



CAMOSUN COLLEGE
School of Arts & Sciences
English Department
Academic Writing Strategies: English 151-015
Winter 2016
COURSE OUTLINE

Course Description: This course provides core critical thinking, reading, research and writing skills transferable to academic disciplines. Students practice various forms of academic writing, including summary, critical analysis, and written research. Analysis of textual rhetoric, discourse, and style, along with academic essay-writing, develops self-awareness of methods of inquiry, critique and reflection.

• *Please note: Camosun College electronically stores this outline for five (5) only. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

Instructor Information:

Instructor: Max Olesen

Office: Room 335, Paul Building

Email: olesenm@camosun.bc.ca (This is the best way to contact me)

Office Hours: Monday: 10:30 AM – 12:00 PM, 2:00 PM - 5:00 PM or by appointment.

Course Hours/Location:

Hours: 12:30 – 1:50 PM

Location: Room 316, Young Building

Dates: Mondays & Wednesdays, January 11 – April 16

Intended Learning Outcomes: Upon completion of this course the student will be able to...

1. Form critical responses to ideas.

- 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.

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.

Required Materials:

Text: *Patterns for a Purpose: A Rhetorical Reader, Canadian Edition*, Barbara Fine Clouse & Kathleen Wall, 2010.

Classroom Expectations:

- Please do not be late for class, as it is disruptive. If you are unavoidably late, be as quiet as you can in taking your seat.
- Avoid the overuse of electronic devices, such as smartphones and laptops,

during instructional time unless cleared with me beforehand.

- Come to class as prepared as you can be. Read any preassigned readings before class if they are required. Bring your textbook and any necessary writing materials to each class so that you are able to participate fully in class work.
- Please respect the ideas and opinions of others.

Assignment Format:

- All assignments must be written with a formal, academic style and tone. What this means will be discussed and demonstrated in class, but keep it in mind and come and ask me questions if you are unsure.
- Please follow the Modern Language Association (MLA) style as described in style guides for essay format. These guidelines are also available on the web at a number of locations, see: <http://owl.english.purdue.edu/>
- All out-of-class assignments must be typed using Times New Roman font, or a similarly easy-to-read font, with one-inch margins. Follow all instructions provided on assignment instruction sheets, unless I have given you specific dispensation.

Assignment Submission:

- Out-of-class assignments will be submitted online via D2L drop boxes specific for each assignment.
- Submitted assignments must be made using the Microsoft Word or Apple Pages programs. **DO NOT** submit assignments as PDFs. If you do not have access to either of these word processing programs come and talk to me and we will figure out an alternative.
- **Late assignments:** All assignments are due on the dates specified. 10% will be deducted for the first day a paper is late, then an additional 20% for a second day of lateness, including weekends. After this two day period, assignments will not be accepted unless you have arranged for an extension, or have a documented medical excuse.
- You will need a doctor's or counsellor's note in order to be granted permission to hand in an assignment late without penalty. Without medical documentation, you will receive a zero on tests you miss, and late marks will be deducted on assignments. I do not need to know the details of any personal issues; I just need proper documentation in order to excuse a lateness or absence.
- If you will be missing an assignment or require an extension you must inform me **BEFORE** the due date in a responsible and considerate amount of time.
- It is your responsibility to catch up on work missed due to an absence.

Participation:

- A major basis of class instruction is based on conversation and group discussion. No one (myself included) is expected to constantly make brilliant, insightful remarks (though this is definitely encouraged); what we all need to do is think about and react to what is going on around us in the classroom and in the texts we engage with.
- Shyness is natural and understandable, so I want us to build a welcoming and non-judgmental classroom where everyone feels free to add their voice and considered thoughts. Your attendance in class has a direct influence on this grade as well.

Use of Recording Devices in Classrooms:

- The lectures and materials delivered or provided in this course are subject to copyright owned by Max Olesen.
- It is prohibited to record or copy by any means, in any format, in whole or in part, in the absence of express written permission from the instructor, any of the lectures or materials provided or published in any form during or from this course.

