



School of Arts & Science
ENGLISH DEPARTMENT
ENGL 151 – 007
Academic Writing Strategies
2017 Winter
Tuesdays, 6:00pm-8:50pm
Fisher 310

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:	Micaela Maftai
(b)	Office Hours:	Mondays and Wednesdays, 10:30 – noon; Tuesdays 4:45-6:00
(c)	Location:	Paul 337
(d)	Phone:	Alternative Phone:
(e)	Email:	MaftaiM@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:

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

They Say, I Say: The Moves That Matter in Academic Writing. Gerald Graff and Cathy Birkenstein (3rd ed.)

This textbook is available at the Camosun bookstore.

4. Course Content and Schedule

Date	Topics	Readings
Jan 10	Introductions and writing diagnostic	
Jan 17	<ul style="list-style-type: none"> • What is Academic Writing? • Intro to summary assignment • Formatting guidelines and basics 	"Entering the Conversation" pp. 1-15 and "They Say" pp. 19-28
Jan 24	<ul style="list-style-type: none"> • Summarizing/quoting/paraphrasing • Punctuation I (comma, semi-colon, colon) 	"The Art of Summarizing" pp. 30-36 and "Don't Blame the Eater" pp. 241-243
Jan 31	<ul style="list-style-type: none"> • Intro to workshopping • Summary workshop • Quiz #1 (comma, semi-colon, colon) 	
Feb 7	<ul style="list-style-type: none"> • Summary due • Intro to the three appeals • Intro to the rhetorical analysis assignment • Punctuation II (apostrophe, quotation marks) 	Beverley Jacobs piece (to be posted on D2L)
Feb 14	Reading Break	NO CLASS
Feb 21	<ul style="list-style-type: none"> • Rhetorical analysis recap/discussion • Paragraph structure • Quiz #2 (apostrophe, quotation marks) 	
Feb 28	<ul style="list-style-type: none"> • Rhetorical analysis workshop • Intro to essay assignment • Essay structure, flow • Punctuation III (brackets, dash) 	"Three Ways to Respond" pp. 55-67
Mar 7	<ul style="list-style-type: none"> • Rhetorical Analysis due • Quiz #3 (brackets, dash) • Academic integrity/plagiarism 	
Mar 14	<ul style="list-style-type: none"> • Top Ten Grammar Tips • Introducing counter-arguments • Transitions and connections 	"Introducing a Naysayer" pp. 78-89; "Tying it all Together" pp. 105-118; "So What? Who Cares?" pp. 92-100
Mar 21	<ul style="list-style-type: none"> • In-class proposal • Quiz #4 (Top Ten Grammar Tips) • Using Sources/research 	
Mar 28	<ul style="list-style-type: none"> • Refining a thesis • 40/20/40 writing breakdown • Mind-mapping/free-writing • Integrating quotations 	"The Art of Quoting" pp. 42-50; "The Art of Metacommentary" pp. 129-137
Apr 4	<ul style="list-style-type: none"> • Essay workshop • Citation styles 	
Apr 11	<ul style="list-style-type: none"> • Essay due • Quiz #5 (citation styles) • Final class 	

5. Basis of Student Assessment (Weighting)

Summary

Assignment	Due Date	Length	Value
Summary	February 7	700-900 words	15%
Rhetorical Analysis	March 7	900-1200 words	20%
Essay Proposal (in-class)	March 21	600-800 words	15%
Final paper	Apr 11	1200-1500 words	25%
Participation			10%
Punctuation quizzes	Multiple		5 x 3% = 15%

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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED