



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-003
Academic Writing Strategies
Winter 2019

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	Raj Mehta	_____
(b) Office hours	Monday & Thursdays, 10-11:30 or by appointment	_____
(c) Location	Paul 318	_____
(d) Phone	250-370-3328	Alternative: _____
(e) E-mail	mehta@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.
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.
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3. Required Materials

(a) Texts
Becoming an Active Reader (2nd Edition), Eric Henderson

(b) Other

4. Course Content and Schedule

Tentative Course Calendar

Week of	Topics	Assignments & Readings
January 7	Course Introduction	
14	Conventions of Academic versus Non-Academic Writing Voice/Tone	Chapter 8 Alang (pp. 211-13)
	Academic/Non-Academic Writing	Chapters 9, 10
21	Rhetorical Analysis	Chapter 3 Reading Response Due: Respond to question 1, Critical Thinking (p. 248). Tepper (pp. 245-48)
28	Essay Writing Basics: The Writing Process	Chapter 1
February 4	Writing Summaries	Chapter 2 In-Class Midterm
11	Writing the Research Paper	Chapter 5 (pp. 62-84)
18	Writing the Research Paper	Chapter 5
25	Integrating & Documenting Sources Peer Editing	Chapter 5 (pp. 84-92) Evaluating Sources Due
March 4	Grammar Fundamentals	Chapter 11
11	Grammar Fundamentals	Chapter 12
18	Grammar Fundamentals	Chapter 13

25	The Art of Argument	Chapter 4; especially relevant for argument are "Making a concession" (p. 48), "Comparisons" (p. 49), and "Rebuttal Strategies" (pp. 53-54); Chapter 7 Reading Response 2 Due: Respond to question 2, Critical Thinking (p.336). Vazire & Carlson (pp. 329-36)
April 1	Work on drafting final paper	
April 8	Work on final paper	Research Paper Due Papers handed in on April 8 th will receive comments. Students can also hand in papers on April 11 th , but these will only receive a grade (no comments).

NOTE: FINAL EXAM TBA (APRIL 15-26)

5. Basis of Student Assessment (Weighting)

<u>Assignments</u>	<u>Weighting</u>
Reading Responses (2@10%)	20%
Midterm	15%
Evaluating Sources	15%
Research Essay	20%
Final Exam	30%

(b) Quizzes

(c) Exams

There is a final exam scheduled by the college during the formal exam period at the end of term.
NOTE: There is an on-campus final exam scheduled by the college during the exam period. Students should be prepared to make necessary arrangements to take the exam.

Reading Comprehension Responses 2 @ 10% each

We will discuss various readings in class over the term but you are required to hand in two responses (see course syllabus/calendar). Each response should be a half to full page long (12 point, Times New Roman, double-spaced).

Midterm Summary 15%

You will be asked to provide a summary of a reading (TBA) in class.

Sources Evaluation 15%

First, you are to write a short paragraph outlining the topic you will address in your final essay (you can choose a topic to write on for the final project). At this early stage, you need not have a defined thesis. Rather describe the research **question** (the issue) you wish to pursue for your final paper and establish its

significance to you. This section answers the following kinds of questions: What exactly do you want to study? Why is it an important issue to you and how familiar are you with the issue? Who is your intended (specialized) audience?

The focus of this part of the assignment can be somewhat personal.

Second, this assignment should give me a sense for your research abilities so take time to review and select material carefully. This section of your assignment demonstrates your ability to search for source material in databases (Camosun College link to databases:

<http://camosun.ca/libguides.com/DatabasesSubject>) for example. Ideally, the more academic your source material the better. For this reason, things like Encyclopaedias, textbooks, magazines, Google, etc. are not adequate.

For the second part of the assignment, provide a list of 3 sources – at least two of which are scholarly, peer –reviewed journal articles. Other material you use might include books, government documents and reports, materials from archives (maps, briefing notes, etc.), legal cases, interviews, etc. Provide a short summary of each source and explain why the sources are pertinent and credible for your purposes. Also, provide before each paragraph the correct citation for each source. This assignment should not exceed two pages (a short paragraph identifying your topic, three short paragraphs outlining each source).

Final Research Essay 20%

At the end of the term, you will submit a 4-6 page final paper. However, you are encouraged to work on this continually over the term.

Consider your audience. You are to write a paper that shows academic specialization. That is, you are writing for a specific, targeted academic audience – not the public at large.

The topic or issue is up to you = but clearly you want to choose something that you are interested in reading around and thinking about.

Do the research: You MUST use at least 3 sources (and at least 2 must be from peer-reviewed journals).

Your final paper should be in MLA or APA format. Use Times New Roman 12 point font as your font type.

You have an overview of citation in your textbook but you can also confer with the library here for citation guidelines:

<http://camosun.ca.libguides.com/cite>

This paper must present an argument. The challenge for content marks is to come up with a novel thesis.

You do not want to just replicate information we already have or merely put forward arguments already made in the literature.

Final Exam 30%

This is scheduled by the college during the exam period. Once the date is announced, I will notify the class.

The exam covers the text in Part 1 (up to and including Chapter 5).

The class lectures will highlight vital details you need to know. The exam is short answer and multiple choice. No materials are allowed during the exam (no notes or text).

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

n/a

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.

COURSE POLICY

Grading

Assignments are due on the dates/times specified. No late assignments are accepted save for verifiable medical emergencies.

Deadlines for assignments are listed in the course syllabus. Assignments must be uploaded in PDF format by 11:30 of the due date.

All assignments are to be submitted in 12-point, Times New Roman double –spaced and must follow MLA or APA style.

You must complete ALL assignments to earn a "C" or higher in this course.

Grading standards: We presume correctness and fluency in your writing in English 151. Your instructor evaluates essays and makes suggestions for improvements in organization, use of evidence, critical thinking, and style. In that sense, please note your writing is assumed to be fluid and free of mechanical mistakes. This is not a grammar course.

Grades are administered as letter grades.

Merely fulfilling the basic requirements for an assignment, and doing so in a competent, reasonable manner is generally only enough for a grade in the 'B' range. 'A' grades will only be awarded when work demonstrates notable excellence. **There is no difference in other words, between an 'A' and a 'B' paper save on matters of content.** Both are free of sentence-level issues.

A "C" level grade denotes average college-level writing and achievement. The writing is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas. It moves from point to point in an orderly fashion, but there are some sentence-level errors that at times prevent comprehension.

A "B" level grade highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, such an essay goes further in some way(s): it demonstrates some insight into the "gray areas" of the assignment, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal "voice" or style. It has no sentence-level errors.

An "A" level grade marks an assignment that anticipates and responds to possible reader questions, uses effective supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with outstanding facility.

"D" and "F" level assignments do not meet the basic expectations of the assignment.

Academic Honesty

In cases of academic misconduct, plagiarism or cheating, students will receive an F on the assignment and may also be subject to additional college sanctions. Students will respect the standards of academic integrity at Camosun College.

Please review this tutorial:

<http://camosun.ca/services/library/plagiarism/>