



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

**ENGL-151-017**  
**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**

<b>(a) Instructor</b>	Kari Jones	
<b>(b) Office hours</b>	1-2 Monday and Wednesday	
<b>(c) Location</b>	Paul 328	
<b>(d) Phone</b>		<b>Alternative:</b> _____
<b>(e) E-mail</b>	jonesk@camosun.bc.ca	
<b>(f) Website</b>		_____

**2. Intended Learning Outcomes**

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

(a) Texts

Please buy the coursepack with the correct section number on it.

### 4. Course Content and Schedule

Date	Development Skill	Reading	Assignment Due
<b>Week 1</b> Jan 8	Understanding Audience and Purpose Tips for close reading Looking at language	Richard Wagamese: <i>Harmony</i>	Diagnostic
Jan 10	Basic formatting including basic APA The nature of authority, Perspective Being open to new information, respecting different authorities	Chimamanda Adichie: <i>The Danger of a Single Story</i> Amitha Kalaichandran: <i>How Science Can Help Us Disagree</i>	
<b>Week 2</b> Jan 15	TEA paragraph Topic Sentences Understanding inferences and facts		Short Assignment #1
Jan 17	Writing about readings The role of the thesis statement		
<b>Week 3</b> Jan 22	Quotations Paraphrase Summary		Short Assignment #2
Jan 24	Argumentation	Christopher Hayes: <i>The New Abolitionism</i>	
<b>Week 4</b> Jan 29	Summary prep		
Jan 31	<b>In Class Writing Assignment</b>		Short Assignment #3 <b>in-class</b>
<b>Week 5</b> Feb 5	Appealing to different types of authorities Rhetorical Appeals	Zadie Smith: <i>Elegy for a Country's Seasons</i>	
Feb 7	Argumentation	Glenn Greenwald: <i>Why Privacy Matters</i>	
<b>Week 6</b>	Imagery as Rhetoric		Short Assignment

Feb 12			#4
Feb 14	Imagery as Rhetoric		
<b>Week 7</b> Feb 19-21	<b>Reading Break—No Classes</b>		
<b>Week 8</b> Feb 26	<b>In Class Writing Assignment</b>		Short Assignment #5 <b>in-class</b>
Feb 28	Intro to the Research Paper	Sandy Garossino: Why Kinder Morgan isn't the hill to fight and die on	
<b>Week 9</b> March 5	Argumentation—shifting perspectives	Aleck: Kinder Morgan trade-offs are 'fundamental betrayal'	
March 7	Writing the research paper		
<b>Week 10</b> March 12	Writing the Research Paper	Robert Jago: <i>Canada's National Parks are Colonial Crime Scenes</i>	
March 14	Writing the Research Paper	CPAWS: <i>Call to Recommit to Canada's National Parks</i>	
<b>Week 11</b> March 19	<b>TBA</b>		Short Assignment #6
March 21	Anything to do with conducting research that we still need to cover		
<b>Week 12</b> March 26	Fiction	Short Story #1	
March 28	Fiction	Short Story #1	
<b>Week 13</b> April 2	Fiction	Short Story #2	Research Paper Due
April 4	Fiction	Short Story #2	
<b>Week 14</b> April 9	Exam prep		
April 11	Exam prep		

## 5. Basis of Student Assessment (Weighting)

Assignment Type	Assignment	Value
Critical Reading and Analysis	Short assignment #1	5%
	Short assignment #2	5%
	Short assignment #3	5%
	Short assignment #4	10%
	Short assignment #5	10%
	Short assignment #6	5%
	Reading worksheets	5%
Research project	Research Paper 20%	20%
Exam		20%
Green sheets		105
Mechanics	On-line grammar exercises	5%

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

Writing Centre: <http://camosun.ca/services/writing-centre/appointments.html>

Writing Help Centre: <http://camosun.ca/services/help-centres/>

## 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.