



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

**ENGL-151-030**  
**Academic Writing Strategies**  
**Winter 2019**

**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	Dr Callin		
(b) Office hours	TBA		
(c) Location	Paul 322		
(d) Phone	NA	Alternative:	NA
(e) E-mail	<a href="mailto:callint@camosun.bc.ca">callint@camosun.bc.ca</a>	Monday to Friday	
(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. Materials

(a) Optional Text: *The Broadview Pocket Guide to Writing (revised 4<sup>th</sup> 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

**Mondays and Wednesdays WT226 11:00-12:20**

## 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 marks each; 30 marks in total**

Three at the start of the course; each is worth ten marks. 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 marks**

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 marks**

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.

### **Research Abstract: 5 marks**

The research abstract is a return to summary that is intended to strengthen writer objectivity and identification with audience; it is intended to develop the academic voice of the writer that delivers the language and to exercise the clear articulation of intent for the research assignment.

**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.

### **Research Essay: 20 marks**

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 marks**

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. 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. I will not re-teach information already covered in 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 marks) 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.
16. I cannot proofread and/or edit papers.
17. **Please be advised that, historically speaking, the average grade in my classes is a B-/B.**

### **ALLOCATION OF MARKS:**

**In-class student writing sample:** Jan 9 2019

**Mandatory Practice Summary:** Jan 14 2019

**Mandatory Peer Edit:** Jan 16 2019

**In-class writing: Summary One** (no make-ups): Jan 21 2019: 10 marks

**In-class writing: Summary Two** (no-make-ups): Jan 28 2019: 10 marks

**In-class writing Summary Three** (no make-ups): Feb 4 2019: 10 marks

**Mandatory In-class writing: Process** rough draft: Feb 13 2019

**Process final copy:** Feb 25 2019: 15 marks

**Mandatory In-class writing: Extended definition** draft: Mar 6 2019

**Extended definition final copy** (no make-ups): Mar 13 2019: 15 marks

**Abstract assignment rough draft:** March 20 2019

**Abstract assignment final copy:** March 25 2019

**Library orientation:** April 1 2019: 5 marks (mandatory course completion)

**Research Rough Draft:** April 3 2019

**Research Essay:** Due April 10 2019: 20 marks

**Attendance/ Participation:** 80 percent minimum attendance required for course completion (all term): 5 marks

### **Grading System:**

**Evaluation Guide:** A general idea of expectations and translation into rough grade equivalencies. As noted previously, 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!**

- Jan 7:**
- One:** Attendance
  - Two:** Outlining the outline...
  - Assignment:** Prepare any assigned material
- Jan 9:**
- Economies of Expression, Critical Thinking, and Objectivity**
  - Summary** and Summary handout and overhead
  - 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 in class cannot participate in the peer review next class

- Jan 14: Familiarization and Critical Thinking**  
 Plagiarism and Ghost Writing  
 Review thesis and main points and “dialogic quotes”  
**Mandatory in-class mock summary full class**
- Jan 16: Evaluation, Comparative Thinking, Contextualization**  
**Review dialogic writing:** Methods to Contextualize Quotation  
**A Brief Note on Time management**  
**Mandatory Peer Review Summary/ Contextualizing**  
**Summary one article:** Memory, Knowledge, Repetition  
**Assignment:** Prepare for Summary One
- Jan 21: First Application: In-class Summary One**  
*Quiz:* Summary One (full class; no make-ups)  
**Assignment:** Article Handout TBA
- Jan 23: Classical Rhetoric: Unity, Coherence, and Essence**  
**Mindfulness:** Imagining Audience  
**Level one proofreading:** Compare summary paragraphs  
**Unity and Coherence:** Transitions and Repetition  
 Return Summary One  
**Handout (time permitting):** “A Few Notes on Punctuation”  
**Assignment:** Prepare for in-class summary two
- Jan 28: Second Application: In-Class Summary Two**  
**Quiz: Summary Two (full class; no make-ups)**
- Jan 30:** Discussion of ideas in summary two article  
**Introduce Process assignment**  
 Introducing your Topic: Review rhetorical strategies  
 First position for thesis: Mapping it out  
 Process examples: two example introduction/ concluding sentences  
**Return Summary Two**  
**Assignment:** Prepare Summary three/ Topics for process
- Feb 4: Third Application: In-Class Summary Three**  
**Quiz: Summary Three (full class; no make-ups)**  
**Hand-in:** Process topic clearance  
**Assignment:** develop process topic content
- Feb 6: Process assignment review**  
 Review Rhetorical strategies  
 Process overhead examples (fastball example) review  
**Put together paragraph:** Process Paragraph organization part one
- Feb 11: Handout:** Transition Sheet

