



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:	Christine Kirchner
(b)	Office Hours:	* Mondays & Wednesdays: 1:30 p.m. – 2:30 p.m. CC 119A, Interurban Campus * Tuesdays & Thursdays: 10:00 a.m. - 11:00 a.m., Paul 226, Lansdowne Campus * or by appointment
(c)	Location:	CC 119A (Interurban Campus) Paul 226 (Lansdowne Campus)
(d)	Phone:	250-370-4449 - CC 119A 250-370-3329 - Paul 226
(e)	Email:	kirchner@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.
 - 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:** Eric Henderson, *Becoming An Active Reader*, 2nd edition, 2016.

(b) **Other:** English 151 Winter 2017 Course Package
Any good collegiate dictionary.

4. Course Content and Schedule

Class Meets: Mondays and Wednesdays, 12:00 p.m. - 1:20 p.m. in Portable A, Room 101 (Interurban Campus).

Course 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 essay-writing, develops self-awareness of methods of inquiry, critique, and reflection.

CLASS SCHEDULE

Mon., Jan. 9	<p>Course Introduction.</p> <p><u>Essay Writing Basics</u> Organization: "The Five-Paragraph Essay" Read pp. 7-12, English 151 Course Package (CP).</p>
Wed., Jan. 11	<p>"Getting to Know You"</p> <p><u>Essay Writing Basics</u>, cont'd.: Read Chapter 1 "Essay Writing Basics"; pp. 2-18, <i>Becoming An Active Reader</i> (Henderson). Read p. 2 "Rhetorical Modes" (CP).</p>
Mon., Jan. 16	<p>In-class Diagnostic Essay (5%)</p>
Wed., Jan. 18	<p><u>Academic Writing versus Non-Academic Writing:</u> Read Chapter 8 "An Introduction to Reading Texts"; pp. 117-122 (Henderson).</p> <p><u>Academic Writing:</u> Read Chapter 10 "Conventions of Academic Writing"; pp. 134-148 (Henderson).</p>
Mon., Jan. 23	<p><u>Review & Revise Diagnostic Essay</u></p> <p><u>Non- Academic Writing:</u> Read Chapter 9 "Conventions of Non-Academic Writing"; pp.123-133 (Henderson). <u>Descriptive & Narrative Essay Writing:</u> Read pp. 77-78, Example of Description: Lee Gutkind, "Days and Nights: Heading South" (CP).</p>
Wed., Jan. 25	<p><u>Non- Academic Writing</u>, cont'd:</p> <p><u>Descriptive & Narrative Essay Writing</u>, cont'd. Read pp. 79-80, Example of Narration: Elizabeth Boltson Gordon,</p>

“Guilt by Provocation” (CP).
Read pp. 81-82, Example of Description/Narration: Sun-Kyung Yi, “An Immigrant’s Split Personality” (CP).
Read pp. 83-85, Example of Description/Narration: Carol Shields, “Encounter” (CP).

Mon., Jan. 30 **Final Draft of the Diagnostic Essay is due at the beginning of class. (Please submit the first marked in-class draft essay with your final typed draft—even if you have different topics. Please staple the two essays together.)**

Academic Writing:

Writing Research Papers

Read pp. 65 - 72 “Research Essay Assignment” (CP).
Read Chapter 5 “Writing the Research Paper”; pp.62-77 (Henderson).

Film: *Evaluating Sources*

Wed., Feb. 1 Writing Research Papers, cont’d.:
Read pp. 162-165: Andrew Irvine, “Is Scientific Progress Inevitable?” (Henderson).
Read pp.171-177: Lynn Cunningham, “Giving up the Ghost: When It Comes to Quitting Smoking, You’re on Your Own” (Henderson).

Mon., Feb. 6 Library Research Education Class in TEC 151.

Wed., Feb. 8 Writing Research Papers, cont’d.:
Read pp. 87 – 90, “Comparison and Contrast” (CP).
Read Chapter 5 “Writing the Research Paper”; pp.77-82 (Henderson).
Read p. 73, Use of Quotations: The Four-step Process (CP).
Read pp. 74 – 76, “Comparison and Contrast” (CP).

Mon., Feb. 13 *FAMILY DAY. COLLEGE CLOSED.*

Wed., Feb. 15 *READING BREAK. COLLEGE CLOSED.*

Mon., Feb. 20 **Descriptive / Narrative Essay (15%) is due at the beginning of class.**

Writing Research Papers, cont’d.:

Read pp. 184-187: Adrian Mack and Miranda Nelson, “Vancouver Hockey Riot Is a Symptom of a Larger Problem” (Henderson).
Read Chapter 5 “Writing the Research Paper”; pp.82-98 (Henderson).
Read pp. 195-202: Renée Wilson, “In Defence of the iGeneration” (Henderson).

