



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:	Dr. S. Ann Beck		
(b)	Office Hours:	Tuesday-Wednesday 3:30-5:00; Thursday 12:30-2:00 or by appt.		
(c)	Location:	Young 226		
(d)	Phone:	370-3516	Alternative Phone:	
(e)	Email:	BeckS@camosun.bc.ca		
(f)	Website:			
(g)	Class Time:	Monday 4:00-5:20 Y209 / Thursday 4:00-5:20 F216		

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

- (a) Texts: **Course Pack: English 151 Academic Writing Strategies**
Sandra Ann Beck

4. Course Content and Schedule

Date	Topic	Activity	Assignment
Sep 7	Course Outlines	Diagnostic Grammar	
Sep 11	Persuasion - Summary	DMB; Nigerian Astronaut	
Sep 14	Evaluation	Attempt to Clone Jesus	
Sep 18	Analysis	Microsoft Buys Church	<i>Comma Quiz</i>
Sep 21	Review		
Sep 25	The Expository Essay –	Evaluate the Thesis	
Sep 28	Organization	Introduction; Body; Conclusion	Persuasion Assignment due (10%)
Oct 2	Definition	“What Writing Is”	
Oct 5	Description	“The Trigger Principle”	<i>Fragments Quiz (2%)</i>
Oct 9	THANKSGIVING – NO CLASS		
Oct 12	Cause and Effect	“If Hitler Asked You...”	
Oct 16	The Argumentative Essay – Definition		Expository Essay due (20%)
Oct 19	Organization	The Opposition	<i>Run-Ons Quiz (2%)</i>
Oct 23	Appeal to Logic	“Guns, Sex, and Education”	
Oct 26	Appeal to Emotion	“A Crime of Compassion”	
Oct 30	Appeal to Ethics	“Why I Am Not Going to Buy a Computer”	<i>Semicolons Quiz (2%)</i>
Nov 2	Review		
Nov 6			Argumentative In-Class Essay (20%)
Nov 9	The Argumentative Research Essay –	Research Sources	
Nov 13	NO CLASS		
Nov 16	Organization	Block, Point-by-Point	<i>Agreement Quiz (2%)</i>
Nov 20	Plagiarism	Quoting	
Nov 23	Plagiarism	Paraphrasing, Summarizing	<i>Modifiers Quiz (2%)</i>
Nov 27	Documentation Styles	APA, MLA	
Nov 30			<i>Documentation Quiz (5%)</i>
Dec 4	Exam Review		
Dec 7	Last Day of Classes		Final In-Class Exam (10%) Argumentative Research Essay due (25%)

5. Basis of Student Assessment (Weighting)

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

ASSIGNMENTS	VALUE
Grammar (5 tests x 2%)	10%
Persuasion Assignment (900-1500 words)	10%
Expository Essay (900-1500 words)	20%
Argumentative Essay (in-class)	20%
Documentation Quiz	5%
Research Essay – (1500-2500 words)	25%
In-class Final Exam	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 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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

Please be advised that this course deals with controversial subject matter that may be disturbing to some readers.

Students are responsible for all information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class nor inattention to classroom instruction exempts you from meeting deadlines.

I will be available to answer basic questions about assignments via email during the weekdays. Please be reasonable with your expectations; an email exchange is not a substitute for attendance. Do not ask me to summarize what you missed during an absence.

All due dates are firm. Late assignments will lose 5% per day unless accompanied by medical documentation of illness. Assignments more than five days late will lose 25%. **All assignments handed in after the last day of classes will not be graded.** Requests for extensions will be considered under special circumstances, but only if the request is made well in advance of the due date. **There are no make-up exams without medical documentation of illness leading to absence.**

All out-of-class assignments must meet MLA or APA style requirements. Your Course Pack contains student models for take-home assignments. Please refer to these models for title, margins, font, and spacing requirements. **Assignments submitted via email will be penalized 10%.** Only paper submissions will be returned with written comments.

A re-write option is available for papers that earn grades in the F-D range on the expository and in-class argumentative essays. Students that wish to re-submit these papers must schedule an appointment with me to review the assignments. The resubmissions must be accompanied by the original essays and are due on the last day of classes. The maximum grade that can be achieved on a re-write is C+.

Accessing any electronic device during an exam or in-class assignment constitutes a violation of the student conduct policy and will result in a grade of zero on the assignment.

The penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment. Plagiarism includes the following: submitting part or all of an assignment written by someone else; copying and pasting one or more passages (even a few words) from another source without correct documentation; paraphrasing that too closely resembles the original in either form or content; submitting an assignment edited or corrected for grammar and/or content by a copy editor or tutor.