

 CAMOSUN COLLEGE	School of Arts & Science ENGLISH DEPARTMENT ENGL 151-007 Academic Writing Strategies Summer 2017
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COURSE OUTLINE: Keep this information for the entire course.

Calendar Description: This course provides core critical thinking, reading, research and writing skills transferable to academic disciplines. Students practice various forms of academic writing, including summary, critical analysis, and written research. Analysis of textual rhetoric, discourse, and style, along with academic essay-writing, develops self-awareness of methods of inquiry, critique and reflection.

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:	Dr. Candace Fertile		
(b)	Office Hours:	MTWTH 12:30-1:30 or by appointment		
(c)	Location:	Paul 337		
(d)	Phone:	250.370.3354	Alternative Phone:	
(e)	Email:	fertile@camosun.ca (best way to contact me apart from class)		

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.

Please note that English 151 has a great deal of reading and writing. It's all about ideas, the uses (and maybe misuses) of language, and communication. It's a wonderful course to teach, and I hope you enjoy being a student in English 151. Welcome.

3. Required Materials

You need all of the material listed here, and you need to bring the relevant material to class for discussion.

Reading the World: Ideas that Matter ed. Michael Austin, 3rd ed. (in Camosun bookstore)
The Englishman's Boy, by Guy Vanderhaeghe, M&S (in Camosun bookstore)
 a college level English dictionary (on-line or hard copy)

4. Course Content and Schedule (T/TH, 9:30-12:20, Paul 111)

Please note: This schedule may change slightly depending on how quickly we proceed. The course includes lectures, small and large group discussions, in-class writing and other in-class work. Students must read assigned material from *Reading the World: Ideas that Matter* before the class in which the material is to be considered. Page numbers are indicated below. Students will also be required to participate in peer review; in other words, students will share their work with other students for critique.

July 4

Introduction and diagnostic

July 6

Chapter 9-10 (605-632)

Douglass "Learning to Read" (24-30)

Feynman "O Americano Outra Vez" (53-60)

Woolf "Shakespeare's Sister" (46-52)

July 11

Chapter 11(633-648)

Tagore "To Teachers" (40-45)

Hsün Tzu "Encouraging Learning" (5-12)

library orientation 11:00-12:20

July 13

*essay due at the beginning of class—no late work accepted (15%)

Chapter 12 (649-667)

Newman "Knowledge Its Own End" (31-39)

Nussbaum "Education for Profit, Education for Democracy" (61-70)

Benedict "The Individual and the Pattern of Culture" (112-122)

July 18

Chapter 13 (668-680)

Carr "A Thing Like Me" (123-133)

Kahneman "Thinking, Fast and Slow" (134-144)

Aristotle from *Rhetoric* (177-183)

July 20

*deadline to choose research paper topic (-10% from research paper if not done)

Chapter 14-15 (681-707)

Booth "The Rhetorical Stance" (198-204)

Tufekci "Networked Politics . . ." (225-232)

July 25

*tentative Works Cited properly formatted MLA style, 5-7 sources, plus 25 word description of tentative direction of research paper (-20% from research paper grade if not done)

*essay due at the beginning of class (15%)

Carson "The Obligation to Endure" (328-335)

Commoner "The Four Laws of Ecology" (344-355)

Maathai "Foresters without Diplomas" (363-373)

July 27

King "Letter from Birmingham Jail" (425-441)

Obama "A More Perfect Union" (460-472)

Weil "Equality" (571-574)

Stiglitz "Rent Seeking and the Making of an Unequal Society" (594-601)

August 1

*annotated Works Cited, properly formatted MLA style, 5-7 sources with a minimum 25 word description of each entry (-20% from research paper grade if not done)

*in-class essay on readings from the course (minimum 750 words, open book, 20%)

August 3

TBA

August 8

*peer review of properly formatted complete draft of research paper (-20% from research paper grade if not done)

You must bring a clean copy of your paper to class and participate in peer review.

