



CAMOSUN COLLEGE  
School of Arts & Science  
Department of English

ENGL-151-013  
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	Neil Stubbs
(b) Office hours	Tuesday and Thursday, 2:30 p.m.-3:30 p.m.
(c) Location	Paul 220
(d) Phone	( 250) 370-3422 <b>Alternative:</b> _____
(e) E-mail	StubbsN@camosun.bc.ca
(f) Website	_____

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.
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) Reinking, James A., *et al. Strategies for Successful Writing*. Sixth Ed. Toronto: Pearson, 2017. Print.
- (b) Other: A good, compact English dictionary will be useful to bring to this class.

### 4. Course Content and Schedule

The instructor reserves the right to make changes to this reading list or to the due dates. Students will be given advance notice IN CLASS of any changes to the content or the schedule.

Tuesday, September 4:	Introduction
Thursday, September 6:	Modes of Expression Diagnostic Exercise (In-class Writing; no mark given)
Tuesday, September 11:	Essay and Paragraph Format Thesis Statements
Thursday, September 13:	Research Topics Fisher, "Why Students Drop Out of University" (187-189)
Tuesday, September 18:	Summarizing Strategies (Reading to be assigned) Parts of a Sentence
Thursday, September 20:	Library Orientation (Tentative)
Tuesday, September 25:	Evaluating Sources Sentence Types
Thursday, September 27:	First essay assignment (10%) due in class—no late work accepted Deadline to choose research topic <u>(-10% from research paper if not done)</u> Definition Trethewey, "Screen Saver" (437-438) Punctuation

Tuesday, October 2:	Punctuation
Thursday, October 4:	Comparison and Contrast Bullock, "What Do You See? Is Your Brain East or West?" (237-239) Sentence Errors (Incomplete Sentence, Comma Splice, Run-on Sentence)
Tuesday, October 9:	Research Proposal (5%) due in class <u>(-20% from research paper if not done)</u> Division/Classification Dembicki, "The Four Tribes of Climate Change" (254-257) Sentence Errors
Thursday, October 11:	Cause and Effect Wood, "Dry Spring: The Coming Water Crisis" (194-197) Active and Passive Voice
Tuesday, October 16:	Annotated Bibliography of 5 sources (5%) due in class <u>(-25% from research paper if not done)</u> Process Analysis Falconer, "Autoholics" (427-431) Sentence Errors (Misplaced Modifiers, Dangling Modifiers)
Thursday, October 18:	Subject-Verb Agreement
Tuesday, October 23:	In-Class Essay Based on Readings (10%)
Thursday, October 25:	Review
Tuesday, October 30:	Pre-Hallowe`en Workshop on Peer Editing
Thursday, November 1:	Grammar and Writing Skills Quiz (10%)
Tuesday, November 6:	Persuasion and Argumentation
Thursday, November 8:	Aristotelian (Classical) Persuasion
Tuesday, November 13:	Moore, "Going Nuclear" (448-450) Rowell, "Ten Reasons Why New Nuclear Was a Mistake" (451-456)
Thursday, November 15:	Logical Fallacies
Tuesday, November 20:	Workshop on Rhetorical Analysis (Hand-outs will be supplied)
Thursday, November 22:	In-Class Essay: Rhetorical Analysis of Persuasive Essay (15%)

- Tuesday, November 27: Incorporating Sources
- Thursday, November 29: Citation and Bibliography
- Tuesday, December 4: Research Essay Format
- Thursday, December 6: Research paper due (30%)

## 5. Basis of Student Assessment (Weighting)

Required assignment type	Value
Essay #1 (450-500 words maximum)	10%
Proposal (200-250 words maximum)	5%
Annotated Bibliography	5%
In-Class Essay Based On Readings	10%
Grammar and Writing Skills Quiz	10%
In-class Rhetorical Analysis (750 words)	15%
Research paper (Minimum 1500 words)	30%
Grammar/Punctuation Quizzes (5-10)	10%
Attendance/Participation	5%

All assignments **must be handed in to the instructor AT THE BEGINNING OF CLASS on the due date**. Any work that is handed in **AFTER** the beginning of class on the due date will be considered late. Without an acceptable excuse (such as documented medical circumstances), late assignments will receive a **5% deduction per day, including weekends**. This policy is meant to allow for an orderly flow of assignments and to respect those students who submit their work on schedule. Please note that the instructor takes no responsibility for work that is slipped under his office door.

With the exception of the arrangements mentioned above (that is, documented medical circumstances), late work will **NOT** be accepted after marked assignments have been returned to the class.

Students may expect a **TWO WEEK** marking period before marked work is returned. Please **DO NOT** request that work be returned before the instructor has finished marking.

