

 CAMOSUN COLLEGE	School of Arts & Science ENGLISH DEPARTMENT ENGL 151-02 Academic Writing Strategies Summer 2015
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COURSE OUTLINE: Keep this information for the entire course.

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

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:	Dr. Candace Fertile		
(b)	Office Hours:	Tuesday and Thursday 1-3 or by appointment		
(c)	Location:	Paul 337		
(d)	Phone:	250.370.3354	Alternative Phone:	
(e)	Email:	fertile@camosun.bc.ca (best way to contact me apart from class)		

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.

Please note that English 151 has a great deal of reading and writing. It's all about ideas, the uses (and maybe misuses) of language, and communication. It's a wonderful course to teach, and I hope you enjoy being a student in English 151. Welcome.

3. Required Materials

You need all of the material listed here, and you need to bring the relevant material to class for discussion.

The Broadview Guide to Writing, sixth edition (in Camosun bookstore)

The Englishman's Boy, by Guy Vanderhaeghe, M&S (in Camosun bookstore)

a college level dictionary (on-line or hard copy)

The following essays are available on-line. You need to print them or be able to access them on a portable device that you can bring to class. If you email me and ask, I will send the outline to you in an attachment, so it will be easy to open the links.

Langston Hughes "Salvation"

<http://centerforfiction.org/forwriters/the-model-short-story/quotssalvationquot-by-langston-hughes/>

George Orwell "A Hanging"

<http://www.online-literature.com/orwell/888/>

Jamaica Kincaid "On Seeing England for the First Time"

https://docs.google.com/file/d/0Bw7NGCqhp_DVM2RlMWVjZTEtMTgwZS00NGM3LWE0ZTAzMGMQyOWNmNDk3Zjc0/edit

George Orwell "Politics and the English Language"

http://www.orwell.ru/library/essays/politics/english/e_polit/

Martin Luther King, Jr. "Letter from Birmingham Jail"

<http://www.uscrossier.org/pullias/wp-content/uploads/2012/06/king.pdf>

Judith Thurman "A Loss for Words"

<http://www.newyorker.com/magazine/2015/03/30/a-loss-for-words>

Atom Egoyan "In Denial"

<http://thewalrus.ca/in-denial/>

Elizabeth Kolbert "The Sixth Extinction?"

<http://www.newyorker.com/magazine/2009/05/25/the-sixth-extinction>

Jonathan Swift "A Modest Proposal"

<https://andromeda.rutgers.edu/~jlynch/Texts/modest.html> swift

4. Course Content and Schedule (MW 2:30-5:20, Paul 109)

Please note: This schedule may change slightly depending on how quickly we proceed through the topics. The course includes lectures, small and large group discussions, in-class writing and other in-class work. Students must read assigned material from *The Broadview Guide to Writing*, sixth edition, and the essays listed before the class in which the material is to be considered. Page numbers are indicated below for *The Broadview Guide to Writing*. Students will also be required to participate in peer review; in other words, students will share their work with other students for critique.

July 6

Introduction

July 8

parts of speech (95-106, 187-198)

parts of a sentence (106-112)

the writing process (17-94)

July 13

Langston Hughes "Salvation"

George Orwell "A Hanging"

Jamaica Kincaid "On Seeing England for the First Time"

sentence errors (509-514)

punctuation (514-536)

library orientation

July 15

George Orwell "Politics and the English Language"

seeing and meaning (471-498)

subject verb agreement (120-122, 173-179)

verb problems and preposition problems (136-172)

pronoun antecedent agreement (356-357, 180-186)

documentation and research (MLA format) (553-616)

*first writing assignment due at the beginning of class—no late work accepted (10%)

*deadline to choose research paper topic (-10% from research paper if not done)

July 20

Martin Luther King, Jr. "Letter from Birmingham Jail"

*tentative Works Cited properly formatted MLA style due plus 50 word description of tentative direction of research paper (-20% from research paper grade if not done)

annotated bibliography

words (199-261)

putting ideas together (263-325)

July 22

Judith Thurman "A Loss for Words"

Atom Egoyan "In Denial"

style (327-386)

July 27

Elizabeth Kolbert “The Sixth Extinction?”