August 10

*research paper due at the beginning of class (1250-1500 words, 5-7 sources, 25%)

*reading quiz on *The Englishman's Boy* (5%)

discussion of *The Englishman's Boy*

August 15

discussion of *The Englishman's Boy*

August 17

*in-class essay on *The Englishman's Boy* (open book, 750 words minimum, 15%)

5. Basis of Student Assessment (Weighting)

0% diagnostic (must be done to pass the course)

10% pop quizzes and participation (attendance matters)

15% essay due July 13 (750-1000 words)

15% essay due July 25 (750-1000 words)

15% in-class essay August 1 (minimum 750 words)

25% research paper August 10 (1250-1500 words, various intermediate steps)

05% reading quiz on *The Englishman's Boy* August 10

15% in-class essay on *The Englishman's Boy* August 17 (open book, minimum 750 words)

Please note that students must achieve at least 50% on in-class work and complete all assignments in order to pass the course. I expect that out-of-class assignments may show a higher level of writing skill than in-class work, but a significant difference may indicate inappropriate help and that will not be tolerated. Save all your rough work (whether hard copy or on a computer) in case I ask to see it.

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. (For these courses a final grade will be assigned to either the 3 rd 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.

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.

Further Information

1. It is important that students read all the assigned material, complete all writing projects, and attend classes.
 2. Work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. Late work gets zero. If deadlines are missed, there is no such thing as a late penalty. I do not accept late work. Absences documented by a note from a doctor will be dealt with individually. If you are struggling with time management, please come and talk to me before your work is due. If you have a family emergency, let me know as soon as you can if it may affect your ability to submit material on time and we can discuss possibilities.
 3. All work submitted must be that of the student; the use of any words or ideas from another writer or speaker must be properly documented, using the MLA style guide and following the procedure for in-text citations with a works cited page at the end of the essay. Failure to document sources properly is plagiarism, a serious offence that will be dealt with accordingly. I award plagiarized papers a grade of zero. I also send a memo documenting the plagiarism to the Dean of Arts and Science. While you are permitted to consult with the Writing Centre, WriteAway, and the English Help Centre, you are not permitted to have anyone edit or proofread your paper (whether paid or volunteer). To do so constitutes plagiarism. The only exception is the in-class peer review session. If you have any questions about this matter, do not hesitate to ask me. We will cover documentation in the class, and the Camosun Library has excellent information on documentation. You will also have an orientation session in the library.
 4. The more prepared you are, the more you will learn. I suggest that you read the material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Or write in the margins of your book, if you choose. Look up unfamiliar words or words that do not make sense to you in the context.
 5. If you miss a class, you must get notes from another student. If you have missed a class and get notes from another student and have questions about the material, then please come see me. I cannot reproduce a missed a missed class, but I will try to help you. My office hours are for students. Just drop by. You do not need an appointment.
 6. As a courtesy to everyone else in the class, please turn off all devices (cell phones, laptops etc.) unless you have the assigned reading material on a device. In that case, please let me know in advance. Students using devices in class for anything other than classwork will be asked to stop. Repeat offenders will have to leave. Also please do not bring smelly or noisy food to eat in the class.
 7. Extra help is available online. See the Camosun Library website, for information on all aspects of writing: <<http://camosun.ca/services/library/>> or the Camosun Writing Centre <<http://camosun.ca/services/writing-centre/appointments.html>>. Students can submit essays to WriteAway <<http://writeaway.ca/connect.php>> online and receive feedback from trained tutors. Also see the Purdue University Online Writing Lab: <<https://owl.english.purdue.edu/>>.
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8. Save your work. Make sure you save your writing as you go along. Use a flash drive or the cloud or you can email the work to yourself. Keep all marked work. You will need it.

9. The best way to contact me apart from talking to me in class is to email me. I check email once a day and will reply within 24 hours except on weekends. Please put your course (English 151) in the subject line and include your name (first and last) if it's not clear from your email address. Otherwise, I'm likely to delete it. Also make sure the College has your current email address.

10. The Disability Resource Centre (DRC) assists students with documented disabilities. If you are registered with the DRC, you will be given a letter to pass on to your instructor(s). This letter identifies the types of help to which you are entitled.

