

	School of Arts & Science ENGLISH DEPARTMENT ENGL 151-025 Strategies for Academic Writing Winter 2017
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COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

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 students' self-awareness of methods of inquiry, critique, and reflection.

1. Instructor Information

(a)	Instructor:	Neil Stubbs		
(b)	Office Hours:	Tuesday and Thursday 12:00-12:50 p.m., or by appointment		
(c)	Location:	CC 118A		
(d)	Phone:	250-370-3837		
(e)	Email:	StubbsN@camosun.bc.ca		
	Class Times:	Tuesday and Thursday 3:00-4:20 p.m., CBA 121		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

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 high school and academic writing.

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 organisation of ideas.
- Vary style purposefully for planned rhetorical strategies.
- Write individually and collaboratively for specific results.
- Critique his/her own and others' writing.

Read and analyse 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, including 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.

Research and develop information media and literacy skills.

- Use a wide variety of appropriate research sources.
- Paraphrase and summarize texts to reflect accurately and coherently the original's ideas, organization and tone.
- Use print and electronic library resources to locate sources.
- Assess and evaluate a variety of online media sources.
- Evaluate sources for authority, relevance, reliability, usefulness and other criteria.
- Incorporate and integrate research through correct use of summary, paraphrase and quotation writing skills.
- Document sources fully and ethically, according to specified bibliographic conventions.

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.
- Express interest in an academic pursuit of one or more disciplines.

Required Materials

- (a) Reinking, James A., *et al. Strategies for Successful Writing*. Sixth Ed. Toronto: Pearson, 2017. Print.
 (b) Other: A good, compact English dictionary will be useful to bring to this class.

4. Course Content and Schedule

The instructor reserves the right to make changes to this reading list or to the due dates. Students will be given advance notice IN CLASS of any changes to the content or the schedule.

Tuesday, January 10:	Introduction Diagnostic Exercise (In-class Writing; no mark given)
Thursday, January 12:	Modes of Expression
Tuesday, January 17:	Research Topics Essay Format and Paragraph Structure Thesis Statements Fisher, "Why Students Drop Out of University" (187-189)
Thursday, January 19:	Chapman, "Manufacturing Taste" (151-159) Summary
Tuesday, January 24:	Parts of a Sentence Sentence Types
Thursday, January 26:	First essay assignment (10%) due in class—no late work accepted Deadline to choose research topic (-10% from research paper if not done) Library Orientation (tentative)
Tuesday, January 31:	Definition Wainwright, "Lust and Gluttony" (208-209) Trethewey, "Screen Saver" (437-438) Punctuation
Thursday, February 2:	Research Proposal (5%) due in class (-20% from research paper if not done) Comparison and Contrast Bullock, "What Do You See? Is Your Brain East or West?" (237-239) Sentence Errors (Incomplete Sentence, Comma Splice, Run-on Sentence)

Tuesday, February 7:	Division/Classification Dembicki, "The Four Tribes of Climate Change" (254-257) Sentence Errors (Misplaced Modifiers, Dangling Modifiers)
Thursday, February 9:	Annotated Bibliography of 5 sources (5%) due in class (-25% from research paper if not done) Cause and Effect Wood, "Dry Spring: The Coming Water Crisis" (194-197) Kelly, "Go Take a Hike" (432-434) Active and Passive Voice
Tuesday, February 14:	READING BREAK: COLLEGE CLOSED
Thursday, February 16:	READING BREAK: COLLEGE CLOSED
Tuesday, February 21:	Process Analysis Falconer, "Autoholics" (427-431)
Thursday, February 23:	In-Class Essay Based On Readings (10%)
Tuesday, February 28:	Subject-Verb Agreement
Thursday, March 2:	Persuasion and Argumentation Pronoun-Antecedent Agreement
Tuesday, March 7:	Review
Thursday, March 9:	Grammar and Writing Skills Quiz (10%)
Tuesday, March 14:	Aristotelian (Classical) Persuasion
Thursday, March 16:	Moore, "Going Nuclear" (448-450)
Tuesday, March 21:	Rowell, "Ten Reasons Why New Nuclear Was a Mistake" (451-456)
Thursday, March 23:	Logical Fallacies
Tuesday, March 28:	Workshop on Rhetorical Analysis (Hand-outs will be supplied)
Thursday, March 30:	In-Class Essay: Rhetorical Analysis of Persuasive Essay (15%)
Tuesday, April 4:	Incorporating Sources
Thursday, April 6:	Citation and Bibliography
Tuesday, April 11:	Research Essay Format Lemanski, "Bottled Troubled Water" (352-357)
Thursday, April 13:	Research paper due (30%)

5. Basis of Student Assessment (Weighting)

Required assignment type	Value
Essay #1 (450-500 words)	10%
Proposal (200-250 words)	5%
Annotated Bibliography	5%
In-Class Essay Based On Readings	10%
Grammar and Writing Skills Quiz	10%
In-class Rhetorical Analysis (750 words)	15%
Research paper (1500 words)	30%
Grammar/Punctuation Quizzes (5-10)	10%
Attendance/Participation	5%

All assignments **must be handed in to the instructor IN CLASS on the due date**. Any work that is handed in **AFTER** the end of class on the due date will be considered late. Without an acceptable excuse (such as documented medical circumstances), late assignments will receive a **5% deduction per day, including weekends**. This policy is meant to allow for an orderly flow of assignments and to respect those students who submit their work on schedule. Please note that the instructor takes no responsibility for work that is slipped under his office door.

