

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:	Neil Stubbs		
(b)	Office Hours:	Tuesday & Thursday, 2:30-4:30 p.m., Wednesday 10:00 a.m.-12:00 p.m.		
(c)	Location:	Paul 320		
(d)	Phone:	250-370-3348		
(e)	Email:	StubbsN@camosun.bc.ca		

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.
- 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 accurately 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.

Required Materials

- (a) Reinking, James A., *et al. Strategies for Successful Writing*. Fifth Ed. Toronto: Pearson, 2013. Print.
 (b) Other: A good, compact English dictionary will be useful to bring to this class.

4. Course Content and Schedule

The instructor reserves the right to make changes to this reading list or to the due dates. Students will be given advance notice IN CLASS of any changes to the content or the schedule.

- Tuesday, May 5: Introduction
 Modes of Expression
 Diagnostic Exercise (In-class Writing; no mark given)
- Thursday, May 7: Research Topics
 Essay Format
 Fertile, "The Oldest Profession: Shopping" (150-156)
 Parts of Speech
 Parts of a Sentence (2% quiz)
- Tuesday, May 12: Library Orientation (tentative)
 Research Methodology
 Evaluating Sources: What is Scholarly, and What is Not Scholarly?
 Punctuation (2% quiz)
- Thursday, May 14: First essay assignment (10%) due in class—no late work accepted
 Deadline to choose research essay topic (-10% from research paper if not done)
 Definition
 Choy, "I'm a Banana and Proud of It" (214-215)
 Comparison and Contrast
 Bullock, "What Do You See? Is Your Brain East or West?" (231-233)
 Sentence errors (2% quiz)
- Tuesday, May 19: Research Proposal (5%) due in class (-20% from research paper if not done)
 Division/Classification
 Winik, "What Are Friends For?" (248-250)
 Banks, "As a Dad, Will I Do Right By My Daughter?" (251-255)
 Active and passive voice
- Thursday, May 21: Cause and Effect
 Nyhout, "Send In the Clowns" (191-193)
 Pollan, "Supermarket Pastoral" (452-455)
 Modifiers (2% quiz)

- Tuesday, May 26: Annotated Bibliography of 5 sources (5%) due in class
(-25% from research paper if not done)
Process Analysis
Friedman, "Eating Alone in Restaurants" (170-172)
Subject-Verb Agreement (2% quiz)
- Thursday, May 28: In-class Essay Based on Readings (10%)
- Tuesday, June 2: Persuasion and Argumentation
Aristotelian (Classical Persuasion)
Pronoun-Antecedent Agreement
- Thursday, June 4: Grammar and Writing Skills Quiz (10%)
- Tuesday, June 9: Persuasion
Webb, "Canada Needs A National Food Strategy" (300-302)
Richler, "Noah Richler on Eating Local" (303-305)
- Thursday, June 11: In-Class Essay Based On Rhetorical Analysis of Persuasive Essay (15%)
- Tuesday, June 16: Incorporating Sources
Citation and Bibliography
- Thursday, June 18: Research paper due (30%)

5. Basis of Student Assessment (Weighting)

Required assignment type	Value
Essay #1 (450-500 words)	10%
Proposal (200-250 words)	5%
Annotated Bibliography	5%
In-Class Essay Based On Readings	10%
Grammar and Writing Skills Quiz	10%
In-class Rhetorical Analysis (750 words)	15%
Research paper (1500 words)	30%
Grammar/Punctuation Quizzes (5 X 2%)	10%
Attendance/Participation	5%

All assignments **must be handed in to the instructor IN CLASS on the due date**. Any work that is handed in **AFTER** the end of class on the due date will be considered late. Without an acceptable excuse (such as documented medical circumstances), late assignments will receive a **5% deduction per day, including weekends**. This policy is meant to allow for an orderly flow of assignments and to respect those students who submit their work on schedule. Please note that the instructor takes no responsibility for work that is slipped under his office door.

With the exception of the arrangements mentioned above (that is, documented medical circumstances), late work will **NOT** be accepted after marked assignments have been returned to the class. Please **DO NOT** request that work be returned before the instructor has finished marking.

Quizzes and in-class work may **NOT** be "made up" at a later time, unless a student can submit official documentation of an emergency or serious illness to the Registrar.

6. Grading System
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 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.