



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of English**

**ENGL-151-006**  
**Academic Writing Strategies**  
**Winter 2018**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a) Instructor	Kelly Pitman		
(b) Office hours	Wednesday 12:30-2:30 or by appointment		
(c) Location	P218		
(d) Phone	250-370-3362	Alternative:	
(e) E-mail	pitman@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

(a) Texts

Readings for English 151 (coursepack)

### 4. Course Content and Schedule

See schedule below.

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

Assignment	Value	Due Date
assessment paragraph	0%	January 11 (in class)
response paragraphs (2 in class and 2 out of class)	20% total (4 x 5%)	January 25 (in class) February 6 February 20 (in class) February 27
research plan	10%	March 1 (in class)
moral argument essay	15%	March 20
research essay	25%	April 3
final exam	20%	TBA
quizzes and exercises	10%	ongoing (in class)

### 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

n/a

## 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.

### Other stuff:

Assignment guidelines, handouts, samples, and announcements will be posted on the D2L site for the course. Please check this site often so that you are up-to-date.

This class is based on discussion and practice rather than on lectures and reiteration of facts. Therefore, attending class is crucial to your success. However, just showing up isn't enough. I ask that you carefully read assigned works and come prepared to engage in whatever we're doing. We'll all enjoy the course more if you do.

In keeping with my emphasis on active, cooperative learning, you will often work in discussion groups. Each of you has a responsibility to the other members of your group. Therefore, regular attendance and careful preparation are crucial not only to your learning but also to creating a productive classroom community. I promise to work hard to make the group work meaningful.

Assigned readings will usually form the basis of class discussion, so you should complete readings **before** the date assigned to them on the schedule. When we discuss readings, we will focus on the details, so please ensure you always bring your copy to class.

I will assign reading quizzes on assigned readings and in-class exercises on various topics. These quizzes and exercises not only reward you for getting your reading done on time but also make for a more engaged and engaging classroom discussion (I'm really pushing the whole preparing for class

thing, aren't I? Why? Because I feel passionate about it!). Reading quizzes will be graded in the ordinary way, according to percentage of correct answers. In-class exercises are participation-based and so receive full marks as long as students genuinely participate in the entire exercise. Reading quizzes are on the course schedule. In-class exercises are at my discretion. **Missed quizzes and in-class exercises cannot be made up at a later date.**

Assignments are scheduled so that you can get respond to feedback and improve your work. Therefore, due dates matter. If you cannot hand in an assignment on time, I ask that you talk to me about it so that we can keep you on track.

Assignments in this class should be formatted according to MLA guidelines. I will go over these guidelines in class. **Students who do not format their assignments according to MLA guidelines will lose 5% from the final grade of the assignments in question.**

Please keep a copy of everything you hand in to me in case one of your assignments is misplaced or damaged (I try not to do that, though!). Please also keep all returned work and produce it when asked to do so.

You are responsible for information, verbal or written, given in class, so it's wise to check in with me or a colleague if you have been away. But really, why would you miss class? Well, if you absolutely must, please take the time to let me know in person or via email or telephone

And speaking of class, I ask that we observe the following ground rules in the interest of creating an atmosphere of mutual respect:

- Come to class on time.
- Come to class prepared (readings or assignments done, book in hand).
- Participate in class discussions and group exercises.
- Turn off and put away portable devices (no texting, no Facebook, no surfing the net, etc.). Pens are fine, though.
- Don't talk when others are talking (no side-conversations).
- Speak respectfully when expressing ideas and responding to others.

Finally, feel free to contact me about any aspect of the course. I don't mind answering questions or getting feedback—in fact, I love it! So often, problems can be avoided or solved through a chat, and I will always make time to meet with you. If you want to meet with me and you cannot come to see me during office hours, make an appointment for a different time. For quick questions, email is the best way to contact me. Note that if you send me an email and I do not respond within 24 hours, it may be that I did not receive your message, so it's best to check with me.