Plagiarism:

- Plagiarism means using someone else's writings or ideas in your own work and not appropriately or accurately citing where these materials came from. This implies that the other person's work is your own. This is not acceptable academic practice.
- In all assignments, students are expected to do their own writing. You are definitely encouraged to get feedback on your writing from me as your instructor, the English Help Centre (Ewing 202) or the Writing Centre (Alan Batey Library). However, editors should only offer advice or suggestions on how to improve your writing; they may not rewrite your work. Having someone else write all or part of your composition is plagiarism and will incur any or all of the penalties as stated in the college calendar.
- Any student found to have cheated on any assignment would unfortunately automatically receive a mark of "0" on that assignment.

My Responsibilities to you:

- In addition to helping you achieve the intended learning outcomes of this course, one of my major responsibilities is the academic well-being of my students. College can be daunting for the best students, so if you encounter any academic problems or questions during your studies at Camosun, I encourage you to come and discuss it with me.

- If I cannot help you myself, I will do my best to direct you to people who can. The resources of Camosun are there to assist you in achieving at the highest level. Do not put off asking for help or advice if you need it.

Basis of Student Assessment (Weighting):

Assignment/Grading Item	Tentative Assignment Due Date	Weighted Percentage of Final Grade
In-Class Writings & Peer Edits	In-Class on Various Days	20%
Participation/In-Class Group Work	In-Class on Various Days	10%
Partner/Group Oral Presentation/Podcast/Short Film	Various	10%
Paper 1: Summary and Rhetorical Analysis	Week 5: February 10	20%
Paper 2: Research Essay and Annotated Bibliography	Week 10: March 16	25%
Paper 3: In-Class Critical Analysis Essay	Week 14: April 13	15%

Tentative Reading List:

Theme 1: Morals, Values, and Society:

- “Imagining the Future”, Bruce Mau, 338-343 (Patterns: Cause & Effect; Comparison & Contrast; Definition; Exemplification)
- “Forgiveness”, June Callwood, 187-190 (Patterns: Exemplification; Narration)
- “What is the Good Life”, Mark Kingwell, 224-230 (Patterns: Definition; Exemplification)
- “The Keys of Paradise”, Gabor Mate, 193-203 (Pattern: Exemplification; Cause & Effect; Narration)
- “It’s Not Easy Being Green”, Michael Adams & Keith Neuman, 308-309 (Pattern: Comparison & Contrast)

- “Two Faces of Hope”, Stefan Riches, 302-306 (Patterns: Narration; Comparison & Contrast)

Theme 2: Humans and Our Environment:

- “On Walking”, Wayne Grady, 401-407 (Pattern: Argumentation & Persuasion/Narration/Cause & Effect)
- “Toronto Cars...”, Tim Falconer, 411-417 (Patterns: Argumentation & Persuasion/Narration/Cause & Effect)
- “Inner City”, Jill Boettger, 124-126 (Patterns: Description/Narration)
- “A Sleuth of Bears”, Brian Payton, 128-133 (Patterns: Description/Narration/Cause & Effect)
- “Call Me an Optimist...”, Gary Mason, 408-410 (Patterns: Argumentation & Persuasion/Exemplification)
- “The Deer at Providencia”, Annie Dillard, 135-138 (Patterns: Description/Narration)

Theme 3: Family and Our Place in Society:

- “You’ll Never Believe...”, Thomas King, 463-479 (Patterns: Narration/Exemplification/Compare & Contrast)
- “The Teenage Brain”, Nora Underwood, 327-335 (Pattern: Cause & Effect)
- “Ring Leader”, Natalie Kusz, 166-169 (Patterns: Narration/Exemplification)
- “Once More to the Lake”, E.B. White, 491- 496 (Patterns: Description/Narration/Cause & Effect)
- “The Ten Thousand Things”, Wayson Choy, 158-163 (Pattern: Narration)

Theme 4: Racial, Religious, and Ethnic Relations:

- “Complexion”, Richard Rodriguez, 486-488 (Patterns: Contrast, Narration, Description)
- “In the Kitchen”, Henry Louis Gates, Jr., 273-279 (Patterns: Process Analysis/Narration)
- “Ways of Meeting Oppression”, Martin Luther King, Jr., 371-373 (Patterns: Classification & Division/Definition/Argumentation & Persuasion)
- “Don’t Just Stand There”, Diane Cole, 266-270 (Patterns: Process Analysis/Exemplification/Narration)

