



**School of Arts & Science**  
**ENGLISH DEPARTMENT**  
**ENGL 151 (section # 11)**  
**Strategies for Academic Writing**  
**2013**

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## 1. Instructor Information

(a)	Instructor:	Bronwen Welch
(b)	Office Hours:	Wednesday and Thursday 10:00 – 12:00
(c)	Location:	Ewing 218
(d)	Phone:	370-3194
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## 2. Intended Learning Outcomes

**Upon completion of this course the student will be able to:**

### **Form critical responses to ideas.**

- Distinguish between fact and opinion.
- Analyze 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.

**3. Required Materials**

(a)	Texts	<p><b>1) <i>Word and World</i> edited by Kent Lewis</b></p> <p><b>2) <i>Checkmate: Writer's Reference For Canadians</i></b></p>
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**4. Tentative Course Content and Schedule**

<u>Date</u>	<u>What We Will Cover</u>	<u>Homework</u>
<p><b>Week 1</b></p> <p>Jan. 7 ***</p> <p>Jan. 9</p>	<p>Introduction to Class – ***</p> <p>Definition</p> <p>Go over Group Presentation format</p>	<p>Buy textbooks ***</p> <p>Read: “Defining Pornography” (93) for Jan. 14<sup>th</sup></p>
<p><b>Week 2</b></p> <p>Jan. 14 ***</p> <p>Jan. 16</p>	<p>(Group 1) “Defining Pornography” Handout Assignment # 1 ***</p> <p>“What is Terrorism” Metaphors The comma</p>	<p>Read “What is Terrorism” (82) for Jan. 16th</p> <p>***</p> <p>Read “Metaphors that Kill” (135) for Jan. 21st</p>
<p><b>Week 3</b></p> <p>Jan 21 ***</p>	<p>(Group 2) “Metaphors that Kill” pages 135-139 ***</p>	<p>Read “Disease” (167) for Jan. 23</p> <p>***</p>

Jan. 23	<p>"Disease"</p> <p>The Semicolon</p> <p>Simple Words</p>	<p>****</p> <p>Read "What is Against Nature?" (163) for Jan. 28<sup>th</sup></p>
<p><b>Week 4</b></p> <p>Jan 28</p> <p>***</p> <p>Jan 30</p>	<p>(Group 3) "What is Against Nature?" (163)</p> <p>***</p> <p><b>Assignment # 1 Due!</b></p> <p>"Marriage is Between a Man and a Woman"</p> <p>Quick and dirty grammar</p>	<p>Read "Marriage is Between a Man and a Woman" (212) for Jan. 30<sup>th</sup></p> <p>Assignment # 1 due next class</p> <p>***</p> <p>Read "Selections from the Rules" (207) for Feb. 4<sup>th</sup></p>
<p><b>Week 5</b></p> <p><b>Feb. 4</b></p> <p>***</p> <p>Feb. 6</p>	<p>Hand out Assignment # 2</p> <p>Group 4 "Selections from the Rules" (207)</p> <p>Quick and Dirty Grammar</p> <p>***</p> <p>Genres</p> <p>Present tense, past tense</p> <p>Summary</p>	<p><b>2) Read "The Really Ugly Duckling" (248); "Ask Ellie" (248) for Feb. 6</b></p> <p>***</p> <p><b>Read "Image Slaves" (235) for Feb. 11</b></p>
<p><b>Week 6</b></p> <p>Feb. 11</p> <p>***</p> <p>Feb. 13</p>	<p>Group 5 "Image Slaves" (235)</p> <p><b>Summary Cont.</b></p> <p>***</p> <p>Reading Break – College Closed</p>	<p><b>No homework</b></p> <p>***</p> <p><b>Read "Ten Steps" (311) for Feb. 18<sup>th</sup></b></p>
<p><b>Week 7</b></p> <p><b>Feb. 18</b></p> <p>***</p> <p><b>Feb. 20</b></p>	<p>Group 6 "Ten Steps" (311)</p> <p>***</p> <p>"Watching the Eyewitness News"</p>	<p>Read "Watching the Eyewitness News" (315) for Feb. 20<sup>th</sup></p> <p>***</p> <p>Assignment # 2 Due next class!</p>
<p><b>Week 8</b></p> <p><b>Feb. 25</b></p> <p>***</p> <p><b>Feb. 27</b></p>	<p><b>Assign. # 2 Due</b></p> <p><b>Hand out Assign. # 3</b></p> <p>Argument</p> <p>***</p> <p>Evolution as fact and Theory</p> <p>MLA citation</p>	<p><b>Read "Evolution as Fact and Theory" (346) for Feb. 27</b></p> <p>Read "In Defense of Tree Spiking" (372) for March 4<sup>th</sup></p>

<b>Week 9</b>  March 4  ***  March 6	MLA citation cont. Argument and Tone   Group 7 "Girls will be Girls" Organizing your paper	Read "Girls will be Girls" (388) for March 6th ***
<b>Week 10</b>  March 11  ***  March 13	Research and Citation ***  Library Research Day	
<b>Week 11</b>  March 18  ***  March 20	Paraphrase and Summary ***  <b>Organizing your paper</b>	
<b>Week 12</b>  March 25  ***  March 27	Assignment ## Due! Introducing Literature ***  Literary (handout)	Read Literary Handout for March 27 <sup>th</sup>   ***  Read Literary handout for April 1 <sup>st</sup>
<b>Week 13</b>  April 1  ***  April 3	Literary Readings (handout)	Read Literary handout for April 3   ***  Read Literary handout for April 8
<b>Week 14</b>  <b>April 8</b>  ***  April 10	Literary Readings (handout)   Prep for Exam	

### 5. Basis of Student Assessment (Weighting)

First Assignment	15%
Second Assignment	15%
Third Assignment	20%
Final Exam	25%
Group Presentation	10%
Pop Quizzes (5 x 3%)	15%

### 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 at [camosun.ca](http://camosun.ca) or 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

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.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There is 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 on the College web site in the Policy Section.

