



**CAMOSUN COLLEGE**  
**School of Arts & Sciences**  
**Department of English**  
**Academic Writing Strategies: English 151-002**  
**Fall 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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### **Instructor Information:**

**Instructor:** Max Olesen

**Office:** Room 335, Paul Building

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

**Phone:** Local 3837

**Office Hours:** Tuesdays and Thursdays 9 AM - 12 PM, or by appointment

### **Required Materials:**

**Text:** *Patterns for a Purpose: A Rhetorical Reader, Canadian Edition*, Barbara Fine Clouse & Kathleen Wall, 2010.

### **Course Hours/Location:**

**Hours:** 4:00 – 5:20 PM

**Location:** Room 103, Wilna Thomas Building

**Dates:** Tuesdays and Thursdays, September 8 – December 10

**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.

## **Basis of Student Assessment (Weighting):**

| <b>Assignment/Grading Item</b>          | <b>Percentage of Final Grade</b> |
|---|----------------------------------|
| In-Class Work                           | 20%                              |
| 4 Short Essays (approx. 500 words each) | 35%                              |
| Final Research Essay                    | 25%                              |
| Final In-Class Essay                    | 10%                              |
| Oral Presentation                       | 5%                               |
| Peer Edit                               | 5%                               |

**\*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.

## **Grading System:**

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

The following two grading systems are used at Camosun College:

#### **Standard Grading System (GPA)**

| <b>Percentage</b> | <b>Grade</b> | <b>Description</b> | <b>Grade Point Equivalency</b> |
|-------------------|--------------|--------------------|--------------------------------|
| 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 |

## 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.  
<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.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 Guidelines:

- Please do not be late for class, as it is disruptive.
- Avoid the use of electronic devices, such as smartphones, during instructional time.
- 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.
- Please respect the ideas and opinions of others, and we will respect yours.

### Assignment Submission and Format:

- All out-of-class assignments must be typed. Make sure all assignments are 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.
- 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.
- If I am not at my office, assignments dropped off at my office must be signed & dated/timed by another faculty member before being slid under my office door (Paul 335).
- If you will be missing an assignment or require an extension you must inform me **BEFORE** the due date. You will need a doctor's note in order to be granted permission 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 would 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.

**Tentative Course Schedule:**

(This schedule is subject to change according to the needs of our class.)

| <b>Dates</b>                          | <b>Topic/Readings</b>   | <b>Graded Work</b>   |
|---------------------------------------|---|--|
| <b>Week One</b><br>Sept. 8 & 10       | <b>Tuesday:</b> Course Introduction<br><br><b>Thursday:</b> Chapter 1: Reading Critically   |  |
| <b>Week Two</b><br>Sept. 15 & 17      | <b>Tuesday &amp; Thursday:</b> Chapter 14:<br>Sources & Documentation   |  |
| <b>Week Three</b><br>Sept. 22 & 24    | <b>Tuesday &amp; Thursday:</b> Chapter 12:<br>Argumentation & Persuasion  | <b>Short Essay #1 due Tuesday,<br/>Sept. 22</b>                            |
| <b>Week Four</b><br>Sept. 29 & Oct. 1 | <b>Tuesday:</b> Research Skills Class in Alan<br>Batey Library & Learning Commons<br><br><b>Thursday:</b> Chapter 2: Essay Planning |  |
| <b>Week Five</b><br>Oct. 6 & 8        | <b>Tuesday:</b> Chapter 2: Essay Planning<br><br><b>Thursday:</b> Chapter 3: Writing &<br>Rewriting                                 | <b>Short Essay #2 due<br/>Thursday, Oct. 8</b>                             |
| <b>Week Six</b><br>Oct. 13 & 15       | <b>Tuesday:</b> Chapter 3: Writing &<br>Rewriting<br><br><b>Thursday:</b> Chapter 4: Description                                    |  |
| <b>Week Seven</b><br>Oct. 20 & 22     | <b>Tuesday:</b> Chapter 4: Description<br><br><b>Thursday:</b> Chapter 5: Narration   | <b>Short Essay #3 due Tuesday,<br/>Oct. 20</b>                             |
| <b>Week Eight</b><br>Oct. 27 & 29     | <b>Tuesday:</b> Chapter 5: Narration<br><br><b>Thursday:</b> Chapter 6: Exemplification   |  |
| <b>Week Nine</b><br>Nov. 3 & 5        | <b>Tuesday:</b> Chapter 6: Exemplification<br><br><b>Thursday:</b> Chapter 7: Definition  | <b>Research Essay Draft Peer<br/>Edit in class on Thursday,<br/>Nov. 5</b> |
| <b>Week Ten</b><br>Nov. 10 & 12       | <b>Tuesday:</b> Chapter 7: Definition<br><br><b>Thursday:</b> Chapter 8: Process Analysis   | <b>Final Research Essay due<br/>Thursday, Nov. 12</b>                      |
| <b>Week Eleven</b><br>Nov. 17 & 19    | <b>Tuesday:</b> Chapter 8: Process Analysis<br><br><b>Thursday:</b> Chapter 9: Comparison &<br>Contrast                             |  |
| <b>Week Twelve</b><br>Nov. 24 & 26    | <b>Tuesday:</b> Chapter 9: Comparison &<br>Contrast<br><br><b>Thursday:</b> Chapter 10: Cause & Effect<br>Analysis                  | <b>Short Essay #4 due<br/>Thursday, Nov. 26</b>                            |

|                                     |   |  |
|-------------------------------------|---|--|
| <b>Week Thirteen</b><br>Dec. 1 & 3  | <b>Tuesday:</b> Chapter 10: Cause & Effect Analysis<br><br><b>Thursday:</b> Chapter 11: Classification & Division |  |
| <b>Week Fourteen</b><br>Dec. 8 & 10 | <b>Tuesday:</b> Chapter 11: Classification & Division<br><br><b>Thursday:</b> Chapter 13: Combining Patterns      | <b>December 10: Final In-Class Essay</b> |