



## 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:	Alexis Martfeld
(b)	Office Hours:	Mondays 1:00-2:00, Thursdays 2:00-3:00, and by appointment
(c)	Location:	CC 119B
(d)	Phone:	Please email or stop by during office hours
(e)	Email:	martfelda@camosun.bc.ca

### 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) ENGL 151 Course Pack
- (b) Camosun Library Guides
- <http://camosun.ca/libguides.com/engl151>
  - <http://camosun.ca/libguides.com/c.php?g=92416>

### 4. Course Content and Schedule

This **tentative** schedule outlines weekly topics and major assignments for English 151. The schedule is subject to change.

Week	Tuesday	Thursday
<b>Week 1</b> Jan. 9 <sup>th</sup> – Jan. 13 <sup>th</sup>	<b>Introduction to English 151 Academic Writing Strategies: Welcome!!!</b>  <b>Due: In-Class Writing Sample (Diagnostic)</b>	<b>Topics</b> Critical Reading Analysis vs. Summary  <b>Readings</b> "Selling Suds" p. 3
<b>Week 2</b> Jan. 16 <sup>th</sup> – Jan. 20 <sup>th</sup>	<b>Topics</b> Purpose and Audience  <b>Readings</b> Atwood, "Letter to America" p. 5  <b>Due: "Letter to America" Analysis Paragraph and Discussion Question</b>	<b>Topics</b> Research Sources Thinking Critically  <b>Readings</b> TBD
<b>Week 3</b> Jan. 23 <sup>rd</sup> – Jan. 27 <sup>th</sup>	<b>Topics</b> Building Paragraphs Fact vs. Opinion  <b>Readings</b> Thomas King, "Borders" p. 11  <b>Due: "Borders" Analysis Paragraph and Discussion Question</b>	<b>Topics</b> Constructing Thesis Statements Rhetorical Appeals  <b>Readings</b> James, "Green Winter" p. 17  <b>Due: Summary Assignment</b>
<b>Week 4</b> Jan. 30 <sup>th</sup> – Feb. 3 <sup>rd</sup>	<b>Topics</b> Rhetorical Appeals cont'd  <b>Readings</b> TBD  <b>Due: TBD Analysis Paragraph and Discussion Question</b>	<b>Readings:</b> TBD  <b>Topics:</b> Essays Analysis vs. Summary cont'd
<b>Week 5</b> Feb. 6 <sup>th</sup> – Feb. 10 <sup>th</sup>	<b>Readings:</b> Student Sample Paper  <b>Topics:</b> Review for In-class Essay  <b>Due: Grammar/Punctuation Quiz 1</b>	<b>Due: In-class Essay #1</b>

	<b>Due: In-class Essay #1 Outline</b>	
<b>Week 6</b> Feb. 13 <sup>th</sup> – Feb. 17 <sup>th</sup>	Reading Week	Reading Week
<b>Week 7</b> Feb. 20 <sup>th</sup> – Feb. 24 <sup>th</sup>	<b>Readings:</b> TBD  <b>Topics:</b> Research Questions	<b>Topics:</b> Library Visit 1: Researching & Evaluating Research Material  <b>Due: Research Paper Preparation Worksheet</b>
<b>Week 8</b> Feb. 27 <sup>th</sup> – Mar. 3 <sup>rd</sup>	<b>Readings:</b> Turpin, “Women Confronting War” p. 71  <b>Topics:</b> Argument  <b>Due: “Women Confronting War” Analysis Paragraph and Discussion Question</b>	<b>Readings:</b> “Using Sources in the Composing Process” p. 156 Sample Student Research Papers p. 118-122  <b>Topics:</b> Documentation & Plagiarism Integrating Sources
<b>Week 9</b> Mar. 6 <sup>th</sup> – Mar. 10 <sup>th</sup>	<b>Topics:</b> Library Visit 2	<b>Readings:</b> Dryden, “The Game” p. 94  <b>Topics:</b> Outlines Methods of Development  <b>Due: “The Game” Analysis Paragraph and Discussion Question</b>
<b>Week 10</b> Mar. 13 <sup>th</sup> – Mar. 17 <sup>th</sup>	<b>Topics:</b> Roundtable Discussion  <b>Due: Argumentative Research Paper Preparatory Assignment</b>  <b>Due: Grammar/Punctuation Quiz 2</b>	<b>Readings:</b> TBD  <b>Topics:</b> Introductions and Conclusions Presentation Skills
<b>Week 11</b> Mar. 20 <sup>th</sup> – Mar. 24 <sup>th</sup>	<b>Readings:</b> TBD  <b>Topics:</b> Logical Fallacies Counterarguments	<b>Topics:</b> Review for In-class Essay  <b>Due: In-class Essay #2 Outline</b>
<b>Week 12</b> Mar. 27 <sup>th</sup> – Mar. 31 <sup>st</sup>	<b>Due: In-class Essay #2</b>	<b>Due: Presentations and Peer Evaluations</b>
<b>Week 13</b> Apr. 3 <sup>rd</sup> – Apr. 7 <sup>th</sup>	<b>Due: Presentations and Peer Evaluations</b>	<b>Due: Presentations and Peer Evaluations</b>
<b>Week 14</b> Apr. 10 <sup>th</sup> – Apr. 14 <sup>th</sup>	<b>Topics:</b> Editing/Common Errors  <b>Due: Argumentative Research Paper for Peer Edit</b>	<b>Due: Course Evaluation and Advice for Future Students</b>  <b>Due: Argumentative Research Paper</b>

