



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:	Raj Mehta		
(b)	Office Hours:	By appointment		
(c)	Location:	Paul 318		
(d)	Phone:	3328	Alternative Phone:	
(e)	Email:	mehta@camosun.bc.ca		
(f)	Website:			

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

(a) Texts: *Academic Writing: An Introduction*, Janet Giltrow et. al.

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.)

Class Schedule (Tentative)

Week	Topic	Reading
Jan 6	Academic Writing	Chapters 1-3
13	Forum Post: Introduction	
20	Summarizing	Chapters 4-5
27	Research Question	
Feb 3	Forum Post 1	
12	Midterm, 6-8pm* [Family Day, Feb 10; Reading Break, Feb 13-14]	
17	Argument Forum Post 2	Chapters 6-8
24		
Mar 3	Research & Citation	Chapters 9-10
10	Forum Post 3	
17	Test, 6-8pm*	
24		Chapters 11-14
31	Forum Post 4	
Apr 7	Final Project	
10	Course Ends	

*Please make necessary arrangements, (work schedule, course work, etc.)

5. Basis of Student Assessment (Weighting)

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

(a) Assignments

Assignment	Value
Research Question	20%
Midterm (Summary)	20%
Test	20%
Final Project	20%
Forum Contribution	20%

(b) Quizzes

(c) Exams

(d) Other (e.g., Attendance, Project, Group Work)

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 COMMENTS AS APPROPRIATE OR AS REQUIRED

Course Policies

Instruction: This course is administered *only* online – there are no in-class sessions. For technical assistance, contact desupport@camosun.bc.ca

As an online course, this course will presume students take the initiative to interact and connect with peers online. Students who log in regularly – at least twice a week - and stay engaged in class activities, readings and postings, who keep up with all of the assignments, and who block off sufficient time each week usually succeed in this class.

An online course requires considerable discipline and commitment on your part – more so than in-class courses. You need to regulate your weekly commitment and keep pace with the class. This is *not* a self-paced course – you need to be ‘present’ (online that is) each week to engage the course content, comments of your peers. *It is your responsibility to check the course D2L site often.* Note too that you should check your internal email on D2L for class communications I sometimes send. The final project in this class is a researched paper. Begin the process early and devote time to reading around a topic that interests you.

While I make every effort to check email regularly, I would appreciate at least 24-48 hours to respond to questions/problems. I do not administer the course on weekends. Please don't presume that I can respond to your questions or concerns if you only contact me the day before. Again, begin work on assignments early so you can clarify any issues well in advance of the due date.

Forums: One concern you will face with online work is the lack of a clear, defined sense of your classmates. Be sure to read and comment on the forum (Discussions) to make contact with your classmates. I urge you to do this – it will keep you engaged (and give me unending happiness). Maintaining a sense for class unity is a challenge in the online context. You will have to be extra conscientious here – exchanges on the forum are essentially the only way to connect with the class.

If you have questions for me - it is best to direct them via the internal D2L system - *not* the discussion postings. I only periodically confer with the discussion postings – and these are mostly meant for students to share remarks among themselves.

While I encourage class interaction, I will presume comments do not undermine respect for others in class. Do not use the forum to promote your product, service or business. If you have

announcements you wish to make to the class (college or community event for example), please direct those requests to me and I will post appropriate notices).

I reserve the right to delete comments that do not embrace due regard and courtesy.

A few guidelines:

1. Use a meaningful subject title for your thread
2. Please act in a give and take manner – post and respond to posts, but try not to rule the postings
3. Do not use all caps or SHOUT in your posts. In addition, one exclamation point is enough
4. Do not post new problems on someone's thread and interrupt a topic of discussion
5. Do not post any information that you want private. Posts should not contain personal, identifiable information or content disconcerting to others
6. Do not post content that violates a copyright
7. Do not post empty or useless responses, or use the forum for a private conversation (omit phrases such as "lol" or "cool." Only post responses when you have something to contribute

Academic Dishonesty: In cases of academic misconduct, students will receive an F on the assignment and may also be subject to additional college sanctions. Students will respect the standards of academic integrity, including but not limited to, refraining from plagiarism, cheating, or copying someone else's work.

