

	<p>School of Arts & Science ENGLISH DEPARTMENT ENGL 151 section 5 Strategies for Academic Writing Winter 2014</p>
---	--

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

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 students' self-awareness of methods of inquiry, critique, and reflection.

1. Instructor Information

(a)	Instructor:	Tim Chamberlain
(b)	Office Hours:	Tuesday/Thursday 1 to 2:30; Wednesday 11:30 to 1:00
(c)	Location:	Paul 220
(d)	Phone:	250-370-3422
(e)	Email:	chambet@camosun.bc.ca

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:

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 high school and academic writing.

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 individually and collaboratively for specific results.
- Critique his/her own and others' writing.

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, including 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.

Research and develop information media and literacy skills.

- Use a wide variety of appropriate research sources.
- Paraphrase and summarize texts to reflect accurate and coherently the original's ideas, organisation and tone.
- Use print and electronic library resources to locate sources.
- Assess and evaluate a variety of online media sources.
- Evaluate sources for authority, relevance, reliability, usefulness and other criteria.

- Incorporate and integrate research through correct use of summary, paraphrase and quotation writing skills.
 - Document sources fully and ethically, according to specified bibliographic conventions.
- 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.
 - Express interest in an academic pursuit of one or more disciplines.

Required Materials

- (a) Text: ***Becoming an Active Reader: a Complete Resource for Reading and Writing***
- Eric Henderson

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.) Unless indicated, "Practice" exercises will be completed in class.

Week One	From Blank Page to Thesis (2-7) Essay Reading: "Orca Encounters" (158) Punctuation: (391-393)
Week Two	Drafting the Essay (7-18) Essay Reading: "Joyas Voladoras" (162) Essay Reading: "An Enviro's Case for the Seal Hunt" (165) Punctuation: (394-401)
Week Three	Writing Summaries : Times and Places for Summaries (20-22) Essay Reading: "Predators and Scavengers" (170) Essay Reading: "Animal Welfare and Conservation: An Essential Connection" (174) Grammar: (410-415)
Week Four	Writing Summaries: The Stand-Alone Summary: The Precis (22-28) Essay Reading: "Generation Spend" (199) Essay Reading: "Generation Debt" (202) Essay Reading: "Generation Velcro" (205) Grammar: (419-433)
Week Five	Rhetorical Analysis (29-37) Interacting with Texts: (104-110) Critical Thinking: (113-121) Grammar Quiz
Week Six	The Art of Argument (39-49) Essay Reading: "Does Peace Have a Chance?"(236) Essay Reading: "Slip-Sliding Away, Down the Ethical Slope" (240) Essay Reading: "Burning Mistry" (242) Essay Reading: "Big Brother, C'est Moi" (245)
Week Seven	The Art of Argument (50-66) An Introduction to Reading Texts (122-138) Essay Reading: "I'm Glad I Never Had to Decide Whether My Strange, Lonely Boy Ought to Exist" (248) Essay Reading: "Why We Should Allow Performance Enhancing Drugs in Sport" (253)
Week Eight	Writing the Research Paper: 67-89 Conventions of Non-Academic Writing (129-138) Conventions of Academic Writing (141-151) Essay Reading: "Are We Ready to Subsidize Heroin?" (327)
Week Nine	Annotated Bibliography Assignment Essay Reading: "We Can't Handle the Truth: The Science of Why People Don't Believe Science" (319)

Week Ten	Oral Report: Research Paper
Week Eleven	Evaluating Research Source Material Hand in Annotated Bibliography
Week Twelve	Workshop Sessions – Research Paper
Week Thirteen	Workshop Sessions – Research Paper
Week Fourteen	Final Revising – hand in research paper.

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

Required assignment type	What your instructor will assign	Value
Summary	Summary of article	10%
Position Paper	Your choice, but approved by me (1500 wds)	20%
Annotated Bibliography	Related to final research paper	10%
Oral Report	Related to final research paper	5%
Quizzes (five, at random)	Based on essay readings @ 4% each	20%
Research Paper	Local topic – minimum 2000 words	30%
Grammar/Punctuation test	Based on topics covered	5%

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+	Exceptional (A+), outstanding (A), and excellent (A-) performance. Normally achieved by a minority of students, these grades indicate a student who is self-initiating, exceeds expectations, and has an insightful grasp of the subject matter.	9
85-89	A		8
80-84	A-		7
77-79	B+	Very good (B+), good (B), and solid (B-) performance. Normally achieved by the largest number of students, these grades indicate a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in the other area(s).	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory (C+) or minimally satisfactory (C) performance. These grades indicate a satisfactory (only) performance and knowledge of the subject matter.	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	1

		as a prerequisite.	
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 COMMENTS AS APPROPRIATE OR AS REQUIRED

1. The late penalty for essays is 5% per calendar day.
2. Do not submit essays electronically unless I specifically request that you do so.
3. Extra time for assignments can be granted only if a medical note is produced.
4. If you are late, just quietly take your seat.