



## 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:	Michael Stewart
(b)	Office Hours:	TTh 10:00 – 11:00; Fri 11:00 – 12:00 or by appointment
(c)	Location:	Paul Bldg. Rm 330
(d)	Phone:	250-370-3357
(e)	Email:	<a href="mailto:stewartm@camosun.b.c.ca">stewartm@camosun.b.c.ca</a> (best way to contact me)

### 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

All readings will be available on D2L. Completing all readings before class is **mandatory**. Please bring a copy of readings to class.

### 4. Course Content and Schedule

**(M 10:00-11:20: Paul Bldg, Room 109)**

**(W 10:00-11:20: Fisher Bldg, Room 214)**

<b>Sept 6</b>	<b>READ:</b> Thomas King, "'You'll Never Believe What Happened' Is Always a Great Way to Start" <b>WRITE:</b> Diagnostic (In-Class)
<b>Sept 11 &amp; 13</b>	<b>LEARN:</b> Personal Essay <b>READ:</b> "Goodbye to All That," Joan Didion
<b>Sept 18 &amp; 20</b>	<b>LEARN:</b> How to read critically and with care <b>READ:</b> James Baldwin, "Notes of a Native Son" <b>WRITE:</b> Reading Response #1 -- "Native Son" (In-class #1)
<b>Sept 25 &amp; 27</b>	<b>LEARN:</b> Introduction paragraphs <b>READ:</b> Madeleine Thien, "But, I Dream in Canadian" <b>DUE Wed Sept 27:</b> Personal Essay rough draft (5%)
<b>Oct 2 &amp; 4</b>	<b>LEARN:</b> Body paragraphs and flow <b>READ:</b> Your colleagues' essays <b>DUE Wed Oct 4:</b> Personal Essay (15%) + Signed copy of peer-reviewed rough draft
<b>Oct 9: Thanksgiving (NO CLASS) Oct 11</b>	<b>READ:</b> Thomas King, "Borders" Eden Robinson, "Traplines" <b>WRITE:</b> Reading Response #2 -- "Borders" or "Traplines" (In-Class #2)
<b>Oct 16 &amp; 18</b>	<b>LEARN:</b> Summary, Paraphrase, Quote integration/Using examples <b>READ:</b> Kenan Malik, "In Defense of Cultural Appropriation," Robert Jago, "On Cultural Appropriation, Canadians are Hypocrites," <b>WRITE:</b> Argument Analysis (In-class #3)
<b>Oct 23 &amp; 25</b>	<b>LEARN:</b> Diction, Skepticism <b>READ:</b> Jeet Heer, "Donald Trump is Not a Liar" <b>WRITE Oct 25:</b> In-class persuasive essay (15%)
<b>Oct 30 &amp; Nov 1</b>	<b>LEARN:</b> How to write a research proposal <b>DUE Wed Nov 1:</b> Summary – Rebecca Solnit, "Men Explain Things to Me" (5%)
<b>Nov 6 &amp; 8</b>	<b>LEARN:</b> How to make an outline <b>WRITE:</b> Cubing exercise (In-class #4) <b>DUE Wed Nov 8:</b> Research proposal for final paper (5%)

<b>Nov 13: Remembrance Day holiday (NO CLASS) Nov 15</b>	<b>LEARN:</b> MLA Format and Library research session <b>Nov 15: CLASS IN LIBRARY LEARNING LAB</b>  <b>DUE Nov 15:</b> Peer Review of research proposals (5%)
<b>Nov 20 &amp; 22</b>	<b>LEARN:</b> Going deeper and refining your topic <b>DUE Wed Nov 22:</b> Annotated Bibliography + Outline (5%)
<b>Nov 27 &amp; Nov 29</b>	<b>LEARN:</b> Essay workshop and one-on-one help <b>Nov 27: CLASS IN EWING 115 COMPUTER LAB</b>
<b>Dec 4 &amp; 6</b>	<b>WRITE:</b> Final in-class writing assignment (In-class #5) <b>Dec 4: CLASS IN EWING 115 COMPUTER LAB</b> <b>DUE Wed Dec 6:</b> Final Research Paper (25%)

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

Assignment	Deadline	Weighting
In-class reading responses and assignments (Best 3 x 5%)	All. Course. Long.	15%
Peer review of personal essay draft	Sept 27	5% (Personal essays submitted without this assignment will not be accepted)
Personal Essay (+ signed copy of peer-reviewed draft)	Oct 4	15%
Persuasive essay (in-class)	Oct 25	15%
Summary assignment	Nov 1	5%
Research proposal	Nov 8	5% (Final papers submitted without this assignment will not be accepted)
Annotated Bibliography and Outline	Nov 22	5% (Final papers submitted without this assignment will not be accepted)
Final Research Essay	Dec 6	25%
Class Participation and Discussion	All. Course. Long.	10%

### 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 comments

- All readings must be completed **before the class assigned to them**.
- Bring the readings with you to class. **Bring the readings with you to class.**
- **Participation is worth a hefty 10%**, so please bring your brilliant ideas and observations to class too. To do this, you must also attend class. Attending class, preparing well and bringing an inquisitive, generous and energetic spirit not only shows all of us you respect the learning environment, it will put you in a great position to succeed on the assignments. This will be the easiest 10% you make all year so make the most of it. And, of course, the more we participate, the more fun we all will have. It will be so much fun I can't stand it.
- **Start working right away.** Life comes at you fast. And by life, I mean deadlines. Don't procrastinate, do the readings and don't underestimate how long an assignment will take. If you get a disappointing grade on an early assignment, make adjustments – don't assume the same level of work will get you a better mark later. Spoiler: it won't.
- **Deadlines:** All work must be handed in **at the beginning of class** on the deadlines given. Unless prior arrangements have been made, **late assignments will receive a penalty of 10% per day**. Assignments received four days late or more **will not be accepted**. Extensions will be granted only at the discretion of the instructor.
- As a courtesy to everyone else in the class, please turn off all devices (for example, cell phones and laptops) and pay attention to whoever is speaking.

- Any submission of work that is not the student's or work that is not appropriately attributed to the original source constitutes plagiarism. **The college considers plagiarism a serious offence** and any attempt to deceive the instructor with plagiarized work will be met with serious consequences, which will at a minimum include a zero on the assignment and could include an F in the course.
- **Make use of my office hours and email.** It is my sincere hope that we can work together to become better writers and thinkers. A 5-10 minute chat in my office about a paper, an essay or a topic can do wonders. If you are unclear about assignments, about a grade, about anything, visit my office hours or write me a thoughtful email. This will not only help your grade it will help me become a better teacher.