



School of Arts & Science  
ENGLISH DEPARTMENT  
ENGL 151 - 005  
Academic Writing Strategies  
Tuesdays and Thursdays 10:00-11:20 Young 303C

## 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:	Dr. Callin		
(b)	Office Hours:	TBA		
(c)	Location:	Paul 322		
(d)	Phone:	Na	Alternative Phone:	na
(e)	Email:	callint@camosun.ca		
(f)	Website:	Na		

### 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) Optional Text: A Canadian Writer's Pocket Guide 5<sup>th</sup> edition

### 4. Course Content and Schedule

## ENGLISH 151

**Course Objective:** The objectives of this course are relatively simple: each of you will learn how to write and read effectively, energetically, and persuasively. You will learn how to organize essays, how to write persuasively by using language actively, how to argue effectively by using evidence to support your thesis, all the while being mindful of your intended audience. Being a good writer means returning to the basics, and that is just what we aim to do here.

**Overall Importance:** Each of us has a personal and social obligation to be the best writer and reader possible. The practice of writing will make you better able to express your own opinions and ideas clearly, to use evidence actively, and to react with control and knowledge to the opinions of others. The theory and practice of reading in this course will empower you to interpret the written word, and to better use language to express your own unique views on the experience of being in the world. I am certain that if you make a commitment to the work involved, and if you strive for personal excellence, then the writing skills you develop in **English 151** will be applicable to the rest of your lives.

**Review:** For many of you, this material will be review. No matter. Practicing the basics will make you a better writer. Besides, my experience teaching everything from first year composition to graduate studies is that rarely is there anyone who has actually mastered the art of writing. So my job is to simply provide you again with the basics; what you do with the basics is up to you. Invent! Invent! Invent!

**Dynamics:** You will be expected to voice your views during class. In this classroom environment, all questions will be treated **with respect** both by me and by your fellow classmates. No one has all the answers. Therefore, each of you has a responsibility to promote a **positive learning environment**. The vim and vigor you display in this regard will influence your final grade. Also, I think that most people learn better when they are having fun. So, against the odds (and the evens), the time spent writing and reading in **English 151** should also be fun, possibly even entertaining. If you are unsure of the expectations of student conduct, please see the Camosun College Calendar.

### **GUIDELINES:**

1. Assignments must be **submitted on the due date** at the **beginning of class**. The beginning of the class is the time the class begins. I make no exceptions to this rule.
2. Exceptions to this rule: an extension inquiry that is made at least one week in advance of the due date.
3. Assignments **may not** be submitted electronically.
4. Save a **copy of each assignment**.
5. ALL assignments must be typed and double-spaced; an automatic zero will be recorded for any assignment that fails to comply with format policies. There is no option for a rewrite...
6. There are no rewrites.
7. **10% penalty** for each day or portion of each day late (unless see 2).
8. **All assignments must be submitted for marking to pass the course.**
9. Historically speaking, you will **not pass** if you do not attend. 80% attendance required.
10. **If you miss a class, it is your responsibility to get the information from someone else in the class.**
11. Neither cell phone nor computer use permitted during class.
12. BE ON TIME: Chronic lateness = withdrawal from the course.
13. I am happy to discuss with you how to improve a paper, or to provide clarity to what may appear righteously illegible handwriting, but I do not negotiate grades. Also, be aware that I grade the document, not the individual.

### **ALLOCATION OF MARKS:**

**In-class writing: Process Rough Draft:** Jan 26, 2016: 5 paragraphs

**In-class writing: Process Essay** (850-1000 min/max words): Feb 2 and Feb 4, 2016: 20%

**In-class writing: Mandatory Mock Summary and Peer edit:** Feb 11 and 16, 2016

**In-class writing: Summary One** (no make-ups): Feb 25, 2016: 10%

**In-class writing: barrier paragraph** March 1, 2016

**Argument Essay:** (1000-1200 min/max words): March 8, 2016: 20%

**In-class writing Summary Two** (no-make-ups): March 10, 2016: 10%

**Library orientation:** March 22, 2016 (mandatory)

**Library worksheet:** March 24, 2016 (no make-ups) for course completion

**In-class writing Summary Three** (no make-ups): March 29, 2016: 10%

**In-class writing: Works Cited/ Documentation worksheet:** April 5, 2016 for course completion

**Research Essay** (1800-2000 words): Due April 14, 2016: 25%

**Attendance/ Participation:** 80 percent minimum attendance required for course completion (all term): 5%

## **Grading System:**

**Evaluation Guide:** A general idea of expectations and translation into rough grade equivalencies. Students should be aware that the average grade for my classes is a B-/B

F: Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented. The essay will contain problems with structure at all levels including form and content. Incoherent, or so many errors to be rendered virtually incoherent.

D: Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood. If I need to make comments about grammar in every other sentence or more then expect this grade.

C: Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple. The approach to the subject lacks originality.

