



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-031
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	Katie Tanigawa		
(b) Office hours	M 10:30-12:30, W 11:30-12:30 and 2:00-3:00		
(c) Location	LACC 119A		
(d) Phone	N/A	Alternative:	N/A
(e) E-mail	tanigawak@camosun.ca		
(f) Website			

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.

3. Required Materials

The Active Reader: Strategies for Academic Reading and Writing (4th edition) by Eric Henderson

4. Course Content and Schedule

Week	#	Content	Readings	Assignments Due
(Jan 7 th -11 th)	1	Introduction		
	2	Summary Assignment	"Reading Strategies" (AR pp. 45-60)	In-Class Diagnostic
(Jan 14 th -18 th)	3	APA Citation/Summary Practice	"Writing Summaries" (AR pp. 85-90)	Bring <i>The Active Reader</i>
	4	Academic Writing	"Reality TV Gives Back" (AR pp. 266-271)	Bring <i>The Active Reader</i>
(Jan 21 st -25 th)	5	Rhetorical Analysis Assignments/Peer Review	"Politics and the English Language" by George Orwell (link on D2L)	Summary Draft
	6	Rhetorical Appeals/Truman	"The Rhetorical Analysis" (AR pp. 91-99)	Summary
(Jan 28 th -Feb. 1 st)	7	Rhetorical Analysis Example/Types of Essays	"Three Common Kinds of Academic Essays" (AR pp. 23-31)	
	8	Paragraph Structure/Grammar/Audience Analysis Workshop	"An Overview of the Essay: The Stages of Writing" (AR pp. 61-68)	Summary for Rhetorical Analysis
(Feb. 4 th -8 th)	9	Essay Structure	"An Overview of the Essay: The Structure of the Essay" (AR pp. 69-81)	
	10	Assess a rhetorical analysis	In-class reading (pp. 98-99)	Bring <i>The Active Reader</i>
(Feb. 11 th -15 th)	11	Pathos	"The Death of the Moth" (link on D2L)	Audience Analysis Workshop
	12	Pathos/Critical Thinking	"Critical Thinking" (AR pp. 35-44); "The Baby in the Well by Paul Bloom" (link on D2L)	Audience Analysis for Rhetorical Analysis
(Feb. 18 th -22 nd)		READING WEEK	READING WEEK	READING WEEK
		READING WEEK	READING WEEK	READING WEEK
(Feb. 25 th -Mar. 1 st)	13	1/2 peer review/Research Essay/Types of evidence/claims	"Writing Research Papers: Coming Up with a Topic" (AR p. 123)	Rhetorical Analysis Draft
	14	Library Orientation	"Using Credible Sources" (AR pp. 134-135)	Rhetorical Analysis

(Mar. 4 th -8 th)	15	Research Question/Research Plan/Sources		
	16	Proposal/Logical Fallacies	"Two Kinds of Reasoning" (AR p. 107); "Using Reason in Arguments" (AR p. 107); "Failures in Reasoning" (AR p. 108)	Source List
(Mar. 11 th -15 th)	17			In-class Proposal
	18	Argumentative Strategies and Building Bridges	"Giving Life to Logic: Strategies for Argument" and "Organizing Your argument" (AR 110-113); You're not going to believe what I'm about to tell you from The Oatmeal (link on D2L)	
(Mar. 18 th -22 nd)	19	Quoting, Paraphrasing, Summarizing (not plagiarizing)	"Integrating and Documenting Sources" and "Documenting Your Sources" (AR pp. 135-142)	Bring one or two sources you plan to use in your research essay
	20			
(Mar. 25 th -29 th)	21			
	22	Assessing Stats/Thesis Statement and Paragraph Workshop	Appendix A: A Note on Statistics (AR pp. 375-377)	
(April 1 st -5 th)	23	Work Period		
	24	Peer Review		Final Essay Draft
(April 8 th -12 th)	25	Review		Final Essay Due Date #1
	26	Review		Final Essay Due Date #2

5. Basis of Student Assessment (Weighting)

Major Assignments	Value
Writing diagnostic (mandatory)	0%
Short Summary (450 words)	10%
In-class Proposal for Final Research Paper	15%
Rhetorical analysis (750 words)	20%
Essay/research paper (1250 words)	25%
Final exam	25%
In-Class Responses	5%

6. Grading System

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

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

Throughout the term we will discuss resources that you can access that will help you succeed in this course and others.

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.

9. Class Policies

You can expect your instructor to

- be on time and prepared for class
- teach to the course goals
- give clear instructions for assignments and exercises
- advise and support students in their course work
- treat students with respect
- act in a fair manner
- be available during office hours or, if necessary, arrange an alternative time to meet
- evaluate students fairly and constructively, based on criteria made clear to students beforehand
- return assignments in a timely manner
- give useful feedback

Your instructor will expect you to

- attend all classes except in case of illness or emergency
- prepare for class by completing readings and assigned work in advance
- put away all electronic devices at the start of class unless otherwise instructed
- actively participate in classroom activities
- ask questions if you need clarification
- submit all assignments according to instructions, complete, and on time

- submit your own, original work
- use instructor comments and feedback to improve future work
- cooperate with and act respectfully toward other students and the instructor
- communicate with the instructor about problems or concerns as soon as possible

Guidelines for preparing and submitting written assignments

All formal written assignments for this course should be typed and double-spaced using a twelve-point, standard font. When and if you use sources, your papers should use correct and complete citation format according to the guidelines set out by the relevant academic discipline. All papers should be clearly marked with your name. Print your papers onto 8.5 by 11-inch white paper using dark, black ink. If you can print onto both sides of the page, please do so to save paper.

In addition to these basic requirements, ensure each paper is formatted to the specifications designated by the relevant assignment sheet.

Late and missing assignments

Assignments are due in **hardcopy at the beginning of class** on the date indicated in the syllabus. Assignments handed in after the start of class are considered late. Late assignments that have not received an extension will receive a penalty of 5% per day. Assignments that have not received an extension and that are more than a week late will receive a zero.

Extensions will be granted only in extenuating circumstances, and extensions must be discussed with me well in advance of the due date. Requests for extensions must be submitted in writing.

Plagiarism & Cheating

Plagiarism and cheating are serious academic offenses. Any student found guilty of plagiarism or cheating will receive a zero on the assignment and may incur additional penalties as laid out by the School of Arts and Science's Academic Honesty Guidelines. Please also see the Student Conduct Policy for additional details.

Attendance and Participation

You and your classmates will benefit most from this course through your regular attendance and active participation. However, I do understand that life happens. You may miss up to two classes, no questions asked. Three **unexcused** absences will result in a 5% deduction from your overall mark. Four or more **unexcused** absences will result in a 10% deduction from your total mark.

In short, when you can, please be considerate and let me know when and why you will miss class. This will allow me to assess how to best help you catch up on the work you missed and how to help you in the course moving forward.

Attendance will be taken at the beginning of each class. If you know you must miss a class, leave early, or arrive late, inform me about it in advance. If you miss a class, it is your responsibility to obtain notes and relevant information from another student and/or D2L.

Please note that coming in late and leaving early disrupts the class and your fellow students. It also impedes group work and hinders the benefits of individual work as well. Please be considerate to yourself and others and arrive to class on time.

Additional Notes

If you encounter challenges or circumstances that you feel impede your learning in this course, or if throughout the term you discover ways I could better support your learning, please let me know. I am happy to work with you to create a positive and productive learning environment.