



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-008
Academic Writing Strategies
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	Julian Gunn
(b) Office hours	Tuesday 10:30 – 12:30 ; Wednesday 11:30-12:30
(c) Location	Paul 318
(e) E-mail	gunnj@camosun.bc.ca

Hi, I'm Julian Gunn. I have been a visitor in Lkwungen territory for 27 years, but I was born in Prince George, on Lheidli T'enneh territory. My ancestors are from England, Scotland, and Wales. I have a master's degree in English literature from UVic. I love reading and writing, and I feel lucky to be able to spend this time with you.

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.
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3. Required Materials

(a) Texts

Four Souls by Louise Erdrich

(b) Other

Handouts. So many handouts.

4. Course Content and Schedule

Mondays and Wednesdays, 10:00 am – 11:20 am
Young 220

5. Basis of Student Assessment (Weighting)

Assignment	Weight	Due Date
Goals Reflection	4%	Sept 5-ish
My Communities Reflection	5%	Sept 19
Definition Essay	10%	September 26 (Draft 1) / October 1 (Draft 2)
Definition Essay Peer Feedback	4%	September 26
Research Reflection / Proposal	5%	October 10
Twitter Essay	10%	October 17 (Draft 1) / October 22 (Draft 2)
Twitter Essay Peer Feedback	4%	October 17
News Article Comparison	5%	October 31
Research Round Table	5%	November 5 / 7
Annotated Bibliography / Bibliographical Essay	15%	November 7
Novel Assignment and Round Table	15% / 5%	December 3
Final Reflection	4%	December 5
Final Peer Assessment	4%	

Late Assignments. There are no late penalties in this course. Instead, I'd like you to turn your assignments in on time because if something comes in late, I may not be able to give it the time or

attention I would want to, because I'm already marking the next set of assignments. I pace the assignments so that you and I can get our work done in a feasible rhythm.

I suggest you make it part of your commitment to your education to get your assignments in on time.

If you must turn in an assignment late, I'd like you to attach a small reflective piece to the late assignment. The format for this will be provided.

Attendance. This is a participatory course. Class discussion is the foundation of the course. Assignments and exams will change depending on what we discuss in class. Repeated absences will make it difficult for you to pass the course. In the same spirit, please do not arrive late for class. It disrupts the learning experience of the other students.

Some assignments are in-class assignments, especially the peer feedback, and you'll need to be in the room to do them properly.

All that said, I know you have a life outside of the classroom, and responsibilities to community, work, and family. If you know that a scheduling conflict will arise, please discuss it with me in advance and make arrangements.

Plagiarism. The penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment, and possible further consequences. Plagiarism includes the following: submitting part or all of an assignment written by someone else; copying and pasting one or more passages (even a few words) from another source without correct documentation; paraphrasing that too closely resembles the original in either form or content; and reusing an assignment from another course.

If you're ever not sure whether something is plagiarism or not, show me and I will tell you.

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	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.
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