



School of Arts & Science
 ENGLISH DEPARTMENT
 ENGL 151
 Academic Writing Strategies
 Quarter 3 2016

COURSE OUTLINE

Class: M 1:30PM–03:20PM, Centre Business & Access Bldg, Room 120;
 W 1:00PM–02:50PM, Portable A, Room 103

Instructor: Kylee-Anne Hingston, Email HingstonK@camosun.bc.ca, Office Liz Ashton College Centre 119A-2,
 Office hours W 10:00AM–12:00PM or by appointment

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.

INTENDED LEARNING OUTCOMES

The course goals state what the course should help students learn; the learning objectives state what you should be able to demonstrate during and at the end of the course.

<i>Course Goals</i>	<i>Learning Objectives</i>
<i>Upon completion of this course the student will be able to do the following:</i>	
<i>Form critical responses to ideas</i>	<ul style="list-style-type: none"> • 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.
<i>Write in an academic style common to multiple disciplines.</i>	<ul style="list-style-type: none"> • 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.

<p><i>Read and analyze complex texts from various academic disciplines.</i></p>	<ul style="list-style-type: none"> • 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.
<p><i>Demonstrate information literacy skills.</i></p>	<ul style="list-style-type: none"> • 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.
<p><i>Develop self-awareness as an academic writer and contributor.</i></p>	<ul style="list-style-type: none"> • Articulate one's position in a critical debate of ideas. • Reflect on one's own writing for continuous improvement.

REQUIRED MATERIALS

- ***The Active Reader* by Eric Henderson (third edition)**

This textbook features a set of contemporary academic and professional readings along with guidance on the academic reading and writing tasks you will encounter in your university studies. **Please note that previous editions are not the same as the third edition.**

- **Other readings or videos to be posted on class website**

Occasionally I will require you to read articles not included in the textbook or watch videos. I have chosen these readings and videos because they are fresh, generally short, relevant and interesting pieces. They are necessary to the course and reading/viewing them is mandatory.

RECOMMENDED MATERIALS

- **A Style and Grammar Guide, such as Diana Hacker's *A Canadian Writer's Reference*, Pearson's *Academic Writing Essentials*, or Strunk and White's *The Elements of Style***

I will cover common grammar and punctuation errors in class, as well as writing style and formatting issues; however, having a manual or guidebook on hand while you are working on your assignment can be incredibly helpful for those moments when you just aren't sure if you need to use a semi-colon or a comma, for example.

- **The Purdue Online Writing Lab (OWL) – <https://owl.english.purdue.edu/>**
- **Grammar Girl – <http://www.quickanddirtytips.com/grammar-girl>**

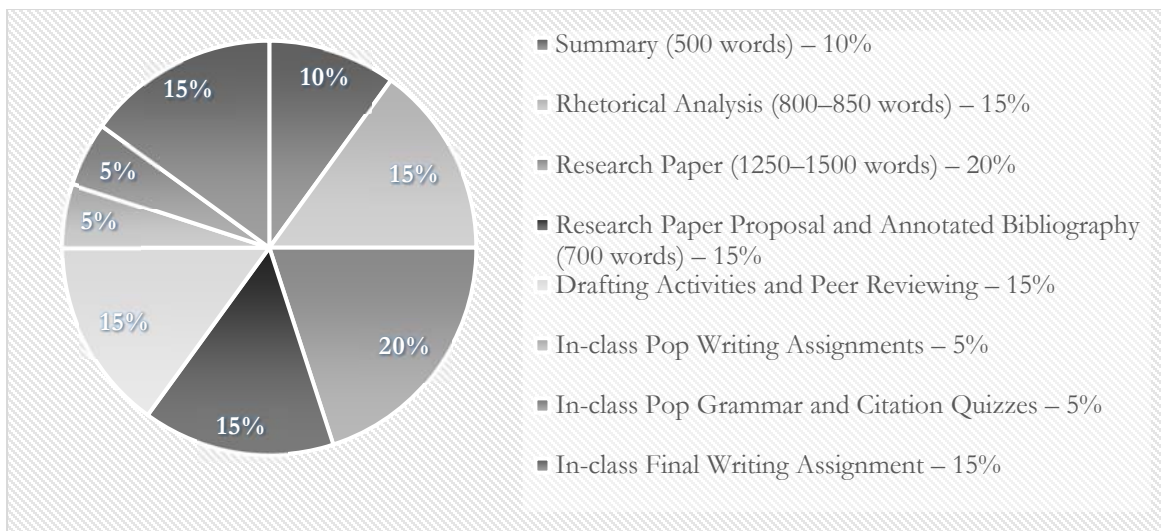
If you don't buy one of the books above, I recommend that you at least bookmark these two websites on your web browser and keep them open while you're writing. (I'll also include links to these websites on the class website.)

