



**CAMOSUN COLLEGE**  
**School of Arts & Sciences**  
**Department of English**  
**Academic Writing Strategies: English 151-RH31**  
**Winter 2015**

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## **COURSE OUTLINE**

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**Calendar Description:** This course prepares students for the demands of post-secondary academic writing courses through reading, writing and research. It includes instruction and practice in critical writing, reading and thinking; planning, writing, and revision of paragraphs/essays; clarity and coherency of written ideas. Students will learn correct grammatical usage and information/media literacy skills.

*Ω Please note: Camosun College electronically stores this outline for five (5) only. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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### **1. Instructor Information**

**Instructor:** Max Olesen

**Office:** Paul Building, Room 335

**Email:** olesenm@camosun.bc.ca (This is the best way to contact me)

**Office Hours:** Monday: 12 pm to 3 pm, Thursday: 12 pm to 3 pm, or by appointment

**2. Intended Learning Outcomes:** Upon completion of this course the student will be able to...

1. 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 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: Text:** Austin, Michael. *Reading the World: Ideas that Matter*. 2<sup>nd</sup> edition. New York: W.W. Norton, 2010.

**Novel:** Chabon, Michael, *Yiddish Policeman's Union*, New York: Harper Perennial, 2007.

**4. Course Hours:**

Hours: 3:30-6:50 pm

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

Assignment/Grading Item	Percentage of Final Grade
4 Writing Skills Evaluations	20%
4 Essay Assignments	40%
In-Class Responses	10%
Article Summary & Discussion Question	5%
Novel Essay	15%

**\*Note:** All work must be completed for a successful completion of the course. Missing assignments will negatively impact your overall grade. Students with documented medical/compassionate issues will be dealt with on a case-by-case basis. Participation includes attendance, preparation and active, respectful involvement in classes.

**6. Grading System**

**A. GRADING SYSTEMS** <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

**1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. **Competency Based Grading System (Non GPA):** This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

- B. 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 <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf> 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 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.

## 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, Student Services or the College web site at <http://www.camosun.bc.ca>

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

## ACADEMIC PROGRESS POLICY

There is an Academic Progress Policy designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

**Use of Recording Devices in Classrooms:** The lectures and materials delivered or provided in this course are subject to copyright owned by Max Olesen. It is prohibited to record or copy by any means, in any format, in whole or in part, in the absence of express written permission from the instructor, any of the lectures or materials provided or published in any form during or from this course.

### Classroom Rules

- Please do not be late for class, as it is disruptive.
- Cell phones or other personal electronic devices (iPods, etc) are not allowed in the classroom. Let's try to be fully present for the 80 minutes of the class. Students texting/checking messages/listening to music/etc. may be asked to leave.
- Come prepared. Read the assigned chapters before class. You will have to spend time reading and reviewing the textbook and lecture notes outside of class.
- Personal computers are not permitted, except for documented medical reasons.
- Please respect the ideas and opinions of others, and we will respect yours.

**Attendance:** Regular attendance is necessary for success in this course. Students who attend all classes, read the material, and participate actively in the class tend to do better than students who do not attend regularly.

### Assignment Submission and Format

- All out-of-class assignments must be typed (double-spaced, using a reasonable font with one-inch margins). Hand-written papers or single-spaced papers will not be accepted, unless I have given you specific dispensation. Do not use title pages and please staple pages together. E-mailed assignments are not accepted.
- Late assignments will lose 5 marks out of 100 per day of lateness, including weekends. For example, if an essay receives an "A-" (80/100) but is handed in 2 days late, the grade will become "B-" (70/100).
- Assignments must be handed in by 5:00 pm on the due date, or the late penalty will be applied. (Printing problems are not an excuse.)
  - If I am not at my office, assignments dropped off at my office must be signed & dated/timed by another faculty member in the Paul Building before being slid under my office door (Paul 335).
- Please ensure all your assignments are stapled together.
- Since our focus is on improving your writing skills, you will have the opportunity to rewrite and resubmit each of the Essay Assignments following their initial marking. You will have **one week** following the return of a marked Essay Assignment to revise and resubmit your work to the instructor.
- If you will be missing an in-class assignment or test, you must inform your instructor **BEFORE** the class. You will need a doctor's note in order to be granted permission to write a test at a later

date, or to hand in an assignment late without penalty. Without medical documentation, you will receive a zero on tests you miss, and late marks will be deducted on assignments.

- Medical notes must be from a licensed medical doctor. A note from a professional counselor (psychologist, psychiatrist, Camosun counselor) is also acceptable. I do not need to know the details of your issues; I just need documentation if you miss a test/assignment.
- It is your responsibility to catch up on work missed due to an absence.

## **Plagiarism**

- In all assignments, students are expected to do their own writing. You are encouraged to get feedback on your writing from the English Help Centre (Ewing 202). However, copying another person's writing without acknowledgement, or having someone else write all or part of your composition is plagiarism and will incur any or all of the penalties as stated in the college calendar. (Editors should only offer advice or suggestions on how to improve your writing; they may not correct your work.)
- Any student found to have cheated on any assignment will automatically receive a mark of "0" on that assignment.
- Subsequent instances of plagiarism may incur more severe penalties, as outlined in the College calendar. Instructors may report instances of plagiarism, and this information could become part of a student's permanent college record. Students could also be removed from a course, or from the college.

## **Contacting Your Instructor**

- You are encouraged to come to my office during posted office hours. Please make an appointment for other times.
- In person is usually better than email for detailed queries. I will respond to all emails, but depending on the volume of email I get, the response might take a while. I am unlikely to respond to emails past 6 pm in evening or on the weekend.
- Please use email for short and simple questions. I will not review an entire lesson that you have missed.