Theme 5: Addiction, Recovery, and Society:

- “Imagining an Enlightened Social Policy on Drugs”, Gabor Mate, 422-434 (Patterns: Argumentation & Persuasion/Exemplification/Narration)
- “Predicting Addiction”, Lisa Legrand, et al, 435-444 (Patterns: Argumentation & Persuasion/Narration/Compare & Contrast/Definition)
- “The Surprising Truth about Heroin and Addiction”, Jacob Sullum, 446-455 (Patterns: Argumentation & Persuasion/Exemplification/Definition)

Tentative Course Schedule:

(This schedule is subject to change according to the needs of our class.)

Dates	Topic/Readings	Readings/Assignments
Week One Jan. 11 & 13	Theme: Course Introduction Points of Focus: The Complete Writer; Academic and Creative Reading, Writing and Thinking; Academic Style; Using the Patterns of Essay Development; Essay Structure	In-Class Readings
Week Two Jan. 18 & 20	Theme: Morals, Values, & Society Points of Focus: Argumentation & Persuasion; Cause & Effect; Comparison & Contrast; Definition; Exemplification; Academic and Creative Reading, Writing and Thinking; Academic Style; Locating, Evaluating, & Using Sources; MLA Citation; Summarizing; Synthesizing; Essay Structure	“Imagining the Future”, Bruce Mau, 338-343 (6 pages) “Forgiveness”, June Callwood, 187-190 (4 pages)
Week Three Jan. 25 & 27	Theme: Morals, Values, & Society Points of Focus: Argumentation & Persuasion; Cause & Effect; Exemplification; Academic and Creative Reading, Writing and Thinking; Academic Style; Quoting & Paraphrasing; Writing Context; Generating Ideas; Summarizing; Research & Documentation; Essay Structure Monday, Jan. 25: Fee Deadline Winter '16. Students who wish to withdraw must drop class(es) on or before fee deadlines or will be required to pay remaining fees.	Monday, January 25: Choice of Research Essay Topic Finalized “What is the Good Life”, Mark Kingwell, 224-230 (6 pages) “The Keys of Paradise”, Gabor Mate, 193-203 (10 pages)
Week Four Feb. 1 & 3	Theme: Morals, Values, & Society Points of Focus: Comparison & Contrast; Argumentation and Persuasion; Academic and Creative Reading, Writing and Thinking; Academic Style; Summarizing; Developing a Thesis; Ordering Ideas; Essay Structure	“It’s Not Easy Being Green”, Michael Adams & Keith Neuman, 308-309 (1 page) “Two Faces of Hope”, Stefan Riches, 302-306 (4 pages)

<p>Week Five Feb. 8 & 10</p>	<p>Theme: Humans & Our Environment</p> <p>Points of Focus: Argumentation & Persuasion; Narration; Description; Cause & Effect; Academic and Creative Reading, Writing and Thinking; Academic Style; Essay Structure</p> <p>Monday, Feb. 8: Family Day (College Closed)</p>	<p>Wednesday, February 10: Paper 1: Summary and Rhetorical Analysis</p> <p>“On Walking”, Wayne Grady, 401-407 (6 pages)</p> <p>“Toronto Cars...”, Tim Falconer, 411-417 (6 pages)</p>
<p>Week Six Feb. 15 & 17</p>	<p>Theme: Humans & Our Environment</p> <p>Points of Focus: Narration; Description; Cause & Effect; Academic and Creative Reading, Writing and Thinking; Academic Style; Essay Structure</p> <p>Camosun Reading Break: Feb. 18 -19</p>	<p>“Inner City”, Jill Boettger, 124-126 (2 pages)</p> <p>“A Sleuth of Bears”, Brian Payton, 128-133 (6 pages)</p>
<p>Week Seven Feb. 22 & 24</p>	<p>Theme: Humans & Our Environment</p> <p>Points of Focus: Argumentation & Persuasion; Narration; Description; Academic and Creative Reading, Writing and Thinking; Academic Style; Essay Structure</p> <p>Monday, Feb. 22: T2202A Education Tax Receipts available</p>	<p>“Call Me an Optimist...”, Gary Mason, 408-410 (2 pages)</p> <p>“The Deer at Providencia”, Annie Dillard, 135-138 (3 pages)</p> <p>Wednesday, February 24: In-class Prep Time for Oral Presentation/Podcast/Short Film</p>
<p>Week Eight Feb. 29 & March 2</p>	<p>Theme: Family & Our Place in Society</p> <p>Points of Focus: Narration; Exemplification; Compare & Contrast; Academic and Creative Reading, Writing and Thinking; Academic Style; Essay Structure</p>	<p>“You’ll Never Believe...”, Thomas King, 463- 479 (17 pages)</p>
<p>Week Nine March 7 & 9</p>	<p>Theme: Family & Our Place in Society</p> <p>Points of Focus: Cause & Effect; Narration; Exemplification; Academic and Creative Reading, Writing and Thinking; Academic Style; Essay Structure</p>	<p>“The Teenage Brain”, Nora Underwood, 327-335 (9 pages)</p> <p>“Ring Leader”, Natalie Kusz, 166-169 (4 pages)</p>

