



## 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:	Office Hours: Thursdays: 12:30 p.m. – 2:30 p.m.; Fridays: 2:30 p.m. – 3:30 p.m.; or by 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 in class.

- (b) Blog: Please start a blog (preferably on D2L) to record your responses to the class readings. Blog post topics are listed in the course schedule. Posts are to be completed before class discussion so that they can act as preparation for class.

- (c) A good dictionary (optional)

### 4. Course Content and Schedule

Location: Wilna Thomas Bldg, Room 225  
Hours: Wednesday and Friday, 12:30PM - 1:50PM

### 5. Basis of Student Assessment (Weighting)

Assessment Piece	Weight	Due Date
In-class Writing Diagnostic	---	Wednesday, January 13 <sup>th</sup>
Blog Posts	10%	Ongoing
Pop Quizzes / Participation	10%	Mysterious / Ongoing
Assignment 1	5%	Friday, January 29 <sup>th</sup>
In-class Essay 1	10%	Wednesday, Feb 17 <sup>th</sup>
In-class Essay 2	10%	Wednesday, March 9 <sup>th</sup>
Annotated Bibliography	(10% of research paper)	Friday, March 18 <sup>th</sup>
Research Paper	25%	Friday, April 8 <sup>th</sup>
In-Class Presentation	5%	April 6 <sup>th</sup> and 8 <sup>th</sup>
Exam	25%	TBA – Exam Period

#### Blog Entries

You will be asked to make a series of blog posts. Each post should be about one paragraph long, unless I give you instructions to write a longer post. A paragraph is minimum five (5) sentences long. The post should be made by Monday night, so that I can review it before class on Wednesday. Blog posts are generally about the reading we're going to discuss the following week. Late blog posts will count for fewer marks. All blog posts must be completed by April 8<sup>th</sup> to be included in your final grade.

#### 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](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. <i>(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.)</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](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.

## **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 77% (B+) but is two days late will receive 67% (C+).

Extensions will be granted only if requested at least two full 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. Any late penalties on the original assignment will still apply. Pop quizzes and blog posts may not be rewritten as they are participation assignments.