



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151 Section 9
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:	Janet Doherty
(b)	Office Hours:	Tuesday 3-5pm or by appointment
(c)	Location:	Paul 218
(d)	Email:	DohertyJ@camosun.bc.ca
(e)	Phone:	250-370-3974
(f)	D2L link:	http://online.camosun.ca/ (access assignments, grades, etc.)

2. Intended Learning Outcomes

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

- (a) *All the Light We Cannot See* by Anthony Doerr.
- (b) English 151 Coursepack (Doherty)
- (c) Oxford English Dictionary (access link on the Camosun library website)

4. Order of Readings, Lessons, and Assignments

Please note that this schedule is tentative and may be adjusted during the term.

January	Course Introduction "Writing with Style" "Look at Your Fish" Writing for Precision and Clarity Active Reading Argument/Evidence "The Stool-Makers..." "The Morals of the Prince" Introduction to the Critical Review "We Have No Right to Happiness" "Nuremberg or National Amnesia" Quoting and Paraphrasing "Serving the Purpose of Education" Online Readings (see D2L)
February	In-class Summary and Analysis (10%) Analyzing Images Analyzing Film (<i>Casablanca</i>) Analytical Essay Due (20%)
March	<i>All the Light We Cannot See</i> In-class Literary Essay (20%) Introduction to Research Research Log Due in Research Meetings Research Meetings Oral Presentation Guidelines

April

Peer-editing Session
Research Essays Due (30%)
Oral Presentations on Essay Topics (10%)

5. Primary Assignments and Assessments

In-class Summary and Analysis	10%	February 2
Image/Film Essay	20%	February 28
In-class Literary Essay	20%	March 14
Research Essay	30%	April 6
Oral Presentation of Research Essay	10%	sign up
Participation	10%	

6. Grading System (See last page of outline for details)



Standard Grading System (GPA)



Competency Based Grading System

7. Important Notes

- Participation mark will be based on attendance, punctuality, homework, discussions, and in-class exercises. Document absences when possible, so they do not affect your participation grade.
- Because this course emphasizes student participation and discussion, it is essential that students complete the readings ahead of class. Out of respect for the dynamics of classroom conversation, please turn off any electronic devices (computers, cell phones, etc.) during class.
- In-class essays can only be rescheduled with medical or legal documentation.
- Late papers will lose 5% per day, and they will receive a grade only.
- Students who do not pass in-class essays will not pass the course.
- Write your own papers! Plagiarism is an academic offence that the college takes very seriously. Papers with any form of plagiarism will receive zero.
- The College provides many services, including a Writing Centre and an English Help Centre. See Student Services or www.camosun.ca for details.

8. Janet's Tips for Success in English 151

1. Be punctual and prepared for class: both your physical and your intellectual presence are essential. We are cultivating a community of readers and thinkers who can learn from each other, so substantial sections of our class time will be given to discussion. Learning to articulate your perspective on, response to, and questions about the day's reading will a) enrich the class members' understanding of the text, and b) enrich your ability to express yourself clearly in the written assignments. Use active reading strategies for each text we take up, and note your reactions to the readings in the margins of the text or on a separate sheet of paper. These notes will be especially useful for shyer students who are building up confidence, as they will have a record of questions or ideas they can contribute to class discussion.
2. Take good notes on lectures and discussions: You will be responsible for applying concepts that are covered in lectures and in class discussion to your written assignments.
3. Write your assignments in stages: Even professional writers produce work in several drafts. Writing is a craft that requires attention to detail and refining. At a minimum, students should include brainstorming, outlining, drafting, and revising in their writing process, and revisions should take about the same amount of time as the draft.
4. Submit assignments with correct MLA format and documentation: Avoid handing in assignments that contain good material, but that look like first drafts. Formatting guidelines are finicky, but mastering them is not difficult. Read over the assignment carefully, making sure you understand what you are being asked to write about and how you are being asked to present it. If you have questions about an assignment...
5. Make use of my office hours: Some of the best learning over the semester happens in one-on-one conversations about your work. This is particularly useful after you have an outline (including thesis, topic sentences, and evidence you intend to use to develop your ideas). Consultation is also useful after assignments have been graded and returned: the best way to improve for the next assignment is to make sure you understand how to avoid the difficulties in the current assignment.
6. Make a reliable friend in class: You are responsible for catching up on any missed classes. If you are absent, find a student to borrow notes from. Handouts or Power Points will also be available on D2L to complement your friend's summary of the lecture and class discussion. Feel free to come and see me in office hours if you are caught in extenuating circumstances that prevent you from attending a class or if you need help understanding any material you have missed.

9. Student Tips for Success in English 151

- This class is an opportunity to open your mind and get out of your bubble: enjoy it!
- Connect with classmates. There are chances to do that in this class, and the learning experience is way more fun.
- Prepare outlines in advance for the in-class essays
- Try not to procrastinate, especially for the research essay. Start that thing the DAY you get it.
- This class requires time. Write a first draft and then spend your time editing, especially for word choice
- Access the Writing Centre for support
- Use Janet's advice and essay comments to your best advantage. She wants you to pass.
- Watch the damn movie and read the book early!
- Allow yourself quiet, uninterrupted space to do assignments.

- Spend time planning your essays. It's WAY easier than winging it, and they're the backbone of your grade.
- Don't skip.
- Just put in the work. If you come to class, listen, follow the coursepack, and hand stuff in you'll do fine.
- Don't be afraid to approach Janet for help if concepts are not making sense or if you have a question about an assignment. I waited way too long to do this, and it would have made a huge difference to my grade if I'd gone for help right away.
- This class can feel more like a discussion with friends than schoolwork if you approach it that way. Try to leave everything else at the door, so you can just enjoy throwing out your ideas and listening to other people's ideas.

10. 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 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.