



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-005
Academic Writing Strategies
Monday and Thursdays F310 1:30-2:50
Fall 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	Dr Callin		
(b) Office hours	TBA		
(c) Location	Paul 322		
(d) Phone	NA	Alternative:	NA
(e) E-mail	callint@camosun.bc.ca		
(f) Website	No D2L		

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.
3. 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.
4. 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) Optional Text: *A Canadian Writer's Pocket Guide 5th edition*

(b) Optional Text: Additional resources such as a wide variety of English Composition texts are available for loan at the College library.

4. Course Content and Schedule

ENGLISH 151

Course Objective: The focus of the course is to develop academic writing through the theory, practice, and application of clear logic and strategic communication. The writing assignments outlined below are intended to contribute to the sequential development of such skills that promote the clear persuasive communication necessary for all other academic/career pursuits.

Course Organization: This course is assignment driven; in short, we will waste no time moving between assignments. This assignment-level approach maintains focus, keeps the skills developed clear, maximizes time for assignments, and gives each student the opportunity to receive feedback and then apply feedback to coursework outcomes throughout the term.

Course Delivery: Although there is variation, the course consists of a mixture of lecture, prewriting, individual help, and in-class writing. Most assignments require an in-class written supervised rough draft to be initialed by me and submitted along with the final copy. This pattern has demonstrated the best overall course results for students.

Accumulation of Skills: The skills developed for each assignment are cumulative; skills will carry over from previous assignments and new skills will be introduced. Generally speaking, the topics for assignments are self-determined while the word counts are cumulative but comparatively low, overall. Students will need to spend the

time to accurately determine the correct topic for an assignment and to develop the necessary editing strategies to ensure the finished product is within the word count.

Here is a brief breakdown of the assignments, objectives, outcomes, and rationales. Please note that there are no make-up assignments or making-up of missed assignments.

Summary: 10% each; 30% in total

Three at the start of the course; each is worth ten percent. To prepare, we will write a practice in-class summary and use class time to undertake a process of review and comparison to promote context and provide answers for individual questions.

Selected learning outcomes: reading comprehension, academic language, objectivity, audience, sentence structure variety, identifying main points, avoidance of ghost writing (plagiarism), knowledge versus memorization, essence of idea, and so on.

Process paragraph: 15%

The process paragraph builds on the skills from the summary assignments. Here, instead of objectivity, the writer will use rhetorical strategies to connect with the audience and to teach (explain, not describe) how to do something in a series of true chronological steps. This process assignment additionally represents the next step in controlled persuasive writing.

Selected learning outcomes: thesis, voice, audience, economy of language, logos, pathos, ethos, unity and coherence, topic sentences, transitions/repetition, persuasion, and so on.

Extended Definition: 15%

The skills for the extended definition paragraph assignment are cumulative from the previous assignments listed above. Perhaps the most important new skill this assignment introduces is how to animate and illustrate through the strategic use of examples and figurative language.

Selected learning outcomes: thesis, reading comprehension, academic language, objectivity, audience, sentence structure variety, topic sentences, avoidance of ghost writing (plagiarism), logos, pathos, ethos, example strategies, voice, and so on.

Argument Assignment: 15%

The argument assignment is intended to strengthen writer objectivity and identification with audience; it is intended to develop the voice of the writer that delivers the language and to exercise the strategic use of examples as a means of persuasion. This assignment will additionally involve the correct integration of quotation.

Selected learning outcomes: thesis, reading comprehension, academic language, objectivity, audience, sentence structure variety, topic sentences, avoidance of ghost writing (plagiarism), logos, pathos, ethos, example strategies, voice, quotation, and so on.

Research Essay: 20%

The research essay is the logical conclusion to the assignments for the course. It is intended to represent the opportunity to employ the skills developed over the course of the term and to develop additional research and documentation skills.

Selected learning outcomes: reading comprehension, academic language, objectivity, audience, sentence structure variety, topic sentences, avoidance of ghost writing (plagiarism), logos, pathos, ethos, example strategies, voice, quotation, exploratory thesis, slippery slopes, antithetical writing, and so on.

Participation: 5%

Participation includes attendance and classroom presence. In this classroom environment, all questions will be treated **with respect** both by me and by your fellow classmates. 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. 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. Except in exceptional circumstances, 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 deduction will be recorded for any assignment that fails to comply with format policies.
6. There are no rewrites. There are no additional assignments and none will be provided to augment a grade.
7. **10% penalty** for each day or portion of each day late. If an assignment is more than three days late it will receive an automatic zero.
8. All assignments must be submitted for marking to pass the course. This is supported mathematically.
9. A minimum of 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 needed nor permitted during class (unless indicated otherwise).
12. Be on time: Chronic lateness = withdrawal from the course.
13. **A student who indicates the grade they require for a program will receive an automatic zero for participation (5%) for the entire term regardless of previous attendance record.**
14. Arriving late/Leaving class early during class time is distracting, disruptive, and impolite. A student who arrives late/leaves class early will receive a 1% penalty to their overall grade (the first time, and 2% for each time subsequent).
15. A student who leaves class (to use a phone, for example) will receive an automatic 1% penalty.

