

	School of Arts & Science ENGLISH DEPARTMENT ENGL 151 - 037 Academic Writing Strategies 2017F Mondays WT225 and Wednesdays F210 4:00-5:20

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. Callin		
(b)	Office Hours:	TBA		
(c)	Location:	Paul 322		
(d)	Phone:	Na	Alternative Phone:	na
(e)	Email:	callint@camosun.ca 9 am-5pm Monday-Friday		
(f)	Website:	Na		

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) Optional Text: A Canadian Writer's Pocket Guide 5th edition

4. Course Content and Schedule

ENGLISH 151

Course Objective: The objectives of this course are relatively simple: each of you will learn how to write and read effectively, energetically, and persuasively. You will learn how to organize essays, how to write persuasively by using language actively, how to argue effectively by using evidence to support your thesis, all the while being mindful of your intended audience. Being a good writer means returning to the basics, and that is just what we aim to do here.

Overall Importance: Each of us has a personal and social obligation to be the best writer and reader possible. The practice of writing will make you better able to express your own opinions and ideas clearly, to use evidence actively, and to react with control and knowledge to the opinions of others. The theory and practice of reading in this course will empower you to interpret the written word, and to better use language to express your own unique views on the experience of being in the world. I am certain that if you make a commitment to the work involved, and if you strive for personal excellence, then the writing skills you develop in **English 151** will be applicable to the rest of your lives.

Review: For many of you, this material will be review. No matter. Practicing the basics will make you a better writer. Besides, my experience teaching everything from first year composition to graduate studies is that rarely is there anyone who has actually mastered the art of writing. So my job is to simply provide you again

with the basics; what you do with the basics is up to you. Invent!
Invent! Invent!

Dynamics: You will be expected to voice your views during class. In this classroom environment, all questions will be treated **with respect** both by me and by your fellow classmates. No one has all the answers. Therefore, each of you has a responsibility to promote a **positive learning environment**. The vim and vigor you display in this regard will influence your final grade. Also, I think that most people learn better when they are having fun. So, against the odds (and the evens), the time spent writing and reading in **English 151** should also be fun, possibly even entertaining. If you are unsure of the expectations of student conduct, please see the Camosun College Calendar.

GUIDELINES:

1. Assignments must be **submitted on the due date** at the **beginning of class on which they are due**. The beginning of the class is the time the class begins. I make no exceptions to this rule.
2. An extension inquiry must be made at least one week in advance of the due date.
3. Assignments **may not** be submitted electronically.
4. Save a **copy of each assignment**.
5. ALL assignments must be typed and double-spaced unless an in-class assignment; an automatic zero will be recorded for any assignment that fails to comply with format policies. There is no option for a rewrite...
6. There are no rewrites.
7. **10% penalty** for each day or portion of each day late (unless see 2).
8. **All assignments must be submitted for marking to pass the course.**
9. Historically speaking, you will **not pass** if you do not attend. 80% attendance required.
10. **If you miss a class, it is your responsibility to get the information from someone else in the class.**
11. Neither cell phone nor computer use permitted during class.
12. BE ON TIME: Chronic lateness = withdrawal from the course.
13. I am happy to discuss with you how to improve a paper, but I do not negotiate grades. Also, be aware that I grade the document, not the individual.

ALLOCATION OF MARKS:

In-class student writing sample: Sept 11 2017

Mandatory Summary Peer edit/course completion: Sept 18 2017

In-class writing: Summary One (no make-ups): Sept 20 2017: 10%

In-class writing: Summary Two (no-make-ups): Sept 27 2017: 10%

In-class writing Summary Three (no make-ups): Oct 4 2017: 10%

Mandatory In-class Writing: Definition One rough draft: Oct 16 2017

Definition One final copy: Oct 18 2017: 10%

Mandatory In-class Writing: Extended definition Two rough draft: Oct 25 2017

Extended definition Two final copy (no make-ups): Oct 30 2017: 15%

Library orientation: Nov 15 2017 (mandatory for course completion)

Image Argument Presentation and Analysis: Nov 15/20 2017: 15%

Research Essay: Due Dec 6 2017: 25%

Attendance/ Participation: 80 percent minimum attendance required for course completion (all term): 5%

Grading System:

Evaluation Guide: A general idea of expectations and translation into rough grade equivalencies. Students should be aware that the average grade for my classes is a B-/B. **Please also note that I do not change grades to advance a student because of another program requirement.**

F: Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented. The essay will contain problems with structure at all levels including form and content. Incoherent, or so many errors to be rendered virtually incoherent.

D: Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood. If I need to make comments about grammar in every other sentence or more then expect this grade.

C: Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple. The approach to the subject lacks originality.

C+: Very few mechanical errors with the essay being structurally and grammatically clean. The basic material is understood. This essay demonstrates some attempt at sentence variety and original expression. However, not much creative imagination is involved in trying to put the subject into a new light. If the essay is technically good – one or two grammatical errors and the correct approach to the overall structure of formal essay writing but topically lacks inspiration or a new angle - expect the essay to receive this grade.

