



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-018
Academic Writing Strategies
W2018

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 Callin | | |
| (b) Office hours | TBA | | |
| (c) Location | Paul 322 | | |
| (d) Phone | NA | Alternative: | NA |
| (e) E-mail | callint@camosun.ca | | |
| (f) Website | NA | | |

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.

ENGLISH 151

Course Objective: The objectives of this course are relatively simple: each of you will learn how to write and read effectively, energetically, and persuasively. You will learn how to organize essays, how to write persuasively by using language actively, how to argue effectively by using evidence to support your thesis, all the while being mindful of your intended audience. Being a good writer means returning to the basics, and that is just what we aim to do here.

Overall Importance: Each of us has a personal and social obligation to be the best writer and reader possible. The practice of writing will make you better able to express your own opinions and ideas clearly, to use evidence actively, and to react with control and knowledge to the opinions of others. The theory and practice of reading in this course will empower you to interpret the written word, and to better use language to express your own unique views on the experience of being in the world. I am certain that if you make a commitment to the work involved, and if you strive for personal excellence, then the writing skills you develop in **English 151** will be applicable to the rest of your lives.

Review: For many of you, this material will be review. No matter. Practicing the basics will make you a better writer. Besides, my experience teaching everything from first year composition to graduate studies is that rarely is there anyone who has actually mastered the art of writing. So my job is to simply provide you again with the basics; what you do with the basics is up to you. Invent! Invent! Invent!

Dynamics: You will be expected to voice your views during class. In this classroom environment, all questions will be treated **with respect** both by me and by your fellow classmates. No one has all the answers. Therefore, each of you has a responsibility to promote a **positive learning environment**. The vim and vigor you display in this regard will influence your final grade. Also, I think that most people learn better when they are having fun. So, against the odds (and the evens), the time spent writing and reading in **English 151** should also be fun, possibly even entertaining. If you are unsure of the expectations of student conduct, please see the Camosun College Calendar.

GUIDELINES:

1. Assignments must be **submitted on the due date** at the **beginning of class on which they are due**. The beginning of the class is the time the class begins. I make no exceptions to this rule.
2. An extension inquiry must be made at least one week in advance of the due date.
3. Assignments **may not** be submitted electronically.
4. Save **a copy of each assignment**.
5. ALL assignments must be typed and double-spaced unless an in-class assignment; an automatic zero will be recorded for any assignment that fails to comply with format policies. There is no option for a rewrite...
6. There are no rewrites.
7. **10% penalty** for each day or portion of each day late (unless see 2).
8. **All assignments must be submitted for marking to pass the course.**
9. Historically speaking, you will **not pass** if you do not attend. 80% attendance required.
10. **If you miss a class, it is your responsibility to get the information from someone else in the class.**
11. Neither cell phone nor computer use permitted during class.
12. BE ON TIME: Chronic lateness = withdrawal from the course.
13. I am happy to discuss with you how to improve a paper, but I do not negotiate grades. I grade the document, not the individual. A student who indicates the grade they require for a program will receive an automatic zero for participation for the entire term regardless of previous attendance record.

ALLOCATION OF MARKS:

In-class student writing sample: Jan 12 2018

Mandatory Practice Summary: Jan 17 2018

Mandatory Peer Edit: Jan 19 2018

In-class writing: Summary One (no make-ups): Jan 24 2018: 10%

In-class writing: Summary Two (no make-ups): Jan 31 2018: 10%

In-class writing Summary Three (no make-ups): Feb 7 2018: 10%

Mandatory In-class writing: Process rough draft: Feb 9 2018

Process final copy: Feb 21 2018: 10%

Mandatory In-class writing: Extended definition draft: Feb 28 2018
Extended definition final copy (no make-ups): Mar 2 2018: 15%
Argument assignment rough draft: March 14 2018
Argument assignment final copy: Mar 16 2018: 15%
Library orientation: March 28 2018 (mandatory course completion)
Research Essay: Due April 13 2018: 25%
Attendance/ Participation: 80 percent minimum attendance required for course completion (all term): 5%

Grading System:

Evaluation Guide: A general idea of expectations and translation into rough grade equivalencies. Students should be aware that the average grade for my classes is a B-/B. **Please also note that I do not change grades to advance a student because of another program requirement.**

F: Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented. The essay will contain problems with structure at all levels including form and content. Incoherent, or so many errors to be rendered virtually incoherent.

D: Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood. If I need to make comments about grammar in every other sentence or more then expect this grade.

C: Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple. The approach to the subject lacks originality.