Quizzes and in-class work may **NOT** be “made up” at a later time, unless a student can submit official documentation of an emergency or serious illness to the Registrar.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

### 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

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

## 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.

## 9. CLASSROOM DECORUM

Students and instructors at Camosun College have a right to work in an environment that is free from harassment and intimidation. Disrespectful conduct and improper behaviour will not be tolerated.

Please refrain from using any electronic devices (such as cellphones or texting devices) to send or receive text messages during class. The use of lap-top computers is only permitted to students who have provided documentation of medical circumstances and/or who have supplied a documented request for accommodation through the Disability Resource Centre. **Any use of electronic devices (without a documented medical cause or Letter of Accommodation) during class time will negatively affect a student's Participation Grade. Unpermitted use of electronic devices during an exam or in-class assignment constitutes a breach of the Student Conduct Policy and will result in a grade of 0% on the assignment.**

Similarly, all discussion between individuals in the classroom should be directed towards relevant material. Students should not distract others and interrupt lectures with “table talk” (that is, conversations about personal matters that have no relevance to classroom discussion.) Students who need to sleep or to eat large meals are advised not to use the classroom for such purposes. Professional behaviour is a key expectation in this course: students who continually engage in inappropriate behaviour will be asked to leave the classroom.

## 10. PROFESSIONAL RESPONSIBILITY

Overall, it is expected that students will demonstrate a professional sense of responsibility concerning their work and their personal conduct at the college. Students are generally expected to hold themselves responsible for submitting work according to deadlines and format requirements, and for successfully completing the requirements of this course. To that end, they are also responsible for ensuring that they attend lectures and do **all** the assigned readings.

Students are also responsible for keeping themselves informed about what is happening in class. The instructor is available during scheduled office hours, if you have questions or concerns regarding the course. Any phone messages or e-mail messages left for him during the weekend will not be received until the next business day. E-mail may be used to inform the instructor of an upcoming absence, but the e-mail message itself **DOES NOT** constitute official documentation of the absence.

Students are responsible for the grades they receive during this course. Grades are determined by the work that each student submits, and by each student's performance in the course. It is not considered professional for a student to inform an instructor of the grade that he or she “needs” or “expects” from any course. The instructor is willing to work with individual students to improve their writing skills, if such requests for assistance are made well in advance of an assignment's due date. However, instructors can make no guarantee that students will get the grades that they want. **Therefore, please be advised that grades are NOT negotiable.**

Students are also responsible for taking notes in class. This skill is a necessity in the post-secondary classroom, and business professionals greatly value any employee who is able to listen carefully and to record information accurately. For this reason (and since much classroom discussion is generated spontaneously, rather than from a script), **the instructor refrains from publishing lecture notes or from making them available as photocopies or as e-mailed slides.** Students who are absent from a class should make their own arrangements to receive the missing material from a trusted colleague. **Please avoid asking the instructor for copies of his notes or slides.**

## 11. ASSIGNMENT FORMAT

Take-home assignments must be submitted as word-processed documents in MS Word format.

**Paper copies of assignments must be handed in to the instructor AT THE BEGINNING OF CLASS on the day they are due.** (Please do not ask the instructor to print a copy of your work for you.)

**Students must also submit ELECTRONIC COPIES of the major assignments AS E-MAIL ATTACHMENTS before class on the due date for each respective assignment.** Paper copies that are submitted without an accompanying electronic copy will **NOT** be marked. Electronic copies that are sent without an accompanying paper copy will **NOT BE ACCEPTED** as submitted assignments, unless the instructor has given permission to the student to do so.

Assignments must be **type-written** and **double-spaced**, using a **12-point** font. (Times New Roman is recommended for clarity and legibility.) All assignments submitted to the instructor should be bound together with a staple attached to the upper-left corner. Please do not use vinyl folders for your work.

Hand-written work is **ONLY** acceptable for in-class assignments, quizzes, and exams.

Each page of a major written assignment must be formatted according to the following specifications: 12-point font; 1 inch margins at the top, bottom, and right-hand side of the page; 1.5 inch margin on the left. Each page will require a page number in the top right-hand corner. If this format is followed correctly, each page should contain 250-300 words.

Correct spelling, grammar, punctuation, and sentence structure are essential elements of clear communication. Students are encouraged to proof-read their work for errors, and to avoid submitting work that appears shoddy, careless, or unprofessional (such as the result of a “last-minute” effort). Either Canadian/British or American spelling is acceptable, but the chosen form should be used consistently.

Students are advised to retain a copy of their work until after the original assignment has been graded and returned. The instructor will not accept responsibility for work that is lost or goes missing. Students should also retain all assignments until after they receive their final marks.