



## 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:	Max Olesen		
(b)	Office Hours:			
(c)	Location:			
(d)	Phone:		Alternative Phone:	
(e)	Email:			
(f)	Website:			

### 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) Text: Austin, Michael. *Reading the World: Ideas that Matter*. 2<sup>nd</sup> edition. New York: W.W. Norton, 2010.

### 4. Course Content and Schedule

**MOST TEXTBOOK READINGS WILL BE ANNOUNCED IN CLASS**  
**\*\*\*THIS SCHEDULE IS PROVISIONAL AND SUBJECT TO CHANGE\*\*\***

Week	Monday	Wednesday
<b>Week 1:</b> September 2 & 4	<b>Labour Day! No work today!</b>	<b>Introduction to English 151 Academic Writing Strategies: Welcome!</b>  <b>Due: Practice grammar diagnostic In-class writing practice</b>
<b>Week 2:</b> Sept 9 & 11	<b>Readings:</b> Didion, "On Keeping a Notebook" (Handout)	<b>Readings:</b> Kozol: "The Human Cost of an Illiterate Society" (Handout)
<b>Week 3:</b> Sept 16 & 18	<b>Readings: TBA</b>  <b>Assignment #1: Summary assigned</b>	<b>Readings: TBA</b>
<b>Week 4:</b> Sept 23 & 25	<b>Readings: TBA</b>	<b>Readings: TBA</b>
<b>Week 5:</b> Sept 30 & October 2	<b>Readings: TBA</b>  <b>Assignment #1: Summary due!</b>	<b>Readings: TBA</b>  <b>Grammar/Punctuation Quiz #1</b>
<b>Week 6</b> Oct 7 & 9	<b>Readings: TBA</b>  <b>Assignment #2: Critical Analysis assigned</b>	<b>Readings: TBA</b>
<b>Week 7</b> Oct 14 & 16	<b>Thanksgiving! No class today!</b>	<b>Readings: TBA</b>  <b>Assignment #3: Sign up for oral reports</b>
<b>Week 8</b> Oct 21 & 23	<b>Readings: TBA</b>  <b>Critical Analysis due!</b>	<b>Readings: TBA</b>
<b>Week 9</b> Oct 28 & 30	<b>Readings: TBA</b>  <b>Grammar/Punctuation Quiz #2</b>	<b>Readings: TBA</b>

<b>Week 10</b> November 4 & 6	<b>Readings: TBA</b>  <b>Research Paper assigned!</b>	<b>Readings: TBA</b>
<b>Week 11</b> Nov 11 & 13	<b>Remembrance Day – No Class Today – Lest We Forget</b>	<b>Readings: TBA</b>
<b>Week 12</b> Nov 18 & 20	<b>Oral Reports!</b> <b>Annotated Bibliographies due</b>	<b>Oral Reports!</b> <b>Annotated Bibliographies due</b>
<b>Week 13</b> Nov 25 & 27	<b>Oral Reports!</b> <b>Annotated Bibliographies due</b>	<b>Oral Reports!</b> <b>Annotated Bibliographies due</b>
<b>Week 14</b> Dec 2 & 4	<b>Research Paper due!</b> <b>In-class Research Paper peer edit</b>  <b>***BRING TWO COPIES OF PAPER – ONE TO HAND IN TO ME, ONE FOR PEER EDITING***</b>	<b>In-class summary and rhetorical analysis</b>  <b>Last day of class!</b>

## 5. Basis of Student Assessment (Weighting)

### (a) Assignments

- 20% Unannounced in-class writing (4 @ 5% each)
- 10% Summary Assignment (250-500 words)
- 10% Critical Analysis (750 words)
- 5% Annotated Bibliography for Research Paper, in conjunction with Oral Report (length TBD)
- 5% In-class Research Paper Peer Edit
- 20% Research Paper (1500-2000 words)
- 15% In-class Summary and Rhetorical Analysis

### (b) Quizzes

- 10% Grammar/Punctuation quizzes (2 @ 5% each)

### (c) Exams

NO EXAM

### (d) Other (e.g., Attendance, Project, Group Work)

- 5% Oral Report on Research Paper, in conjunction with Annotated Bibliography (8 minutes)

## 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.