Email: <http://camosun.ca/services/drc/>

11. Please note that this seven-week course (six hours of classes a week) includes the same amount of work done in the fourteen- week course (three hours a week), but because the course is compressed into seven weeks, you must be extremely well-organized and have the time to devote to the course for success. If you are working full-time and trying to do this course and perhaps another, you will find yourself overwhelmed and should rethink your plans. A basic guideline for college courses is that for every hour of class, students have at least two hours of preparation/work. English courses tend to be labour-intensive because of all the reading and writing. English 151 is about developing skills, and the assignments get more difficult as the course proceeds.

Essays

You must follow basic manuscript format (double-space, 12 point font size, basic font such as Times Roman, margins, indented paragraphs, page numbers). Put the word count at the end of the essay.

First Essay (due July 13 at the beginning of class, 750-1000 words)

Your assignment is to write a personal essay (so you use "I") about an educational experience you have had that affected you either positively or negatively (or both) and which reveals something important about education to the reader. "Learning to Read" by Douglass is an example of a personal essay on the topic of education. Your experience need not be one that you had in school. It could be any experience in which you learned something, whether at school, or on a sports teams, or in a personal relationship, or any other circumstance that involved learning. Note that a personal essay is different from an academic essay. Because I am asking you about an educational experience, it is likely that you will tell the story of the experience (and most likely use chronological narrative and some dialogue).

Second Essay (due July 25 at the beginning of the class, 750-1000 words)

Choose one of the following topics, and write a clearly organized essay in which you use quotations from the primary texts (the essays you are comparing). The questions are

taken from *Reading the World: Idea That Matter*. Any essay lacking quotations is an automatic failure. Note that compare includes contrast: you consider both similarities and differences. And the essay is not simply a list of points of similarity and difference, but it develops an idea about the works you are comparing. While it is possible to write about one essay in the first half and then the other in the second half, your essay will be stronger if you consider both essays as you develop your argument or position. Ideally you should develop topics so that you alternate points about both essays as your essay develops.

Page numbers refer to pages in *Reading the World: Idea That Matter*. You will have at least two items in your Works Cited: the two essays you are comparing. You do not need to do further research, but if you do, you need to include that material (if used) in your Works Cited. And note that Wikipedia is not an acceptable academic source. You could start there, but then you need to look at the sources used for the Wikipedia entry and evaluate them before using them.

Use MLA format.

Double-space.

Use 12 point font, preferably Times New Roman.

Indent all paragraphs five spaces (or Tab key).

Put word count at end of essay.

1. How does Virginia Woolf's portrayal of women in "Shakespeare's Sister" (47-51) compare with Christine de Pisan's in the excerpt from *The Treasure of the City of Ladies* (398-403)?
 2. Rabindranath Tagore ("To Teachers" on pages 41-44) and Mohandas Gandhi (see "Economic and Moral Progress" on pages 561-566) respected each other, but often disagreed about the role of education. Tagore believed that only education could ultimately free India from British rule while Gandhi saw formal education as a tool of imperialism. Compare the underlying assumptions of these different beliefs.
 3. Compare Douglass's view of the importance of learning to read and write (25-29) in *Standard English* with the views of Gloria Anzaldúa in "How to Tame a Wild Tongue" (206-215).
 4. Compare Hsü Tzu's implied definition of education with those of Seneca in "On Liberal and Vocational Studies" (14-19).
 5. Compare Newman's view of education in "Knowledge Its Own End" (32-37) with Seneca's in "On Liberal and Vocational Studies" (14-19).
 6. Compare Nussbaum's views of education in "Education for Profit, Education for Democracy" (62-69) with Gandhi's view of progress in "Economic and Moral Progress" (561-566).
 7. Compare Benedict's view of culture in "The Individual and the Pattern of Culture" (113-121) with Margaret Mead's in "Warfare: An Invention—Not a Biological necessity" (500-506).
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Third Essay (in-class, August 1, minimum 750 words, open book, topics given at the beginning of class)

Fourth Essay (due August 10 at the beginning of class, 1250-1500 words)

The broad topic of the research paper is education, but you need to narrow the focus to something manageable in a relatively short paper of 1250-1500 words. As you are reading the assigned essays in *Reading the World: Ideas that Matter*, make note of topics that particularly interest you or ideas that come to mind in class discussions or when you are thinking about education. Here are some suggestions (all quite general):

research a particular type or theory of education

compare two education systems

argue for or against private schools

argue for or against free post-secondary education

consider the subjects that should be included at particular levels

argue for or against physical education or music education or art education

explain challenges to education funding in BC and possible solutions

argue for or against home schooling

July 20

deadline for selection of topic (make sure your topic is approved before proceeding)