<p>Week Ten March 14 & 16</p>	<p>Theme: Family & Our Place in Society</p> <p>Points of Focus: Description; Narration; Cause & Effect; Academic and Creative Reading, Writing and Thinking; Academic Style; Essay Structure</p> <p>Monday, March 14: Withdraw Deadline Winter '16. Last day to WITHDRAW from courses without a failing grade. Last day to CHANGE to AUDIT for most courses.</p>	<p>“Once More to the Lake”, E.B. White, 491-496 (5 pages)</p> <p>“The Ten Thousand Things”, Wayson Choy, 158-163 (6 pages)</p> <p>Wednesday, March 16: Paper 2: Research Essay and Annotated Bibliography</p>
<p>Week Eleven March 21 & 23</p>	<p>Theme: Racial, Religious, & Ethnic Relations</p> <p>Points of Focus: Comparison & Contrast; Process Analysis; Narration; Definition; Exemplification; Academic and Creative Reading, Writing and Thinking; Academic Style; Essay Structure</p> <p>Friday, March 25: Good Friday (College Closed)</p>	<p>“Complexion”, Richard Rodriguez, 486-488 (2 pages)</p> <p>“In the Kitchen”, Henry Louis Gates, Jr., 273-279 (6 pages)</p>
<p>Week Twelve March 28 & 30</p>	<p>Theme: Racial, Religious, & Ethnic Relations</p> <p>Points of Focus: Classification & Division; Process Analysis; Narration; Definition; Argumentation & Persuasion; Exemplification; Academic and Creative Reading, Writing and Thinking; Academic Style; Essay Structure</p> <p>Monday, March 28 : Easter Monday (College Closed)</p>	<p>“Ways of Meeting Oppression”, Martin Luther King, Jr., 371-373 (2 pages)</p> <p>“Don’t Just Stand There”, Diane Cole, 266-270 (5 pages)</p>
<p>Week Thirteen April 4 & 6</p>	<p>Theme: Addiction, Recovery, & Society</p> <p>Points of Focus: Argumentation & Persuasion; Narration; Comparison & Contrast; Definition; Academic and Creative Reading, Writing and Thinking; Academic Style; Essay Structure</p>	<p>“Imagining an Enlightened Social Policy on Drugs”, Gabor Mate, 422-434 (12 pages)</p> <p>“Predicting Addiction”, Lisa Legrand, et al, 435-444 (9 pages)</p>

Week Fourteen April 11 & 13	Theme: Addiction, Recovery, & Society Points of Focus: Argumentation & Persuasion; Narration; Comparison & Contrast; Exemplification; Definition; Academic and Creative Reading, Writing and Thinking; Academic Style; Essay Structure	“The Surprising Truth about Heroin and Addiction”, Jacob Sullum, 446-455 (9 pages) Wednesday, April 13: Paper 3: In-Class Critical Analysis Essay
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Grading System:

A. **GRADING SYSTEMS** <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

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		1
0-49	F	Minimum level has not been achieved.	0

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, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>