COURSE CONTENT AND SCHEDULE

The schedule will be available on the course website. The readings or videos listed for each class period are the readings and videos you have to have finished **by that class period**, not readings to do that day. You are responsible for keeping up with the readings; in-class writing activities and group work require that you have your readings done.

BASIS OF STUDENT ASSESSMENT (WEIGHTING)

The assignments and weighting below are designed to meet the above learning outcomes and Camosun's guidelines for English 151: four to six major written assignments, including a summary, rhetorical analysis, and a research essay, one of which must be written in-class; in-class writing must be worth at least 15%; the research paper must be 1200–1500 words long and be worth 20–30% of the final grade; the other major written assignments should range from 500–1000 words in length; all major written assignments should require a minimum of 4000 words.



ASSIGNMENT DESCRIPTIONS

The following are brief descriptions of the assignments. More detailed assignment guidelines will be given in handouts throughout the semester.

1. In-class Diagnostic Essay – 0%

In the first half-hour of our **second class** (April 6), you will write a short in-class essay answering a question on plagiarism. To prepare for this essay, please read the sections on plagiarism in the student conduct policy (<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>) and watch this video prepared by the University of Victoria Library (<https://www.youtube.com/watch?v=VtOnjfMuBho>). The purpose of this essay is to give me an idea of what level you are currently writing at and what skills in particular we should focus on as a class.

2. Summary (500 words) – 10%

Early in the semester, you will write a summary of one article (to be specified later) from *The Active Reader*. The purpose of this assignment is to help you practice fundamental reading skills in ways that will help you to distinguish between accurately reflecting the content of a text (summary) and persuasively interpreting some aspect of that text (analysis). Good summaries will express ideas clearly and concisely. Problematic summaries will too closely rely on the language of the original piece and/or be difficult to understand. Assume that your audience has not read the piece you are summarizing. A drafting activity and peer review will be done for this assignment to build up to the final draft.

3. Rhetorical Analysis (800–850 words) – 15%

Part way through the semester, you will write an essay analyzing the rhetorical appeals and/or the rhetorical patterns of one article from *The Active Reader* and an article from a popular magazine or newspaper (to be specified later). In this paper, you must provide evidence from the text to support your observations. Your essay ought to demonstrate that you have a solid grasp on of the authors' arguments, use of evidence, as well as the articles' organization, purpose, and audience. Drafting activities and peer reviewing will be done for this assignment to build up to the final draft.

4. Research Paper (1250–1500 words) – 20%

Your research paper will bring together many of the writing and reading skills you have learned throughout the term. Your paper must have a central argument (thesis) about your topic and you must be able to support this argument with relevant forms of evidence from scholarly sources. You must demonstrate your ability to use proper academic writing conventions (i.e. be able to summarize and paraphrase effectively and correctly, using appropriate rhetorical strategies, and demonstrating proper academic citation). University-level writing **must** do more than describe or explain—it **must** analyze and synthesize sources and data; papers that are largely descriptive or rely chiefly on summarizing other writer's arguments and ideas will not receive good grades. We will be discussing your research papers during class time, and you are welcome to visit me during my office hours at any point during your research process with any questions or concerns you may have. Drafting activities and peer reviewing will be done for this assignment to build up to the final draft. The final draft will be due near the end of term.

5. Research Paper Proposal and Annotated Bibliography (700 words) – 15%

The research paper proposal and annotated bibliography will be due part way through the semester in order to get you thinking about and researching your topic with plenty of time to construct your argument and write essay, and to allow your instructor to verify that your topic is not too broad for the assignment perimeters. The proposal will be a 250-word document that outlines your potential argument (the specifics of your argument may change over the course of your research and writing, and that is okay). The bibliography must include at least **four academic sources**, which you will briefly summarize, describing how they will help your research.

6. Drafting Activities and Peer Reviewing – 15%

Each of the above major written assignments will have drafting activities and/or in-class peer reviewing (to be explained in more detail in the assignment sheets handed out later). They will be due early enough to provide you with time to edit and revise your papers based on the feedback from your classmates and from me. The activities are pass/fail and will add up to be worth 15% in total.

7. In-class Pop Writing Assignments – 5%

Throughout the semester at unscheduled times, you will be asked to write in-class paragraphs that respond to the day's assigned reading. Each will be graded and returned by the following class; the accumulated grades will weigh 5% in total.

