 Reading due: "Yes/No/Okay, But" *CP* 153-163
 Re-read *CP* 79-80; "Critical Analysis" *CP* 94-98
7. W Sept.25 Grammar Quiz #3: Misplaced and Dangling Modifiers
 Reading due: "Drafting" *CP* 99-105
 Writing due: **Draft of Response essay**
8. M Sept.30 In class: Paragraph Unity & Coherence (handouts)
 "The Art of Quoting" *CP* 160-163
 Writing due: Paragraph proposing debate topic
9. W Oct.2 Writing due: **Revised Response Essay.**
LB Ch.7 "Parallelism"
 Reading due: "Summarizing" *CP* 88-93
 Horn, "Promoting Marriage..." *CP* 142-149
 In class: Group summary exercise with Horn's essay
10. M Oct.7 Grammar Quiz #4: Parallelism.
 Review Horn summary
 Introduction to Debate, Rhetorical Analysis, and Argument Essay assignment
 Reading due: "Connecting Claim to Evidence" *CP* 111-117
 "Argument" *CP* 119-123
11. W Oct.9 Work on collaborative rhetorical analysis with debate group *CP* 21
 Debate planning
 Reading due: Sample Rhetorical Analysis *CP* 109-110.
 Debate essay(s) (links will be emailed)
 "Argument" *CP* 124-126
LB Ch.37, "Evaluating & Synthesizing Sources"
- Mon. Oct.14: Thanksgiving Day. No class.**
12. W Oct.16 Library research
 Reading due: *LB* Ch.35 & 36 (for reference)
13. M Oct.21 **In-class Summary Test**
 Writing due: **Collaborative rhetorical analysis (1 per debate team)**

14. W Oct.23 *LB* Ch.23, "The Comma"
Debate #1
Reading due: Debate essays (electronic sources)
CP 130-131
15. M Oct.28 *LB* Ch.23, "The Comma" cont'd
Debate #2
Reading due: Debate essays (electronic sources)
CP 132-135
16. W Oct.30 Debate #3
Preparing for the Argument essay
Reading due: Debate essays (electronic sources)
CP 117-118; *CP* 150-152
17. M Nov.4 Grammar Test #5: Commas
Writing due: Argument Essay draft for peer critique
18. W Nov.6 *LB* 24, "The Semicolon"
Intro. to the research paper
Writing due: Revised Argument Essay

Mon. Nov.11 Remembrance Day: No Class

19. W Nov.13 *LB* 25, "The Colon"
LB 26, "The Apostrophe"
LB Ch.39 & 40, "Avoiding Plagiarism and Documenting Sources"
Writing due: Research Proposal
Preparing the Outline + Annotated Works Cited
20. M Nov.18 Conferences
21. W Nov.20 Conferences
22. M Nov.25 Grammar Test #6: Semicolons and Colons
Grammar Test #7: Apostrophes
Quiz: Avoiding Plagiarism
Preparing for the Oral Presentation
23. W Nov.27 Presentations
Writing due: **Outline + Annotated Works Cited**
24. M Dec.2 Presentations
25. W Dec.4 Presentations
Writing due: Research Paper (including Proposal, Outline + Annotated Works Cited)

5. Assignments and Evaluation

1. Critical Response Essay	Personal responses	--*	Sept.9, 16, 18
	Essay plan	--*	Sept.23
	Draft	--*	Sept.25
	Final	15%	Oct.2
2. Summary	Draft	--*	Oct.2
	In-class test	10%^	Oct.21
3. Collaborative Rhetorical Analysis + Debate		5%**	Oct.21 Oct.23, Oct.28, or Oct.30

4. Argument Essay	Draft	--*	Nov.4
	Final	15%	Nov.6
5. Top 6 Grammar Tests		12%^	See outline.
6. Avoiding Plagiarism Quiz		3%^	Nov.25
7. Research Paper:			
Proposal		--*	Nov.13
Outline +Annotations		5%	Nov.27 OR Dec.4
Final Paper		20%	Dec.4
Oral Presentation		5%***	Nov.27, Dec.2, Dec.4
8. Participation:		10%	Ongoing
(includes group work, peer critiques, library assignment, informal in-class writing, oral responses)			

* These assignments form part of the Participation grade. Note that being unprepared for a scheduled workshop results in both lost participation points and a 10% deduction from the final grade for the assignment. See "Policies" below.

^ In-class tests can be made up only by prior arrangement and with valid documentation (such as a doctor's note) explaining your absence on the scheduled test day.

