



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-007
Academic Writing Strategies
Summer 2018

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Michael Stewart
(b) Office hours	Monday – Thursday, 1:00 pm – 2:00 pm
(c) Location	Paul Building, Rm 330
(d) Phone	250-370-3357 Alternative:
(e) E-mail	stewartm@camosun.bc.ca (This is the best way to contact me)
(f) Website	

2. Intended Learning Outcomes

Upon completion of this course a 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.
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3. Required Materials

There is no textbook for this class. Readings will be made available on D2L or by handouts. **It is the student's responsibility to print off the readings and bring them to class.**

4. Course Content and Schedule

Tuesdays and Thursdays, 9:30-12:20: Wilna Thomas Bldg, Room 203

Schedule subject to change.

July 3	WELCOME! WRITE: Diagnostic (In-Class) LEARN: How to read critically and with care
July 5	READ: Thomas King, "'You'll Never Believe What Happened' Is Always a Great Way to Start" LEARN: How to write a sentence/ <i>Nouvelles en trois lignes</i>
July 10	READ: Joan Didion, "Goodbye to All That" LEARN: How to write a paragraph + introductions DUE Tues July 10: <i>Nouvelle en trois lignes</i> (2.5% pass/fail)
July 12	READ: Scaachi Koul, "A User's Guide to my Stupid Name" LEARN: Introduction to Personal Essay + Details get the goods Summary, Paraphrase, Quote integration and Using examples WRITE: In-Class Writing #1 DUE Thurs July 12: Amazon or Yelp Review (2.5% pass/fail)
July 17	READ: Anthony Oliveira, "Death in the Village" DUE Tues July 17: Summary – Rebecca Solnit, "Men Explain Things to Me" (5%)
July 19	LEARN: How to revisit and revise READ: Your colleagues' essays (Peer Review – 5%) DUE: Thurs, July 19: Personal Essay Rough Draft

<p>July 24</p>	<p>LEARN: How to read fiction READ: Eileen Chang, "Sealed Off" Kristen Roupenian, "Cat Person"</p> <p>DUE Tues July 24: Personal Essay (10%) + Signed copy of peer-reviewed draft</p>
<p>July 26</p>	<p>LEARN: Introduction to the Persuasive Essay READ: Kenan Malik, "In Defense of Cultural Appropriation," Robert Jago, "On Cultural Appropriation, Canadians are Hypocrites,"</p> <p>WRITE: Reading Response -- "Sealed Off" or "Cat Person" (In-Class #2)</p>
<p>July 31</p>	<p>LEARN: They Say, I Say READ: Kinder Morgan Readings</p> <p>LEARN: MLA Primer + How to make an outline</p>
<p>Aug 2</p>	<p>LEARN: Introduction to the Research Project</p> <p>WRITE Thurs Aug 2: In-class Persuasive Essay (15%)</p>
<p>Aug 7</p>	<p>LEARN: Annotated Bibliography + MLA Formatting WRITE: Cubing Exercise (In-class #3)</p> <p>LEARN: Library research session Aug 7, 11:00 a.m.: MOVE TO LIBRARY LEARNING LAB</p> <p>DUE Tues Aug 7: Research proposal for final paper (5%)</p>
<p>Aug 9</p>	<p>CLASS IN COMPUTER LAB</p> <p>LEARN: Group peer review workshop and one-on-one help</p> <p>Aug 9, 11:00 a.m.: MOVE TO LIBRARY LEARNING LAB LEARN: Library research session 2</p>
<p>Aug 14</p>	<p>CLASS IN COMPUTER LAB LEARN: You are who you cite DUE Aug 14: Annotated Bibliography (5%)</p>
<p>Aug 16</p>	<p>CLASS IN COMPUTER LAB</p> <p>WRITE: Final in-class writing assignment (In-class #4)</p> <p>DUE Mon Aug 20: Final Research Paper (25%)</p>

5. Basis of Student Assessment (Weighting)

Assignment	Deadline	Weighting
In-class reading responses and assignments (Best 3 x 5%)	All. Course. Long.	15%
<i>Nouvelle en trois lignes</i>	July 10	2.5% (Pass/Fail)
Amazon or Yelp Review	July 12	2.5% (Pass/Fail)
Summary assignment	July 17	5%
Peer review of personal essay draft	July 19	5% (Personal essays submitted without this assignment will not be accepted)
Personal Essay (+ signed copy of peer-reviewed draft)	July 24	10%
Persuasive essay (in-class)	Aug 2	15%
Research proposal	Aug 7	5% (Final papers submitted without an approved proposal will not be accepted.)
Annotated Bibliography	Aug 14	5% (Final papers submitted without this assignment will not be accepted)
Final Research Essay	Aug 20	25%
Class Participation and Discussion	All. Course. Long.	10%

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

- 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.
- **An (important) note on attendance.** This course is not comprised simply of assignments to check off. It also includes a number of classroom hours (exactly 32, in fact) where you are expected to listen, digest and reflect on the knowledge we all bring to the learning experience. When you miss a class, not only do you miss out on the material, your colleagues miss out on your contributions and receptiveness. Obviously you

all have lives outside of this classroom and the unexpected waits for us all. **I promise I will meet any note that you must miss a class with compassion and accommodation.** That said, to reflect the importance of attendance, **I reserve the right to refuse any assignments by a student who has missed more than 25% of class time (i.e. four unexcused absences).**

- **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:** Deadlines are organized to facilitate marking and returning papers in a timely manner, and to give you the greatest benefit from feedback for future assignments. They also establish that I am a human, with a life, and give me some surety around which I may organize this life.

However, **there are no late penalties for this class.** This is to recognize that you, too, are humans with lives, and that sometimes those get in the way of coursework. I want to give you the best chance to succeed in the course, but please respect the above.

Late work may not be handed back in a timely manner, and it may not receive extensive feedback, but it will be accepted without penalty and question.

(IMPORTANT EXCEPTION: No work can be accepted after Aug 20.)

- I prefer printed copies of all assignments. This allows me to give the best feedback. If you are unable to submit printed copies of assignments for whatever reason, **PLEASE SUBMIT THEM THROUGH D2L'S DROPBOX. Do not email me assignments.**
- As a courtesy to everyone else in the class, please turn off all devices (for example, cell phones and laptops) and pay attention to whomever 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.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate

Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.