



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

**Calendar 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 students' self-awareness of methods of inquiry, critique, and reflection.

### 1. Instructor Information

(a)	Instructor:	Alexis Martfeld
(b)	Office Hours:	Tuesdays/Thursdays 11:00-12:00 (Interurban) Tuesdays/Thursdays 4:00-5:00 (Lansdowne)
(c)	Office Location:	CC 119B (Interurban); Paul 220 (Lansdowne)
(d)	Email:	martfelda@camosun.bc.ca

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

#### 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 high school and academic writing.

#### 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 individually and collaboratively for specific results.
- Critique his/her own and others' writing.

#### 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, including visual texts, by identifying controlling ideas, supporting details, dominant rhetorical patterns, 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.

#### Research and develop information media and literacy skills.

- Use a wide variety of appropriate research sources.
- Paraphrase and summarize texts to reflect accurate and coherently the original's ideas, organization, and tone.

- Use print and electronic library resources to locate sources.
- Assess and evaluate a variety of online media sources.
- Evaluate sources for authority, relevance, reliability, usefulness and other criteria.
- Incorporate and integrate research through correct use of summary, paraphrase and quotation writing skills.
- Document sources fully and ethically, according to specified bibliographic conventions.

**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.
- Express interest in an academic pursuit of one or more disciplines.

**3. Required Materials**

Course pack

Camosun Library Guides

- <http://camosun.ca/libguides.com/eng1150>
- <http://camosun.ca/libguides.com/c.php?q=92416>

**4. Course Content and Schedule**

**\*\*\*THIS SCHEDULE IS PROVISIONAL AND SUBJECT TO CHANGE.\*\*\***

<b>Week</b>	<b>Tuesday</b>	<b>Thursday</b>
<b>Week 1:</b> Jan 12 & 14	<b>Introduction to English 151 Academic Writing Strategies: Welcome!!!</b>  <b>Topics:</b> Personal Response and Discussion Question  <b>Due: In-class writing sample/Diagnostic</b>	<b>Readings:</b> "Selling Suds" p. 5  <b>Topics:</b> Reading Critically Analysis vs. Summary  <b>Due: Personal Response and Discussion Question 1 – "Selling Suds"</b>
<b>Week 2:</b> Jan 19 & 21	<b>Readings:</b> Atwood, "Letter to America" p. 7  <b>Topics:</b> Purpose and Audience Summary Assignment  <b>Due: Personal Response and Discussion Question 2 – "Letter to America"</b>	<b>Readings:</b> TBD  <b>Topics:</b> Thinking Critically Research Sources
<b>Week 3:</b> Jan 26 & 28	<b>Readings:</b> King, "Borders" (on-line)  <b>Topics:</b> Building Paragraphs Fact vs. Opinion  <b>Due: Personal Response and Discussion Question 3 "Borders"</b>	<b>Readings:</b> James, "Green Winter" p. 13  <b>Topics:</b> Constructing Thesis Statements Rhetorical Appeals
<b>Week 4:</b> Feb 2 & Feb 4	<b>Readings:</b> Lewis, "Pandemic" p. 42  <b>Topics:</b> Rhetorical Appeals cont'd  <b>Due: Personal Response and Discussion Question 4 "Pandemic"</b>	<b>Readings:</b> TBD  <b>Topics:</b> Essays Analysis vs. Summary cont'd  <b>Due: Summary Assignment</b>
<b>Week 5:</b> Feb 9 & 11	<b>Readings:</b> Student Sample Paper  <b>Topics:</b> Review for In-class Essay	<b>Readings:</b> TBD  <b>Topics:</b> Research Questions

	<b>Due: Grammar/Punctuation Quiz 1</b>	Annotated Bibliography Assignment
<b>Week 6</b> Feb 16 & 18	<b>Due: In-class Essay #1</b>	<b>Reading Break: No Class!!!</b>
<b>Week 7</b> Feb 23 & 25	<b>Topics:</b> Library Visit 1: Researching & Evaluating Research Material	<b>Readings:</b> "Women Confronting War" p. 62  <b>Topics:</b> Argument  <b>Due: Personal Response and Discussion Question 5 "Women Confronting War"</b>
<b>Week 8</b> Mar 1 & Mar 3	<b>Readings:</b> "Using Sources in the Composing Process" p. 105 Sample Student Research Papers <ul style="list-style-type: none"> <li>• MLA Sample p. 97</li> <li>• APA Sample p. 101</li> </ul> <b>Topics:</b> Documentation & Plagiarism Integrating Sources	<b>Topics:</b> Library Visit 2: Annotated Bibliographies
<b>Week 9</b> Mar 8 & 10	<b>Readings:</b> Dryden, "The Game" p. 75  <b>Topics:</b> Outlines Methods of Development  <b>Due: Personal Response and Discussion Question 6 – "The Game"</b>	<b>Topics:</b> Roundtable Discussion  <b>Due: Annotated Bibliography</b>  <b>Due: Grammar/Punctuation Quiz 2</b>
<b>Week 10</b> Mar 15 & 17	<b>Readings:</b> TBD  <b>Topics:</b> Introductions and Conclusions	<b>Readings:</b> Kingwell, "The Goods on the Tube" p. 80  <b>Topics:</b> Presentation Skills Logical Fallacies Counterarguments
<b>Week 11</b> Mar 22 & 24	<b>Topics:</b> Review for In-class Essay	<b>Due: In-class Essay #2</b>
<b>Week 12</b> Mar 29 & 31	<b>Due: Presentations and Peer Evaluations</b>	<b>Due: Presentations and Peer Evaluations</b>
<b>Week 13</b> Apr 5 & 7	<b>Due: Presentations and Peer Evaluations</b>	<b>Due: Presentations and Peer Evaluations</b>
<b>Week 14</b> Apr 12 & 14	<b>Topics:</b> Editing/Common Errors  <b>Due: Research Paper for Peer Edit</b>	<b>Due: Research Paper</b>

