



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-033
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	Max Olesen	
(b) Office hours	Mondays and Wednesdays, 11:30 am – 12:30 pm	
(c) Location	Paul 328	
(d) Phone		Alternative: _____
(e) E-mail	olesenm@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) **Readings:** All readings are online resources, listed in Section 4, and links to them will be posted on our class D2L page. It is required that you will read the assigned readings before class and supply a printed copy or digital copy to use in class discussion.

4. Course Content and Schedule

English 151-033

September 4 – December 5

Mondays and Wednesdays, 4:00 pm to 5:20 pm, Fisher Building, Room 216

<p>Wednesday, Sept 4 – First Class; Introduction Writing an Essay: Assigning In-Class Writing Diagnostic Essay Texts: “Stop blaming Twitter for your bad opinions”, <i>Maclean's</i>, YouTube “Facebook is ‘Too Big.’ Facebook Co-Founder Chris Hughes Tells Us Why”, <i>NYT Opinion</i>, YouTube “Vaccines: An Unhealthy Skepticism Measles Virus Outbreaks 2015 Retro Report”, <i>NYT Opinion</i>, YouTube “Don't blame Gwyneth Paltrow and Goop, blame the medical status quo”, <i>Maclean's</i>, YouTube</p>	<p>Monday, Sept. 9 – In-Class Diagnostic Essay (5% for participation)</p>
<p>Wednesday, Sept. 11 – Avoiding Plagiarism; Research; Citation Styles & Citing Work, Integrating Quotes</p>	<p>Monday, Sept. 16 – Library Research Skills Class – Lab location TBA</p>
<p>Wednesday, Sept. 18 – Evaluating sources; Understanding Source Types Text: Bruce Mau, “Imagining the Future”, <i>The Walrus</i></p>	<p>Monday, Sept. 23 – Writing Summaries & Annotations: Summarizing, Paraphrasing, & Creating Annotations Text: George Monbiot, “In an age of robots, schools are teaching our children to be redundant”, <i>The Guardian</i></p>
<p>Wednesday, Sept. 25 – Assignment: In-class Research Annotation Assignment</p>	<p>Monday, Sept. 30 – Using Logic: Reasoning from Evidence; Logical Fallacies Text: Bruce Mau, “Is the World Getting Better or Worse?”, <i>The Walrus</i></p>
<p>Wednesday, Oct. 2 – Using Logic: Reasoning</p>	<p>Monday, Oct. 7 – Preparing Close Readings</p>

<p>from Evidence; Logical Fallacies Text: Kim Stanley Robinson, “Empty half the Earth of its humans. It’s the only way to save the planet”, <i>The Guardian</i></p>	<p>Thesis Statements; Essay Structure & Types Text: Kelefa Sanneh, “The Fight to Redefine Racism”, <i>The New Yorker</i></p>
<p>Wednesday, Oct. 9 – <u>Preparing Close Readings</u> Thesis Statements; Essay Structure & Types Texts: Virginia Heffernan, “Why I am a Creationist”, <i>Yahoo News</i> Kate Harris, “Where Not to Travel in 2019, or Ever”, <i>The Walrus</i></p>	<p>Monday, Oct. 14 – <u>No Class due to Thanksgiving</u></p>
<p>Wednesday, Oct. 16 – <u>Writing a Critical Analysis of an Argument</u>: Where to start; Taking apart the Argument; Writing your Analysis Text: Justin Ling, “Why Google Has a Responsibility to Fight Fake News”, <i>The Walrus</i></p>	<p>Monday, Oct. 21 – <u>Writing a Critical Analysis of an Argument</u>: Where to start; Taking apart the Argument; Writing your Analysis Text: Francoise Baylis, “This CRISPR Moment”, <i>The Walrus</i></p>
<p>Wednesday, Oct. 23 – <u>Writing a Rhetorical Analysis</u>: Logos, Pathos, Ethos (LPE) Texts: Sample Advertisements, YouTube Kareem Abdul-Jabbar, “Insulting Colin Kaepernick says more about our patriotism than his”, <i>The Washington Post</i> Assignment Due: Critical Analysis</p>	<p>Monday, Oct. 28 – <u>Writing a Rhetorical Analysis</u>: LPE; Building the Argument, Structure Text: Andrew Cohen, “Olympics are an antidote to our culture of phoniness”, <i>The Calgary Herald</i></p>
<p>Wednesday, Oct. 30 – <u>Writing the Final Research Essay</u>: Choosing Writing Topics; Becoming a Researcher; Conducting Interviews; Research into Essays Text: Alex Gillis, “The Rise of Junk Science”, <i>The Walrus</i> Assignment Due: Rhetorical Analysis</p>	<p>Monday, Nov. 4 – <u>Writing the Final Research Essay</u> Choosing Writing Topics; Becoming a Researcher; Conducting Interviews; Research into Essays Text: “The Rise of Junk Science”, continued</p>
<p>Wednesday, Nov. 6 – <u>Writing the Final Research Essay</u>: Organizing, Writing, Editing (Micro, Macro, & Copy) Text: Joanna J. Bryson, “Robots Should be Slaves”</p>	<p>Monday, Nov. 11 – <u>No Class due to Remembrance Day</u></p>
<p>Wednesday, Nov. 13 – <u>Writing the Final Research Essay</u> Organizing, Writing, Editing (Micro, Macro, & Copy) Text: “Robots Should Be Slaves”, continued</p>	<p>Monday, Nov. 18 – <u>Assignment</u>: In-Class Final Research Draft Peer Edit</p>
<p>Wednesday, Nov. 20 – <u>In-Class Research Essay Workshop</u> Research Essay Due on Tuesday, Nov. 28</p>	<p>Monday, Nov. 25 – <u>Preparing Final Exam Essay</u> Texts: Hamish Stewart, “What’s in a name? Time to move beyond “British”?”, <i>Vancouver Observer</i> Stephen Collis, “Rename British Columbia”, <i>The Walrus</i></p>
<p>Wednesday, Nov. 27 – <u>Preparing Final Exam Essay</u> Text: C.P. Champion, “Keep the ‘British’ in British Columbia”, <i>The Walrus</i></p>	<p>Monday, Dec. 2 – <u>In-Class Final Exam Essay Workshop</u></p>
<p>Wednesday, Dec. 4 – Last Class Assignment: In-Class Final Exam Essay</p>	<p>Monday, Dec. 9 – Examination Period begins for Fall '19 courses (Dec. 9 – Dec. 17) <i>There will be NO Final Exam for English 151 during this exam period. Thank you and have great holidays!</i></p>

