



## 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:	Jacqueline Sloan Morgan
(b)	Office Hours:	Tuesdays 5-6pm on location at Belmont. Room A117 or Wednesday by appointment at the Lansdowne Campus
(c)	Location:	Paul 332 Lansdowne Campus
(d)	Phone:	250-370-3355
(e)	Email:	SloanmorganJ@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) *Strategies for Successful Writing: A Rhetoric, Research Guide, Reader, and Handbook*, 5th Ed., Reinking et al., Pearson.

(b) **Suggested Materials**

Dictionary  
MLA Handbook

### 4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

<b>Course Schedule</b>	
This schedule is subject to change.	
<b>Week</b>	<b>Class Content</b>
Week One Jan 12	Introduction to Course D2L Overview x Text Ch 1 "Writing: An Overview" p2-18 In class discussion: Adam Stenbergh, "Teen Angst, RIP" p25-27
Week Two Jan 19	Please download the Temporary Course Pack for Week Two from your D2L if you do not have a copy of the textbook.  Active Reading and Writing Text Chapter 2 "Strategies for Active Reading" p18-30 Text Chapter 3 "Strategies for Planning and Writing your Draft" p31-55 Introduction to Grammar: Punctuation  In class discussion on essays: Candace Fertile "The Oldest Profession: Shopping" p150 Moses Milstein, "Memories of Montreal—and Richness" p134 Evelyn Lau "An Insatiable Emptiness" p432
Week Three Jan 26	<b>Reading Response</b> <b>Discussion Leader Groups Set</b> Text Chapter 4 "Strategies for Global Revisions: Working with the Whole" p56-79 Read and Prepare "Noah Richler on Eating Local" p303 for Reading Response (for marks) Assignment Read and prepare "As A Dad, Will I do Right by My Daughter" p251 for Reading Response (for marks) Preview "Handbook" Punctuation, p562-576
Week Four Feb 2	<b>Reading Response Revision</b> Chapter 5 "Strategies for Local Revisions: Paragraphs, Sentences, Diction, and Style" p 80-117 Chapter 14 "Strategies for Researching: Using Secondary Research" p325-380 (MLA style will be covered again in Week 12) Preview "Handbook" Punctuation, p562-576
Week Five Feb 9	<b>Discussion Leaders Group 1</b> Chapter 6 "Strategies for Personal Writing: Narration" p118-137 Chapter 13 "Strategies for Convincing Others: Argument and Persuasion" p257-324 Review of course material
Week Six Feb 16	<b>Discussion Leaders Group 2</b> Chapter 7 "Strategies for Using Illustration: Making Yourself Clear" p138-157 Chapter 8 "Strategies for Analytical Writing: Process Analysis" p158-178

	<b>Reading Response</b>
Week Seven Feb 23	Chapter 9 "Strategies for Analytical Writing: Cause and Effect" p179-198 "Handbook" Punctuation, p562-576 <b>Grammar Quiz: Punctuation, Structure and Clarity</b>
Week Eight March 1	<b>Mandatory Make-up Assignment Writing: 430pm Belmont</b> Ch 10 "Strategies for Analytical Writing: Definition" p199-217 CH 15 "Strategies for Researching: Using Primary Research" p381-400 <b>Discussion Leaders Group 3</b>
Week Nine March 8	<b>In Class Opinion Essay</b>
Week Ten March 15	<b>Discussion Leaders Group 4</b> Ch 11 "Strategies for Finding Patterns: Comparison" p218-236 <b>Reading Response</b>
Week Eleven March 22	<b>Grammar Quiz: Quotation &amp; Referencing</b>
Week Twelve March 29	<b>Discussion Leader Essays Due at beginning of class</b> Ch 12 "Strategies for Finding Patterns: Classification" p237-256 MLA Style Catch-up
Week Thirteen April 5	<b>Mandatory Final Make-up Assignment Writing: 430pm Belmont</b> <b>Works Cited Draft Due</b> In-class peer review essay writing workshops
Week Fourteen April 12	<b>Final Essay Due</b> Course Recap

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

Assignment	Description	Value
Reading Response	In class Reading Response	5 % each Total Value: 15%
Reading Response Revision (one only)	In class	Value: 2%
Grammar Quiz	In class Grammar Quiz based on topics covered	8% each Total Value: 16%
Discussion Leading	Student led small group discussion based on assigned readings	5%
Take Home Essay Writing Assignment	Take home essay writing assignment based on small group discussion topic	15%
In Class Essay	In class essay on topic assigned	15%
Works Cited Draft	Preparation of references for research paper in Works Cited format	5%
Final Research Paper	Take home Research Paper	17%
Participation	Based on participation, preparation and attendance	10%

## 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.

## 8. Class Policies

### Assignment Submission

All assignments are to be submitted at the beginning of class.

**Late work will receive a penalty of 4% each day. Hard copies of any late assignments must be submitted to my office at the Lansdowne Campus by 5pm.** The building will be locked after this time. Any assignment that makes its way to my office after 5pm will be considered submitted the following day. Work that is submitted late will receive a grade but may not receive written comments.

### Extensions

In extenuating circumstances students may be granted extensions on assignments. **Extensions must be applied for by in writing by 5pm no later than six days prior to the assignment's due date.** Most assignments are due in class so most extensions must be requested by the preceding Wednesday at 5pm. Extensions will not be granted on the Discussion Leader Assignment.

### Attendance and Make-Up Assignments

You must attempt all of the assignments to pass this course.

Participation is worth 10% in this class. If you miss more than two classes you will receive a zero for participation unless your absences are supported by medical documentation.

Two mandatory assignment **make-up** dates will be set during the term for all students. If you miss an in-class test or assignment you must attend the next make-up time. These will take place during my office hours and outside of normal class hours.

If you are unable to attend a class where a test or assignment is scheduled, it is your responsibility to notify me right away by email.

Medical documentation (a medical doctor or counselor's note) is required if you miss your Discussion Leader or in class Essay classes.

You may make up **ONE** of the in class Quizzes or Reading Response assignments without supplying official medical documentation for your absence. Medical documentation is required for any additional make up assignments.

These policies are in place to ensure the fair and equal treatment of all students; as such, exceptions will not be granted.

### **Electronic Devices**

The use of electronic devices detracts from your learning environment and that of your peers. Please turn off all electronic devices during class.

The use of all electronic devices is strictly prohibited during test settings. Use of an electronic device during a test will result in an automatic fail of the assignment.

### **Plagiarism & Cheating**

Plagiarism and cheating are serious academic offenses. Any student found guilty of plagiarism or cheating will receive a zero on the assignment and may receive an automatic Fail in the course. Please see the Student Conduct Policy for details.

### **Goals and Concerns**

It is my goal to create a positive learning environment for all of my students. If you find that you are struggling in this course for academic, personal or health reasons, please contact me to discuss your situation. I will endeavor to assist you in your academic goals and direct you to the appropriate support services.