Film: *Avoiding Plagiarism*

Wed., Feb. 22 Writing Research Papers, cont’d.:
Read Chapter 4 “The Art of Argument”; pp.34-41 (Henderson).
Read pp. 223-228: Bryan Appleyard, “Distraction” (Henderson).
Read pp.228-230: Scott Feschuk, “The Future of Machines with Feelings” (Henderson).

Sign up for Oral Presentations on Grammar Topic.
Read pp. 63 - 64 “Grammar Assignment” (CP).

Mon., Feb. 27 Writing Research Papers, cont’d.:
Read Chapter 4 “The Art of Argument”; pp.41-52 (Henderson).
Read pp. 244-248: Steven Tepper, “Thinking ‘Bigger than Me’ in the Liberal Arts” (Henderson).

Wed., Mar. 1 Writing Research Papers, cont’d.:
Read Chapter 4 “The Art of Argument”; pp.53-61 (Henderson).
Read pp. 256-260: Joe Castaldo, “Steal Your Success” (Henderson).

Mon., Mar. 6 Writing Research Papers, cont’d.:
Read pp. 277-279: John Horgan, “Does Peace Have a Chance?” (Henderson).
Read pp. 280-291: Danny Chivers, “Debunking the Myths: Myths about the Basic Science” (Henderson).

Wed., Mar. 8 Writing Research Papers, cont’d.:
Read pp. 329-336: Samine Vazire and Erika N. Carlson, “Others Sometimes Know Us Better Than We Know Ourselves” (Henderson).

Read pp. 337-343: Erin R. Whitchurch, Timothy D. Wilson, and Daniel T. Gilbert, "He Loves Me, He Loves Me Not . . .": Uncertainty Can Increase Romantic Attraction" (Henderson).

Mon., Mar. 13 Submit by email or by hard copy your research essay topic.

Writing Summaries:

Read Chapter 2 "Writing Summaries"; pp.19-25 (Henderson).

Read pp. 47-48: "How to Summarize an Article" & pp. 49-50, "Summaries" (CP).

Film: Public Speaking Tips.

Wed., Mar. 15 In-class Summary (5%).

Mon., Mar. 20 Grammar Quiz (5%).

Wed., Mar. 22 Oral Presentations on Grammar Topic (5%).

Mon., Mar. 27 Oral Presentations, cont'd.

Wed., Mar. 29 Oral Presentations, cont'd.

Mon., Apr. 3 Oral Presentations, cont'd.

Wed., Apr. 5 Oral Presentation Report (10%) is due at the beginning of class.

Writing a Critical Review: Read pp. 51-60 (CP).

Discussion & Assignment of Final In-class Essay – a Critical Review.

Mon., Apr. 10 Grammar Quiz (5%).

Wed., Apr. 12 Final In-class Assignment – a Critical Review (15%).

Last class of the course.

* **Wed., Apr. 19** Research Essay (30%) is due in my office, CC 119A by 2:00 p.m.

5. Basis of Student Assessment (Weighting)

Evaluation will be based on the following:

- In-class Diagnostic essay: 400-750 words (5%) **Final Draft Due Mon., Jan. 30.** (The students receive the best of the two grades.)
- Descriptive/Narrative essay: 750-1000 words (15%) **Due Mon., Feb. 20.**
- Summary (in-class) (5%) **Wed., Mar. 15.**
- Grammar Quizzes (in-class) (10%) **Mon., Mar. 20 & Mon., Apr. 10.**
- Five-minute Oral Presentation on a Grammar Topic (5% -includes peer evaluation) **Wed., Mar. 22; Mon., Mar. 27; Wed., Mar. 29; & Mon., Apr. 3.**
- Oral Presentation Report 400-750 words (10%) **Due Wed., Apr. 5.**
- Final in-class assignment: a Critical Review 500-800 words (15%) **Wed., Apr. 12.**
- Research essay: 1000-1500 words (30%) **Due Wed., Apr. 19.**
- **Participation: attendance, preparation, contribution to class discussions, & participation in writing groups (5%) on-going.**

Notes:

- i. All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.

- ii. 80% attendance is required to perform adequately in the course. You cannot learn from the course and participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.
- iii. **No cell phones, laptops, or other electronic devices are permitted during class without permission.** If you cannot comply with this regulation, you will be asked to leave the class. Accessing any electronic device during an exam or in-class assignment constitutes a violation of the student conduct policy and will result in a grade of zero on the assignment.
- iv. The penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment. Plagiarism includes the following: submitting part or all of an assignment written by someone else; copying and pasting one or more passages (even a few words) from another source without correct documentation; and paraphrasing that too closely resembles the original in either form or content.

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.