



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-006
Academic Writing Strategies
Fall 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	Laurie Elmquist		
(b) Office hours	Tues. and Thurs. 10:00 – 11:00		
(c) Location	Paul 332		
(d) Phone	250-370-3355	Alternative:	
(e) E-mail	elmquist@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.
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3. Required Materials

- (a) Texts: *The Marrow Thieves* by Cherie Dimaline
- (b) *The Brief Pearson Handbook Fourth Canadian Edition* by Lester Faigley, Roger Graves, and Heather Graves

4. Course Content and Schedule

Schedule of Readings and Lessons and Major Assignments

Date	Activities	Due Dates
	This is a quick list; the full details are found on D2L under Content .	Complete the week's activities by Sunday at midnight.
Week 1 Mon. Sept. 2	Holiday!	
Wed. Sept. 4	Week 1: Write to Inform Textbook Readings:	Discussions Postings: Student Introduction +

	<p>Faigley, <i>The Brief Pearson Handbook</i>, pp. 55 - 63 Write to Inform</p> <p>Textbook Readings</p> <p>Faigley, <i>The Brief Pearson Handbook</i>, pp. 17 - 25: Composing Paragraphs</p> <ul style="list-style-type: none"> Lesson 1: T.E.A. Paragraphs 	Informative paragraph
<p>Week 2</p> <p>Mon.</p> <p>Sept. 9</p>	<p>Essay Writing Skills: Paraphrasing and Quoting</p> <p>VIDEO: This video teaches you how to paraphrase in your own words and provide a source.</p> <p>Read: #1 Assigned Article about the Trans Mountain Pipeline Expansion</p> <p>Textbook Readings: Faigley, <i>The Brief Pearson Handbook</i>, p. 295: How to Write a Citation for Online Periodicals</p>	
<p>Wed.</p> <p>Sept. 11</p>	<p>Read: #2 Assigned Article about the Trans Mountain Pipeline Expansion</p> <p>Textbook Readings:</p> <p>APA Style. Faigley, <i>The Brief Pearson Handbook</i>, p. 208 - 210: Integrate Quotations with Signal Phrases</p> <p>Faigley, <i>The Brief Pearson Handbook</i>, p. 475: How to Use Ellipses and when to insert square brackets around added material.</p> <ul style="list-style-type: none"> Lesson 1: Formatting Example Lesson 2: Quoting, Paraphrasing, Summary 	<p>Discussion Posting:</p> <p>Paragraph about <u>one</u> aspect of the pipeline.</p>

<p>Week 3</p> <p>Mon.</p> <p>Sept. 16</p>	<p>Essay Writing Skills: Research</p> <p>Research <u>one</u> extra article for Trans Mountain Pipeline</p> <p>Websites: Let's look at some websites and get a third article for our essay. Possible websites include:</p> <p>Trans Mountain website</p> <p>CBC</p> <p>Squamish Nation</p>	
<p>Wed.</p> <p>Sept. 18</p>	<p>Textbook Readings:</p> <p>Faigley, <i>The Brief Pearson Handbook</i>, pp. 1-16 "Think as a Writer."</p> <ul style="list-style-type: none"> • Lesson 1: How to structure a five-paragraph essay • Lesson 2: How to develop a strong thesis statement. 	<p>Essay #1</p> <p>Trans Mountain Pipeline Expansion</p>
<p>Week 4</p> <p>Mon.</p> <p>Sept. 23</p>	<p>Essay 2: Rhetorical Analysis</p> <p>A writer seeks to convince his reader by establishing his own credibility (<i>ethos</i>); presenting evidence that appeals to logic (<i>logos</i>); and by making an emotional appeal (<i>pathos</i>). Essay 2 is called a <u>rhetorical analysis essay</u> because it discusses rhetoric.</p> <p>Textbook Readings:</p> <p>Faigley, <i>The Brief Pearson Handbook</i>, p. 3 and p. 44: How to persuade using three rhetorical appeals: <i>ethos</i>, <i>logos</i>, <i>pathos</i>.</p> <p>Faigley, <i>The Brief Pearson Handbook</i>, pp. 35-48: Read and Analyze with a Critical Eye</p>	<p>TED Talk: Sign up for your essay topic. Go to Discussions and post the title. Three students/talk maximum.</p>

	Faigley, <i>The Brief Pearson Handbook</i> p. 206, 209: How to Write a Block Quotation.	
Wed. Sept. 25	<ul style="list-style-type: none"> Lesson 1: This week, we'll look at a TED Talk by Ken Robinson and you will analyze <u>one</u> aspect of his rhetoric. Take the time to read all the paragraphs that group members have posted. 	Discussions Post: Paragraph on Ken Robinson
Week 5 Mon. Sept. 30	<p>Analyzing TED Talks:</p> <p>Let's unpeel the onion layers of what writers really do when they write. They define things. They explain things through the use of comparison. They crack jokes. They use narrative (stories). They offer facts. They set up cause and effect scenarios. They evoke feelings of compassion, anger, disbelief and shock.</p> <p>Let's really talk about these things so you feel comfortable to write your in-class essay, which is an analysis of a writer's strategies.</p> <p>- Critique of Discussion Post: Let's take a look at the paragraphs you've written to see if there are any changes we can suggest.</p>	