## 5. Basis of Student Assessment (Weighting)

Assessment Piece	Weight	Due Date
In-class Writing/Diagnostic	Complete/ Incomplete	Jan. 12 <sup>th</sup>
Participation (Questions and Responses/Attendance/Discussion/ In-class Writing)	5%	See Course Outline
Summary Assignment	10%	Feb. 4 <sup>th</sup>
Grammar Quizzes (2 @ 5% each)	10%	See Course Outline
In-class Essay #1	15%	Feb. 16 <sup>th</sup>
Annotated Bibliography	15%	Mar. 10 <sup>th</sup>
In-Class Essay #2	15%	Mar. 24 <sup>th</sup>
Research Paper Presentation and Peer Feedback	5%	Mar. 29 <sup>th</sup> – Apr. 7 <sup>th</sup>
Research Paper Peer Edit	See Assignment Details	Apr. 12 <sup>th</sup>
Research Paper	25%	Apr. 14 <sup>th</sup>

## 6. Grading System

### 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

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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.

### Class Policies

#### ATTENDANCE/PARTICIPATION

Your attendance and participation are essential to your success in this course. If you miss a class, it is **your responsibility** to know the material I have covered and to complete the assignments due. Please contact me if you are going to miss or be late to a class.

#### ASSIGNMENT POLICIES

- **Submissions:** YOU MUST SUBMIT ALL MAJOR ASSIGNMENTS TO PASS THIS COURSE. ASSIGNMENTS DUE ON THE LAST DAY OF THE COURSE MUST BE SUBMITTED THAT DAY.
- **Late Submission Policy:** All out-of-class assignments must be submitted as hard copies at the beginning of class on the day they are due. If you know that you will be submitting an assignment late, consult me on or before the due date, and let me know the exact date that you will submit the assignment. The late penalty will be 5% per day. If you do not consult me about a late assignment, the late penalty will be 10% per day. I will give a grade of "0" to assignments submitted later than one calendar week after the due date. Late assignments will be given a grade but no feedback.
- **Plagiarism** is a form of cheating in that you are using someone else's words, ideas, opinions, or facts as though they are your own. Words belong to the person who first prints or speaks them; to claim them as your own is a form of stealing, which, translated into our academic setting, means cheating. Plagiarism will result in a grade of zero and a meeting with me to discuss subsequent action.
- **All in-class assignments, quizzes, and presentations must be completed in class on the day they are due or a grade of 0 will be assigned.** 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.

#### ASSIGNMENT FORMAT: Please follow these conventions for all assignments

- Word process all assignments.
- Use white paper 8.5 X 11 inches.
- Ensure high print quality.
- Use 12-point font.
- Single-space text with double-space between paragraphs. Use block format (no indentations).
- Default to the margins designated by your word processing software (no less than one inch all round). Adjust only if appearance is not compromised.
- For multi-page assignments, place page numbers on subsequent pages. Staple pages in top left corner.
- Please do not include title pages, covers, binders, laminates or any protective apparatus with your assignments. Just submit your assignment (stapled).

## EXIT REQUIREMENTS

To pass the course, students must

- **Receive a combined average of at least 60% on the two in-class essays.** If a student does not achieve these criteria, his/her *final mark* will be the average of the two in-class essays.
- Complete the in-class diagnostic assignment.
- Meet attendance requirements of the instructor.
- Complete all major assignments and meet assignment submission deadlines.
- Demonstrate, to the instructor's satisfaction, knowledge of key principles of grammar and usage.

## ADDITIONAL INFORMATION

- Please keep a copy of all assignments.
- Electronic devices (cell phones, laptops, etc.) should be turned off during class. Please see me if you wish to discuss this point.
- Please feel free to contact me about any concerns or questions you may have about the course.