B: Virtually no errors in expression; the level of language, the grammatical structures, and the overall essay structure along with the representation of the essence of the idea promoted in the essay are all entirely clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood. Overall, the essay flows logically and seamlessly.

A: The kind of work that might be expected at the next level. The essay demonstrates a complete and clear understanding of the topic with a high degree of originality. The essay will contain no mechanical errors. There will be a continuous flow of ideas throughout the entire essay and overall unity to the argument.

This is the schedule for the fall. Please note that the schedule is subject to change without notice.

Welcome!

- Sept 6:** **One:** Attendance
 Two: Outlining the outline...
 Three: Rhetorical theory: language and images
 Assignment: Prepare any assigned material
- Sept 11:** **Perspective, the iceberg, truth, and fact**
 Classical persuasion: classical departments of Rhetoric
 Elements : Ethos, Pathos, Logos
 Critical thinking: thesis, main points, quotes, dialogics
 Individual writing: sample due end of class time
 Assignment: Article handout TBA
- Sept 13:** Logos and Taxis
 Naming the parts: What makes the article persuasive?
 Connotative and Denotative
 Main points/supporting points/quote integration
 Basic transitions and handout
 Summary and Summary handout
 Assignment: Practice article handout (take home)
 Please note: a student who does not write a practice
 summary cannot participate in the peer edit next class
- Sept 18:** **Review dialogic writing:** Quotation integration
 Mandatory Peer Edit Summary/ discussion
 Assignment: Prepare for Summary One

- Sept 20:** **Quiz: Summary One (full class; no make-ups)**
Assignment: Article handout TBA
- Sept 25:** **Discussion of ideas in summary one article**
Participation grade: practice article for summary
 Reading Comprehension for summary
Assignment: Prepare for Quiz
- Sept 27:** **Quiz: Summary Two (full class; no make-ups)**
Assignment: “A Few Notes on Punctuation”
- Oct 2:** **Discussion of ideas in summary two article**
Cultural Images: the import of punctuation
Article handout: “A Few Notes on Punctuation”
Audience/tone/language: Ethos, pathos, and logos
Assignment: Prepare material for extended definition and review for Summary Three
- Oct 4:** **Quiz: Summary Three (full class; no make-ups)**
Assignment: Prepare for extended definition assignment
- Oct 9:** *Holiday/ Thanksgiving*
- Oct 11:** **Definition One Assignment handout**
Definition analysis: logos, ethos, pathos: choose one
 Handout Definition One point form outline
 No quotes; sourcing paraphrase
Please note: a supervised in-class rough draft is required; failure to meet this requirement will result in an automatic failing grade for the assignment
Assignment: Determine subject and prepare for in-class writing
- Oct 16:** Review information about Definition One
In-class definition one rough due end of class time
 Only outline permitted for in-class writing; all information in point form unless specified otherwise
Assignment: Article Handouts: “With these words...” / “Propaganda”
- Oct 18:** **Definition One Assignment Due/rough draft outline sheet /final copy typed**
Article discussion: “Propaganda”
Article discussion: “With these words...”

Cultural examples with logos, ethos, and pathos
Group work: defining the terms in the articles
ASSIGNMENT: Handout Extended Definition Two
handout / bring electronics

- Oct 23:** **Extended Definition Two discussion**
Examples of extended definition
Information on quotation
Images: arguing by explaining ethos, pathos, logos
Image: ethos, pathos, logos
Assignment: prepare for in-class writing
- Oct 25:** Individual help and questions answered
How logos, ethos, and pathos are generated
Informal in-class Rough draft of comparative definition
Definition to be initialed; resubmitted with final draft
Please Note: a final copy will receive an automatic fail
without an in-class, supervised, initialed rough draft
Assignment: Bring electronics for next class
- Oct 30:** **Extended Definition Two due beginning of class**
Extended Response Assignment outline
Bring electronics
Images of Manipulation: Chose image/ begin outline
Begin to organize for group presentations
Assignment: Bring electronics
- Nov 1:** Group organization for presentations
- Nov 6:** **Presentations**
- Nov 8:** **Presentations**
Handout: Research Assignment due Dec 6 2017
- Nov 13:** **Remembrance Day**
- Nov 15:** **Image extended response due (floating deadline)**
Library orientation (must attend/ no make-ups)
ASSIGNMENT: Prepare topics
- Nov 20:** **Image extended response due (floating deadline)**
Research essay: How to generate the outline
Introduction (three parts): Hook, Line, Linker
Thesis statements/Thesis handouts

Places to find Works Cited information

Bring electronics: Topic search for research essay

Nov 22: Review research essay format: Exploratory thesis
Slippery slopes

Premise: positives and negatives

Nov 27: Documentation: What the Works Cited should look like
Evaluating introduction examples
Organizing the Body Paragraph
FLOW!!!! Topic and Transitional sentences

Nov 29: A brief note on Conclusions

In-class: Topic and research proposal (500 words)

Topic/proposal must be cleared by end of class time

Dec 4: Bring electronics: Research class (mandatory)

Dec 6: Research Essay due at my office Paul 322

5. Basis of Student Assessment (Weighting)

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

- (a) Assignments
- (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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED