



## 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:	Max Olesen		
(b)	Office Hours:	Monday 12:30-2:30; Tuesday: 2:00-4:00		
(c)	Location:	LACC 119A		
(d)	Phone:		Alternative Phone:	
(e)	Email:	olesenm@camosun.bc.ca		
(f)	Website:			

### 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 posted to class D2L.

### 4. Course Content and Schedule

#### **Class 1 - Tuesday, Sept. 5:**

- Class Welcome & Orientation
- Academic Reading, Thinking, & Writing Introduction
- Logos, Pathos, & Ethos
- Patterns of Essay Development

#### **Class 2 - Thursday, Sept. 7:**

- "Olympics are an antidote to our culture of phoniness" by Andrew Cohen, from *The Calgary Herald* (<http://calgaryherald.com/opinion/columnists/cohen-olympics-are-an-antidote-to-our-culture-of-phoniness>)

#### **Class 3 - Tuesday, Sept. 12:**

- "Insulting Colin Kaepernick says more about our patriotism than his" by Kareem Abdul-Jabbar, from *The Washington Post* ([https://www.washingtonpost.com/posteverything/wp/2016/08/30/insulting-colin-kaepernick-says-more-about-our-patriotism-than-his/?utm\\_term=.160b5b0a8878](https://www.washingtonpost.com/posteverything/wp/2016/08/30/insulting-colin-kaepernick-says-more-about-our-patriotism-than-his/?utm_term=.160b5b0a8878))

#### **Class 4 - Thursday, Sept. 14:**

- "Why Trudeau is like Trump" by Stephen Marche, from *Bloomberg BusinessWeek* (<https://www.bloomberg.com/news/articles/2016-09-08/why-trudeau-is-like-trump>)

#### **Class 5 - Tuesday, Sept. 19:**

- "Canadians Are Better than Other People" by Jonathan Kay, from *The Walrus* (<https://thewalrus.ca/canadians-are-better-than-other-people/>)

#### **Class 6 - Thursday, Sept. 21:**

- **Logos, Pathos, Ethos Workshop & Exam Prep**
- "Guns, Sex and Education" by Jamie O'Meara (PDF on D2L)
- "A Crime of Compassion" by Barbara Huttman (PDF on D2L)
- "Why I am Not Going to Buy a Computer" by Wendell Berry (PDF on D2L)

#### **Class 7 - Tuesday, Sept. 26:**

- **Logos, Pathos, & Ethos In-Class Writing Exam Today**

#### **Class 8 - Thursday, Sept. 28:**

- "Forgiveness Story" by June Callwood, from *The Walrus* (<https://thewalrus.ca/forgiveness-story/>)

#### **Class 9 - Tuesday, Oct. 3:**

- "Don't Just Stand There" by Diane Cole (PDF on D2L)
- **Reading Response #1 Due Today**

#### **Class 10 - Thursday, Oct. 5:**

- "The Case for the Empire" by Jonathan V. Last, from *The Weekly Standard* (<http://www.weeklystandard.com/the-case-for-the-empire/article/2540>) or (<http://www.freerepublic.com/focus/f-news/1406038/posts>)

#### **Class 11 - Tuesday, Oct. 10:**

- "Rename British Columbia" by Stephen Collis, from *The Walrus* (<https://thewalrus.ca/rename-british-columbia/>)

**Class 12 - Thursday, Oct. 12:**

- "Keep the 'British' in British Columbia by C.P. Champion (<https://thewalrus.ca/keep-the-british-in-british-columbia/>)

**Class 13 - Tuesday, Oct. 17:**

- **Library Research Skills Class (Lab location TBA)**

**Class 14 - Thursday, Oct. 19:**

- **In-class Editing Workshop for Persuasion Essay**

**Class 15 - Tuesday, Oct. 23:**

- "Opinion: Twenty-five years after Oka, it's still all about the land" by Gerald Taiiaki Alfred, from *The Montreal Gazette* (<http://montrealgazette.com/news/national/opinion-twenty-five-years-after-oka-its-still-all-about-the-land>)
- "Opinion: Looking back at the Oka Crisis and ahead to the future" by Jessica Deer, from *The Montreal Gazette* (<http://montrealgazette.com/news/local-news/opinion-looking-back-at-the-oka-crisis-and-ahead-to-the-future>)
- **Persuasion Essay Due Today**

**Class 16 - Thursday, Oct. 26:**

- "Damsels in Distress, Bozos in Heat" by Neil Genzlinger, from *The New York Times* (<http://www.nytimes.com/2010/01/31/arts/television/31sexes.html>)

**Class 17 - Tuesday, Oct. 31:**

- "Imagining the Future" by Bruce Mau, from *The Walrus* (<https://thewalrus.ca/2007-01-ideas/>)
- **Reading Response #2 Due Today**

**Class 18 - Thursday, Nov. 2:**

- Continued: "Imagining the Future" by Bruce Mau, from *The Walrus* (<https://thewalrus.ca/2007-01-ideas/>)

**Class 19 - Tuesday, Nov. 7:**

- "On Walking" by Wayne Grady (PDF on D2L)

**Class 20 - Thursday, Nov. 9:**

- **In-class Editing Workshop for Research Annotation Assignment**

**Class 21 - Tuesday, Nov. 14:**

- "Why are the baby boomers desperate to make millennials hate ourselves?" by Eleanor Robertson, from *The Guardian* (<https://www.theguardian.com/commentisfree/2015/sep/04/why-are-the-baby-boomers-desperate-to-make-us-millennials-hate-ourselves>)
- "Confessions of a baby boomer: we weren't that lucky, but we were stupid" by Stephen Moss, from *The Guardian* (<https://www.theguardian.com/commentisfree/2015/sep/04/why-are-the-baby-boomers-desperate-to-make-us-millennials-hate-ourselves>)
- **Research Annotation Assignment Due Today**

**Class 22 - Thursday, Nov. 16:**

- "The Olympics Should Be in Vancouver. Winter and Summer. Every Two Years. Forever." by Jonathan L. Fischer, from *slate.com* ([http://www.slate.com/blogs/five\\_ring\\_circus/2016/08/05/the\\_olympics\\_should\\_be\\_in\\_vancouver\\_summer\\_and\\_winter\\_forever.html](http://www.slate.com/blogs/five_ring_circus/2016/08/05/the_olympics_should_be_in_vancouver_summer_and_winter_forever.html))

**Class 23 - Tuesday, Nov. 21:**

- "The Keys of Paradise: Addiction as a Flight from Distress" by Gabor Mate (PDF on D2L)

**Class 24 - Thursday, Nov. 23:**

- Continued: "The Keys of Paradise: Addiction as a Flight from Distress" by Gabor Mate (PDF on D2L)

**Class 25 - Tuesday, Nov. 28:**

- "When It Comes to White Supremacy, Historians Can't Stand on the Sidelines" by Melissa

J. Gismondi, from *The Walrus* (<https://thewalrus.ca/how-science-can-help-us-disagree/>)

**Class 26 - Thursday, Nov. 30:**

- "How Science Can Help Us Disagree" by Amitha Kalaichandran, from *The Walrus* (<https://thewalrus.ca/how-science-can-help-us-disagree/>)
- **Reading Response #3 Due Today**

**Class 27 - Tuesday, Dec. 5:**

- "The 'great professor's' blind spot" by Douglas Todd, from *The Vancouver Sun* (<http://vancouver.sun.com/opinion/columnists/douglas-todd-the-great-professors-blind-spot>)
- "In an age of robots, schools are teaching our children to be redundant" by George Monbiot, from *The Guardian* (<https://www.theguardian.com/commentisfree/2017/feb/15/robots-schools-teaching-children-redundant-testing-learn-future>)

**Class 28 - Thursday, Dec. 7:**

- **In-Class Workshop for Argumentative Research Essay**  
**Argumentative Research Essay Due Tuesday, Dec. 12**

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

<b>Assignment:</b>	<b>Value (Total 100%):</b>
1) In-Class Participation, Writing & Group Work	10%
2) D2L Reading Discussion Online Posts	5%
3) Grammar (4 workshops and 2 assessments)	10%
4) Monthly Reading Responses	15%
5) Logos, Pathos, & Ethos In-Class Writing Exam	10%
6) Persuasion Essay	15%
7) Research Annotation Assignment	15%
8) Argumentative Research Essay	20%

**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)**

<b>Percentage</b>	<b>Grade</b>	<b>Description</b>	<b>Grade Point Equivalency</b>
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.