July 25

tentative Works Cited in MLA format, 5-7 sources, plus 25 word description of direction

August 1

annotated Works Cited of 5-7 sources, minimum 25 words each, properly formatted

August 8

peer review of complete draft of research paper

Essay Guidelines

1. You have to say something in your essay, and you have to organize what you are saying. I don't have to agree with you, but you need to make sense and support your argument.
 2. Overall, an academic essay needs a beginning, a middle part, and an end. An essay of 750-1500 words needs an introduction (one paragraph), a body (perhaps two-five paragraphs, depending on length of essay), and a conclusion (one paragraph). The paragraphs must be in an order; they are not interchangeable. Organize your material. How you organize it will be a choice in part dependent on what you want to say. But the sentences should follow one another logically as should the paragraphs. If they don't, the essay lacks coherence. Paragraphs should be roughly balanced in importance. Note that the first essay (a personal essay) does not follow the guidelines for an academic essay.
 3. A paragraph in an academic paper is usually more than one sentence. The sentences in a paragraph must be in a particular order. You should not be able to rearrange them without wrecking the paragraph.
 4. The introduction and conclusion are not the same. The conclusion develops from the whole essay.
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5. Indent paragraphs (use Tab key). And provide transitions (can be as simple as one word). The indentation shows that you are changing topics; the transitions reinforce the smooth movement of ideas (your argument). Remember that the reader cannot see what is going on in your head. The reader just has the words on the page.
 6. The introduction should not make sweeping statements. Focus.
 7. The first time you mention an author you use the full name. Subsequent references require only the last name. Do not use a title; use just the name.
 8. Title your essay appropriately. Do not underline your title or put it in quotation marks or italics. Capitalize the first letters of main words. Do not put a period at the end.
 9. Use correct format: a sloppy paper is disrespectful to your reader and your own work.
 10. Write complete sentences. Avoid comma splices and run-on sentences.
 11. Try to write in the active voice unless the passive is necessary.
 12. Avoid clichés or worn-out phrases.
 13. Do not rely solely on a spell check program. Use a dictionary. If you use a thesaurus, check the selected word in a dictionary.
 14. If you can eliminate a word, a phrase, or a sentence, do so. Don't waste space or the time of your reader with filler. (It helps to put the paper away for a while before editing and proofreading.)
 15. Make subjects agree with verbs, and make pronouns agree with antecedents. Because English has gendered pronouns for the singular (he, she), it's helpful to make the subject plural if possible to avoid having to use "he or she" or "they" for the singular. Language changes, and some writers are now using "they" for the singular to avoid the binary view of gender. If you wish to do that, just let me know.
 16. Use the correct case of the pronoun. "I" and "me" are not interchangeable.
 17. Put modifiers close to what they modify.
 18. Check the punctuation.
 19. Check your diction (word choice). It should be appropriate for your topic and audience. It may be useful to think of the other members of the class as your audience. Therefore, imagine you are writing for intelligent, interested people who are not necessarily experts in the field. If you use a technical term, explain it.
 20. Avoid sarcasm, slang, and sexist language. Plurals help eliminate gendered pronouns.
 21. Use examples if they will help the reader to understand your point, and don't be afraid to say "For example . . ."
 22. You don't need to say "I think." The whole essay is what you think. If something isn't what you think, you must identify the source. The use of second person (you) or third person indefinite (one) is generally best avoided.
 23. Remember that the essay must be your own work. To be safe, you should ensure that the only other people who see it before you hand it in are the tutors in the Writing Centre or the English Help Centre or WriteAway. Or ask me. I cannot mark your essay before you hand in the final draft, but I can discuss ideas with you, and I can look at your introduction and your outline (if you have one) to see if you are on the right track.
 24. Keep in mind that writing an essay is an act of creativity. Several students could write on the same topic and end up with quite different (and successful essays).
 25. Discussions in class are not debates. The idea is for everyone to share ideas and questions, so that a fuller understanding and appreciation of the topic can be gained. Ideas need to be tried out to see if they work.
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