C+: Very few mechanical errors with the essay being structurally and grammatically clean. The basic material is understood. This essay demonstrates some attempt at sentence variety and original expression. However, not much creative imagination is involved in trying to put the subject into a new light. If the essay is technically good – one or two grammatical errors and the correct approach to the overall structure of formal essay writing but topically lacks inspiration or a new angle - expect the essay to receive this grade.

B: Virtually no errors in expression; the level of language, the grammatical structures, and the overall essay structure along with the representation of the essence of the idea promoted in the essay are all entirely clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood. Overall, the essay flows logically and seamlessly.

A: The kind of work that might be expected at the next level. The essay demonstrates a complete and clear understanding of the topic with a high degree of originality. The essay will contain no mechanical errors. There will be a continuous flow of ideas throughout the entire essay and overall unity to the argument.

This is the schedule. Please note that the schedule is subject to change without notice. Welcome!

Jan 10: One: Attendance

Two: Outlining the outline...

Three: Rhetorical theory: language and images

Assignment: Prepare any assigned material

Jan 12: Summary and Summary handout

In class writing: My favorite...

Assignment: Practice article handout (take home)

Please note: a student who does not write a practice summary cannot participate in the peer edit next class

Jan 17: Review thesis and main points and dialogic

Mandatory in-class mock summary full class

Jan 19: Review dialogic writing: Quotation integration

Mandatory Peer Edit Summary/ discussion

Assignment: Prepare for Summary One

Jan 24: Quiz: Summary One (full class; no make-ups)

Assignment: Article Handout TBA

Jan 26: Discussion of ideas in summary one article

Logos: Compare process paragraphs

Assignment: Prepare for quiz

Jan 31: Quiz: Summary Two (full class; no make-ups)

Assignment: "A Few Notes on Punctuation"

Feb 2: Discussion of ideas in summary two article

Article handout: "A Few Notes on Punctuation"

Introduce Process assignment

Topic ideas/point form sheet

Mapping thesis basics

Process examples

Assignment: Prepare Summary three/ Topics for process

Feb 7: Quiz: Summary Three (full class; no make-ups)

Process topic clearance

Assignment: Prepare for extended definition assignment

Feb 9: Review Process Assignment requirements

No quotes; sourcing paraphrase

In-class writing: rough draft and point form

Please note: a supervised in-class rough draft is required; failure to meet this requirement will result in an automatic failing grade for the assignment

Assignment: Complete process assignment

Feb 14: Reading Break

Feb 16: Reading Break

Feb 21: Process Assignment Due/ rough draft outline sheet / final copy typed

Introduce Extended Definition Assignment

3 topics required by end of class time

ASSIGNMENT: begin work on Extended Definition

Feb 23: Extended Definition discussion

Examples of extended definition

Point form sheet required end of class time

Assignment: prepare for in-class writing

Feb 28: Review of Extended Definition Assignment

Individual help and questions answered

Informal in-class Rough draft of definition

Definition to be initialed; resubmitted with final draft

Please Note: a final copy will receive an automatic fail without an in-class, supervised, initialed rough draft

Assignment: Extended definition

March 2: Extended Definition due

Run-on sentences/ Sentence fragments

Handout Argument paragraph assignment

Assignment: Extended Definition

March 7: Review Argument Paragraph Assignment

Three forms of Quotation

Assignment: Three topics for next class

March 9: Topic development/ Topic clearance

Complete Point form Sheet

Quotation check

Workshop: Individual help for assignment

March 14: In-class writing: rough draft must be signed

Please Note: a zero will be recorded for the assignment if requirement for signed rough draft not met.

March 16: Individual Help

Argument Due (by end of class time)

Rough draft/ Point form sheet (by end of class time)

March 21: Preparation for research assignment

Documentation: Works Cited/ References
Formatting the assignment information
Topic clearance by end of class

March 23: Research Essay Assignment Outline

March 28: Library orientation (must attend/ no make-ups)

March 30: Good Friday

April 4: Research essay format: Exploratory thesis

Mapping thesis/ exploratory thesis

Slippery slopes: Premise: positives and negatives

ASSIGNMENT: Prepare topics for research essay

April 6: Bring electronics: Research class (mandatory)

April 11: One-to-one research essay assistance (optional)

April 13: Research Essay due Paul 322 (by end of class time)

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,

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)

| Percent age | 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 | <i>The student has met the goals, criteria, or competencies established for this course, practicum or field placement.</i> |
| DST | <i>The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.</i> |
| NC | <i>The student has not met the goals, criteria or competencies established for this course, practicum or field placement.</i> |

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 | 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.</i> |

