



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-033
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	Max Olesen
(b) Office hours	Thursdays, 1:00 pm - 2:00 pm & Fridays, 11:30 am - 12:30 pm
(c) Location	Paul Building, Room 328
(d) Phone	250-370-3349 Alternative:
(e) E-mail	olesenm@camosun.bc.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

(a) Texts: All readings are online resources, listed below, and links to them will be posted on our class D2L page. It is required that you will read the assigned readings before class, post on D2L about them as required, and supply a printed copy or digital copy to use in class discussion.

4. Course Content and Schedule

Wednesday, Jan. 9 - First Class; Introduction	Friday, Jan. 11 - In-Class Grammar Diagnostic ; Assigning In-Class Writing Diagnostic Essay; Sentences & Paragraphs
Wednesday, Jan. 16 - In-Class Writing Diagnostic Essay	Friday, Jan. 18 - Grammar Workshop (Common Confusions); Thesis Statements; Essay Structure
Wednesday, Jan. 23 - Grammar Quiz (Common Confusions) ; Building an Essay	Friday, Jan. 25 - Grammar Workshop (Commas & Semicolons); Citation Styles & Citing Work
Wednesday, Jan. 30 - Grammar Quiz (Commas & Semicolons) ; Logos, Pathos, & Ethos (LPE) & Advertisements	Friday, Feb. 1 - Grammar Workshop (Sentence Errors); D2L Reading Post due before class ; LPE & "Insulting Colin Kaepernick says more about our patriotism than his" by Kareem Abdul-Jabbar, from <i>The Washington Post</i>
Wednesday, Feb. 6 - Grammar Quiz (Sentence Errors) LPE & "Insulting Colin Kaepernick..." continues;	Friday, Feb. 8 - D2L Reading Post due before class ; LPE & "Olympics are an antidote to our culture of phoniness" by Andrew Cohen, from <i>The Calgary Herald</i>
Wednesday, Feb. 13 - LPE & "Olympics are an antidote to our culture of phoniness" by Andrew Cohen, from <i>The Calgary Herald</i> ; In-Class Midterm Workshop	Friday, Feb. 15 - Midterm Exam (Multiple Choice & In-Class 5-paragraph Essay), 10-12:50 pm, Wilna Thomas 102
Wednesday, Feb. 20 - Reading Break	Friday, Feb. 22 - Reading Break
Wednesday, Feb. 27 - Library Research Skills Class	Friday, Mar. 1 - In-class Song Lyrics Research Annotation Assignment, 10-12:50 pm, Wilna Thomas 102
Wednesday, Mar. 6 - <u>Research Essay Idea Suite 1</u> Politics & Celebrity: D2L Reading Post due on 1 article of your choice before class ; Group Reading Presentations 1. "Why Trudeau is like Trump" by Stephen Marche, from <i>Bloomberg BusinessWeek</i>	Friday, Mar. 8 - <u>Research Essay Idea Suite 1</u> Politics & Celebrity, continues: 1. "Why Trudeau is like Trump" by Stephen Marche, from <i>Bloomberg BusinessWeek</i> 2. "Don't expect celebrities to be political saviours" by Michelle Rempel, from <i>Maclean's</i> 3. "Don't despise celebrity culture – the impulse to

