



COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Micaela Maftei
(b)	Office Hours:	By appointment
(c)	Location:	Frances Kelsey Secondary School
(d)	Phone:	
(e)	Email:	MafteiM@camosun.bc.ca

2. 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.

3. Required Materials

(a) Texts: *They Say, I Say* by Gerald Graff and Cathy Birkenstein

(b) Other:

4. Course Content and Schedule

Date	Topics	Readings
M Feb 1	Introduction to the class and syllabus	
W Feb 3	Ways of reading – premise of text	"They Say" TS/IS
M Feb 8	FAMILY DAY – NO CLASS	
W Feb 10		"Don't Go to the Ivy League" (provided)
M Feb 15	"Don't Go to the Ivy League" continued	"Reading For the Conversation" TS/IS
W Feb 17	Summary assignment discussion	"The Art of Summarizing" TS/IS
M Feb 22	Workshop – summary	
W Feb 24	Summary due – intro to Jacobs	Jacobs
M Feb 29	Introduction to the three appeals	"The Art of Quoting" TS/IS
W Mar 2	Rhetorical analysis assignment intro	
M Mar 7	In-Class Response	
W Mar 9	Rhetorical Analysis workshop	"Hidden Intellectualism" TS/IS
Mar 14 – Mar 28	MARCH BREAK – NO CLASS	
W Mar 30	Rhetorical analysis due ; Shift to "I Say"; constructing an argument	"Three Ways to Respond" TS/IS
M Apr 4	Intro to essay assignment; refining a topic	"So What, Who Cares" TS/IS
W Apr 6	Getting started writing: freewriting and mind mapping	"Connecting the Parts" TS/IS
M Apr 11	Structuring your essay	"Planting a Naysayer"; "Metacommentary" TS/IS
W Apr 13	EARLY DISMISSAL – NO CLASS	
M Apr 18	Grammar/Sentence structure quiz	
W Apr 20	Research skills	
M Apr 25	Academic Integrity	
W Apr 27	Catch-up class	
M May 2	Workshop for final paper	
W May 4	Final paper due	

5. Basis of Student Assessment (Weighting)

Summary

Assignment	Due Date	Length	Value
Summary	February 24	700-900 words	15%
In-class response	March 7	600-800 words	15%
Rhetorical Analysis	March 30	900 – 1200 words	20%
Grammar/Sentence structure quiz	April 11	N/A	15%
Final paper	May 4	1200-1500 words	25%
Participation	N/A	N/A	10%

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 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.