

	<p><i>School of Arts &amp; Science</i>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 151</b></p> <p><b>Sections 01</b>  <b>Academic Writing Strategies</b>  <b>Fall 2014</b></p>
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## COURSE OUTLINE

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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:	Thom Bland
(b)	Office Hours:	Tues/Thurs 10:00 to 11:20
(c)	Location:	Paul 335
(d)	Phone:	250-370-3359
(e)	Email:	<a href="mailto:bland@camosun.bc.ca">bland@camosun.bc.ca</a> (best way to contact me)

### 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 organization 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 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, 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, organization 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	<i>The Trans-Canada Writer</i> . First Canadian Edition. Mark Connelly, Wendy Shilton and Greg Doran
(b)	Other	Mohsin Hamid's <i>The Reluctant Fundamentalist</i>

### 4. Course Content, Schedule, Expectations, Essay Format

**Essay Format:** Please follow the Modern Language Association guide for essay format such as that found in the *College Style Sheet* by Furberg and Hopkins. These guidelines are also available on the web at a number of locations—see

<http://owl.english.purdue.edu/>

OR

<http://webster.commnet.edu/mla/index.shtml> and it is a feature of Word 2007.

Submit **ALL** essays **TWICE**. **ONE** copy should be on paper (**This is the one that should be submitted on the prescribed deadline**) and the **SECOND** copy should be submitted electronically as an attachment to an email. You should regularly **scan your computer** for viruses; I don't want yours.

**Attendance:** It is impossible to pass this course without at least **80% attendance**.

**Participation:** You are not expected to make constantly brilliant, insightful remarks in class (although this is allowed); you are merely asked to think about and react to what is going on around you in the classroom. Some people may be a little reluctant to speak out in class. In this case, I count your questions and comments **OUTSIDE** of class as an indication of your participation. Your **ATTENDANCE** has a **DIRECT** influence on this grade as well.

**The use of any electronic device during class time will result in a participation grade of 0**

**Plagiarism:** This is putting someone else's writings (or ideas) into your work and not saying where you got these materials. You thereby imply that the other person's work is your own. This is a serious offence and will be dealt with accordingly. **SEE LINK BELOW ON CONDUCT. AN ACT OF PLAGIARISM IS ENTERED ON YOUR PERMANENT STUDENT RECORD.**

**My Philosophy:** your academic well being is one of my responsibilities. If you have ANY academic problems during your studies at Camosun College, come and see me. If I cannot help you myself, I will direct you to people who can. **SEE LINK BELOW FOR OTHER RESOURCES.**

5. **Basis of Student Assessment.** Essays are due on the **SECOND** class of weeks indicated.

<b>Evaluation:</b>	<b>DATE</b>	<b>VALUE</b>
<b>At least six in-class writings</b>	Various	30
<b>Paper 1</b> (1000 words) from text	Week 5	20
<b>Paper 2 Annotated Bibliography and Research Essay</b> (2500 words)	Week 10	35
<b>Paper 3</b> (1000 words) (in-class)	Exam Week	30
<b>Participation</b>	Continuous	10
	<b>TOTAL</b>	<b>125</b>

**NOTE ONE: IT IS IMPOSSIBLE TO PASS THIS COURSE WITHOUT HANDING IN ALL ASSIGNMENTS.**

**NOTE TWO: THE MAJOR IN-CLASS WRITING (PAPER 3) MUST BE COMPLETED SUCCESSFULLY IN ORDER TO PASS THE COURSE**

**Due Dates:** All essays are due on the dates specified. **10%** will be deducted for **EACH** of the first **two** days a paper is late. After this period, the work will not be accepted.

**In-Class/Rough Drafts/Marked Essays:** Please keep **ALL** of your writing in a binder which allows the removal and insertion of individual pages. You may be asked to submit this collection of your work during the term, and it will also include the various drafts of your papers and whatever in-class writing you do for me.

**Responding to Readings: Read** the assigned articles **before** we discuss them in class and then write a brief response to each one. Occasionally, you will be asked to write in class about the articles without **any** in-class discussion. The previous writing you did on an article will help with the in-class discussion and analysis. **Read before class, please.**

### **Rough Guideline for Readings**

Note that these will be done in somewhat the order they are presented. Also, begin reading *The Reluctant Fundamentalist* immediately even though it will not be discussed until later in the course

## Readings from *The Trans-Canada Writer*

Author	Article	Week
Hugh MacLennan	“The Halifax Explosion”	2
Carol Shields	“The Same Ticking Clock”	2
George Orwell	“Shooting an Elephant”	3
Jonathon Swift	“A Modest Proposal”	3
Pico Iyer	“In Praise of the Humble Comma”	4
Joe Rodriguez	“Mexicans Deserve More Than La Mordida”	4
Jane Jacobs	“Streets that Work”	5
Heather Pringle	“The Way We Woo”	5
Marie Winn	“TV Addiction”	6
Rachel Carson	“A Fable for Tomorrow”	6
Nora Ephron	“The New Porn”	7
Asadeh Moaveni	“Maman and America	7
Writing the Research Paper	Chapters 21 and 22	8
Mortimer Adler	“How to Mark a Book”	9
William Zinsser	“Simplicity”	9
Naomi Klein	“The Beginning of the Brand”	10
William Lutz	“With These Words I can Sell You Anything”	10
Stephanie Ericsson	"The Ways We Lie"	10
Lester Pearson	“The Implications of a Free Society”	11
David Suzuki	“Living with Nature”	11
Brent Staples	“Black Men and Public Space”	12
George Orwell	“Politics and the English Language”	12
Mohsin Hamid's	<i>The Reluctant Fundamentalist</i>	13-14

## 6. 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	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 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
<b>I</b>	<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.
<b>IP</b>	<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.
<b>CW</b>	<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.

**Evaluation Guide:** As you can see, this does **NOT** match the College's grading system. However, I hope it will give you a general idea about my expectations and show you how these translate into rough grade equivalencies.

- F** Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.
- D** Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed or thoroughly understood.
- C** Occasional weakness in expression. The basic material is obviously understood, but the sentences are not varied and consistently simple.

- C+** Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.
- B** No errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the unified fashion.
- A** The kind of work that might be expected at the next level up. Complete and clear understanding with a high degree of originality. Logical, clear development; no mechanical errors.

## 7. Other Services and Information Sources

### 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](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.