CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-026
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**	Tom Nienhuis
(b)	**Office hours**	Friday, 11:30 – 12:30 or by appointment
(c)	**Location**	TBD
(d)	**Phone**	**Alternative:**
(e)	**E-mail**	Via D2L
(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

Essay Essentials with Readings (7th Edition) – stocked in book store

4. Course Content and Schedule

Class Meetings

TUE 10:00am – 11:20am (TEC 174)
FRI 10:00am – 11:20am   (PA 101)

See Course Schedule for a breakdown of class activities.

5. Basis of Student Assessment (Weighting)

Major Assignments	Due Date	Value
Writing diagnostic (mandatory)	Friday, Sep. 6	0%
Short Summary (450 words)	Friday, Sep. 20	15%
Rhetorical analysis (750 words)	Tuesday, Oct. 8	15%
Mid-term quiz	Friday, Oct. 18	5%
Research Essay Outline/Research Log	Friday, Nov. 1	5%
Research Paper Draft and Peer Edit	Friday, Nov. 22	5%
Grammar Test	Tuesday, Nov. 26	10%
Essay/research paper (1500 words)	Friday, Dec. 6	25%
Oral Presentation	TBD	10%
Participation and Professional Conduct	Ongoing	10%

6. Grading System

  X   Standard Grading System (GPA)

☐ Competency Based Grading System

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

Class Policies

I expect all students to conduct themselves maturely, responsibly, and kindly. That means
- attending all class meetings for the full duration (except in cases of illness or emergency)
- contacting me before class if you are not going to be there (attendance is still **mandatory** on days when we write in-class assignments)
- preparing ahead of time for class by completing readings, homework, assignments, etc.
- arriving to class on time, with all required materials (textbook, paper, pen/pencil)
- putting away all electronic devices at the beginning of class (apart from required learning aids)
- refraining from recording or taking pictures of me or the information on the board/screen
- participating fully in class discussions by asking questions, commenting positively on others' contributions, responding to prompts, and listening to others when they are talking
- working diligently on in-class assignments and helping others focus on their work
- beginning all assignments as soon as possible, and submitting them all on time
- communicating with me as soon as possible when you have a question or problem with an assignment
- reading and using the feedback I provide on assignments (and asking me when you need more clarification)
- making use of my office hours

Submission Guidelines
Unless I specifically instruct you to submit something in a different format, all assignments must be typed and printed, single-sided, on white paper. They must be typed in a clear size-12 font and double-spaced, and your full name must appear–neatly and clearly–on the document. Multi-page documents should be numbered (including the first page) in the top-right corner of the paper. If an assignment requires citations, you must adhere to APA citation guidelines (see the Camosun Library website or your textbook for more detail). More specific formatting guidelines may appear in assignment instructions.

Late Assignments and Missed In-Class Assignments
Assignments are due at the beginning of class on the date indicated in the Course Schedule (and on D2L). Extensions will only be granted in the case of serious illness or emergency, and must be negotiated before the due date, in writing.

Late assignments will be accepted up to one week after the original due date, and they will be subject to a 10% grade deduction. Late assignments will be graded, but they may receive few or no comments. Assignments submitted more than one week after the due date will receive a grade of 0.

Missed in-class assignments without medical documentation will not be made up, unless arrangements have been made previously.

Academic Integrity and Plagiarism
I expect you to demonstrate the former and avoid the latter. Handing in work that is not yours, or that does not indicate borrowed material clearly, is a serious offence, and it leads to very serious consequences, the least of which is a 0 on an assignment. Please familiarize yourself with Camosun's Student Conduct Policy for details about the School of Arts and Science's Academic Honesty guidelines, and when in doubt, cite your work!

Attendance and Participation
I expect all of you to be at all class meetings, and I will take attendance at the beginning of each class. Multiple absences or frequent lateness may result in a lowered (perhaps significantly lowered) participation grade. Leaving class early counts as an unexcused absence. If you must miss class, please

contact me via D2L to let me know that you will be away. It will be your responsibility to catch up on missed information by consulting with a fellow student or our D2L page.

Laptops and Other Devices
You may use a laptop to take notes; however, if it becomes a distraction for you, me, or others, I'll ask you to put it away. So, always prepare a Plan B (paper and a pen/pencil). You may not record audio or video of classes, and you may not take pictures of information on the board or screen. If I'm moving too quickly, stop me and ask me to slow down.

Learning Support
If you have a question or concern related to the course, or you need some more (or different) learning support, please come talk to me. I became a teacher because I enjoy helping people learn, and I'm always happy to discover new ways to improve my practice.

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	*Incomplete*: 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	*In progress*: 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	*Compulsory Withdrawal*: 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.