



## 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.

Welcome to English 151! Here you will find the background information about the course: its goals, the hoped-for outcomes, and my policies around grades and assignments. Please read through this entire document – even the boring parts.

Feel free to drop by during my office hours if you have any questions or just want to confirm that I still exist. Email is also a good way to reach me. I try to answer emails within 24 hours Monday to Friday; emails received over the weekend or on Friday evening will be answered on Monday.

### 1. Instructor Information

(a)	Instructor:	Julian Gunn
(b)	Office Hours:	Monday 2:30-3:30; Tuesday 1:30-2:30; Wednesday 2:30-3:30; or by appointment
(c)	Location:	Paul 318
(d)	Email:	gunnj@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 your own and others' writing.
  - 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.
3. 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.
4. 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) Text: *Best American Science and Nature Writing 2014* – Ed. Deborah Blum  
 (b) Online articles and videos, D2L materials

### 4. Course Content and Schedule (FAQ)

#### How does this course work?

Each week, we do readings and watch videos, and then use these sources to discuss concepts in good academic writing, reading, and critical thinking. The best way to write well is to read a lot. The next best way is to write a lot. We try to do both.

#### Do I need to have a copy of the textbook?

Yes. Most of the class readings come from the textbook, and we are forbidden by copyright law from copying more than 10% of the textbook for class use. Used copies should be available at the bookstore and on Abebooks.ca.

#### Should I bring the textbook to class?

Yes. We'll be reading from it, referring to it, and reviewing it often – and possibly tearing it up to make a collage at the end of term.

#### When are assignments due?

All assignments except journal entries are due at the beginning of class on the due date, in full, on paper. Papers turned in late on the day of class will be considered one day late.

Journal entries are due by 11:59 pm on the Friday of the week they are assigned. Late journal entries will receive 50% of their grade value.

#### What about late penalties and extensions?

Extensions will be granted only if requested at least 48 hours in advance of the due date (ex. by Monday at 11:59 pm for a Wednesday due date). If you ask two days in advance, you do not need to give me a justification; your good time management will be rewarded. If you ask less than 48 hours in advance, the answer is no, unless you have a very good reason indeed.

If you have an extension, the assignment is due by 11:59 pm on the new due date.

Late assignments (without extensions) are penalized 5% per day; assignments more than 7 days late will receive a 0.

Note: Notice that your good time management will be rewarded. If you ask for an extension at least 48 hours in advance, the answer is always yes. You don't need a note or an excuse. If you ask less than 48 hours in advance, then the answer is no, except in the case of an emergency.

**What if I'm not sure about the expectations for an assignment?**

Drop by during my office hours or email me, and I'll do my best to clarify.

**How do I get a good mark in this course?**

Show up to class, do the readings, participate in the discussions, read the assignment descriptions closely and try to deliver what they ask for, write multiple drafts, proofread, and ask lots of questions.

**Is that it?**

Yep. You've totally got this.

**More questions?** Email me or drop by my office.

**5. Basis of Student Assessment (Weighting)**

Assignment	Weight	Due Date
Writing Diagnostic	---	---
Pop Quizzes / Participation	10%	Ongoing
Journal Entries	20%	Friday each week (10)
In-class Essay – Rhetorical Analysis	15%	October 4 <sup>th</sup>
Annotated Bibliography	10%	November 8 <sup>th</sup>
Research Presentation	10%	Nov 27 <sup>th</sup> & 29 <sup>th</sup>
Research Paper	25%	November 29 <sup>th</sup>
Writing Test	10%	December 6 <sup>th</sup>

**Participation**

If you've made it this far, congratulate yourself. For a bonus participation mark, email an image of any well-known TV detective to gunnj@camosun.bc.ca.

**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.

<b>Temporary Grade</b>	<b>Description</b>
<b>I</b>	<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.
<b>IP</b>	<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>
<b>CW</b>	<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.

**Welcome to English 151!**