July 29

Jonathan Swift “A Modest Proposal”

August 3 Holiday—no class

*August 5 in-class essay (minimum 750 words, 20%)

*annotated bibliography due of five sources minimum 25 words each, properly formatted
(-20% from research paper grade if not done)

August 10

writing skills quiz

discussion of in-class essays

*peer review of properly formatted draft research paper (-20% from research paper grade
if not done)

August 12

*research paper due at the beginning of class (1250-1500 words, five sources, 25%)

*reading quiz on *The Englishman’s Boy* (5%)

discussion of *The Englishman’s Boy*

August 17

writing about literature (387-410)

continue discussion of *The Englishman’s Boy*

August 19

*in-class essay on *The Englishman’s Boy* (open book, 750 words minimum, 15%)

5. Basis of Student Assessment (Weighting)

10% first writing assignment July 15 (450-500 words)

20% in-class essay July 30 (minimum 750 words)

15% writing skills quiz August 10

10% in class work, pop quizzes, participation

25% research paper August 12 (1250-1500 words, various intermediate steps)

05% reading quiz on *The Englishman’s Boy* August 12

15% in-class essay on *The Englishman’s Boy* August 19 (open book, minimum 750 words)

Please note that students must achieve at least 50% on in-class work and complete all assignments in order to pass the course. I expect that out-of-class assignments may show a higher level of writing skill than in-class work, but a significant difference may indicate inappropriate help and will not be tolerated. Save all your rough work (whether hard copy or on a computer) in case I ask to see it.

6. Grading System

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.

Further Information

1. It is important that students read all the assigned material, complete all writing projects, and attend all classes.
 2. Work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. Late work gets zero. If deadlines are missed, there is no such thing as a late penalty. I do not accept late work. Any in-class work missed cannot be made up. Absences documented by a note from a doctor will be dealt with individually.
 3. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero. I also send a memo documenting the plagiarism to the Dean of Arts and Science. While you are permitted to take your work to the Writing Centre and the English Help Centre, you are not permitted to have anyone edit or proofread your paper (whether paid or volunteer). To do so constitutes plagiarism. The only exception is the in-class peer review session on August 10. If you have any questions about this matter, do not hesitate to ask me. We will cover documentation in the class, and the Camosun Library has excellent information on documentation.
 4. The more prepared you are, the more you will learn. I suggest that you read the material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Or write in the margins of your book, if you choose. Look up unfamiliar words or words that do not make sense to you in the context.
 5. If you miss a class, you must get notes from another student. Do not ask me if you missed anything or anything important (I will say, "Yes."). If you have missed a class and get notes from another student and have questions about the material, then please come see me. I cannot reproduce a missed a missed class, but I will try to help you. My office hours are for students. Just drop by. You do not need an appointment.
 6. As a courtesy to everyone else in the class, please turn off all devices (cell phones, laptops etc.) unless you have the assigned reading material on a device. In that case, please let me know in advance. Students using devices in class for anything other than classwork will be asked to stop. Repeat offenders will have to leave.
 7. Extra help is available online. See the Purdue University Online Writing Lab: <https://owl.english.purdue.edu/> or consult the Camosun Library website, which has information on all aspects of writing: <http://camosun.ca/services/library/> or see the website that comes with *The Broadview Anthology of Expository Prose* (access code included with the books).
 8. Save your work. Make sure you save your writing as you go along. Use a flash drive or email the work to yourself. Keep all marked work. You will need it.
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9. The best way to contact me apart from talking to me in class is to email me. I check email once a day and will reply within 24 hours except on weekends. Please put your course (English 151) in the subject line and include your name (first and last) if it's not clear from your email address. Otherwise, I'm likely to delete it. Also make sure the College has your current email address.

Grades and Their Meaning

- A range—superior level of achievement
 - good insight into material with detailed, significant discussion
 - effective organisation for paper's purpose
 - fluent, error-free expression
 - B range—high level of achievement
 - competent treatment of material with full but not as detailed a discussion as A
 - organisation contributes to sense but lacks effectiveness of an A paper
 - free of common errors
 - C+ a little above satisfactory
 - sound content, somewhat mechanical organisation
 - may have one or two serious errors in expression
 - C satisfactory
 - acceptable but commonplace content adequately supported
 - coherent but mechanical organisation
 - sometimes confusing expression because of errors
 - D minimum level to achieve credit
 - limited content with weak support
 - organisation may be confusing
 - numerous errors in expression that hinder communication
 - cannot be used as a prerequisite
 - F unsatisfactory—a failing paper
 - inadequate or inaccurate content with limited or no support
 - numerous errors that prevent communication
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Major Assignments (done outside of class)

1. First assignment (due July 15 at the beginning of class)

Write a long paragraph of 450-500 words in which you answer the following question:
What do you think is the purpose of education?