<p>2. "Don't expect celebrities to be political saviours" by Michelle Rempel, from <i>Maclean's</i></p> <p>3. "Don't despise celebrity culture – the impulse to admire can be precious" by Alain de Botton, from <i>The Guardian</i></p> <p>4. "In a celebrity-obsessed culture, what Hollywood elites do matters" by Daphne Bramham, from <i>The Vancouver Sun</i></p>	<p>admire can be precious" by Alain de Botton, from <i>The Guardian</i></p> <p>4. "In a celebrity-obsessed culture, what Hollywood elites do matters" by Daphne Bramham, from <i>The Vancouver Sun</i></p>
<p>Wednesday, Mar. 13 - <u>Research Essay Idea Suite 2 Children & Culture:</u></p> <p>D2L Reading Post due on 1 article of your choice before class;</p> <p>Group Reading Presentations</p> <p>1. "In an age of robots, schools are teaching our children to be redundant" by George Monbiot, from <i>The Guardian</i></p> <p>2. "How to Raise a Sweet Son in an Era of Angry Men" by Faith Salie, from <i>Time Magazine</i></p> <p>3. "Was it right to raise a child free of religion?" By Julie Green, from <i>The 180 on CBC Radio</i></p> <p>4. "Teaching Children To Ask The Big Questions Without Religion" by Deena Prichep, from <i>NPR Weekend Edition Saturday</i></p> <p>5. "Is Religion Good for Children?" By Mark Joseph Stern, from <i>Slate.com</i></p> <p>6. "How secular family values stack up" by Phil Zuckerman, from <i>The Los Angeles Time</i></p>	<p>Friday, Mar. 15 - <u>Research Essay Idea Suite 2 Children & Culture, continues:</u></p> <p>1. "In an age of robots, schools are teaching our children to be redundant" by George Monbiot, from <i>The Guardian</i></p> <p>2. "How to Raise a Sweet Son in an Era of Angry Men" by Faith Salie, from <i>Time Magazine</i></p> <p>3. "Was it right to raise a child free of religion?" By Julie Green, from <i>The 180 on CBC Radio</i></p> <p>4. "Teaching Children To Ask The Big Questions Without Religion" by Deena Prichep, from <i>NPR Weekend Edition Saturday</i></p> <p>5. "Is Religion Good for Children?" By Mark Joseph Stern, from <i>slate.com</i></p> <p>6. "How secular family values stack up" by Phil Zuckerman, from <i>The Los Angeles Time</i></p>
<p>Wednesday, Mar. 20 - <u>Research Essay Idea Suite 2 Canada & the World:</u></p> <p>D2L Reading Post due on 1 article of your choice before class;</p> <p>Group Reading Presentations</p> <p>1. "Canadians Are Better than Other People" by Jonathan Kay, from <i>The Walrus</i></p> <p>2. "Canada is the least xenophobic country in the Western world. Here's why." By Zack Beauchamp, from <i>Vox.com</i></p> <p>3. "Canadians are wrong about Muslims, happiness, and homosexuality" from <i>The 180 on CBC Radio</i></p> <p>4. "Suspicion of immigrants is a Canadian value: Cole" by Desmond Cole, from <i>The Toronto Star</i></p>	<p>Friday, Mar. 22 - <u>Research Essay Idea Suite 2 Canada & the World, continues:</u></p> <p>1. "Canadians Are Better than Other People" by Jonathan Kay, from <i>The Walrus</i></p> <p>2. "Canada is the least xenophobic country in the Western world. Here's why." By Zack Beauchamp, from <i>vox.com</i></p> <p>3. "Canadians are wrong about Muslims, happiness, and homosexuality" from <i>The 180 on CBC Radio</i></p> <p>4. "Suspicion of immigrants is a Canadian value: Cole" by Desmond Cole, from <i>The Toronto Star</i></p>
<p>Wednesday, Mar. 27 - In-Class Research Essay Workshop</p>	<p>Friday, Mar. 29 - Research Essay Due</p>
<p>Wednesday, Apr. 3 - D2L Reading Post due on 1 article of your choice before class;</p> <p>"Rename British Columbia" by Stephen Collis, from <i>The Walrus</i>;</p> <p>"What's in a name? Time to move beyond 'British'?" By Hamish Stewart</p>	<p>Friday, Apr. 5 - D2L Reading Post due before class;</p> <p>"Keep the 'British' in British Columbia by C.P. Champion</p>
<p>Wednesday, Apr. 10 - In-Class Final Essay Workshop</p>	<p>Friday, Apr. 12 - Last Class; In-Class Final Essay</p>

5. Basis of Student Assessment (Weighting)

Assignments	Value (Total 100%)
In-Class Diagnostic Essay	5%
3 Grammar Quizzes	5%
Midterm Exam	20%
Song Lyrics Research Annotation Assignment	10%
Group Reading Presentations	10%
Research Essay	20%
Final In-Class Essay	10%
In-Class Participation, Writing & Group Work	10%
D2L Reading Discussion Postings	10%

6. Grading System

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

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

Assignment Expectations:

- All assignments must be completed and submitted before the last day of class in order to count towards your final grade.
- All out-of-class assignments/essays must follow the formatting guidelines outlined on the assignment instruction sheets.
- Assignments can be submitted either as digital submissions to a D2L Dropbox as a Microsoft Word, Apple Pages, ODT, RTF, or PDF document, or as paper copies.
- There are no re-writes of assignments. There are no make-ups for exams, unless I am notified of your emergency, and supplied with documentation verifying the fact that you could not make the exam date/time.
- Our assignments are designed to be challenging and to stretch your skills; there are high expectations and grading standards. If you can commit the requisite time and effort to class, aim to achieve your personal best on every assignment, and keep in contact with me about your challenges, you will do well.

Class Environment:

- Our class is a shared environment where we are all learners and collaborators; it is a place where we have fun, and feel free to express ourselves. New knowledge is gained when we learn collaboratively, and feel connected. Respect for each other, and the many divergent views we will encounter in this course, is a requirement for all participants.
- Practice judgment, maturity, politeness, and respect in all interactions and communications.
- Practice Polite Tech Etiquette Please:** No devices or computers, including cell phones, can be used in class, except as required for an instructor-directed activity or assignment (e.g. research or an in-class writing). **No texting, calls, or social media use during class time, please.** You will be asked to leave the class if you are doing these activities. You will receive zero participation marks if you text regularly in class.
- Communication Outside Class:** Check your email and D2L email regularly, as I often send announcements and updates about class via them. I will use the email provided to me via Camlink, which is the email you used to register for classes with; if you do not receive an

email message from me within the first week, please let me know.

- **Missed Classes:** I post Class Slides on our class's D2L Content page, but this class is an opportunity for face-to-face, interactive learning; participation is required for each and every class for the full class period. If you have career or personal commitments that impinge on our class's time period, I encourage you to take this course at a different time.
- **If you miss four or more classes unexcused and without documentation of reason for absence, you will receive a zero for your Participation mark.** If you miss a class, please contact me, get material from a classmate, and review Class Slides posted to our class D2L Content page.
- **Emergencies:** You are responsible for contacting me via email should you miss class due to an emergency situation. Documentation to verify any emergencies (medical, accident, etc.) will be required the first day you return to class. Missed exams or assignments cannot be made up without this documentation.

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.