## 5. Basis of Student Assessment (Weighting)

Assessment Piece	Weight	Due Date
Diagnostic	Complete/Incomplete	Tuesday, Jan. 10 <sup>th</sup>
Participation (Class Preparation Assignments; Attendance; Discussion; In-class Writing; Professionalism)	9%	Ongoing
Summary Assignment	10%	Thursday, January 26 <sup>th</sup>
Grammar Quiz #1	5%	Tuesday, February 7 <sup>th</sup>
In-Class Essay #1	15%	Thursday, February 9 <sup>th</sup>
Research Paper Preparatory Assignment	17%	Tuesday, Mar. 14 <sup>th</sup>
Grammar Quiz #2	5%	Tuesday, Mar. 14 <sup>th</sup>
In-Class Essay #2	15%	Tuesday, Mar. 28 <sup>th</sup>
Research Paper Presentation and Peer Feedback	5%	Mar. 30 <sup>th</sup> – Apr. 6 <sup>th</sup>
Research Paper Peer Edit	See Assignment Details	Tuesday, Apr. 11 <sup>th</sup>
Research Paper	19%	Thursday, Apr. 13 <sup>th</sup>

## 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](http://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 3<sup>rd</sup> 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](http://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.

## 8. Additional Information and Class Policies

- Your attendance and participation are essential to your success in this course. If you miss a class, it is **your responsibility** to know the material I have covered and to complete the assignments due. Please contact me if you are going to miss or be late to a class. Students must meet the attendance requirements of the instructor to pass the course.
- All major assignments are mandatory. Students must complete all assignments to pass the course, including the in-class diagnostic assignment.
- All in-class assignments, quizzes, and presentations must be completed in class on the day they are due or they will receive a grade of zero. If you have an emergency and are unable to attend class to complete the assignment, quiz, or presentation, notify me as soon as possible to explain your absence, and bring documentation verifying your absence to the next class.
- Students must receive a combined average of at least **60%** on the two in-class essays to pass the course.
- Late assignments will be marked with a penalty of 5% per day (unless accompanied by appropriate documentation for illness, etc.) up to one week after the due date. Assignments submitted after this time will receive a zero. Late assignments will be given a grade but no feedback.
- Hard copies of all major assignments are due on the due date **at the beginning of class**. Please do not email assignments; upload a digital copy of **all** assignments to D2L.
- Students should keep copies of all assignments.
- Assignments due on the last day of the course must be submitted that day.
- Students are expected to participate in all class activities.
- Electronic devices (cell phones, laptops, etc.) should be turned off during class. Please see me if you wish to discuss this point.
- Use of electronic devices in class for purposes not related to the course may result in a reduced participation grade. If you wish to use your electronic device during class time for your own purposes, please excuse yourself from class.**
- Plagiarism** means presenting the words or ideas of others as your own. **Plagiarism is a serious academic offence.** All information or ideas that are not primarily your own must be documented according to the relevant documentation guidelines. The **minimum** penalty for plagiarism is a zero on the assignment. Please see the Student Conduct Policy.
- Please contact me with any concerns or questions regarding the course. The easiest way to reach me is by email ([martfelda@camosun.bc.ca](mailto:martfelda@camosun.bc.ca)) or in person during my office hours.