5. Basis of Student Assessment (Weighting)

Assignments	Value (Total 100%)
In-Class Diagnostic Essay (Word count self-determined)	5%
In-Class Research Annotation Assignment (5 annotations/approx. 100 words each)	10%
Close Readings (500 words)	5%
Critical Analysis (750 words)	10%
Rhetorical Analysis (750 words)	10%
Research Essay Draft (1000 – 1500 words) & Peer Edit	5%
Research Essay (1000 – 1500 words)	20%
Final Exam Essay (750 – 1000 words)	15%
In-Class Short Writing Responses (Variable word count)	10%
In-Class Participation & Group Work	10%

Assignment Expectations:

1. All assignments must be completed and submitted before the last day of class in order to count towards your final grade.
2. All out-of-class assignments/essays must follow the formatting guidelines outlined in the assignment instruction sheets.
3. Assignments must be submitted as paper copies; digital submissions are not accepted unless you have discussed an exception with me in advance.
4. There are no re-writes of assignments. There are no make-ups for exams, unless I am notified of your emergency, and supplied with documentation verifying the fact that you could not make the exam date/time.
5. Our assignments are designed to be challenging and to stretch your skills; there are high expectations and grading standards. If you can commit the requisite time and effort to class, aim to achieve your personal best on every assignment, and keep in contact with me about your challenges, you will do well.

Class Environment:

- Our class is a shared environment where we are all learners and collaborators; it is a place where we have fun, and feel free to express ourselves. New knowledge is gained when we learn collaboratively, and feel connected. Respect for each other, and the many divergent views we will encounter in this course, is a requirement for all participants.
- Practice judgement, maturity, politeness, and respect in all interactions and communications.
- **Practice Polite Tech Etiquette Please:** No devices or computers, including cell phones, can be used in class, except as required for an instructor-directed activity or assignment (e.g. research or an in-class writing). **No texting, calls or social media use during class time, please.** You will be asked to leave the class if you are doing these activities. You will receive zero participation marks if you text regularly in class.
- **Communication Outside Class:** Check your email and D2L email regularly, as I often send announcements and updates about class via them. I will use the email provided to me via Camlink, which is the email you used to register for classes with; if you do not receive an email message from me within the first week, please let me know.
- **Missed Classes:** I post Class Slides on our class's D2L Content page, but this class is an opportunity for face-to-face, interactive learning; participation is required for each and every class for the full class period. If you have a career or personal commitments that impinge on our class's time period, I encourage you to take this course at a different time.
- If you miss a class, please contact me, get material from a classmate, and review Class Slides posted to our class D2L content page.
- **Emergencies:** You are responsible for contacting me via email should you miss class due to an emergency situation. Documentation to verify any emergencies (medical, accident, etc.) will be

required the first day you return to class. Missed exams or assignments cannot be made up without this documentation.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

Important Dates:

September 3: Most Fall '19 credit programs/courses commence. Students should familiarize themselves with important deadlines. Refer to Deadlines - Fees, Drop and Tuition Refund and Late Payment Fees.

September 17: Fee Deadline Fall '19 Refer to Deadlines - Fees, Add/Drop and Tuition Refund and Late Payment Fees

October 14: Thanksgiving Day; college closed

October 17: ShakeOut - BC provincial preparedness

October 18: Final Examination Schedule for Fall '19 posted

November 11: Remembrance Day; college closed

December 7: Last day of instruction for most Fall '19 courses

December 9-17: Examination period for Fall '19 courses

December 25 - January 1, 2020: Holiday Break; college closed

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.