

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b>  <b>ENGL 151 - 017</b>  <b>Academic Writing Strategies</b>  <b>2017F</b>  <b>MW 4:00pm-5:20pm</b>  <b>Fisher 310 – Mondays</b>  <b>Wilna Thomas 102 – Wednesdays</b></p>
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## COURSE OUTLINE

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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.*

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### 1. Instructor Information

Instructor:	Micaela Maftai
Office Hours:	Wednesday 11:30-1:30, Friday 9:00-10:00
Location:	Paul 337
Email:	MaftaiM@camosun.bc.ca

### 2. Intended Learning Outcomes

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

*They Say, I Say*, 3<sup>rd</sup> edition. By Gerald Graff and Cathy Birkenstein (available at the Camosun bookstore)

### 4. Class structure

\*\*All chapter titles noted below (in quotation marks in the right-hand column) are found in the course text.\*\*

Week	Date	Area of focus	Topic/Material	
1	Sept 6	Summary	Intro, writing diagnostic	
2	Sept 11		"They Say", "Art of Summarizing", summary assignment intro	
	Sept 13		Summary/Quotation/Paraphrase "The Art of Quoting"	
3	Sept 18		Summary in-class work	
	Sept 20		"But Don't Get Me Wrong", "Skeptics May Object"	
4	Sept 25		Citation styles/referencing	
	Sept 27		Academic Integrity, <b>summary assignment due</b>	
5	Oct 2		Rhetoric	Intro to the three rhetorical appeals
	Oct 4			Jacobs essay (to be posted on D2L)
6	Oct 9			<b>Thanksgiving holiday – NO CLASS</b>
	Oct 11	Jacobs <b>in-class assignment</b>		
7	Oct 16	Grammar/Punctuation		Punctuation Break
	Oct 18			Sentence structure
8	Oct 23		Punctuation Break	
	Oct 25		<b>Proofing in-class graded exercise</b>	
9	Oct 30	Essay	Essay structure/flow	
	Nov 1		Essay assignment introduced, "Three Ways to Respond"	
10	Nov 6		Getting down to writing	
	Nov 8		Using sources	
11	Nov 13		<b>Remembrance Day holiday – NO CLASS</b>	
	Nov 15		"As a Result", "So What? Who Cares?" intro to oral presentations	
12	Nov 20		Refining your topic	
	Nov 22		Essay workshop – <b>attendance required</b>	
13	Nov 27		Prep/work period	
	Nov 29		Presentations, <b>final essay due</b>	
14	Dec 4	Presentations		
	Dec 6	Presentations		

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

Assignment	Length	Due date	Value
Summary	600-800 words	Sept 27	15%
In-class rhetorical analysis	800-1000 words	Oct 11	20%
Final Essay	1200-1500 words	Nov. 29	25% + 5% for workshop participation
Oral presentation	N/A	Date chosen	15%
Proofing exercise		Oct. 25	10%
Participation	N/A		10%

### Some Key Points about this Class:

- Communication skills are essential in every area of study and in almost every kind of work situation. This is a course offered through the English department, but the material covered is useful, important and necessary for every student, in every area. You are encouraged to look for ways to apply the work and skills this course emphasizes in your own field of study and career plans.

- This course focuses on writing (although it addresses several other key areas of academic communication). You are encouraged to see writing as a means of self-discovery and a method of sorting out, and then expressing, your views, opinions, thoughts and arguments.
- You are expected to attend every class. We will be using a blend of lectures, in-class work and group work to achieve the learning outcomes. If you must miss class for a valid reason, please let me know by email as soon as possible.
- As your instructor, I am a valuable resource for you! Please don't ever hesitate to get in touch by email or in person, with any question or issue, no matter how large or small. I will do my best to help, and I will put you in touch with other people or services who may be better placed to help, if necessary. Small problems during term time have a way of spiraling – if you are feeling stressed, behind, confused, or worried about something to do with this course, please get in touch as soon as possible - even just to chat.

## 6. Grading System

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.

