



School of Arts & Science
ENGLISH DEPARTMENT
ENGLISH 151 - section 003
Academic Writing Strategies
SPRING 2014

COURSE OUTLINE

*Please note: This outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.*

INSTRUCTOR INFORMATION

Instructor:	Kristine Kerins B.A. M.A.
Office Hours:	Monday & Wednesday 2:45 to 3:15 PM
Office Location:	Lansdowne campus Paul building room 330
Office Phone:	(250) 370 - 3357
Email:	kerins@camosun.bc.ca An email will likely receive a quicker response than a phone message; however, I may not respond at all between 5 pm & 9 am or on the weekend. If, during the week, I do not respond within 48 hours, assume I did not receive your message and please re-send. Likewise, I expect you to acknowledge receipt of my messages.
Website:	http://faculty.camosun.ca/kristinekerins

COURSE INFORMATION

Course Credit Value: 3

Course Prerequisites:

C+ in English 12 or EFP 12

or C in ENGL 103 & ENGL 104; ENGL 103 & ENGL 106;
ENGL 092 & ENGL 094; ENGL 092 & ENGL 096; ENGL 142;
ELD 092 & ELD 094; or ELD 097

or B in ENGL 170

or by assessment

NOTE: A basic ability with grammar, punctuation, and spelling is expected and will be factored into assignment grades.

Course 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 self-awareness of methods of inquiry, critique, and reflection. Finished assignments total approximately 4000 words.

COURSE INFORMATION (continued)

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.

COURSE INFORMATION (continued)

Required Text:

Brundage, David, and Michael Lahey. *Acting On Words: An Integrated Rhetoric, Research Guide, Reader, and Handbook*. 3rd ed. Toronto: Pearson, 2012. Print.

* please be sure the text comes packaged with a "COMPLAB" access card *

Basis of Student Assessment:

8 Grammar Topics	4%			
5 Small Exercises	6%			
Expository Essay	15%	700 words	May 21	in-class
Argument Essay	20%	1000 words	June 2	
Research Essay	25%	1300 words	June 16	
Final Exam	30%	1000 words	June ??	in-class
-cumulative grammar 5%				
-300 word summary 10%				
-700 word analysis 15%				

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Outstanding	9
85-89	A	Excellent	8
80-84	A-	Very Good	7
77-79	B+	Very Good	6
73-76	B	Good	5
70-72	B-	Good	4
64-69	C+	Satisfactory	3
60-63	C	Sufficient	2
50-59	D	Minimum level has been achieved	1
0-49	F	Minimum level has not been achieved.	0
Temporary grades	I, IP, CW	These may be assigned for specific circumstances. See Grading Policy at www.camosun.ca for details.	

IMPORTANT NOTES

- **ELECTRONICS:** Because this course emphasizes student participation and discussion, it is essential that students completely turn off all electronic devices for the duration of every class. This includes laptops, phones, translators, and recording devices. Notes can be taken by hand. If you are texting or surfing in class, I will ask you to leave.
- **IN-CLASS ASSIGNMENTS:** Students who are absent without medical documentation will receive zero for any missed work. If you must legitimately be absent for some important reason, please see me ASAP. Having to work will not be considered a valid reason to miss class.
- **OUT OF CLASS ASSIGNMENTS:**
 - Late assignments will only be accepted for 2 days past the due date, will lose 10% per day, and will receive a grade only (no comments). If you must hand something in late, have a faculty member sign it with the date and time of submission, and before slipping it under my office door.
 - Requests for extensions (up to 5 days) will be considered under special circumstances, but only if the request is made at least 24 hours before due date.
 - I do **not** allow re-writes of any kind; we just do not have the time.
 - I do **not** accept electronic submissions; I must have a paper copy of everything.

IMPORTANT NOTES (continued)

- **EXTRA HELP:** The College provides many services, including a Writing Centre and a Language Help Centre. See Student Services, the College Calendar, or www.camosun.ca
- **PLAGIARISM:** You must write your own papers and carefully document all your sources. Plagiarism is an academic offence that the college takes very seriously. Papers with any form of plagiarism will receive zero. If you are unsure if you are edging close to plagiarism, please talk to me, the Writing Centre or the Language Help Centre.
- **CONDUCT:** Students are responsible for knowing the Student Conduct Policy. This document is available at Student Services, the School Administration Office, or www.camosun.ca in the 'Policy' section.
- **FOR YOUR RECORDS:** Be sure to keep all rough drafts, final drafts, and graded material until end of term. In the event of a computer failure or grade discrepancy, these documents will be critical.

Tips for Success in English 151

Be punctual and be prepared:

It is important that you have completed all assigned readings before coming to class ... on time. Since our class time will involve a lot of group discussion and group activities, you must also arrive prepared to intelligently and enthusiastically participate. What you are expected to have read and/or completed for any given date is listed on the schedule. I might not mention it in class, but it is still your responsibility to have it read / done.

SPECIAL NOTE: Spring classes move every quickly; something is due every single day!

Do not procrastinate on your assignments:

You will be asked to take a mature, self-directed approach to your learning in this class. Some assignments (like the grammar) will have no lecture time allotment; you must be self-regulating and self-scheduling. Your essays, too, if they are to be well written, will require several drafts and possibly consultation with the instructor, the Writing Centre, or the Language Help Centre. Start work on them early so that you can properly plan, research, and write in enough time to also revise and polish. It is your responsibility to read that assignment carefully to make sure you understand exactly what you are being asked. If you have questions about an assignment, ask them early in the process; it will save you time and tears in the long run.

Submit assignments with correct formatting and MLA documentation:

Small, technical details of presentation do matter. Formatting guidelines and citation minutia may seem finicky, but mastering them is not difficult. Correct formatting and documentation adds credibility to your work by establishing your professionalism. Sweat the small stuff!

Make a reliable friend in class:

While students who regularly attend fare much better in the class, I do understand that you may need to miss a class or two (hopefully not more than that). I will not be taking attendance, and you do **not** need to inform me if or why you must be absent. However, you are responsible for catching yourself up before returning. The first step is to borrow some thorough lecture notes from a reliable source. By all means, come and see me in office hours if you need help understanding the material you have missed, but please only do this *after* you have tried to work through it on your own; I can fill in the holes in your understanding, but I can't recap the entire lecture.

Make use of office hours:

Your writing strengths and weaknesses are uniquely yours. Come talk to me if you are having trouble with your grammar units or if you are unsure about your outline, thesis, topic sentences, etc. Consultation is also useful after assignments have been graded and returned: the best way to improve for the next assignment is to make sure you understand how to avoid the difficulties in the current assignment. You need not make an appointment if you come during scheduled hours. If those hours do not work for you, email me and we can try to find another time or another way to chat.