



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.

1. Instructor Information

(a)	Instructor:	Alena Chercover
(b)	Office Hours:	Mondays 11:30-12:30 and Thursdays 11:30-12:30
(c)	Location:	Paul 220
(d)	Phone:	Please email or stop by during office hours
(e)	Email:	chercovera@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

ENGL 151 Course Pack

4. Course Content and Schedule

This **tentative** schedule outlines weekly topics and major assignments for English 151. The schedule is subject to change.

Date	Monday	Wednesday
Week 1 May 2 & 4	Topics Introduction to English 151 Reading Analysis vs. Summary Readings “Selling Suds” Due In-Class Writing Sample	Topics Critical Thinking Purpose and Audience Readings Atwood, “Letter to America” (p. 7) Due Reading Response 1: “Letter to America”
Week 2 May 9 & 11	Topics Building Paragraphs Fact vs. Opinion Rhetorical Appeals Readings Thomas King, “Borders” (on-line) James, “Green Winter” (p. 13) Due Reading Response 2: “Borders”	Topics Thesis Statements Research Questions Annotated Bibliographies Readings Lewis, “Pandemic” (p. 42) Due Reading Response 3: “Pandemic” Summary Assignment
Week 3 May 16 & 18	Grammar Quiz #1 Topics Essay Anatomy Review for In-class Essay Researching & Evaluating Research Material	In-Class Essay #1 Topics Argument Readings Turpin, “Women Confronting War” (p. 62)

	Activity Library Visit 1: Finding Authoritative Sources	Due Reading Response 4: "Women Confronting War"
Week 4 May 23 & 25	Holiday	Topics Documenting and integrating Sources Introductions and Conclusions Readings "Using Sources in the Composing Process" (p. 105) Sample Student Research Papers <ul style="list-style-type: none"> • MLA Sample (p. 97) • APA Sample (p. 101) Activity Proposal Round Table Due Annotated Bibliography
Week 5 May 30 & June 1	Topics Methods of Development Logical Fallacies Readings Dryden, "The Game" (p.75) TBD Due Reading Response 5: "The Game"	Grammar Quiz #2 Topics Presentation Skills Review for In-Class Essay
Week 6 June 6 & 8	In-Class Essay #2 Activity Work Block	Topics Editing Due Research Essay Draft Activity Essay Peer Review Work Block
Week 7 June 13 & 15	Due Presentations	Due Presentations Final Research Essays

5. Basis of Student Assessment (Weighting)

Assignment	Weight	Due Date
Diagnostic	Complete/Incomplete	Monday, May 2

Reading Responses and Participation	5%	Ongoing
Summary Assignment	12%	Wednesday, May 11
Grammar Quiz #1	5%	Monday, May 16
In-Class Essay #1	15%	Wednesday, May 18
Annotated Bibliography	15%	Wednesday, May 25
Grammar Quiz #2	5%	Wednesday, June 1
In-Class Essay #2	18%	Monday, June 6
Research Essay Peer Edit	See Assignment Details	Wednesday, June 8
Research Essay Presentation	5%	June 13 – June 15
Research Essay	20%	Wednesday, June 15

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. <i>(For these courses a final grade will be assigned to either the 3rd 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.
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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. Additional Information and Class Policies

- All major assignments are mandatory. Students must complete all assignments to pass the course.
- All in-class assignments, quizzes, and presentations must be completed in class on the day they are due or they will receive a grade of zero. If you have an emergency and are unable to attend class to complete the assignment, quiz, or presentation, notify me as soon as possible to explain your absence, and bring documentation verifying your absence to the next class.
- Students must receive a combined average of at least **60%** on the two in-class essays to pass the course.
- Late assignments will be marked with a penalty of 5% per day (unless accompanied by appropriate documentation for illness, etc.) up to one week after the due date. Assignments submitted after this time will receive a zero. Late assignments will be given a grade but no feedback.
- Hard copies of all assignments are due on the due date at the beginning of class. Please do not email assignments.
- Students should keep copies of all assignments.
- Assignments due on the last day of the course must be submitted that day.
- Students are expected to participate in all class activities.
- Electronic devices (cell phones, laptops, etc.) should be turned off during class. Please see me if you wish to discuss this point.
- **Plagiarism** means presenting the words or ideas of others as your own. **Plagiarism is a serious academic offence.** All information or ideas that are not primarily your own must be documented according to the relevant documentation guidelines. The **minimum** penalty for plagiarism is a zero on the assignment. Please see the Student Conduct Policy.
- Please contact me with any concerns or questions regarding the course. The easiest way to reach me is by email (chercovera@camosun.bc.ca) or in person during my office hours.