



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-032
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

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| (a) Instructor | Max Olesen |
| (b) Office hours | Monday & Thursday 12:00 – 1:00 pm |
| (c) Location | Liz Ashton Campus Centre, Room 119A |
| (d) Phone | Please contact using email or in person during office hours. Alternative: |
| (e) E-mail | olesenm@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) All readings provided as in class hand-outs or online via D2L

4. Course Content and Schedule

WHEN & WHERE IT ALL HAPPENS:

Classes: Monday & Thursday, 8:30-9:50 a.m.

Portable A, Room 103, Interurban Campus

Objective: This is a required course, but I think it is ideally a *support* class for you in your main learning goals, whatever they are.

- Think of English 151 as a laboratory for you to learn communication skills that you can use in your other classes and in life. In this class you will have the space to experiment with those skills and develop your own writing voice within the *academic* style of writing. 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. 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.

WHAT DO I NEED TO DO?

For You: Our assignments are designed to be challenging and to stretch your skills; there are high expectations and grading standards.

- If you can commit the requisite time and effort to class, aim to achieve your personal best on every assignment, and keep in contact with me about your challenges, you will do well.
- If you feel that this class is beyond your current skill level, discuss this with me as soon as possible, and decide whether or not you are ready to continue with the course.
- Writing is a skill that develops only with practice. The more you write, the easier it becomes and the better your writing will become. If you feel that you know these skills already, stay and attend class. This course will take your writing to the next level.

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

WHAT DO I NEED TO KNOW?

Assignments: Assignments can be submitted either as digital submissions to a D2L Dropbox as Microsoft Word or Apple Pages documents, or as paper copies at the beginning of class on the assigned due dates. The only exception will be due to an emergency with valid documentation.

- Any assignment submitted late will receive a 5% penalty for each day late, and no comments, only a letter grade and percentage.
- All assignments must be submitted for marking to pass the course.
- All assignments must be typed, double-spaced, and follow the **formatting guidelines** of your chosen citation style (MLA or APA, which will be discussed in class).
- 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.

Practice Polite Phone Etiquette Please: No devices or computers, including cell phones, can be used in class, except as required for an activity or assignment (e.g., such as research). **No texting, calls, or social media use please!** You will be asked to leave the class if you are doing these activities. You will receive zero participation marks if you text regularly in class.

Communication Outside Class: Check your email and/or D2L email regularly, as I often 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.

Missed Classes: Though I do post Class Slides on our class's D2L Content page, this class is an opportunity for face-to-face, interactive learning; participation is required for each and every class for the full class period.

- If you have career or personal commitments that impinge on our class's time period, I encourage you to take this course at a different time.
- If you miss **four or more classes unexcused and without documentation of reason for absence**, you will receive a zero for your Participation mark.
- If you miss a class, please contact me, get material from a classmate, and review Class Slides posted to our class's D2L Content page.

Emergencies: You are responsible for contacting me via email 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.

5. Basis of Student Assessment (Weighting)

- (a) **Assignments:** Expository Research Essay – Due March 1st – **15%**
Argumentative Research Essay – Due March 29th – **15%**
- (b) **Quizzes:** 3 Grammar Quizzes – **10%**
 - #1. Commas/Homophone Errors - January 18th
 - #2. Semicolons/Colons - January 26th
 - #3. Sentence Fragments & Run-on Sentences - February 22nd
- (c) **Exams:** Persuasive Essay – In-Class on February 1st – **15%**
Final In-Class Argumentative Essay – In-Class on April 12th (**LAST CLASS**) – **15%**
- (d) **Other:** In-Class Written Responses – Ongoing – **10%**
 - In-Class Participation – Ongoing – **5%**
 - In-Class Song Lyric Annotation Research Paragraph – March 5th – **5%**
 - Group Reading Presentations – March 12th- April 5th – **10%**

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.