



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-008
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	Julian Gunn
(b) Office hours	Wednesdays 11:30 – 1:30 and Thursdays 2:30 – 3:30
(c) Location	Paul 318
(d) E-mail	gunnj@camosun.bc.ca

Hi, and welcome to English 151. In this outline, you will find the background information about English 151: its goals, the hoped-for outcomes, and my policies around grades and assignments.

Feel free to drop by during my office hours if you have any questions or just want to confirm that I still exist. Email is also a good way to reach me. I try to answer emails within 24 hours from Monday morning to Friday afternoon; emails received over the weekend or on Friday evening will most likely be answered on Monday.

Who am I?

I'm Julian Gunn. I have a master's degree in English literature and theory from UVic. I love reading and writing, and I feel lucky to be able to spend this time with you. I have been a visitor in Lkwungen territory for 28 years, but I was born in Prince George, in Lheidli T'enneh territory.

What are we doing here?

English 151 is a course designed to help you develop your writing, reading, and analytical skills in an academic setting. All of our exercises and assignments work towards that goal.

This next list of stuff is standard, but have a look at it and think about how our class could meet these outcomes.

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 their 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

Readings will be handed out and posted to D2L.

(b) Other

Please choose a notebook or binder to be your English 151 journal.



4. Course Content and Schedule

Room: Fisher 262

Wednesday 10:00—11:20 am
 Friday 10:00—11:20 am

Classes scheduled as writing blocks will take place in a computer lab.

A detailed breakdown of topics for each class can be found in the schedule.

5. Basis of Student Assessment (Weighting)

Assignment	Weight	Due Date
Introductory Writing	C/I	Friday, September 6
Participation and In-Class Exercises	10%	<i>See schedule</i>
Summary	10%	Friday, September 27
Citation Quiz	10%	Friday, October 11
In-Class Essay – Rhetorical Analysis	15%	Friday, October 25
Journal Part 1 – Reading and Investigation	5%	Friday, November 1
Journal Part 2 – Research Diary	15%	Wednesday, November 20
Skills Review	15%	Wednesday, December 4
Research Paper	20%	Friday, December 6

Extensions and Late Assignments

Assignments are due in hard copy or through D2L by the beginning of class (10:00 am) on the date indicated in the syllabus.

Here's the rule. If you ask for an extension at least 48 hours in advance, then the answer is always yes. Otherwise, late penalties will apply (except in the case of emergencies).

Late assignments are penalized at 5% per day, including weekends, and including the day they were due if they come in after the beginning of class that day. The idea is you don't skip class to write the paper.

Attendance and Lateness

You need to be in the room to get the most out of this course, for several reasons:

- Class discussion is the foundation of the course.
- You're going to be doing collaborative work and peer feedback sessions throughout the term.
- Assignments and tests will evolve depending on what we discuss in class.
- There is a participation grade for this course. It depends on attendance and on completion of in-class writing and worksheets, which cannot be made up outside of class.
- PowerPoint slides, no matter how beautiful, just don't match up to the real classroom experience.

Repeated absences would make it very difficult for you to pass English 151.

In the same spirit, please do not arrive late for class. It disrupts the flow of ideas and conversation.

All that said, I know you have a life outside of the classroom, and responsibilities to community, work, and family. If you know that a scheduling conflict will arise, please discuss it with me in advance and make arrangements to make up the work.

Plagiarism

You can review Camosun's policies on plagiarism here: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.1.pdf>.

The penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment, and possible further consequences. Plagiarism includes the following: submitting part or all of an assignment written by someone else; copying and pasting one or more passages (even a few words) from another source without correct documentation; paraphrasing that too closely resembles the original in either form or content; and reusing an assignment from another course.

If you're unsure whether or not something is plagiarism, show me and I will tell you.

Bonus Mark

Congratulations for reading this far. If you'd like a bonus mark, find my office and leave a post-it note on my door with your name on it and a doodle of yourself reading an excellent book.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

A good dictionary is a great friend to the English student. Style guides and citation guides? Also great.

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.

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.

Important Dates for Fall Term 2019

Add course deadline	September 13
Drop course with refund deadline	September 17
Drop course final deadline	November 6

The End (or Just the Beginning?)