ALLOCATION OF MARKS:

In-class student writing sample: required

Mandatory Practice Summary: required

Mandatory Peer Edit: required

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

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

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

Mandatory In-class writing: Process required

Process final copy: 15%

Mandatory In-class writing: Extended definition required

Extended definition final copy 15%

Argument assignment rough draft: required

Argument assignment final copy: 15%

Library orientation: (mandatory course completion)

Research Essay: 20%

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!

Class 1: **One:** Attendance
 Two: Outlining the outline...
 Assignment: Prepare any assigned material

Class 2: **Economies of Expression, Critical Thinking, and Objectivity**
 Summary and Summary handout
 Thesis review: makes how many points about what?
 Method: Dialogic Quotation
 In class writing: My favorite “ta-dah” (and three reasons why)
 Assignment: Practice article handout (take home)
 Please note: a student who does not write a practice
 summary cannot participate in the peer review

Class 3: **Familiarization and Critical Thinking**

Review thesis and main points and “dialogic quotes”
Mandatory in-class mock summary full class

Class 4: Evaluation, Comparative Thinking, Contextualization
Review dialogic writing: Methods to Contextualize Quotation
Plagiarism and Ghost Writing
A Brief Note on Time management
Mandatory Peer Review Summary/ Contextualizing
Summary one article: Memory, Knowledge, Repetition
Assignment: Prepare for Summary One

Class 5: First Application: In-class Summary One
Quiz: Summary One (full class; no make-ups)
Assignment: Article Handout TBA

Class 6: Classical Rhetoric: Unity, Coherence, and Essence
Mindfulness: Imagining Audience
Logos/Logic/Language: Compare process paragraphs
Unity and Essence: Process Outcomes and Sentence Development
Unity and Coherence: Transitions and Repetition
Return Summary One
Assignment: Prepare for in-class summary two

Class 7: Second Application: In-Class Summary Two
Quiz: Summary Two (full class; no make-ups)
Assignment: Handout: “A Few Notes on Punctuation”

Class 8: Discussion of ideas in summary two article
Compare summary examples first point
Introduce Process assignment
Handout: Topic ideas/point form sheet
Introducing your Topic: Review rhetorical strategies
First position for thesis: Mapping it out
Process examples: Example overheads
Article handout (time permitting): “A Few Notes on Punctuation”
Return Summary Two
Assignment: Prepare Summary three/ Topics for process

Class 8: Third Application: In-Class Summary Three
Quiz: Summary Three (full class; no make-ups)
Hand-in: Process topic clearance
Assignment: develop process topic content

Class 9: Workshop: Individual help for process topic/structure

Prewriting strategies: brainstorm/mind map
Point form sheet required by end of class time
Prewriting: Rough development of paragraph structure
Return Summary Three
Assignment: Prepare for mandatory, supervised in-class writing

Class 10: 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/Bring technology

Class 11: TBA (determined by relation to course material)

Class 12: Process Assignment Due/ rough draft outline sheet / final copy typed

Introduce Extended Definition Assignment
Discussion: Topic Choice and Audience Expectation
Prewriting strategy: Brainstorm 3 topics
To Mind-map: evaluate/compare methods of illustration
ASSIGNMENT: Begin work on Extended Definition

Class 13: Extended definition discussion

Illustrating Ideas differently: how to use examples
Return to classical rhetoric: logos, ethos, pathos
Strategy Explication: extended definition example
Return to and revise three topics
Reminder of mapping thesis
Example strategies: point form sheet required end of class time
Assignment: prepare for in-class writing

Class 14: 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: Revision of extended definition draft

Class 15: Self-directed Editing and Rewriting

Required: Thesis and topic sentence check/initialed
Workshop: Individual help for Definition topic/structure
Assignment: complete extended definition for next class

- Class 16: Extended Definition due at beginning of class**
Handout Argument paragraph assignment
Revising Thesis for argument: Who benefits? What benefits?
Grammar revision: determined by class
Classical rhetoric: noting strategies for persuasion
Assignment: Topic development, attending points for argument
- Class 17: Review Argument Assignment**
Review: Dialogic quotes
Quotation integration: Spot and block quotes
Methods of contextualization: Contextualizing quotation
A review of appropriate sources
A quick reminder of different types of evidence
Assignment: Three suitable topics for next class/bring electronics
- Class 18: Context, Comparison, and Research**
Explication of student argument assignment example
Topic development/ Topic clearance
Rough thesis/ research for quotations/ topic sentences
Quotation check for all students
- Class 19:** Thesis review and individual thesis clearance
Complete quotation check
Complete point form sheet; initialed
Workshop (time permitting): Individual help for assignment
Assignment: Prepare for in-class rough draft next class
- Class 20: In-class writing: rough draft must be signed**
Please Note: a zero will be recorded for the assignment if requirement for supervised and signed rough draft not met.
- Class 21:** Optional in-class individual Help
Argument Due (by end of class time)
Rough draft/ Point form sheet (by end of class time)
- Class 22: Research Essay Assignment Outline**
Preparation for research assignment
Documentation: Works Cited/ References
Formatting the assignment information
Topic clearance by end of class
- Class 23:** Library Research (must attend/ no make-ups)
- Class 24: Research essay format: Exploratory thesis**
Mapping thesis/ exploratory thesis
Slippery slopes: Premise: positives and negatives

ASSIGNMENT: Prepare topics for research essay

Class 25: Bring electronics: Research class (mandatory)

Class 16: One-to-one research essay assistance (optional)

Class 27: 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

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	<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>

