



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

**ENGL-161-007**  
**Academic Writing Strategies**  
**Fall 2018**

**Tuesdays (WT 225) & Thursdays (Fisher 206) 1:00-2:20**

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## **COURSE OUTLINE**

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

⚡ 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**

<b>Instructor</b>	Bronwen Welch
<b>Office hours</b>	Mondays and Wednesdays from 10-11 (or by appointment)
<b>Location</b>	P330
<b>Phone</b>	250-370-3336 <b>Alternative:</b> X
<b>E-mail</b>	<a href="mailto:WelchB@camosun.bc.ca">WelchB@camosun.bc.ca</a> (Please type carefully)
<b>Website</b>	X

### **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

- 1) *Literature: Reading Writing, Reacting* (second edition) Edited by Kirszner, Mandell, and Fertile
- 2) *Monkey Beach*, by Eden Robinson

### 4. Course Schedule

Tuesdays (WT 225) & Thursdays (Fisher 206, 1:00-2:20)

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

- 1) Poetry Essay 15% (1000-1200 words)
- 2) Short Fiction Essay 20% (1200-1500 words)
- 3) Mid-Term Exam A Doll's House 25%
- 4) Final Exam 25%
- 5) Five pop quizzes 3% each for a total of 15%

### 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

Writing Centre  
English Help Centre

### 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+	Exceptional (A+), outstanding (A), and excellent (A-) performance. Normally achieved by a minority of students, these grades indicate a student who is self-initiating, exceeds expectations, and has an insightful grasp of the subject matter.	9
85-89	A		8
80-84	A-		7
77-79	B+	Very good (B+), good (B), and solid (B-) performance. Normally achieved by the largest number of students, these grades indicate a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in the other area(s).	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory (C+) or minimally satisfactory (C) performance. These grades indicate a satisfactory (only) performance and knowledge of the subject matter.	3
60-64	C		2

50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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.

### Attention!

- ❖ **Late work will be deducted 5% a day unless you have a documented medical excuse. All work must be handed in on time—and that means at the beginning of the class on the due date.**
- ❖ **Five pop quizzes are scheduled randomly throughout the term. They are based on the assigned readings, as listed below. Once again, if you miss a quiz you cannot make it up unless accompanied by a note from a medical practitioner.**

- ❖ **If you are absent for a quiz you will receive a zero for this missed work unless you have a doctor's note excusing the absence.**
- ❖ **Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment.**
- ❖ **You must keep a copy of everything you hand in to me in case one of your assignments is misplaced, stolen, or damaged. You must also keep all returned work, and produce it when asked to do so.**
- ❖ **You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.**
- ❖ **There will be a final exam in the class. Therefore, I advise you to not schedule any travel during the exam period.**

#### 4. Tentative Course Content and Schedule

September 4                      Go Over Syllabus

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September 6                      “The Passionate Shepherd”        (578)  
    “The Nymph’s Reply”                (579)

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September 11                      “The Cinnamon Peeler,” page 868-869  
    "Porphyria's Lover," page 640-641

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September 13                      “Wreath for a Bridal,” page 583-584  
    "A Pink Wool Knitted Dress," page 584-585

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September 18                      “Hope” pages 643-644

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September 20                      MLA poetry citation and integration  
    Begin “Fathers and Sons” 569-570

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September 25                      “Fathers and Sons,” continued  
    "Musée des Beaux Arts", page 815-816

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September 27 "Musée des Beaux Arts", continued  
Overview of Canadian Literature and Its Themes

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October 2 **Paper due!**  
"A Field of Wheat," pages 173-180

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October 4 "Death by Landscape," pages 335 -348  
Introduction to Feminist Criticism

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October 9 "The Story of an Hour," pages 77-79  
MLA citation and integration for short fiction

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October 11 "The Yellow Wallpaper" pages 189-201

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October 16 Introduction to Magic Realism  
"A Very Old Man With Enormous Wings" pages 432-437

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October 18 "The Most Handsome Drowned Man in the World," (posted to D2L)

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October 23 Begin "A Doll's House," pages 1013-1066

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October 25 "A Doll's House," continued

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October 30 "A Doll's House," continued  
**Short Fiction Paper Due**

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November 1 "A Doll's House," prep for midterm

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November 6 Last Questions about "A Doll's House"  
Begin *Monkey Beach*

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November 8 **Midterm Exam on "A Doll's House"**

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November 13 *Monkey Beach*

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November 15 *Monkey Beach*

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November 20 *Monkey Beach*

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November 22 *Monkey Beach*

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November 27 *Monkey Beach*

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November 29 *Monkey Beach*

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December 4 *Monkey Beach*

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