



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-018
Academic Writing Strategies
Fall 2018
Tuesdays and Fridays F210 1:00-2:20

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: Sept 7 2018

Mandatory Practice Summary: Sept 11 2018

Mandatory Peer Edit: Sept 14 2018

In-class writing: Summary One (no make-ups): Sept 18 2018: 10%

In-class writing: Summary Two (no-make-ups): Sept 25 2018: 10%

In-class writing Summary Three (no make-ups): Oct 2 2018: 10%

Mandatory In-class writing: Process rough draft: Oct 9 2018

Process final copy: Oct 16 2018: 15%

Mandatory In-class writing: Extended definition draft: Oct 23 2018

Extended definition final copy (no make-ups): Oct 30 2018: 15%

Argument assignment rough draft: Nov 13 2018

Argument assignment final copy: Nov 16 2018: 15%

Library orientation: Nov 23 2018 (mandatory course completion)

Research Essay: Due Dec 7 2018: 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!

Sept 4: **One:** Attendance
 Two: Outlining the outline...
 Assignment: Prepare any assigned material

Sept 7: **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

Sept 11: **Familiarization and Critical Thinking**

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

Sept 14: **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

Sept 18: **First Application: In-class Summary One**
Quiz: Summary One (full class; no make-ups)
Assignment: Article Handout TBA

Sept 21: **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

Sept 25: **Second Application: In-Class Summary Two**
Quiz: Summary Two (full class; no make-ups)
Assignment: Handout: “A Few Notes on Punctuation”

Sept 28: 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

Oct 2: **Third Application: In-Class Summary Three**
Quiz: Summary Three (full class; no make-ups)
Hand-in: Process topic clearance
Assignment: develop process topic content

Oct 5: **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

Oct 9: 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

Oct 12: TBA (determined by relation to course material)

Oct 16: 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

Oct 19: 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

Oct 23: 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

Oct 26: 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

Oct 30: 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

Nov 2: **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

Nov 6: **Context, Comparison, Research**
 Explication of student argument assignment example
 Topic development/ Topic clearance
 Rough thesis/ research for quotations/ topic sentences
 Quotation check for all students

Nov 9: 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

Nov 13: **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.

Nov 16: Optional in-class individual Help
 Argument Due (by end of class time)
 Rough draft/ Point form sheet (by end of class time)

Nov 20: **Research Essay Assignment Outline**
 Preparation for research assignment
 Documentation: Works Cited/ References
 Formatting the assignment information
 Topic clearance by end of class

Nov 23: Library Research (must attend/ no make-ups)

Nov 27: **Research essay format:** Exploratory thesis
 Mapping thesis/ exploratory thesis
 Slippery slopes: Premise: positives and negatives

ASSIGNMENT: Prepare topics for research essay

Nov 30: **Bring electronics:** Research class (mandatory)

Dec 4: One-to-one research essay assistance (optional)

Dec 7: **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
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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: 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.</i>
IP	<i>In progress: 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.</i>
CW	Compulsory Withdrawal: 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.