Attention!

- Essays are due at the **beginning** of class on the dates specified.
- 10% per day (even Saturdays and Sundays) will be deducted for lateness.
- **Nothing** will be accepted after 7 days (including Saturdays and Sundays) past due date.
- You must complete **all assignments** in order to pass this course.
- There will be five POP quizzes throughout the course. If you miss a quiz, you cannot re-write it.

#### Readings:

- As with any course, it is vitally important that you have completed all assigned readings before coming to each class.
- Since our class time will consist of a mainly of group discussion, you must also have read the assigned works thoroughly enough to be able to intelligently participate in that discussion.

## Participation and Attendance:

- It is quite impossible for you to do well in this course if you do not regularly attend. Class time is your opportunity to clarify your ideas, responses and understanding of the works. Coming to class and participating in discussion will also help you anticipate the test questions and gather material for you essays.
- If you find it necessary to miss a class, it is YOUR responsibility to find out what you missed and complete the homework BEFORE the next class. I would also suggest you make a trustworthy friend in the class from whom you can borrow thorough, reliable notes.
- **PLEASE NOTE: I DO NOT ALLOW RE-WRITES OF ANY ESSAY OR TEST**
- **SPECIAL NOTE: Be sure to keep all rough drafts and marked material until the end of term**
- **Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. Students are responsible for familiarizing themselves with the college's policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location: <http://www.camosun.bc.ca/ombuds/student-conduct.pdf>**
- **You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.**

## Grading

**All assignments will be given a letter grade. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:**

A Range (80 - 100%) Superior level of achievement

- Exceptional insight into material or topic
- Detailed, significant discussion
- Effective organization
- Fluent, error-free expression

B Range (70-79%) High level of achievement

- Competent treatment of material or topic but less originality or perception than an "A" paper
- Full discussion but not as detailed or specific as "A" level
- Sound organization and attention to grammar

C+ (65 – 69%) Satisfactory level of achievement

- Content reasonably well-organized
- Clear but somewhat mechanical organization
- May have good content but also may include serious mechanical errors

C (60 – 64%) Sufficient level of achievement to proceed to next level

- Content is adequately supported
- Mechanical but generally coherent organization
- Several serious mechanical errors

D (50 – 59%) Minimum level of achievement for which credit is granted

- Limited or misleading content with inadequate or inappropriate support
- Incomplete or confusing organization
- Frequent errors which confuse or mislead the reader

F (Below 50%) Minimum level not achieved.

- Inadequate or inaccurate content
- Incoherent organization
- So many errors that the reader cannot understand the paper adequately

### **CRITERIA FOR SCORING ESSAYS**

#### **1. CONTENT, DEVELOPMENT AND ORGANIZATION**

**High (Ranked 9, 8, or 7).** The paper has an overall plan, point of view, and sense of direction. The thesis and the main supporting points are original and interesting, and are developed fully in a logical, focused, persuasive, thought-provoking manner. Quotations are smoothly integrated and effectively utilized. MLA citation guidelines are utilized effectively and with no errors.

**Middle (Ranked 6, 5, or 4).** Content and organization are adequate but pedestrian. The essay has a main idea, although it is not clearly stated or kept in focus throughout. The content is skimpy : restricted to generalizations and commonplaces. The arguments may be overly simplistic or one-sided. MLA citation is utilized, but with minor errors.

**Low (Ranked 3, 2 or 1).** No central idea governs. Obvious points are repeated. The essay pays lip service to the topic, but actually avoids it. (Essays that offer unreasonably one-sided arguments should also be placed in this category.) Points come in haphazard order, without coherence or a sense of direction. The paragraphing contributes little to the flow of ideas. MLA citation is rife with errors or is non-existent.

#### **2. SENTENCES (STRUCTURE, GRAMMAR, PUNCTUATION)**

**High (Ranked 9, 8, or 7).** The sentences are clear and demonstrate a variety of length and structure. There is clear evidence that the writer is able to use subordinate structures, and is not limited to simple and compound sentences.

**Middle (Ranked 6, 5 or 4).** The sentences lack variety in length and structure. The writer is able to construct familiar sentence patterns, but is prone to error and avoids sophisticated structures, such as parallelism, subordination, etc. There is reasonable control of the comma, but semicolons and other marks of internal punctuation are absent or used incorrectly or indiscriminately.

**Low (Ranked 3, 2, or 1).** There are errors in sentence structure, grammar, punctuation such as to obscure the meaning or seriously impair the flow of ideas. Transitional devices are either lacking or mechanical.

#### **3. WORDS (PRECISION, VOCABULARY, LEVEL OF USAGE, SPELLING)**

**High (Ranked 9, 8, or 7).** Words are used precisely and imaginatively. The vocabulary appears to be wide-ranging. Wordiness and pretentious diction are absent. The diction is specific and concrete where appropriate—not restricted to the abstract and general.

**Middle (Ranked 6, 5, or 4).** The phrasing is standardized, ordinary – in other words, lacks freshness. There is evidence of imprecision and wordiness. There are inconsistencies in the level of usage, especially in the direction of overly informal expressions. Some jargon or pretentious diction is evident.

**Low (Ranked 3, 2, or 1).** Imprecise and wrong words abound. The phrasing is vague, general, wordy. The level of usage is frequently too informal. Spelling is a definite problem. An essay written in an overly simplistic vocabulary may also get a Low rating, even if no word is clearly wrong. Similarly, excessive wordiness deserves a Low rating.