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, etc. A simple listing of books, articles, and websites is *not* sufficient.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writer or which the writer did not discover. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or common knowledge. What constitutes common knowledge can sometimes be unclear; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." If in doubt, provide the citation(s).

To avoid plagiarism,

- put quotation marks around, *and* give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, a textbook, an article, a website, a newspaper, a song, an interview, an encyclopedia, a CD, a movie, etc.
- *completely rewrite*—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, *and also* give an in-text citation for that paraphrased information
- give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to *know*) and which are not considered

“common knowledge” in the target audience (this may require new research to locate a credible outside source to cite)

- give a *new* in-text citation for *each element* of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

Writers must also include a Works Cited or References list at the end of their essay, providing full bibliographic information for every source cited in their essay.

Different disciplines have different citation styles and conventions. In this course you have the option to use Chicago, MLA or APA style. If you have questions about a citation practice, confer with the appropriate handbook or librarian.

Assignments: Assignments MUST be uploaded in .doc or .rtf format. I cannot access documents in Pages (Apple) format since the default platform here at Camosun is Windows. For those of you using Pages, export (under File menu in Pages) to Word format.

Assignments are due on the dates/times specified. No late assignments are accepted save for verifiable emergencies. Note that problems with online access, software and printing will *not* be accepted as reasons for extensions.

Deadlines for assignments are listed in the Dropbox. Note too that the deadline is 11:59PM of the day an assignment is due – *except for the Midterm and Test.*

All assignments are to be submitted in 12-point, Times New Roman. Submissions must follow MLA, APA or Chicago style.

You must complete all assignments to earn a “C” or higher in this course.

Assignment Grading: Merely fulfilling the basic requirements for an assignment, and doing so in a competent, reasonable manner is generally only enough for a grade in the ‘B’ range. ‘A’ grades will only be awarded when work demonstrates notable excellence. There is no difference in other words, between an ‘A’ and a ‘B’ paper save on matters of content. Both are free of sentence-level issues. This is not a grammar course - we assume mechanical correctness in your writing.

Grades are administered as letter grades only. A "C" level grade denotes average college-level writing and achievement. The writing is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas. It moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

A "B" level grade highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, such an essay goes further in some way(s): it demonstrates some insight into the "gray areas" of the assignment, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal "voice" or style. It has no sentence-level errors.

An "A" level grade marks an assignment that anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with outstanding facility.

"D" and "F" level assignments do not meet the basic expectations of the assignment.

Discussion Grading: The forum postings ensure you are working the textbook over the term. The following grid is used to grade the postings. The marks are administered at the end of the term.

F If student does not submit the postings/or postings by the required deadline.

D If a posting is missing, or otherwise incomplete, or if any responses do not answer the forum questions, or do not indicate sufficient reading and comprehension of the assigned reading. Also, if spelling and grammar are so problematic the postings are garbled, a student will receive this grade.

C-range: All postings are done and reasonably complete, but suggest a poor understanding of the material; superficially comments on text material and does not indicate a very engaged, thoughtful reflection.

B-range: All postings are done, but with an adequate understanding of reading assignments. Postings use details from the text, including from text exercises – specific to chapters and examples. Student has also responded to classmates over the term.

A-range: All postings are done, and entries indicate very careful reading of and thoughtfulness about text readings. Readily offers *interpretations* and use of details; shows ideas expressed clearly, concisely and is well-written. Student has consistently and thoughtfully responded to students.

Grading Comments: As this is an online course, there are issues with how I insert comments on your uploaded assignments. This is in part because of compatibility issues between platforms and versions of software, but also because there is no set standard for formatting or inserting comments online. As such, please note that my comments are usually itemized at the bottom of submitted assignments, and so there is some uniformity in the nature of my criticisms I use a grading rubric. This is not ideal - but seems the best tack. I usually take a week or two to complete the grading. I then upload the marked work into the Dropbox. To see your feedback, go to the Dropbox where you uploaded your assignments and scroll to the very bottom.