



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-163-004
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	Kelly Pitmam	
(b) Office hours	Tuesdays and Thursdays from 4-5 PM	
(c) Location	P218	
(d) Phone	250-370-3362	Alternative: _____
(e) E-mail	pitman@camosun.bc.ca	
(f) Website	Please see D2L site	

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

Upon completion of this course the student will be able to:

1. Reading and Writing:

- Explain how literary traditions change with time and affect creation of new literary texts;
- Identify different literary forms, genres, and historical periods;
- Describe the complex variety of literary study and literature’s relationship to formal, cultural, social, political and historical contexts;
- Identify various approaches to literary texts and draw connections between different texts;
- Debate canon formation and challenges to the canon;
- Use critical, literary terminology;
- **Use a critical approach with appropriate language and terminology;**
- Argue for various interpretations;
- Evaluate specific literary techniques;
- Employ close reading and argumentation skills;
- Use a scholarly essay form, including: a thesis; topic sentences; argument and/or analysis; use of quotations; unified, coherent paragraphs and transitions; rhetorical strategies appropriate for purpose and audience; effective introductions and conclusions;
- **Produce writing under exam or exam-like conditions;**
- **Write clear, concise, effective prose, and know how to identify as well as correct common mechanical and grammatical errors.**
- Evaluate secondary sources and integrate where applicable;
- Write persuasive arguments in scholarly, academic essay format, using MLA documentation.

2. 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.
3. Discussion/Reflection:
 - Discuss and analyze literature in class;
 - Identify a variety of literary approaches and/or theories that can be taken towards a text;
 - Articulate one's position in a critical debate of ideas.
 - Engage respectfully with different interpretations.
 - Reflect on one's own writing

3. Required Materials

(a) Texts

English 163 Readings (coursepack)
A Farewell to Arms by Ernest Hemingway
The Things We Carried by Tim O'Brien

(b) Other

Students will also be required to view the following two films (on reserve as DVDs at the college library):

The Best Years of Our Lives directed by William Wyler
MASH directed by Robert Altman

4. Course Content and Schedule

Class meets Tuesdays and Thursdays from 11:30-12:50 in Fisher 212.

5. Basis of Student Assessment (Weighting)

response paragraphs (2 in class and 2 out of class)	20% (4 x 5% each)	January 22 January 29 February 7 (in class) February 14 (in class)
poetry analysis essay	15%	March 5
research plan	5%	March 12
research essay	25%	April 4
final exam	25%	TBA
quizzes and exercises	10%	ongoing

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.

9. Other Stuff (Really Important Stuff)

The most important thing to know about this class is that it is based on discussion and practice rather than on lectures and reiteration of facts. You are developing your ability to analyze, something you can learn best from engaging in meaningful conversation with other human beings. Therefore, attending class is crucial to your success but also crucial to others, as we will be working as a team. However, just showing up isn't enough. I ask that you carefully read assigned works and come prepared to engage in whatever we're doing. We'll all enjoy the course more if you do.

Now, for some guidelines:

Assignments, handouts, samples, and announcements will be posted on the D2L site for the course. Please check this site often so that you are up-to-date.

Assigned readings will form the basis of class discussion, so you should complete readings **before** the date assigned to them on the schedule. When we discuss readings, we will focus on the details, so please ensure you always bring your copy to class.

I will assign reading quizzes on assigned readings and in-class exercises on various topics. These quizzes and exercises not only reward you for getting your reading done on time but also make for a more engaged and engaging classroom discussion (I'm really pushing the whole preparing for class thing, aren't I? Reading quizzes will be graded in the ordinary way, according to percentage of correct answers. In-class exercises are participation-based and so receive full marks as long as students genuinely participate. Reading quizzes are on the course schedule. In-class exercises are at my discretion. **Missed quizzes and in-class exercises cannot be made up at a later date.**

Assignments are scheduled so that you can respond to feedback and improve your work. Therefore, due dates matter to you. In addition, marking is a significant part of my workload, and I must organize my time around it. Therefore, due dates matter to me. If you cannot hand in an assignment on time, I ask that you talk to me about it. I will grade late papers, but I may not make comments on them.

Assignments in this class should be formatted according to MLA guidelines. I will go over these guidelines in class. **Students who do not format their assignments according to MLA guidelines will lose 5% from the final grade of the assignments in question.**

Please keep a copy of everything you hand in to me in case one of your assignments is misplaced or damaged (I try not to do that, of course). Please also keep all returned work and produce it when asked to do so.

You are responsible for information, verbal or written, given in class, so it's wise to check in with me or a colleague if you have been away. But really, why would you miss class? Well, if you absolutely must, please take the time to let me know in person or via email or telephone.

And speaking of class, I ask that we observe the following ground rules in the interest of creating an atmosphere of mutual respect:

- Come to class on time.
- Come to class prepared (readings or assignments done, book in hand).
- Participate in class discussions and group exercises.
- Don't talk when others are talking (no side-conversations).
- Speak respectfully when expressing ideas and responding to others.
- Turn off and put away portable devices (no texting, no Facebook, no surfing the net, etc.). Really, this is a cell-free zone. Pens are fine, though.

Finally, feel free to contact me about any aspect of the course. I don't mind answering questions or getting feedback—in fact, I love it. So often, problems can be avoided or solved through a chat, and I will always make time to talk to you. If you want to meet with me and you cannot come to see me during office hours, make an appointment for a different time. For quick questions, email is the best way to contact me. Note that if you

send me an email and I do not respond within 24 hours, it may be that I did not receive your message, so it's best to check.