



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

**ENGL-151-D29**  
**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	Debbie Gascoyne
(b) Office hours	T, Th 9:30-10:20 am; Th. 1:00-2:00 pm
(c) Location	Paul 320
(d) Phone	370-3348 <b>Alternative:</b> _____
(e) E-mail	gascoyne@camosun.bc.ca
(f) Website	D2L

**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 Moore and Gibbons, *Watchmen*
- (b) Other Readings in D2L

### 4. Course Content and Schedule

	Topic	Reading	Assignment
Week One Jan 8 - 12	Introductions	Keegan, "The Opposite of Loneliness"	
Week Two Jan 15 - 19	VAPID Basic Structure: the TEA Paragraph More Voice/Audience	Atwood, "Attitude" Wallace, Commencement Speech	Diagnostic Essay Due Jan 15
Week Three Jan 22 -26	Purpose: Persuasion. Creating and Analyzing an Argument	Barrett, "When is Speech Violence?" Haidt and Lukianoff, "Why It's a Bad Idea..." Litman-Navarro, "Wittgenstein on Whether Speech is Violence"	Reading Response Due Jan 22
Week Four Jan 29 – Feb 2	Purpose: To Move Rhetorical Modes	Palmer, "The Art of Asking" Gaiman, "So Many Ways to Die in Syria"	Reading Response Due Due Jan 29
Week Five Feb 5 - 9	Structure: Thesis, Organization	Carson, "A Fable for Tomorrow"	Reading Response Due Feb 5
Week Six Feb 12 - 16 Reading Break			
Week Seven Feb 19 -23	Mid-Term Essay	Reading TBA	Mid-Term Essay Due Feb 23
Week Eight Feb26 – Mar 2	Research and Evaluating Sources		
Week Nine Mar 5 -9	Summary & Synthesis		

Week Ten Mar 12 - 16	Documentation		
Week Eleven Mar 19 -23	Reading a Graphic Novel	Watchmen	Research Assignment Due March 19
Week Twelve Mar 26 -30	Heroes	Watchmen	
Week Thirteen April 2 – 6 (Apr 2 is Easter Monday)	Postmodernism and Binaries	Watchmen	
Week Fourteen April 9 -13	Rest, Review and Celebrate		Final Essay Due April 13
Exam Period April 16 - 24	Final Exam	<b>Do not make travel or work plans until Exam date is confirmed</b>	

## 5. Basis of Student Assessment (Weighting)

Diagnostic Essay 0%  
Responses to Readings 30%  
Midterm Essay 10%  
Research Assignment 10%  
Discussions 10%  
Final Paper 20%  
Final Exam 20%

### NOTES:

1. Assignments are due on the date posted, and late work, without prior arrangement between the student and the instructor, will be penalized 10% per day up to five days, after which it will not be accepted.
2. No “make-up” assignments will be provided, or any kind of re-do except under EXTREME circumstances, which will require documentation from a professional.
3. The penalty for proven plagiarism will be an immediate zero for the assignment. In the case of suspected, but unproven, plagiarism, a student may in the first offence and after discussion with the instructor, be asked to redo the assignment. Repeated cases will be dealt with severely, in accordance with college policy.

## 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://www.camosun.bc.ca/policies/policies.php>

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://www.camosun.bc.ca/policies/E-1.5.pdf> 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.