You may narrow the topic (could focus on K-12 or post-secondary, for example), and you must give your opinion, not a summary of someone else's.

You must follow basic manuscript format (double-space, 12 point font size, basic font such as Times Roman, margins, indented paragraphs, page numbers).

2. Research Paper (due August 12 at the beginning of class)

Each of the following items is controversial in some way. Your task is to select one of these items, research it, devise a thesis which addresses a controversy on the topic selected, and write a paper in which you use five sources. This assignment has interim steps which must be completed in order to avoid losing marks from the research paper. No more than students may do a particular topic, and as soon as you have selected a topic, please let me know. Do not start your research until you hear from me that the topic is assigned to you.

July 15

deadline for selection of topic

July 20

tentative Works Cited in MLA format plus 50 words description of direction (tentative)

August 5

annotated bibliography of five sources, minimum 25 words each, properly formatted

August 10

peer review of draft research paper

Note that to get to the point of creating an outline, you need to have thought deeply about what information you are going to include and how to organize it. Some of you may find that writing a rough draft the paper will lead to being able to create an outline. When you are doing a rough draft, you may start any place in the essay. You are exploring ideas and trying to figure out the best way to present your argument (a thesis is an argument or, in other words, a position). It is possible to narrow a topic (green tea, for example).

Topics include the following: quinoa, soybeans, wheat, milk, cocoa beans, coffee, tea, peanuts, honey, rice, bananas, eggs, potatoes, olive oil, salmon, water, and almonds.

Essay Guidelines

1. You have to say something in your essay, and you have to organize what you are saying. I don't have to agree with you, but you need to make sense and support your argument.
 2. Overall, the essay needs a beginning, a middle, and an end. An essay of 750-1500 words needs an introduction (one paragraph), a body (perhaps two-five paragraphs, depending on length of essay), and a conclusion (one paragraph). The paragraphs must be in an order; they are not interchangeable. Organize your material. How you organize it will be a choice in part dependent on what you want to say. But the sentences should follow one another logically as should the paragraphs. If they don't, the essay lacks coherence. Paragraphs should be roughly balanced in importance.
 3. A paragraph in an academic paper is usually more than one sentence. The sentences in a paragraph must be in a particular order. You should not be able to rearrange them without wrecking the paragraph.
 4. The introduction and conclusion are not the same. The conclusion develops from the whole essay.
 5. Indent paragraphs (use Tab key). And provide transitions (can be as simple as one word). The indentation shows that you are changing topics; the transitions reinforce the smooth movement of ideas (your argument). Remember that the reader cannot see what is going on in your head. The reader just has the words on the page.
 6. The introduction should not make sweeping statements. Focus.
 7. The first time you mention an author you use the full name. Subsequent references require only the last name. Do not use a title; use just the name.
 8. Title your essay appropriately. Do not underline your title or put it in quotation marks or italics. Capitalize the first letters of main words. Do not put a period at the end.
 9. Use correct format: a sloppy paper is disrespectful to your reader and your own work.
 10. Write complete sentences. Avoid comma splices and run-on sentences.
 11. Try to write in the active voice unless the passive is necessary.
 12. Avoid clichés or worn-out phrases.
 13. Do not rely solely on a spell check program. Use a dictionary. If you use a thesaurus, check the selected word in a dictionary.
 14. If you can eliminate a word, phrase, or sentence, do so. Don't waste space or the time of your reader with filler. (It helps to put the paper away for a while before proofreading.)
 15. Make subjects agree with verbs, and make pronouns agree with antecedents.
 16. Use the correct case of the pronoun.
 17. Put modifiers close to what they modify.
 18. Check the punctuation.
 19. Check your diction (word choice). It should be appropriate for your topic and audience. It may be useful to think of the other members of the class as your audience. Therefore, imagine you are writing for intelligent, interested people who are not necessarily experts in the field. If you use a technical term, explain it.
 20. Avoid sarcasm, slang, and sexist language. Plurals help eliminate gendered pronouns.
 21. Use examples if they will help the reader to understand your point, and don't be afraid to say "For example . . ."
 22. You don't need to say "I think." If something isn't what you think, you must identify the source. The use of second person (you) or third person indefinite (one) is generally best avoided.
 23. Remember that the essay must be your own work. To be safe, you should ensure that the only other people who see it before you hand it in are the tutors in the Writing Centre or the English Help Centre. Or ask me.
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