With the exception of the arrangements mentioned above (that is, documented medical circumstances), late work will **NOT** be accepted after marked assignments have been returned to the class.

Students may expect a **TWO WEEK** marking period before marked work is returned. Please **DO NOT** request that work be returned before the instructor has finished marking.

Quizzes and in-class work may **NOT** be “made up” at a later time, unless a student can submit official documentation of an emergency or serious illness to the Registrar.

6. Grading System Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional (A+), outstanding (A), and excellent (A-) performance. Normally achieved by a minority of students, these grades indicate a student who is self-initiating, exceeds expectations, and has an insightful grasp of the subject matter.	9
85-89	A		8
80-84	A-		7
77-79	B+	Very good (B+), good (B), and solid (B-) performance. Normally achieved by the largest number of students, these grades indicate a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in the other area(s).	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory (C+) or minimally satisfactory (C) performance. These grades indicate a satisfactory (only) performance and knowledge of the subject matter.	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.

8. Decorum

Students and instructors at Camosun College have a right to work in an environment that is free from harassment and intimidation. Disrespectful conduct and improper behaviour will not be tolerated.

Please refrain from using any electronic devices (such as cellphones or texting devices) to send or receive text messages during class. The use of lap-top computers is only permitted to students who have provided documentation of medical circumstances and/or who have supplied a documented request for accommodation through the Disability Resource Centre. **Any use of electronic devices (without a documented medical cause or Letter of Accommodation) during class time will negatively affect a student's Participation Grade. Unpermitted use of electronic devices during an exam or in-class assignment constitutes a breach of the Student Conduct Policy and will result in a grade of 0% on the assignment.**

Similarly, all discussion between individuals in the classroom should be directed towards relevant material. Students should not distract others and interrupt lectures with "table talk" (that is, conversations about personal matters that have no relevance to classroom discussion.) Students who need to sleep or to eat large meals are advised not to use the classroom for such purposes. Professional behaviour is a key expectation in this course: students who continually engage in inappropriate behaviour will be asked to leave the classroom.

9. Professional Responsibility

Overall, it is expected that students will demonstrate a professional sense of responsibility concerning their work and their personal conduct at the college. Students are generally expected to hold themselves responsible for submitting work according to deadlines and format requirements, and for successfully completing the requirements of this course. To that end, they are also responsible for ensuring that they attend lectures and do **all** the assigned readings.

Students are also responsible for keeping themselves informed about what is happening in class. The instructor is available during scheduled office hours, if you have questions or concerns regarding the course. Any phone messages or e-mail messages left for him during the weekend will not be received until the next business day. E-mail may be used to inform the instructor of an upcoming absence, but the e-mail message itself **DOES NOT** constitute official documentation of the absence.

Students are responsible for the grades they receive during this course. Grades are determined by the work that each student submits, and by each student's performance in the course. It is not considered professional for a student to inform an instructor of the grade that he or she "needs" or "expects" from any course. The instructor is willing to work with individual students to improve their writing skills, if such requests for assistance are made well in advance of an assignment's due date. However, instructors can make no guarantee that students will get the grades that they want. **Therefore, please be advised that grades are NOT negotiable.**

Students are also responsible for taking notes in class. This skill is a necessity in the post-secondary classroom, and business professionals greatly value any employee who is able to listen carefully and to record information accurately. For this reason (and since much classroom discussion is generated spontaneously, rather than from a script), **the instructor refrains from publishing lecture notes or from making them available as photocopies or as e-mailed slides.** Students who are absent from a class should make their own arrangements to receive the missing material from a trusted colleague. **Please avoid asking the instructor for copies of his notes or slides.**

10. Assignment Format

Take-home assignments must be submitted as word-processed documents in MS Word format. **Paper copies of assignments must be handed in to the instructor AT THE BEGINNING OF CLASS on the day they are due.** (Please do not ask the instructor to print a copy of your work for you.)

Students must also submit ELECTRONIC COPIES of the major assignments AS E-MAIL ATTACHMENTS before class on the due date for each respective assignment. Paper copies that are submitted without an accompanying electronic copy will **NOT** be marked. Electronic copies that are sent without an accompanying paper copy will **NOT BE ACCEPTED** as submitted assignments, unless the instructor has given permission to the student to do so.

Assignments must be **type-written** and **double-spaced**, using a **12-point** font. (Times New Roman is recommended for clarity and legibility.) All assignments submitted to the instructor should be bound together with a staple attached to the upper-left corner. Please do not use vinyl folders for your work.

Hand-written work is **ONLY** acceptable for in-class assignments, quizzes, and exams.

Each page of a major written assignment must be formatted according to the following specifications: 12-point font; 1 inch margins at the top, bottom, and right-hand side of the page; 1.5 inch margin on the left. Each page will require a page number in the top right-hand corner. If this format is followed correctly, each page should contain 250-300 words.

Correct spelling, grammar, punctuation, and sentence structure are essential elements of clear communication. Students are encouraged to proof-read their work for errors, and to avoid submitting work that appears shoddy, careless, or unprofessional (such as the result of a "last-minute" effort). Either Canadian/British or American spelling is acceptable, but the chosen form should be used consistently.

Students are advised to retain a copy of their work until after the original assignment has been graded and returned. The instructor will not accept responsibility for work that is lost or goes missing. Students should also retain all assignments until after they receive their final marks.