**Process put-together paragraph:** identify repetition and transitions

**Mapping:** thesis in nutshell

**Return Summary Three**

**Handout:** Topic ideas/point form sheet required by end of class time

**Assignment:** Prepare for mandatory, supervised in-class writing

**Feb 13: 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

**Feb 18:** Reading Break

**Feb 20:** Reading Break

**Feb 25: 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

**Rhetoric sheet:** evaluate/compare methods of illustration

**ASSIGNMENT:** Begin work on Extended Definition

**Feb 27: Extended definition discussion**

**Illustrating ideas differently:** how to use examples

**Return to classical rhetoric: logos, ethos, pathos**

**Strategy Explication:** extended definition examples

Return to and revise three topics

Reminder of mapping thesis

**March 4:** Review of extended definition: strong example

**Example strategies:** Point form sheet required end of class time

Final topic check

Individual help and questions answered

**Assignment:** prepare for in-class writing

**March 6: Review of Extended Definition Assignment**

**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

**Assignment:** complete extended definition for next class

**March 11: Self-directed Editing and Rewriting**



**Workshop:** Individual help for topic/structure

- March 13:** **Extended Definition due at beginning of class**  
Handout Research assignment  
**Information for Abstract Writing** (handout)  
**Mapping thesis Review**  
**Revising Thesis for argument:** Who? What? Why?  
**Grammar revision:** determined by class  
**ASSIGNMENT:** Prepare topics for research essay
- March 18:** **Research essay format:** Exploratory thesis  
**Slippery slopes:** Premise: positives and negatives  
Formatting the assignment information  
Handout Point form sheet  
**Assignment:** Topic development, attending points for argument
- March 20:** Topic clearance by end of class  
**Complete point form sheet:** initialed  
**In-class writing: rough draft Abstract must be signed**  
Please Note: a zero will be recorded for the assignment if requirement for supervised and signed rough draft not met
- March 25:** **Abstract rough draft and good copy due at beginning of class**  
Quotation Integration: Spot and block quotes  
Methods of contextualization: Contextualizing quotation  
A review of appropriate sources  
**Quotation exercise:** due end of class time  
**Assignment:** Three suitable topics for next class/bring electronics
- March 27:** **MLA / APA Documentation: Works Cited/ References**  
**Individual Help**  
**Return Abstract**
- April 1:** Library Research class (must attend for course completion/ no make-ups)  
**Assignment:** Prepare for in-class rough draft next class
- April 3:** **Required:** Thesis and topic sentence check/initialed  
**Bring electronics:** Research class (mandatory)  
**In class writing:** mandatory Rough draft signed  
Complete quotation check by end of class time
- April 8:** **One-to-one research essay assistance (optional)**  
Thesis review and individual thesis clearance  
Rough thesis/ research for quotations/ topic sentences  
Workshop (time permitting): Individual help for assignment

April 10: 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

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

<b>Grade</b>	<b>Description</b>
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.

<b>Temporary Grade</b>	<b>Description</b>
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	<b>Compulsory Withdrawal:</b> <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.</i>