



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

**ENGL-151-026**  
**Academic Writing Strategies**  
**Fall 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	Heidi Teidermann Darroch
(b) Office hours	Wednesday, 12:00 – 1:00 pm (just drop by) or by appointment
(c) Location	LACC 118A (Interurban Campus)
(d) Phone	250-370-3354 <b>Alternative:</b> _____
(e) E-mail	<a href="mailto:darrochh@camosun.bc.ca">darrochh@camosun.bc.ca</a>
(f) Website	D2L class site

**2. Intended Learning Outcomes**

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

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

Eric Henderson's *Becoming an Active Reader: A Complete Resource for Reading and Writing*, Second Edition, 2016 (available in the Interurban bookstore)

Access to a good English-language dictionary (print or online)

### 4. Course Content and Schedule

Class time & location: Mon./Wed. 10-11:20 in Room 101 of Portable A (Interurban)

The schedule for class topics, readings, and activities is posted on our course D2L page.

### 5. Basis of Student Assessment (Weighting)

#### (a) Assignments

Summary (10%; September 28)

Argument paper (20%; October 12)

Critical analysis (15%; October 31)

Annotated bibliography of three research sources (10%; November 16)

Research paper (25%; December 5)

Self-assessment (5%; December 7)

#### (b) Other

Research consultation and presentation (5%; November, on various dates)

Class work throughout the term, including writing, editing, and peer review (10%)

Submitting assignments:

- Assignments completed at home are to be submitted online by 5PM on the due date through our class D2L site. I will review with you how to upload your assignment and access your feedback file.
- Assignments written in class must be completed on the appropriate date unless there are extenuating circumstances; please document illnesses or emergencies.

Academic integrity:

- Academic writers are expected to present original work and to be scrupulous in attributing credit for any ideas and quotations that are drawn from their research sources. We will review Camosun's policies on academic integrity in class and we will spend a considerable amount of time talking about how to select, integrate, and cite your sources. You are always welcome to check with me if you have questions about how to ensure that you are using sources appropriately.

Late and missing assignments:

- Late assignments will be penalized at the rate of 5% per day and will not be accepted after one week unless there are serious extenuating circumstances, such as illness or emergency.
- To complete the course, you must submit all of the assignments.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

### Course Policies and Expectations

Welcome to ENGL 151! I look forward to working with all of you this term.

(a) What you can expect from me:

An inclusive and respectful learning environment that supports diverse needs:

- I will offer a respectful response to the ideas you express verbally and in writing.
- I will strive to offer classes that are productive, interesting, and useful.
- I will supply feedback that is intended to help you develop your academic reading, writing, and research proficiency.
- I will be available for individual consultations during office hours or by appointment, and I encourage you to see me to discuss the course readings and your own writing.
- I will be accessible via email to answer brief questions or to set up appointments. (Extended discussions of the course materials and assignments are more manageable in person.)
- I welcome the participation of students with diverse learning needs. Please let me know how I can help support your learning.

(b) What I expect from you:

Active participation and assistance fostering a positive classroom climate for everyone:

- Timely and consistent attendance
- Preparation for class: please complete readings before class, and bring the course text with you, as well as pen and paper (we will frequently have in-class writing activities)
- Engagement in class activities, including participation in discussion, writing, editing, and peer review
- Responsibility for making up missed classes: since you may miss a class due to illness or other unforeseen event, it's wise to have a "buddy" system set up with one or more classmates
- Respectful conduct toward the class: please avoid late arrivals/early departures, creating distractions with technology, and other conduct that may detract from our class sessions
- Appropriate use of technology for the purpose of supporting your learning in class (e.g., you are taking notes or accessing readings); please refrain from texting and other uses of technology that research suggests have a negative impact on the learning environment
- Willingness to be open to diverse opinions and views and to respond thoughtfully

## 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
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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.