



COURSE OUTLINE

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.

Welcome to English 151! Here's all the background information about the course – its goals, the hoped-for outcomes, and my policies around grades and assignments. Check in with this document if you're not sure about when an assignment is due, or what to do if you find yourself in a crunch.

1. Instructor Information

(a)	Instructor:	Julian Gunn
(b)	Office Hours:	Tuesdays 10:30 – 12:30 (Or make an appointment)
(c)	Location:	Paul 322
(d)	Email:	gunnj@camosun.bc.ca

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.

3. Required Materials

- (a) Texts: *The Best American Science and Nature Writing 2014* – Ed. Deborah Blum

You definitely need to have this book (and you need to have this edition.) Other handouts and materials will be provided by me in class.

- (b) Blog: Please start a blog (preferably on Livejournal) to record your responses to the class readings. You are expected to post once per week.

- (c) A good dictionary (optional)

4. Course Content and Schedule

Location: Fisher 216

Hours: 1:00 – 2:20

5. Basis of Student Assessment (Weighting)

Assessment Piece	Weight	Due Date
In-class Writing Diagnostic / Grammar Diagnostic	---	Sept 9 th / Sept 14 th
Blog Entries / Homework	10%	Ongoing
Pop Quizzes / Participation (Attendance/Discussion/In-class Writing)	10%	Mysterious / Ongoing
In-class Essay (Midterm)	10%	Oct 26 th
Annotated Bibliography	10%	Nov 9 th
Research Paper	25%	Nov 23 rd
Panel Presentation	5%	Nov 30 th & Dec 2 nd
Grammar Test	10%	Dec 7 th
Exam	20%	TBD – Exam Period

Blog Entries

You are expected to make one blog post per week (with a few exceptions – see the schedule.) The post should be made by **Thursday** night, so that I can review it before class on Monday. Blog posts are always about the reading we're going to discuss the following Monday.

Pop Quizzes

There will be five unannounced quizzes over the semester based on the reading materials. Your total quiz mark at the end will be based on your top four quizzes (in combination with other participation marks). Quizzes cannot be rewritten; if you miss a quiz, you miss it.

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+		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.

8. Other Information

Late Assignments

Assignments are due at the beginning of class on the due date. Assignments that come in after the beginning of class will be counted as late.

Late assignments will be penalized 5% of their total mark per day, including weekends.

Ex. A paper that would have received 86% but is two days late will receive 76%.

Extensions will be granted only if requested at least two days in advance of the due date, with sufficient reason.

Rewrites

If you feel you could improve a major assignment (in-class essay, grammar test, research paper) by rewriting it, you may make a request to do so.