

 CAMOSUN COLLEGE	School of Arts & Science ENGLISH DEPARTMENT ENGL 151-02 Academic Writing Strategies Summer 2014
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COURSE OUTLINE: Keep this information for the entire course.

Calendar 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.

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:	Dr. Candace Fertile	
(b)	Office Hours:	MTWTh 1:30-2:20 or by appointment	
(c)	Location:	Paul 337	
(d)	Phone:	250.370.3354	Alternative Phone:
(e)	Email:	fertile@camosun.bc.ca (best way to contact me apart from class)	

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:

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

The Broadview Anthology of Expository Prose, 2nd edition

The Englishman's Boy, by Guy Vanderhaeghe, M&S

you should also have access to a good recent dictionary (on-line or hard copy)

4. Course Content and Schedule (MW 2:30-5:20, Fisher 210, subject to change)

The course includes lectures, small and large group discussions, in-class writing and other in-class work. Students must read assigned material from *The Broadview Anthology of Expository Prose*, 2nd edition, before the class in which it is to be considered. Page numbers are indicated below. Students will also be required to participate in peer review; in other words, students will share their work with other students for critique.

July 2

Introduction
diagnostic writing skills exercise
letter of introduction

July 7

Bacon “Of Studies” (9-10)
Orwell “Politics and the English Language” (116-128)
Ngugi “Decolonising the Mind” (333-341)
essay format
sentence errors

July 9

King “Letter from Birmingham Jail” (144-159)
Orwell “Shooting an Elephant” (109-115)
library orientation (tentative)
parts of a sentence
parts of speech

July 14

first writing assignment due at the beginning of class—no late work accepted
Kincaid “On Seeing England for the First Time” (366-370)
McLeod “Cree Poetic Discourse” (657-672)
subject-verb agreement
pronoun-antecedent agreement
quotations

July 16

Klein “The Swoosh” (478-491)
Harris “The Unrepentant Whore” (674-682)
Martin “The Egg and the Sperm” (347-364)
deadline to choose research paper topic (-10% from research paper if not done)
MLA format
annotated bibliography

July 21

Twain “A Riverboat Pilot Looks at the Mississippi” (64-66)
Orenstein “Stop Your Search Engines” (654-656)
Lehrer “The Eureka Hunt” (515-526)
tentative Works Cited properly formatted MLA style due plus 100 word description of
tentative direction of research paper (minus 20% from research paper if not done)
parallelism
comparison and contrast

July 23

Franklin “Silence and the Notion of the Commons” (374-379)

Kolbert “The Sixth Extinction?” (243-264)

Alvarez et al. “Extraterrestrial Cause for the Cretaceous-Tertiary Extinction” (225-242)

modifiers

active and passive voice

July 28

Du Bois “A Mild Suggestion” (91-93)

Royko “Another Accolade for Charter Arms Corp.” (221-223)

Swift “A Modest Proposal” (17-25)

annotated bibliography due of five sources (-25% from research paper if not done)

punctuation

July 30

in-class essay open book on selections from *The Broadview Anthology of Expository Prose*, 2nd edition (minimum 750 words)

August 4—no class BC Day

August 6

writing skills quiz

discussion of in-class essays

sentence outline of research paper (one sentence per paragraph) and peer review (-20% from research paper if not done) due at beginning of class

trouble-shoot research paper

August 11

research paper due at the beginning of class

reading quiz on *The Englishman’s Boy*

discussion of *The Englishman’s Boy*

August 13

continue discussion of *The Englishman’s Boy*

August 18

in-class essay on *The Englishman’s Boy* (open book, 750 words minimum)

5. Basis of Student Assessment (Weighting)

10% first writing assignment July 14 (450-500 words)

25% in-class essay July 30 (minimum 750 words)

15% writing skills quiz August 6

30% research paper August 11 (1250-1500 words, various intermediate steps)

05% reading quiz on *The Englishman’s Boy* August 11

15% in-class essay on *The Englishman’s Boy* August 18 (open book, minimum 750 words)

Please note that students must achieve at least 50% on in-class work and complete all assignments in order to pass the course.

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 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. (<i>For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.</i>)
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.

