



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:	Debbie Gascoyne		
(b)	Office Hours:	M/W 11:00-12:00; W 2:30-3:20; T 4:30-5:30		
(c)	Location:	Paul 320		
(d)	Phone:	370-3348	Alternative Phone:	
(e)	Email:	gascoyne@camosun.bc.ca		
(f)	Website:	D2L		

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) Texts Online Essays available via D2L
Alan Moore, Watchmen

(b) Other

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.)

Dates	Topic	Reading(s)	Assignment Due <i>*Except where noted, all assignments, including discussion questions will be due on the Sunday at the end of each week.</i>
Week One Sept 6-9	Introductions Why are we here? VAPID	Keegan, "The Opposite of Loneliness"	Diagnostic Sept 9
Week Two Sept 12-16	Basic Structure: the TEA paragraph More Voice/Audience	Garrison Keeler Letter to Donald Trump Michael Moore "5 Reasons Why Trump will Win"	Reading Response
Week Three Sept 19-23	Purpose: Persuasion. Creating and analyzing an argument	Pinker, "What the F***" Hedges, "Pornography is what the end of the world looks like"	Reading Response
Week Four September 26-30	Purpose: to move. Rhetorical devices	Palmer, "The Art of Asking" Gaiman "So Many Ways to Die in Syria"	Reading Response
Week Five October 3-7	Structure: What to do with all those details. Thesis, organization	Carson, "Silent Spring"	Outline Practice
Week Six October 11-14	Mid-Term Essay	TBA	
Week Seven	Academic Writing: Research Evaluating Sources	TBA	
Week Eight	Summary & Synthesis	TBA	Summary Exercise

Week Nine	Documentation	TBA	
Week Ten	Finding Way In: choosing and narrowing a topic	Watchmen	
Week Eleven	Going Deeper: Exploring Topics	Watchmen	Paper Proposal
Week Twelve	Organizing and drafting a longer work. Continuing to Explore		
Week Thirteen	Editing	Watchmen	Peer Edit
Week Fourteen	Rest, Review, Celebrate		Final Paper
Exam Week	Final Exam		

5. Basis of Student Assessment (Weighting)

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

A. Critical Reading 25%

Diagnostic
3 x Responses 15
Midterm in-class Essay 10

B. Research and Documentation 10%

Annotated Bibliography 10

C. Final Paper 40%

Proposal 5
Peer Edit 5
Paper 30

D. Discussion and Practice Exercises 10%

E. Final Exam 15%

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
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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