



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-017
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	Kari Jones	
(b) Office hours	Wednesday and Thursday 12-1	
(c) Location	Paul 328	
(d) Phone		Alternative:
(e) E-mail	jonesk@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.
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3. Required Materials

- (b) They Say, I Say by Gerald Graff, Cathy Birkenstein and Russel Durst
 (c) Coursepack

4. Course Content and Schedule

Week	Day	Readings:	Subject/skill/topic	Assignments Due
1	Wed Sept 4		Learning each other's names Demo Class	
	Friday Sept 6		Class Agreements Writing A TEA Paragraph	In-class Mandatory Diagnostic 0%
2	Wed Sept 11	Richard Wagamese: Harmony	Methods of development— personal narrative Citing the reading	In-class Paragraph on Wagamese 3%
	Friday Sept 13	Chimamanda Adichie: <i>The Danger of a Single Story</i>	Finding our voice as writer Concision and style	
3	Wed Sept 18	<i>They Say I Say</i> Chapters 1+ 2	The Art of Summarizing with purpose Positioning ourselves in the academic discourse	At Home Paragraph on Adichie 5%
	Friday Sept 20	Indinawemaaganidog/ all of my relatives (Simpson)	Writing narrative	In-class Paragraph on Simpson 3%
4	Wed Sept 25		Support team	Support team (mandatory)
	Friday Sept 27	They Say I Say chapter 8 + 9	Writing With Style Drafting and revision con't.	Personal Narrative 12%
5	Wed Oct 2	The New Abolitionism They Say I Say chapter 3	Integrating quotes, Summarising and paraphrasing and citation	
	Friday Oct 4		More about Citation	In-class Citation quiz 3%
6	Wed		Building the argument	

	Oct 9	The New Abolitionism again	Structure Rhetorical appeals	
	Friday Oct 11	Canada's National Parks Are Colonial Crime Scenes	Structure and Rhetorical appeals con't	
7	Wed Oct 16	Neoliberalism has conned us into fighting climate change as individuals (Lukacs)	Rhetorical analysis what and how	At Home Paragraph on Jago 5%
	Friday Oct 18	TSIS chapter 15pg 187-190 + chapter 17	Creating strong thesis statements	In class Paragraph on Lukacs 3%
8	Wed Oct 23		Support team	Support team
	Friday Oct 25	In-class rhetorical analysis		In Class Rhetorical Analysis 15%
9	Wed Oct 30	THEY SAY I SAY	Writing the research paper	
	Friday Nov 1		Developing a research idea	
10	Wed Nov 6	Unskilled and Unaware of It	Evaluating sources Understanding different types of sources	
	Friday Nov 8	Library Session LLC 136		Library evaluation form 3%
11	Wed Nov 13	The Teachings of Grass	Writing annotated bibliographies Concepts of research	
	Friday Nov 15		Writing research essays Developing essay structure Synthesizing evidence	
12	Wed Nov 20	Annotated Bibliography Work Period		Mandatory Attendance 3%
	Friday Nov 22	Presentation Skills/ infographics		Annotated Bibliography 15%
13	Wed Nov 27		Support team	Support team
	Friday Nov 29	Presentation of infographic		Research Paper Due 20%
14	Wed Dec 4	Presentation of infographic		
	Friday Dec 6			

5. Basis of Student Assessment (Weighting)

Assignment	Value	Due Date	Location
Diagnostic Writing	0%	Week 1	In-class
Wagamese para	2%	Week 2	In-class
Adichie para	5%	Week 2	At home
Simpson para	2%	Week 3	In-class
Personal Narrative	12%	Week 4	At home
Citation Quiz	3%	Week 5	In-class
Jago para	5%	Week 7	At home
Rhetorical para	2%	Week 7	In-class
Rhetorical Analysis	15%	Week 8	In-class
Library evaluation form	2%	Week 10	In-class
Ann Bib work period	2%	Week 12	In-class
Annotated bibliography	15%	Week 12	At home
Research Paper	20 %	Week 13	At home
Presentation	10%	Week 14	In-class
Peer review	5%	On-going	

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

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.