** Participation in a debate is required prewriting activity; without it, I cannot accept the argument essay.

*** Since sharing the results of your research with an audience forms a crucial step in the research process, every student must deliver a presentation; otherwise, I cannot accept the research paper.

Format

All assignments written outside of class must be **typed** (word processed) and **double-spaced** using a **standard 12 point font**. Use **one-inch margins** all around. **Number** pages in the top right hand corner and use your **last name** as a header. **Staple your papers in the top left-hand corner**. I cannot accept papers by email unless otherwise stated. Use the **MLA Style** to document sources (see *Little, Brown* 164-84). Also follow the MLA Style by providing the following details on the first page of your essays: your name, the instructor's (my) name, the course name and number, the date, and a specific, relevant title for your paper. "Essay 1" is too vague, and repeating the title of sources you are writing about (e.g. "Harry Potter" for an essay about Harry Potter) is inaccurate. (See *Little, Brown* 183 for a sample heading.)

Evaluation

We will address the criteria for good college writing throughout the semester. In grading your work, I will be particularly interested in the development I see in revision and from paper to paper within the assignment sequence. I will be looking for evidence of your involvement in the course and of your willingness and your success in working on your writing over the term.

6. Grading System

A+	90-100%	B-	70-72
A	85-89	C+	65-69
A-	80-84	C	60-64
B+	77-79	D	50-59
B	73-76	F	Below 50

7. Policies

*It is our shared responsibility to develop and maintain a positive learning environment for everyone. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal.

* Assignments are due at the beginning of class on the due date (unless scheduled to be written in class). Once during the semester, you may hand in an out-of-class, final draft assignment up to three days late (not including weekends), taking a 5% deduction. After this cut-off point, you will forfeit the assignment and receive a 0. No further late assignments will be accepted. In the event that illness or emergency affects your ability to meet a deadline, contact me *as early as possible* and obtain documentation from a person in authority.

* When outlines or drafts are required for in-class workshops, either missing the workshop or coming to class without an outline or draft (as specified) will result in an automatic deduction of 10% from the final draft grade. This penalty underlines the importance both of writing as a process and of being accountable to your classmates, whose participation grades may depend on their peer reviews of your work.

* A significant portion of your grade for this course is based on participation. In order to engage effectively in class discussions and activities, you will need to be present, prepared, alert, and willing. It is essential that students complete **all** the readings ahead of class and turn off any electronic devices for the duration of class. In-class work depends on interaction with your fellow students in the classroom and cannot be made up. Thus, each missed class activity will have a detrimental effect on your participation grade. Attendance will be recorded.

* Punctuality is a must. Grammar tests always take place at the beginning of class and cannot be made up without a valid excuse.

Most assignments that fall into the participation category will be credited using a check mark system. A 0 indicates a failure to fulfill the basic expectations of the assignment. A √- indicates that the response meets some, but not most, of the expectations of the assignment. A √ indicates a satisfactory response to the assignment. A √(+) indicates that the seeds of powerful work are present, although their potential has not been fully realized. A √+ indicates a fully successful response to the assignment. A √++ indicates an exceptional response that exceeds the basic expectations of the assignment. Participation marks will be tallied at the end of the semester and converted into a numerical score. You may see me to inquire about your standing at any point in the semester.

* Plagiarism, the act of presenting the words, ideas, or data of another as if they were your own, is an academic crime. Camosun College's Student Conduct Policy covers both academic honesty and student behaviour and is outlined on pages 20-22 of the 2012/2013 Camosun College Calendar. See also the red sheet prepared by the Anti-Plagiarism Committee in the English Department.

Part of the purpose of this class is to teach you how to use the ideas of others honestly in your own writing: Chapter 39 of *Little, Brown* (pages 152-158) gives you detailed information on how to do so. Please see me at any point if you are unsure about your use of sources, or if you are having so much difficulty writing that you are tempted to use someone else's work.

* Disability Resource Centre provides support services to students with a broad range of disabilities to ensure equitable access to post-secondary opportunities. Students with documented disabilities requiring academic and/or exam accommodation should schedule an appointment with Disability Resource Centre as early as possible. If you expect to receive accommodations from the instructor, you must provide me with your DRC form early in the semester.

A Final Word

A smoothly functioning class depends on clear communication all around. Please get in touch with me whenever you want to discuss your ideas, the assignments, my comments, the classroom dynamics, or any other subject related to the class or your writing generally. I check email regularly, and I encourage you to visit me in my office hours. Book an appointment to ensure a spot, or just drop by.