



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:	Maureen Niwa, M.A., Ph.D., English		
(b)	Office Hours:	Wednesday, 1:30-3:30pm, or by appointment		
(c)	Location:	Paul 332		
(d)	Phone:	250 370 3355 (office)	Phone or text: 250 580 6151 (cell)	
(e)	Email:	niwa@camosun.bc.ca		

2. **Intended Learning Outcomes** - Upon completion of this course, you 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) Required Texts - *English 151 Course Pack* by Maureen Niwa

Suggested: *They Say, I Say: The Moves that Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein (W.W. Norton)

(b) Other – *Style: Toward Grace and Clarity* by Joseph Williams (U of Chicago P); Dictionary, binder for class handouts.

4. Course Content and Schedule

WHEN? WHERE?

Classes: Wed., Fisher 100, 8:30-9:50am
Fri., WT 225, 8:30-9:50am

Objective: This course develops your own voice in writing within a particular style of writing called the *academic* style. This style calls for active attention to structure, content and development. Academic writing offers divergent and critical ways of reading, writing, thinking and being that shape and infuse your responses. In this course, you will examine your own ideas and assumptions critically; you will engage with, and reflect on, the ideas of others. In this course, **YOU** will be the source for everything you write about! You will learn to position and express your thoughts in ways that are visible, well-supported, and defensible. You will learn to read with curiosity and inquiry. You will write different kinds of essays as well as deliver well-organised, engaging presentations.

WHAT DO I NEED TO DO?

For You: This is a first year college/university level class. The assignments are challenging and the expectations/grading standards are high! **If you can commit the time needed for this course, attend all classes, and aim for your personal best, each time, for every assignment,** and seek help when you need it, you will do well!

If you feel that this class is beyond your current skill level, come see me soon. There are ways to support you. If you feel that you know these skills already, *stay and attend class*. Skill grows with practice; this course will take your writing to the next level.

Class Environment: This class is a shared environment where we are all learners—where we have fun, and feel free to express ourselves. New knowledge come when we learn collaboratively, and feel connected. Respect for each other, and the many divergent views we will encounter in this course, is required absolutely. Together, we will write the “Group Norms” that will guide our relationship and create our environment.

**If I ever, inadvertently, say or do something that hurts your feelings, or offends you, please come directly to me. I am open to feedback and dialogue.*

WHAT DO I NEED TO KNOW?

Written Assignments: Assignments must be submitted as hard copies, and at the beginning of class on the assigned due dates – **no electronic submissions, and no exceptions**. The only exception will be an emergency with valid documentation. *Any paper submitted late will receive a 5% penalty for each day late, plus no comments—just a letter grade and percentage.* **Back up all** assignments, including exams. *All* assignments must be submitted for marking to pass the course.

All assignments must be typed, double-spaced, and follow the **formatting guidelines** in the course pack. There are no re-writes. There are no make-ups for exams, unless I am notified of your emergency, and supplied with documentation verifying the fact that you could not make the exam date/time.

Turn Off Your Phone! No devices or computers, including cell phones, can be used in class, unless required for an activity or assignment (e.g., such as research). **No texting—sorry—but it is too distracting!** You will be asked to leave the class if you are texting. You will receive zero participation marks if you text in class.

Outside Class Communication: Check your email regularly, as I send your homework, and announcements that way. I will use the email you submit the first class; if you do not receive an email message from me within the first week, please let me know.

Missed Classes: **This class is exclusively face-to-face delivery; attendance is required for each and every class for the full class period.** If you have a job or commitments that fall within, or close to, this time period, take this course at a different time. If you miss **more than four classes or portions of the class regularly**, you will jeopardize your ability to pass this course. Your probability of passing the course without attending or attending once in a while is extremely slim (*see below*). If you miss a class, please see me, as well as get the material from a classmate.

Emergency: You are responsible for contacting me via cell phone, email, or text message should you miss class, due to an emergency situation. Documentation to verify any emergencies (medical, accident, etc.) will be required the first day you return to class. Missed exams or assignments cannot be made up without this documentation; *vacations or plane tickets are not considered “emergencies.”*

HOW WILL I BE GRADED?

(a) Assignments:	Descriptive Narrative	10%
	Visual Analysis	15%
	Research Project & Mini-Lesson	40%
(b) Exams:	Midterm (includes a Persuasive Essay)	20%
	Two Grammar Quizzes	10%
(c) Other:	Workshops & Participation	5%

**Active participation* includes participation in in-class discussions, group work, activities, workshops, as well as voicing your comments, in addition to attendance.

* For a detailed description of assignments/due dates, see Class Schedule handout.

6. Grading System *See a more detailed description in the course pack for this class.
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 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 3rd 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.

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

Important Deadlines/Times:

Jan. 25 Fee deadline, or drop date to avoid paying fees
 Feb. 8 Family Day (College closed)
 Feb. 18-19 Reading Break (College closed, Feb. 19)
 March 14 Last day to withdraw without a failing grade or change to audit
 March 25, 28 Easter Holiday (College closed)
 April 16 Last day of classes

