

	<p>School of Arts & Science ENGLISH DEPARTMENT</p> <p>ENGL 151 – Section 32 Academic Writing Strategies Winter 2017</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Micaela Maftei
(b)	Office Hours:	Monday/Wednesday 11:30-12:30, or by appointment
(c)	Location:	Paul 337
(d)	Email:	MafteiM@camosun.bc.ca
(e)	Phone:	250-370-3354
(f)	D2L link:	http://online.camosun.ca/ (access assignments, grades, etc.)

2. Intended Learning Outcomes

At the end 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 organisation 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 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 Texts

- (a) *The Great Gatsby* by F. Scott Fitzgerald.
- (b) English 151 Coursepack (Doherty)
- (c) Oxford English Dictionary (access link on the Camosun library website)

4. Order of Readings, Lessons, and Assignments

Please note that this schedule is tentative and may be adjusted during the term.

January	Course Introduction "Writing with Style" "Look at Your Fish" Writing for Precision and Clarity Active Reading Argument/Evidence "The Stool-Makers..." "The Morals of the Prince" Introduction to the Critical Review "We Have No Right to Happiness" "Nuremberg or National Amnesia" Quoting and Paraphrasing "Serving the Purpose of Education" Online Readings (see D2L)
February	In-class Summary and Analysis (10%) Analyzing Images Analyzing Film (<i>Casablanca</i>) Analytical Essay Due (20%)
March	<i>The Great Gatsby</i> In-class Literary Essay (20%) Introduction to Research Research Log Due in Research Meetings Research Meetings Oral Presentation Guidelines

April

Peer-editing Session

Research Essays Due (30%)

Oral Presentations on Essay Topics (10%)

5. Assignments and Evaluation

In-class Summary and Analysis	10%	February 7
Image/Film Essay	20%	March 2
In-class Literary Essay	20%	March 16
Research Essay	30%	April 6
Oral Presentation of Research Essay	10%	sign up
Participation	10%	

6. Grading System

A+	90-100%	B-	70-72
A	85-89	C+	65-69
A-	80-84	C	60-64
B+	77-79	D	50-59
B	73-76	F	Below 50

7. Important Notes

- Participation mark will be based on attendance, punctuality, homework, discussions, and in-class exercises. Document absences when possible, so they do not affect your participation grade.
- Because this course emphasizes student participation and discussion, it is essential that students complete the readings ahead of class. Out of respect for the dynamics of classroom conversation, please turn off any electronic devices (computers, cell phones, etc.) during class. You are welcome to speak to me after class if this policy presents a particular difficulty for you.
- In-class essays can only be rescheduled with medical or legal documentation.
- Late papers will lose 5% per day, and they will receive a grade only.
- Students who do not pass in-class essays will not pass the course.
- Write your own papers! Plagiarism is an academic offence that the college takes very seriously. Papers with any form of plagiarism will receive zero.
- The College provides many services, including a Writing Centre and an English Help Centre. See Student Services or www.camosun.ca for details. There is also online writing help available through "Write Away" (link on Writing Centre website)