



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-007
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	Maureen Niwa, Ph.D. English		
(b) Office hours	Tuesday 1:30-2:30 & Friday 11:30-12:30		
(c) Location	Paul 332		
(d) Phone	250 370 3355	Alternative:	250 580 6151 (cell)
(e) E-mail	niwa@camosun.ca		

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 - Texts

1. *ENGLISH 151 Academic Writing Course Pack* – Instructor: Maureen Niwa;
2. *The Broadview Pocket Guide to Citation and Documentation*, Second Edition, by Maureen Okun and Nora Ruddock;
3. *How to be Good with Words*, by Don LePan, Laura Buzzard, and Maureen Okun;
4. Franz Kafka's *The Metamorphosis*.

4. Course Content and Schedule

Classes: Tuesday, 6:00-8:50pm, Wilna Thomas 102, Lansdowne

Objective: This course develops your own voice in writing within a particular style of writing called the *academic* style. This style calls for attention to structure, content and development of ideas and details. Academic writing offers divergent and critical ways of reading, writing, thinking, and being that shape and infuse your responses. In this course, you will examine your own ideas and assumptions critically; you will engage with, and reflect on, the ideas of others. In this course, **YOU** will be the source for everything you write about! You will learn to position and express your thoughts in ways that are visible, well-supported, and defensible. You will learn to read with curiosity and inquiry. You will write different kinds of essays as well as deliver well-organised, engaging presentations.

5. Basis of Student Assessment (Weighting)

(a) Assignments:	Visual Analysis	15%
	Research Project (Biblio., Pres. & Essay)	40%
	Literary Analysis (In-class Essay)	15%
(b) Exams:	Midterm (Persuasive Essay)	20%
	Grammar Quiz	5%
(c) Other:	Workshops (2)	5%

* For a detailed description of assignments/due dates, see [Class Schedule](#) handout.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

For You: This is a first year college/university level class. The assignments are challenging and the expectations/grading standards are high! **If you can commit the time needed for this course, attend all classes, and aim for your personal best, each time, for every assignment,** and seek help when you need it, you will do well!

If you feel that this class is beyond your current skill level, come see me soon. There are ways to support you. If you feel that you know these skills already, *stay and attend class.* Skill grows with practice; this course will take your writing to the next level.

Class Environment: This class is a shared environment where we are all learners—where we have fun, and feel free to express ourselves. New knowledge come when we learn collaboratively, and feel connected. Respect for each other, and the many divergent views we will encounter in this course, is required. Together, we will write the “Group Norms” that will guide our relationship and create our environment.

**If I, inadvertently, say or do something that hurts your feelings, or offends you, please come directly to me. I am open to feedback and dialogue.*

WHAT DO I NEED TO KNOW?

Written Assignments: Assignments must be submitted as hard copies, and at the beginning of class on the assigned due dates – **no electronic submissions, and no exceptions.** The only exception will be an emergency with valid documentation. *Any paper submitted late will receive a 5% penalty for each day late, plus no comments—just a letter grade and percentage.* **Back up all** assignments, including exams.

All assignments must be typed, double-spaced, and follow the **formatting guidelines** in the course pack. There are no re-writes. There are no make-ups for exams, unless I am notified of your emergency, and supplied with documentation verifying the fact that you could not make the exam date/time.

Mute Your Phone! No devices or computers, including cell phones, can be used in class, unless required for an activity or assignment (e.g., such as research). **No texting—sorry—but it is too distracting!** You will be asked to leave the class if you are texting. You will receive zero participation marks if you text regularly in class.

Outside Class Communication: Check your email regularly, as I send your homework, and announcements that way. I will use the email you submit the first class; if you do not receive an email message from me within the first week, please let me know. No D2L.

Missed Classes: **This class is exclusively face-to-face delivery; attendance is required for each and every class for the full class period.** If you have a job or commitments that fall within, or close to, this time period, take this course at a different

time. If you miss **more than four classes or portions of the class regularly**, you will jeopardize your ability to pass this course. Your probability of passing the course without attending or attending rarely is extremely slim (*see below*). If you miss a class, please see me, as well as get the material from a classmate.

Emergency affecting class: You are responsible for contacting me via cell phone, email, or text message should you miss class, due to an emergency situation. Documentation to verify any emergencies (medical, accident, etc.) will be required the first day you return to class. Missed exams or assignments cannot be made up without this documentation; *vacations or plane tickets are not considered “emergencies.”*

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>

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

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.

Important Deadlines/Times:

Jan. 22	Fee deadline, or drop date to avoid paying fees
Feb. 12	Family Day (College closed)
Feb. 13-16	Reading Break (College closed Feb. 16)
March 13	Last day to withdraw without a failing grade or change to audit
March 30	Good Friday (College closed)
April 2	Easter Monday
April 16-24	Final Exam Period