Further Information

1. It is important that students read all the assigned material, complete all writing projects, and attend all classes.
 2. Work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. Late work gets zero. If deadlines are missed, there is no such thing as a late penalty. I do not accept late work. Any in-class work missed cannot be made up. Absences documented by a note from a doctor will be dealt with individually.
 3. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero. I also send a memo documenting the plagiarism to the Dean of Arts and Science. If you have any questions about this matter, do not hesitate to ask me. We will cover documentation in the class, and Camosun library has excellent information on documentation.
 4. The more prepared you are, the more you will learn. I suggest that you read the material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Or write in the margins of your book, if you choose. Look up unfamiliar words or words that do not make sense to you in the context.
 5. If you miss a class, you must get notes from another student. Do not ask me if you missed anything or anything important (I will say, "Yes."). If you have missed a class and get notes from another student and have questions about the material, then please come see me. I cannot reproduce a missed a missed class, but I will try to help you. My office hours are for students. Just drop by. You do not need an appointment.
 6. As a courtesy to everyone else in the class, please turn off all devices (cell phones, laptops etc.). Repeat offenders will have to leave the room.
 7. Extra help is available online. See the Purdue University Online Writing Lab: <https://owl.english.purdue.edu/> or consult the Camosun Library website, which has information on all aspects of writing: <http://camosun.ca/services/library/> or see the website that comes with *The Broadview Anthology of Expository Prose* (access code included with the books).
 8. Save your work. Make sure you save your writing as you go along. Use a flash drive or email the work to yourself. Keep all marked work. You will need it.
 9. The best way to contact me apart from talking to me in class is to email me. I check email once a day and will reply within 24 hours except on weekends. Please put your course (English 151) in the subject line and include your name (first and last) if it's not clear from your email address. Otherwise, I'm likely to delete it. Also make sure the College has your current email address.
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Grades and Their Meaning

- A range—superior level of achievement
good insight into material with detailed, significant discussion
effective organisation for paper's purpose
fluent, error-free expression
- B range—high level of achievement
competent treatment of material with full but not as detailed a discussion as A
organisation contributes to sense but lacks effectiveness of an A paper
free of common errors
- C+ a little above satisfactory
sound content, somewhat mechanical organisation
may have one or two serious errors in expression
- C satisfactory
acceptable but commonplace content adequately supported
coherent but mechanical organisation
sometimes confusing expression because of errors
- D minimum level to achieve credit
limited content with weak support
organisation may be confusing
numerous errors in expression that hinder communication
cannot be used as a prerequisite
- F unsatisfactory—a failing paper
inadequate or inaccurate content with limited or no support
numerous errors that prevent communication

Please note that English 151 has a great deal of reading and writing. It's all about ideas, the uses (and maybe misuses) of language, and communication. It's a wonderful course to teach, and I hope you enjoy being a student in English 151. Welcome.

Assignments (done outside of class)

1. First assignment (due July 14 at the beginning of class)

Write a long paragraph of 450-500 words in which you answer the following question:

What do you think is the purpose of education?

You may narrow the topic, and you must give your opinion, not a summary of someone else's.

You must follow basic manuscript format.

2. Research Paper (due August 11 at the beginning of class)

Each of the following items is controversial in some way. Your task is to select one of these items, research it, devise a thesis which addresses a controversy on the topic selected, and write a paper in which you use five sources. This assignment has interim steps which must be completed in order to avoid losing marks from the research paper.

July 16

deadline for selection of topic (10%)

July 2

tentative Works Cited in MLA format (20%)

July 2

annotated bibliography of five sources (25%)

August 6

sentence outline of research paper (one sentence per paragraph) and peer review of outline (20%)

Note that to get to the point of creating an outline, you need to have thought deeply about what information you are going to include and how to organize it. Some of you may find that writing a rough draft the paper will lead to being able to create an outline. When you are doing a rough draft, you may start anyplace in the essay. You are exploring ideas and trying to figure out the best way to present your argument (a thesis is an argument).

Topics include the following: quinoa, soybeans, wheat, milk, cocoa beans, coffee, tea, peanuts, honey, rice, bananas, eggs, potatoes, olive oil, salmon, and almonds.