

	School of Arts & Science ENGLISH DEPARTMENT ENGL 151-004 Academic Writing Strategies Fall 2015
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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:	Raj Mehta		
(b)	Office Hours:	Tues/Thur 11:00-12:00pm or by appointment		
(c)	Location:	Paul 318		
(d)	Phone:	3328	Alternative Phone:	
(e)	Email:	mehta@camosun.bc.ca		
(f)	Website:			

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:

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 accurate and coherently the original's ideas, organisation 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

Norton Field Guide to Writing with Readings + Handbook

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Hours / Week	Instruction – No of Weeks (Q=11; S=14; “P or S” = 7)	Assessment – No of Weeks Select 1 or 0 <u>only</u> .
3	14	1

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

NOTE: Assignment details and course schedule to be handed out separately.

Assignment	Value
Research Proposal	20%
Annotated Bibliography	20%
Quizzes	30%
Peer Edit	10%
Final Essay	20%

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

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	6

		other area(s).	
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 3^d 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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

Course Policy

Assignments

Assignments are due on the dates/times specified – at the beginning of class. No late assignments are accepted save for verifiable medical emergencies. Quizzes cannot be made up (i.e missed quizzes = F on the quiz in question). Note that problems with online access, software and printing will NOT be accepted as reasons for extensions.

All assignments are to be submitted in 12-point, Times New Roman. Submissions must follow MLA style.

You must complete ALL assignments to earn a "C" or higher in this course.

Guidelines for essay grades:

We presume correctness and fluency in your writing. Your instructor evaluates essays and makes suggestions for improvements in organization, use of evidence, critical thinking, and style.

Merely fulfilling the basic requirements for an assignment, and doing so in a competent, reasonable manner is generally only enough for a grade in the 'B' range. 'A' grades will only be awarded when work demonstrates notable excellence. **There is no difference in other words, between an 'A' and a 'B' paper save on matters of content.** Both are free of sentence-level issues. This is not a grammar course – again, **we assume mechanical correctness in your writing.**

Grades are administered as letter grades only. A "C" level grade denotes average college-level writing and achievement. The writing is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas. It moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

A "B" level grade highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, such an essay goes further in some way(s): it demonstrates some insight into the "gray areas" of the assignment, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal "voice" or style. It has no sentence-level errors.

An "A" level grade marks an assignment that anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with outstanding facility.

"D" and "F" level assignments do not meet the basic expectations of the assignment.

Academic Honesty

In cases of academic misconduct, students will receive an F on the assignment and may also be subject to additional college sanctions. Students will respect the standards of academic integrity. In addition to plagiarism, academic dishonesty include but are not limited to:

Cheating: Copying from another student or using unauthorized aids or persons during an examination.

Falsification: Making up fictitious information and presenting it as factual or altering records for the purpose of misrepresentation. Facilitation: Helping another student to cheat, plagiarize, or falsify.

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, etc. A simple listing of books, articles, and websites is not sufficient. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writer or which the writer did not discover. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or common knowledge. What constitutes common knowledge can sometimes be unclear; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." If in doubt, provide the citation(s).

E-mail:

I try to respond to messages in a timely fashion, but since I receive dozens of messages each day, I ask that you use e-mail prudently and expect at least 48 hours for a reply. I usually do not respond to emails at the end of the day or on weekends.

Here are some guidelines:

DO NOT EMAIL ASSIGNMENTS.

Subjects that are best handled via email include questions about course readings and the nuances of specific assignments or to set up or cancel an appointment.

Announcements, schedule changes, and corrections to/deviations from the course outline and calendar are made in class – it is your responsibility to keep tabs on classes. I do not respond to emails that query me about missed material.

Electronic Devices

No devices (phones, electronic dictionaries, tablets, laptops, etc.) may be used in class.