



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:	Raj Mehta		
(b)	Office Hours:	Monday & Tuesday, 13:00-14:30PM or by appointment		
(c)	Location:	Paul 318		
(d)	Phone:	3328	Alternative Phone:	
(e)	Email:	mehta@camosun.bc.ca		
(f)	Website:	D2L		

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) Texts: *Academic Writing: An Introduction* (3rd Edition), Janet Giltrow et. al.

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Class Schedule (Tentative)

Week of	Topic	Reading
September 4	Academic Writing	Chapters 1-3
11	Summarizing	
18		Chapters 4-5
25	Research Proposal (Sept. 27)	
October 2		
9	Midterm (Oct. 11)	
23	Sources	Chapters 6-8
30	Argument	
November 6	Research & Citation	Chapters 9-10
13	Source Evaluation (Nov. 15)	
20		
27		Chapters 11-14
December 4		
	Research Essay (Dec. 6)	
	Final Exam (TBA)	

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

- (a) Assignments

Assignment	Value
Research Proposal	15%

Midterm (Summary)	20%
Source Evaluation	15%
Research Essay	20%
Final Exam	30%

- (b) Quizzes
- (c) Exams
- (d) Other (e.g., Attendance, Project, Group Work)

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 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.

Course Policies

Instruction: While I make every effort to check email regularly, I would appreciate at least 24-48 hours to respond to questions/problems. Please don't presume that I can respond to your questions or concerns if you only contact me the day before. I do not respond on weekends, or at the end of the day. Again, begin work on assignments early so you can clarify any issues well in advance of the due date.

Academic Dishonesty: In cases of academic misconduct, students will receive an F on the assignment and may also be subject to additional college sanctions. Students will respect the standards of academic integrity, including but not limited to, refraining from plagiarism, cheating, or copying someone else's work.

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, etc. A simple listing of books, articles, and websites is *not* sufficient.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writer or which the writer did not discover. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or common knowledge. What constitutes common knowledge can sometimes be unclear; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." If in doubt, provide the citation(s).

To avoid plagiarism,

- put quotation marks around, *and* give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, a textbook, an article, a website, a newspaper, a song, an interview, an encyclopedia, a CD, a movie, etc.
- *completely rewrite*—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, *and also* give an in-text citation for that paraphrased information
- give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to *know*) and which are not considered "common knowledge" in the target audience (this may require new research to locate a credible outside source to cite)
- give a *new* in-text citation for *each element* of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

Writers must also include a MLA citation list at the end of their essay, providing full bibliographic information for every source cited in their essay.

All assignments are to be submitted in 12-point, Times New Roman. Submissions must follow MLA style.

If you have questions about a citation practice, confer with the appropriate handbook or librarian.

Assignments: Assignments MUST be uploaded in PDF format on the D2L shell for this course.

Assignments are due on the dates/times specified. No late assignments are accepted save for verifiable/documented (medical) excuses. Note that problems with online access, software and computer issues will *not* be accepted as reasons for extensions.

Note too that the deadline is 11:59PM of the day an assignment is due – *except for the Midterm and Final Exam*. These are witting in class.

You must complete all assignments to earn a "C" or higher in this course.

Assignment Grading: Grades are administered as letter grades. Merely fulfilling the basic requirements for an assignment, and doing so in a competent, reasonable manner is generally only enough for a grade in the 'B' range. 'A' grades will only be awarded when work demonstrates notable excellence. There is no difference in other words, between an 'A' and a 'B' paper save on matters of content. Both are free of sentence-level issues. This is not a grammar course - we assume mechanical correctness in your writing.

A "C" level grade denotes average college-level writing and achievement. The writing is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas. It moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

A "B" level grade highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, such an essay goes further in some way(s): it demonstrates some insight into the "gray areas" of the assignment, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal "voice" or style. It has no sentence-level errors.

An "A" level grade marks an assignment that anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with outstanding facility.

"D" and "F" level assignments do not meet the basic expectations of the assignment.

Grading Comments: There are issues with how I insert comments on your uploaded assignments. This is in part because of compatibility issues between platforms and versions of software, but also because there is no set standard for formatting or inserting comments online. As such, please note that my comments are usually itemized at the bottom of submitted assignments, and so there is some uniformity in the nature of my criticisms as I use a grading rubric. To see your feedback, go to the Dropbox where you uploaded your assignments and scroll to the very bottom.