8. In-class Pop Grammar and Citation Quizzes – 5%

Throughout the semester at unscheduled times, you will be asked to write in-class quizzes that test grammar or citation rules taught earlier. Each will be graded and returned by the following class; the accumulated grades will weigh 5% in total.

9. In-class Final Writing Assignment – 15%

On the last day of class, you will be given a short article to read and write an essay on (~800 words). Your essay ought to demonstrate that you have a solid grasp on of the authors' arguments, use of evidence, as well as the articles' organization, purpose, and audience. It will demonstrate your ability to analyze rhetorical patterns and appeals, and to evaluate the credibility and effectiveness of an argument.

SUBMITTING ASSIGNMENTS

Assignments are expected to be completed according to the assignment details and submitted in the manner requested on the assignment sheets (e.g. **in-class or online**). Assignments to be submitted online should be uploaded to CourseSpaces as a Word file (.doc, .docx) or as PDF. I will not accept any other file types. If your assignment is not in the correct file format, you will be asked to resubmit and it will be treated as late. It is **your responsibility** to be prepared in the event of technology problems (i.e. printer or upload problems).

LATE ASSIGNMENTS

All assignments are **due at the beginning of class**, unless otherwise stated on the assignment sheets. Unless prior arrangements are made, late assignments will be penalized **5% per calendar day**. It is your responsibility to inform me of any extenuating circumstances that contributed to your lateness. There is no guarantee I will give you a break—each circumstance will be considered individually. Unless special arrangements have been made, I will not accept an assignment any later than 3 calendar days after the due date (i.e. an assignment due on Tuesday would not be accepted after midnight on Friday). All assignments must be completed in order to pass the course (an exception being the minor participation activities—see Attendance Policy for that policy).

GRADING SYSTEM

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 other area(s).	6
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. (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.

COURSE POLICIES AND EXPECTATIONS

Our class is a professional, respectful, and productive space. During class, I expect that you will be engaged in the activities we are doing, participating in discussion, and properly prepared (completed course readings, have your textbooks and appropriate note taking tools with you).

<i>I Will Expect You To</i>	<i>You Can Expect Me To</i>
<ul style="list-style-type: none">• cooperate with and act respectfully toward other students and me• attend <i>all</i> classes except in case of illness or emergency• complete readings and assigned work in advance of class• actively participate in classroom activities• ask questions if you do not understand• submit all assignments according to instructions, complete, and on time• use my comments and feedback to improve future work• communicate with the me about problems or concerns as soon as possible	<ul style="list-style-type: none">• treat you and your classmates with respect• be on time and prepared for class• teach to the course goals• give clear instructions for assignments and exercises• advise and support you in your course work• act in a fair manner• be available during office hours or, if necessary, arrange an alternative time to meet• evaluate work fairly and constructively, based on criteria made clear to students beforehand• return assignments in a timely manner• give useful feedback

Attendance

While I will not be directly taking attendance each class after the first few weeks, there will be frequent pop in-class quizzes and writing activities, which will give me an indication of how regularly you are attending class, and which are worth a total of 10%.

Electronics in the Classroom

While it should go without saying, it is unprofessional and disrespectful to be texting, checking Facebook, tweeting, watching Youtube videos, listening to music, etc. during class time. It not only distracts you, but it also distracts your peers and causes their productivity and attention to decline. Please respect your classmates and me by keeping your phones or other electronics in your bag and only using laptops for in-class writing activities (not in-class assignments), viewing any online class readings, and not for class note-taking.

Accommodation

Your instructors assume that you bring to this class diverse learning styles and needs, so assignments and activities have been designed to appeal to a variety of different strengths. Your instructors also assume that you bring to this class diverse cultural backgrounds and personal identities and will do their utmost to accommodate whatever needs arise from them.

If you have or suspect you have a disability or health consideration that may require accommodations (such as exemption to the electronics rule above), please approach me and/or the Disability Resource Centre (DRC) as soon as possible. DRC staff members are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the more quickly we can assist you in achieving your learning goals in this and other courses.

If I am prohibiting your learning or comfort in class in **any way** and can easily fix that by doing such things as speaking louder, increasing the font size of handouts, referring to you by your chosen pronoun/name, pronouncing your name correctly, and so on, please let me know as soon as possible (during class, after class, or by email—whatever you are comfortable with) so I can implement the changes immediately.

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.

Here are links to and locations of especially useful services:

- [Counselling Centre](#) – Interurban Campus Centre 201
- [Disability Resource Centre](#) – Interurban Liz Ashton Campus Centre 201
- [Writing Centre](#) – Liz Ashton Campus Centre 336

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 discipline for plagiarism and academic dishonesty is severe, so make certain that you **understand what plagiarism is and how to avoid it**.

The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section (<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>).