



CAMOSUN COLLEGE  
School of Arts & Science  
Department of English

ENGL-151-028  
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.

This course develops student writing for academic contexts. We focus on developing reading and writing strategies to help develop research and critical thinking skills in framing essays. Students will learn to support claims with credible sources and to provide correct documentation.

Please note this is not a grammar course – this course assumes correct sentence mechanics.

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**1. Instructor Information**

(a) Instructor	Raj Mehta
(b) Office hours	Tuesdays & Thursdays, 1-2:30pm or by appointment
(c) Location	Paul 318 Lansdowne
(d) Phone	3328 <b>Alternative:</b>
(e) E-mail	mehta@camosun.bc.ca
(f) Website	D2L

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**2. Intended Learning Outcomes**

Upon completion of this course the 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.
  3. 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.
  4. 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

*They Say / I Say with Readings* (4<sup>th</sup> Edition), Graff et al.

A (physical) copy of the text should be brought to each class.

### 4. Course Content and Schedule

Readings and class lecture topics are listed below. Students are responsible for noting any changes to the syllabus announced in class.

#### Weekly Course Schedule

Week	Topic/Readings	Assignments Due
Sept 1	Entering the Conversation (1-18)	
2	Starting with What Others are Saying (Chapter 1) The Art of Summarizing (Chapter 2) The Art of Quoting (Chapter 3)	

3	Owen and Sawhill (318-335) Three Ways to Respond (Chapter 4) Distinguishing What You Say from What They Say (Chapter 5) Frankel (583-588)	Reading Response Due
4	Cullington (462-473 ) Putting a Naysayer in Your Text (Chapter 6) Saying Why It Matters (Chapter 7)	Library workshop on September 19 <sup>th</sup> (to be confirmed)
Oct 5	Connecting the Parts (Chapter 8) Reading for the Conversation (Chapter 14) Vance (251-268))	
6	Moss (656-680)	September 30 <sup>th</sup>
7	The Art of Metacommentary (Chapter 10) Carr (424-440)) Thompson (441-461)	
8	Turkle (505-524)	October 14 <sup>th</sup> Midterm Due
Nov 9	Sources	
10	Class and library time	October 28 <sup>th</sup> Source Evaluation
11	Using the Templates to Revise (Chapter 11) Class & library time	November 4 <sup>th</sup>
12	Writing in the Social Sciences (Chapter 15)	

Dec 13-14	Editing & Peer Review	Peer Review on Dec 2 <sup>nd</sup>  Research Essay Due in class on 5 <sup>th</sup> (will be graded with comments) OR Research Essay Due on 9 <sup>th</sup> (will be graded without comments, just grade - submit to my mailbox in Paul 327B by noon)
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## 5. Basis of Student Assessment (Weighting)

<u>Assignments</u>	<u>Weighting</u>
Participation	10%
Reading Response	15%
Midterm Summary	20%
Source Evaluation	20%
Essay Draft and Editing Exercise	10%
Research Essay	25%

(b) Quizzes

(c) Exams  
See Midterm above

## 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
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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.

## COURSE POLICY

### **Grading**

Assignments are due on the dates/times specified. No late assignments are accepted save for verifiable medical emergencies.

Deadlines for assignments are listed in the course syllabus.

All assignments are to be submitted in 12-point, Times New Roman double –spaced and must follow (MLA or) APA style.

You must complete ALL assignments to earn a "C" or higher in this course.

Grading standards: We presume correctness and fluency in your writing in English 151. Your instructor evaluates essays and makes suggestions for improvements in organization, use of evidence, critical thinking, and style. In that sense, please note your writing is assumed to be fluid and free of mechanical mistakes. This is not a grammar course. Note the grading scheme for each assignment above. All assignments presume correct English mechanics.

Grades are administered as letter grades.

### **Academic Honesty**

Cases of academic misconduct, plagiarism or cheating, will receive an F on the assignment and also be subject to additional college sanctions. Students will respect the standards of academic integrity at Camosun College. Please review this tutorial: <http://camosun.ca/services/library/plagiarism/>