



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:	Brenda Proctor		
(b)	Office Hours:	Mondays 2:30-4:30pm, Wednesdays 2:30-4:30pm, or by appointment		
(c)	Location:	Paul 337 or TBA		
(d)	Phone:	250-370-3354	Alternative Phone:	
(e)	Email:	proctorb@camosun.bc.ca		
(f)	Website:	http://online.camosun.ca		

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: Henderson. *The Active Reader*, 2008.
 (b) Access to the Desire2Learn Course Website: <http://online.camosun.ca>

4. Course Content and Schedule

See attached schedule

5. Basis of Student Assessment (Weighting)

Assignment	Value	Due Dates
Diagnostic Essay (optional)	0%	May 12
Discussion forum participation Posts and comments	10%	Bi-weekly posts and comments
Blog (8 entries as well as comments on the blogs of others)	20%	Mondays at 10am and/or Thursdays at 10am, ongoing
Research proposal	5%	May 22
Rhetorical Analysis (Midterm)	10%	May 26
Annotated bibliography	10%	June 5
Research essay first draft Participation in Peer review	15% penalty on research essay mark for those who don't post first draft and give feedback on time	June 12-14
Research essay final draft	25%	June 18
Final exam: face-to-face on campus or via distance	20%	Exam period

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 NOTES

8. Assignments

Assignments are due in the dropbox on the dates and times specified.

Please submit assignments in a word file beginning with your last name (for example: proctorbmidterm.doc or proctorbmidterm.docx). In the top, left corner of your document, please include your name, your student number, the name of the assignment, the date and my name.

I do not normally grant extensions. If you have an exceptional circumstance, please speak to me at least 24 hours BEFORE the deadline.

Late assignments will be deducted 5% for every day late and will not receive comments unless you have provided documentation (such as a note from a doctor).

Be sure to keep all rough drafts and marked material until the end of term.

9. Tips for Success in English 151

1. Manage your time well: This class requires bi-weekly participation in discussion forums and the maintenance of a blog, as well time for reading, note taking, and essay writing. Schedule in six hours per week of online classroom time and additional time for assignments. To succeed in this course, you'll need to commit to regular online attendance and participation. Self-discipline in terms of time management is essential. If you know you'll need help with your writing, book regular appointments with Camosun's Writing Centre (all students) or English Help Centre (international students).
2. Be prepared for class: Your online participation and your intellectual presence are essential. We are cultivating a community of readers and thinkers who can learn from each other, so substantial sections of our online class time will be given to discussion. Learning to articulate your perspective on, response to, and questions about the day's reading will a) enrich the class members' understanding of the text, and b) enrich your ability to express yourself clearly in the written assignments. Use active reading strategies for each text we take up, and note your reactions to the readings in the margins of the text or on a separate sheet of paper.
3. Take good notes: For the final exam, you will be responsible for concepts that are covered in course content and in class discussions.
4. Write your assignments in stages: Even professional writers produce work in several drafts. Writing is a craft that requires attention to detail and refining. At a minimum, students should include brainstorming, outlining, drafting, and revising in their writing process, and revisions should take about the same amount of time as the draft.
5. Submit assignments with correct MLA or APA format and documentation: Avoid handing in assignments that contain good material, but that look like first drafts. Formatting guidelines are finicky, but mastering them is not difficult. Correct format adds credibility to your work by establishing your professionalism, and it also helps readers make sense of your writing. Read over the assignment carefully, making sure you understand what you are being asked to write about and how you are being asked to present it. If you have questions about an assignment...
6. Make use of my office hours: Some of the best learning over the semester happens in one-on-one conversations about your work, face-to-face, over the phone, or on Skype. This is particularly useful after you have an outline (including thesis, topic sentences, and quotations from the text you intend to use to develop your ideas). 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.

8. Students with Disabilities

If you have a disability that impacts your ability to participate academically, I would like to hear from you, so I can do my best to accommodate your learning needs.