



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:	Nigel Brooks		
(b)	Office Hours:	Mon Weds 2:00- 3:00 Tues Thurs 1:00 – 2:00		
(c)	Location:	Paul 327A		
(d)	Phone:	3302	Alternative Phone:	
(e)	Email:	brooks@camosun.bc.ca		
(f)	Website:			

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:

- 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.
- 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.
- 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.
- 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
- (b) Strategies for Successful Writing
- (c) Other
- (d) Dictionary

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.)

4. Course Content and Schedule

Purpose of Course

The overall purpose of the course is to turn the student into a clear and effective writer by emphasising the stages through which an essay evolves: brainstorming on a subject, choosing a thesis, drawing up an outline, prewriting a rough draft, revising the draft, producing a more polished version of the essay and realising that further improvements can be made to this version. The other basic premise of the course is that the ability to write well stems from the ability to read effectively. Active reading and writing activities will occur in class and all such work will count towards the final grade. There may be occasional supplementary essays to read—essays that are not in the main text.

From the outset of the course there will be recourse to discussion groups and peer reviewing so that the student is made aware of how he or she can write for different audiences and not just for the instructor. The role of the instructor is to facilitate the writing process in a workshop environment and thus the instructor does not lecture exclusively but fosters discussion in a seminar situation. Study period time will be devoted to various projects, both group and

individual. Students will also assess their own progress in the course and voice any concerns they may have; these study periods provide an opportunity for feed-back from student to instructor.

There will be analysis of essay writing successes and failures drawn anonymously from the

students' own work. From the very first week, preparation will begin for the research paper; close attention will be paid to research techniques and a library orientation tour will be organised in the second week. Students will give oral progress reports to the class as whole, in the form of the oral report.

Later in the semester there will be debates to help students organise a coherent argument.

Because of the active participation of the students in classroom strategies, regular class attendance is crucial. If a student is frequently absent from class, he or she is missing much of vital importance and will be asked to drop the course. To end on a positive note, however: this course is designed to let students explore many of their own interests through writing, reading and discussion, thereby creating greater self-awareness and self-confidence for all future endeavours.

Assignment Schedule

Week One

Course Introduction.

In-class narrative essay—weighting of 5%.

Week Two

Introduce peer-reviewing and establish discussion groups.

Submit research essay topic proposals.

Week Three

In-class test on Moses Milstein's *Memories of Montreal—and Richness* and Evelyn Lau's *An Insatiable Emptiness*—with weighting of 5%—and other class exercises.

(In-class activities during the semester—four tests and an advertisement—will carry an

overall weighting of 25%).

Library orientation tour.

Week Four

In-class exploration of the evolution of the English language.

In-class test on Candace Fertile's *The Oldest Profession: Shopping* and

Mark Kingwell's *Ten Steps To A Modern Media Icon*—with weighting of 5%.

Week Five

Review grammatical errors and create a grammar check list.

In-class brain-storming exercise.

Week Six

In-class group work on an advertisement that promotes some aspect of Camosun College—it could be something the College has or should have

In-class test on Celia Milne's *Pressures To Conform* and

Robert M. MacGregor's *I Am Canadian: National Identity in Beer Commercials*—

With weighting of 5%.

Week Seven

In-class expository essay on a hobby or recreational activity—with a weighting of 10%.

In-class instruction on how to give an oral report.

Week Eight

Conferences with students

Sign up for the oral progress report.

Week Nine

Oral reports on progress in the research essay project begin—with a weighting of 10%.

Week Ten

Oral reports continue.

300-word outline of the research essay due in--with weighting of 10%.

Week Eleven

In-class test on Julie Traves' *The Church of Please and Thank You*

And Neil Bissoondath's *No Place Like Home*--with weighting of 5%.

Form debating teams and start preparing debates.

Week Twelve

Debate preparation continues.

Research essays due in--with a weighting of 20%.

Week Thirteen

In-class debates begin with weighting of 10%

Week Fourteen

Finish debates if necessary.

Final in-class argumentative essay on debate topics--with a weighting of 10%.

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

- (a) Assignments
Three essays of 150 words each
One research essay of 1500 words
- (b) Quizzes
- (c) Four multiple choice tests
- (c) Exams
- (d) Other (e.g., Attendance, Project, Group Work)
- (e) Debate, oral report, ad exercise

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 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 AS APPROPRIATE OR AS REQUIRED