<p>Wed. Oct. 2</p>	<p>In-class Essay</p>	<p>In-class Essay #2 Rhetorical Analysis Essay on a TED Talk</p>
<p>Week 6 Mon. Oct. 7</p>	<p>Newspaper Article <i>Learn to research and recognize quality sources.</i></p> <ul style="list-style-type: none"> • Step #1: As a group, choose one topic (from a list of five topics.) • Step #2: Begin to research newspaper articles through the Camosun College library databases. • Step #3: As a group, choose ONE of these articles to evaluate. 	
<p>Wed. Oct. 9</p>	<p>A Group Report: Evaluate strengths and weaknesses of a newspaper article based on a set of criteria.</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> • Faigley, <i>The Pearson Handbook</i>, pp. 184 - 193: Evaluate Sources 	<p>Group Assignment: Evaluating Sources</p>

<p>Week 7</p> <p>Mon.</p> <p>Oct. 14</p>	<p>Holiday!</p>	
<p>Wed.</p> <p>Oct. 16</p>	<p>Scholarly Article</p> <p>How to use a scholarly article in an essay. We're going to read a specific article about robotics and the nursing profession. It's called <i>Artificial Intelligence and Robots: A Nursing Primer</i>.</p> <p>Each member of the group will be given a specific section of the article, and a question to answer. The final report will pull out only the most pertinent information that we'll use to support our argument.</p> <p>What is that argument? Well, that's a very fine question and we'll have to see whether we think that the nursing profession will be enhanced or hindered by the advancement of technology.</p>	<p>Discussions: Scholarly Article</p>

<p>Week 8</p> <p>Mon. Oct. 21</p>	<p>Library Visit</p> <p><i>The librarian will take us through some specific exercises to familiarize students with all the research tools available on their site.</i></p>	
<p>Wed. Oct. 23</p>	<p>Website Articles</p> <p><i>Let's talk about websites. We're going to look at a government website called Status of Women Canada.</i></p> <ul style="list-style-type: none"> • Learn to source these government websites at the back of your essay and throughout the paper. • Find up to date information about initiatives the government is taking such as building an Indigenous Women's Circle. <p><i>We're going to look at a second website that talks about a new initiative in Ottawa to go green in terms of heating and cooling government buildings.</i></p> <ul style="list-style-type: none"> • Learn to use government websites to talk about solutions to current problems. Use the government initiatives to support your argument that something must be done (and is being done!) 	<p>Discussion: Government Website</p>

<p>Week 9</p> <p>Mon. Oct. 28</p>	<p>Research Proposal</p> <p>Your research proposal goes on Discussions so other group members can get a preview of all the work you are doing. I think it is inspiring to others and also serves as a good model.</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> • Faigley, <i>The Pearson Handbook</i>, pp. 64- 74: Write to Persuade • Faigley, <i>The Pearson Handbook</i>, p. 1- 5: A College Essay To-Do List 	
<p>Wed. Oct. 30</p>	<p>One-on-One Appointments</p> <p>Instructor appointments will take place in Paul Building Rm. 332. Please be sure to come on time and we'll talk about your research proposals.</p>	<p>Research Proposal</p>
<p>Week 10</p> <p>Mon. Nov. 4</p>	<p>Research Essay</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> • Faigley, <i>The Pearson Handbook</i>, pp. 10-13: Crafting a Thesis • Faigley, <i>The Pearson Handbook</i>, pp. 154 - 155: Crafting a Working Thesis 	
<p>Wed. Nov. 6</p>	<p>One-on-One Appointments</p> <p>Instructor appointments will take place in Paul Building Rm. 332. Please be sure to come on time and we'll talk about your research essays.</p>	<p>Essay #3: Research paper due by Sunday at midnight</p>

<p>Week 11</p> <p>Mon.</p> <p>Nov. 11</p>	<p>Holiday!</p>	
<p>Wed.</p> <p>Nov. 13</p>	<p>Reading Literature and Taking Notes</p> <p><i>An Introduction to Indigenous Writers</i></p>	
<p>Week 12</p> <p>Mon.</p> <p>Nov. 18</p>	<p><i>The Marrow Thieves</i> by Cherie Dimaline</p> <p>Themes in the Novel</p> <p>Culture, love, land, language, kinship, intergenerational trauma</p> <ul style="list-style-type: none"> • Faigley, <i>The Pearson Handbook</i>, pp. 75-77 	
<p>Wed.</p> <p>Nov. 20</p>		<p>Themes in the Novel</p> <p>Discussions: Post about themes in the novel. (See PowerPoint slide for instructions).</p>
<p>Week 13</p> <p>Mon.</p>	<p>Close Reading</p> <p>Examining specific passages and finding more evidence to support the discussion.</p>	

Nov. 25		
Wed. Nov. 27		<p>Close Reading</p> <p>Discussions: Post about a close reading of a passage (See PowerPoint slide for instructions).</p> <p>Due Essay #4: First Draft Due for Critique</p>
Week 14 Mon. Dec. 2	Critique	
Wed. Dec. 4		Due: Essay #4 on The Marrow Thieves is due on Sunday night.

5. Basis of Student Assessment (Weighting)

(a) Essay 1	20
Essay 2 (in-class)	20
Essay 3	20
Essay 4	20
Short Assignments	20

Total	100
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6. Grading System

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

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

Course materials are on D2L except for our two textbooks.

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.