



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of English**

**ENGL-151-022**  
**Academic Writing Strategies**  
**Fall 2019**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a) Instructor	Jasmine North		
(b) Office hours	Wednesday 3-4 pm and Friday 9:30-10:30 am		
(c) Location	Liz Ashton Campus Centre room 118A		
(d) Phone	250 370 3330	Alternative:	
(e) E-mail	northj@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

(a) Texts

Henderson, Eric. *The Active Reader* (3rd edition)  
 Hacker, Diana. *A Pocket Style Manual*. (7th edition)

(b) Other

*Oxford Canadian A-Z of Grammar, Spelling, and Punctuation*  
 Small thesaurus and/or dictionary to bring to class

### 4. Course Content and Schedule

**WEEK 1: SEPT 4**

Intro to Composition  
**Chapter 1**

**SEPT 6**

Prewriting  
 Outlines

**pp. 66-67  
 handout**

Sentence Skeleton

**WEEK 2: SEPT 11**

Thesis Statements

**pp. 65-66; 72-73**

**SEPT 13**

Parallelism

Sentence Fragments

**WEEK 3: SEPT 18**

Body Paragraph Structure  
Unity and Coherence/ Transitions **pp. 67-69; 75-84**

**SEPT 20**

Intro and Concluding Paragraphs **pp. 72-74; 84-85**

Subject-Verb Agreement

**WEEK 4: SEPT 25**

Patterns of Development **pp. 79-83**  
Rhetorical Modes  
Common Academic Essays **Chapter 3**

**SEPT 27**

Secondary Support (Example Essay)  
Argument Essays **Chapter 9**

Active/ Passive Voice

**WEEK 5: OCT 2**

**GRAMMAR TEST #1 DUE - 5%**  
[fragments, SV agreement, passive/active voice]

Plagiarism **146-148**  
Paraphrases/ Quotes **142-146**  
Altering Quotes

**OCT 4**

**Argument Essay Outline DUE for peer edit - 1%** **fill in handout**

Revising Drafts/ Smaller Details **69-70**  
Formality/ Point of View/ Tone

**WEEK 6: OCT 9**

Reading and Writing: Critical Engagement **Chapter 4; Chapter 5**  
Summaries **Chapter 7**

**OCT 11**

**ARGUMENT ESSAY DUE - 20%**

**Presentations - 15% (Sign up for Specific Reading and Date)**

Commas

**WEEK 7: OCT 16**

**Discussion: Tarmageddon: Dirty Oil is Turning  
Canada into a Corrupt Petro-State 188-191**

**Presentation: Food Security D2L**

**OCT 18**

**Presentation: The Ugly Canadian 192-199**

**Presentation: Which Native History? By Whom? For Whom? 227-231**

The Semicolon

**WEEK 8: OCT 23**

**Presentation: A Sorry State 231-239**

**Presentation: The Senate and the Fight Against  
the 1885 Chinese Immigration Act 239-246**

**OCT 25**

**Presentation: Shooting the Messenger: Why Canadians  
Don't Often Blow the Whistle on Wrongdoing 199-205**

**Presentation: Psychology's Essential Role in Alleviating  
the Impact of Climate Change 376-388**

The Colon

**WEEK 9: OCT 30**

**Presentation: Women in Politics D2L**

**Presentation: Developing Better Political Leaders 247-250**

**NOV 1**

Rhetorical Analysis

**Chapter 8**

Apostrophe

**WEEK 10: NOV 6**

Logical and Emotional Fallacies

D2L

**NOV 8**

**GRAMMAR TEST #2 DUE - 5% [ : ; , ' ]**

Rhetorical Analysis PRACTICE

**fill in handout**

**WEEK 11: NOV 13**

**IN-CLASS RHETORICAL ANALYSIS AND SUMMARY - 20%**

**NOV 15**

Research Papers  
Research Paper Proposals

**127-131**

Pronouns

**WEEK 12: NOV 20**

Finding Sources: Library and Internet  
Library Exercise (due next class)

**131-142**  
**fill in handout**

Modifiers

**NOV 22**

**Research Paper Proposal DUE for peer edit - 1%**

**fill in handout**

**LIBRARY EXERCISE DUE - 2%**

Outlining a Research Paper

**handout**

**WEEK 13: NOV 27**

MLA -In-text Citation  
APA - In-text Citation

**146-150; 155-158  
150-151; 330 - 337**

Fused Sentence/ Comma Splice/ Run-on Sentence

**NOV 29**

Research Outline DUE for peer edit - 1%

**fill in handout**

**WEEK 14: DEC 4**

**GRAMMAR TEST #3 DUE - 5%** [pronouns, modifiers, run-ons]

MLA Works Cited  
APA Bibliography

**149-150; 155-158  
150-151; 330 - 337**

**DEC 6**

Research Paper Draft DUE for Peer Edit

**fill in handout**

**DEC 9: RESEARCH PAPER DUE - 25%**

**5. Basis of Student Assessment (Weighting)**

(a) Assignments

Argument/Persuasive Essay (750-1000 words)	<b>20%</b>
In-class Summary and Rhetorical Analysis (750 words)	<b>20%</b>
Research Essay (1800 words)	<b>25%</b>

(b) Quizzes

Grammar Quiz 1	5%
Grammar Quiz 2	5%
Grammar Quiz 3	5%

(c) Exams

NO final exam

(d) Other (e.g. Project, Attendance, Group Work)

Group Presentation 15%

Peer Editing  
Library Assignment combined weight of 5%

**Missed In-Class Essays and Tests:**

- Unless you can prove a medical issue with a doctor's note, all in-class assignments/ tests/ essays must be completed in the intended class.

- A missed in-class assignment /test/ essay without a note will be given a grade of zero.

- Failure to notify me of your medical issue within 2 days of the intended class will disqualify you for a make-up assignment and also result in a grade of zero.

- If you already know that you are going to be unable to attend on the date an assignment is scheduled, please come and see me ASAP. If your absence is justifiable, we will determine a re-schedule date as close as possible to the set date.

- Missed work worth less than 3% cannot be made up at another date (For example, in-class Peer Edits and Practice Activities).

**Late Essays:**

- Essays are due at the start of class unless otherwise specified.

- Up to 5% per day (including weekends days) can be deducted for lateness. Nothing will be accepted 5 days or more past the due date.

- Requests for extensions will be considered, but only if the request is made in advance.

- I do NOT accept electronic submissions of assignments; I must have a printed version.

- Rewrites are NOT allowed.

**Attendance, Readings, Homework, and Participation:**

To do well in English 151, you must regularly attend the class.

As with any course, it is also vitally important that you have completed all assigned readings and any exercises or activities indicated in those readings before coming to each class (exception: anything indicated as 'group work' which will be done in class). Further, since our class time will be quite interactive, you must come prepared to actively and intelligently participate. Reading assignments are on attached schedule.

If you do find it necessary to miss a class, it is your responsibility to find out what you missed and to receive any extra homework instructions BEFORE the next class and BEFORE contacting me. I'd thus suggest you make a trustworthy friend in the class with whom you can exchange contact information.

### **About electronics:**

- Laptops may only be used to take notes. Any other uses (facebook, reddit etc.) will result in a loss of that privilege.

- ALL cell phones must be turned completely OFF (not to vibrate) and kept out of sight.

## **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.

