



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-001
Academic Writing Strategies
Winter 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	Dr. Sandra Ann Beck
(b) Office hours	Monday /Wednesday 11:30-1:30; Tuesday/Thursday 3:00-4:00 or by appt.
(c) Location	Young 226
(d) Phone	3516 Alternative: _____
(e) E-mail	beckS@camosun.bc.ca
(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.

3. Required Materials

Course Pack: English 151 Academic Writing Strategies (Sandra Ann Beck)

4. Course Content and Schedule

Date	Topic	Activity	Assignment
Jan 9	Course Outlines	Diagnostic Grammar	
Jan 11	Persuasion - Summary	DMB; Nigerian Astronaut	
Jan 16	Evaluation	Attempt to Clone Jesus	
Jan 18	Analysis of Implications	Microsoft Buys Church	
Jan 23	Review		<i>Comma Quiz</i>
Jan 25	The Expository Essay Thesis	Evaluate the thesis	
Jan 30	Organization	Introduction, body, conclusion	Persuasion Assignment due (10%)
Feb 1	Definition	"What Writing Is"	
Feb 6	Definition	"The Trigger Principle"	<i>Fragments Quiz (2%)</i>
Feb 8	Cause and Effect	"If Hitler Asked You"	
Feb 13	Family Day		
Feb 15	READING BREAK		
Feb 20	Comparison-Contrast	"That Lean and Hungry Look"	
Feb 22	The Argumentative Essay – Definition		<i>Run-Ons Quiz (2%)</i>
Feb 27	Organization	Acknowledging the opposition	Expository Essay due (20%)
Mar 1	Appeal to Logic	"Guns, Sex, and Education"	
Mar 6	Appeal to Emotion	"A Crime of Compassion"	<i>Semicolons Quiz (2%)</i>
Mar 8	Appeal to Ethics	"Why I Am Not Going to Buy a Computer"	
Mar 13	Review		<i>Agreement Quiz (2%)</i>
Mar 15			Argumentative In-Class Essay (20%)
Mar 20	The Argumentative Research Essay –	Research Sources	

Mar 22	Organization	Block, Point-by-Point	<i>Modifiers Quiz (2%)</i>
Mar 27	Plagiarism	Quoting	
Mar 29	Plagiarism	Paraphrasing, summarizing, APA, MLA	
Apr 3	Bibliography		
Apr 5			<i>Documentation Quiz (5%)</i>
Apr 10	Exam Review		
Apr 12	Last Day of Classes		Final In-Class Exam (10%) Argumentative Research Essay due (25%)

5. Basis of Student Assessment (Weighting)

ASSIGNMENTS	VALUE
Grammar (5 tests x 2%)	10%
Persuasion Report (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

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

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

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

Late assignments will lose 5% per day unless accompanied by medical documentation of illness. Assignments more than five days late will lose 25%. Requests for extensions will be considered under special circumstances, but only if the request is made one week or more 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. **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 and no rewrite option. 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. Papers that contain plagiarism may not be rewritten for credit.

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.