C+: Very few mechanical errors with the essay being structurally and grammatically clean. The basic material is understood. This essay demonstrates some attempt at sentence variety and original expression. However, not much creative imagination is involved in trying to put the subject into a new light. If the essay is technically good – one or two grammatical errors and the correct approach to the overall structure of formal essay writing but topically lacks inspiration or a new angle - expect the essay to receive this grade.

B: Virtually no errors in expression; the level of language, the grammatical structures, and the overall essay structure along with the representation of the essence of the idea promoted in the essay are all entirely clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood. Overall, the essay flows logically and seamlessly.

A: The kind of work that might be expected at the next level. The essay demonstrates a complete and clear understanding of the topic with a high degree of originality. The essay will contain no mechanical errors. There will be a continuous flow of ideas throughout the entire essay and overall unity to the argument.

**This is the schedule for the winter. Please note that the schedule is subject to change. I reserve the right and so on...**

**Welcome!**

**Jan 12:** Knowing Me, Knowing You...

***\*The first department of Rhetoric: Inventing a Topic/Introducing the Topic\****

**Jan 14:** The five “departments” of Rhetoric  
**Invention:** class discussion/ narrowing topics  
4-S check  
**Discussion:** Audience/ tone  
**Assignment:** Mapping Thesis ex. due start of next class

**Jan 19:** **Process Topic Assigned: Due Feb 2/Feb 4, 2016**  
The Introduction (in three parts)/ HOOK, LINE, LINKER  
The introduction/ Thesis statements  
The Mapping Thesis  
Thesis handouts  
Evaluating student introduction examples  
**Assignment:** Mapping Thesis ex. due start of next class

**Jan 21:** Review Introduction and mapping thesis  
**Group work:** Organizing the Body Paragraph (Handout)  
The Big Picture: Paragraph Structure  
What Matters? Form and Content  
FLOW!!!! Topic and Transitional sentences

**Jan 26:** **Mandatory** in-class Process Essay Rough draft.  
Essay to be initialed; resubmitted with final draft

**Jan 28:** The Big Circle: Concluding the Essay  
Student conclusions  
Revisiting Form  
Individual work: Editing rough draft

***\*\*The Second Department of Rhetoric: Arrangement\*\****

**Feb 2:** **In-class writing: process essay!!**

**Feb 4:** **In-class writing: process essay due end of class!!**

**Feb 9:** Paraphrasing  
**Summary Guidelines**  
**Review of Summary Rubric**  
Group discussion: Example of Summary  
**Summary handout: "Cop-Out Realism"**

**Feb 11:** **Mandatory in-class mock summary full class**

**Feb 16:** **Mandatory Peer Edit Summary/ discussion**

***\*\*\*The third department of Rhetoric: Style\*\*\****

**Feb 18:** Reading Break

**Feb 23:** **Assign Argument Essay: Due March 8, 2016**  
**Two approaches to the thesis:** Exploratory questions  
**Group work:** argument essay marking exercise  
Proofreading and editing  
Barrier paragraph structure for argument essay  
**ASSIGNMENT: Handout: Argument essay example**

**Feb 25:** **Quiz: Summary One (full class; no make-ups)**

**March 1:** Intro and thesis revisited  
Quotation: Ellipses and Parenthesis  
Two types of Quotation: spot and block  
Body paragraphs...  
**Mandatory Barrier paragraph Workshop**  
**Essay Topic/ Working thesis/ barrier due end of class**

**March 3: Optional class: essay writing help one on one**  
Barrier paragraph revisited  
**Topic sentences/ concluding sentences**

**March 8: Argument Paper Due Beginning of Class!!**  
Evaluating student research introductions  
**ASSIGNMENT: Review for summary quiz**

**\*\*The fourth department of Rhetoric: Delivery\*\***

**March 10: Quiz: Summary Two (full class; no make-ups)**

**March 15: Handout:** Research Assignment due April 14, 2016  
Approaches to Citation (and why it is important)  
**Places to find Works Cited information**  
**Handout:** Research essay example

**March 17: Warm up:** Review Exploratory thesis  
**Group Work:** Premise: positives and negatives

**March 22:** Library orientation (must attend/ no make-ups)  
**ASSIGNMENT:** Library worksheet due at beginning of next class (no late hand-in accepted)

**March 24:** Constructing the rough research proposal (500 words)  
**Library worksheet due** (no late assignments accepted)  
Mandatory in-class Research Essay Writing

**March 29: Quiz: Summary Three (full class)**

**March 31: Revisit Works Cited**  
**Research topic clearance**

**April 5: In-class Works Cited exercise (due end of class)**

**April 7: Mandatory library research class**

**April 12: One-to-one research essay assistance (optional)**

**April 14: Research Essay due at my office Paul 322 (by noon)**

**\*\*\*\*The fifth department of Rhetoric: Memory\*\*\*\***

## 5. Basis of Student Assessment (Weighting)

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

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g., Attendance, Project, Group Work)

## 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](http://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 <sup>rd</sup> 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](http://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