CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-001
Academic Writing Strategies
Summer 2020

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**	Tuesday and Thursday, 2:00pm - 3:00pm, or by appointment (through D2L)
(c)	**Location**	Online (D2L Collaborate)
(d)	**Phone**	**Alternative:**
(e)	**E-mail**	Please use D2L. If D2L is not working, use nienhuist@camosun.ca
(f)	**Website**	Through D2L

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.

3. Required Materials

(a) Texts

The course will be supported from short documents available online or on D2L.

4. Course Content and Schedule

This course will be delivered mostly asynchronously, which means we will not have traditional three-hour lectures. Instead, the course will be organized in a module system, in which students work on their own schedule to complete tasks posted weekly (watching video, reading PowerPoint slideshows and other course materials, completing writing activities, participating in D2L Discussion forums).

Each week, students will be invited to participate in two 60-minute interactive sessions using D2L Collaborate **(Tuesday and Thursday, 12:00 – 1:00 pm)**. The content and structure of the sessions will vary, but they will generally be focused on activities that engage with the focus of that week's module. Some sessions will include opportunities for group work on on-going assignments. **These sessions are not mandatory,** and they will be recorded and shared on D2L for those who cannot attend.

This course requires a great deal of independent organization and time management, so please plan accordingly. As a benchmark, consider that in a face-to-face model you'd be devoting six hours per week just to regular class activities (which does not include completing some course readings, assignments, and other homework).

5. Basis of Student Assessment (Weighting)

Major Assignments	Due Date	Value
Writing diagnostic (mandatory)	TBD (first week of class)	0%
In-class summary (250 words)**	Friday, May 15	10%
Rhetorical analysis (750 words)	Friday, May 29	15%
Essay Outline/Annotated Bibliography	Monday, June 1	15%
Research Paper Draft and Peer Edit**	Thursday, June 11	5%
Essay/research paper (1500 words)	Friday, June 19	25%
Response Essay Take-Home Exam**	Wednesday, June 24	20%
Engagement and Professional Conduct	Ongoing	10%

Assignments marked with asterisks (**) indicate a short timeline (usually completed the same day they are assigned)

6. Grading System

| X | Standard Grading System (GPA) |

| | Competency Based Grading System |

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

College Recommendations Regarding Technology

Camosun has published some information on online learning that includes minimum requirements for your home computer, recommendations for setting up necessary software, and a useful FAQ that covers topics like how to borrow laptops from the school. The information can be accessed here: http://camosun.ca/services/orientation/online-learning.html#requirements

Class Policies

I expect all students to conduct themselves maturely, responsibly, and kindly. That means
- completing all tasks assigned in each weekly module
- creating and following a schedule to make sure you don't fall behind
- participating fully in class discussions on D2L or in Collaborate by asking questions, commenting constructively on others' contributions, and responding to prompts
- communicating respectfully in interactive sessions and helping us all create an inclusive online learning space (we're a community, folks; let's be a positive one)
- 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 about an assignment
- reading and using the feedback I provide on assignments (and asking me for clarification)
- making use of my office hours

Submission Guidelines
Read assignment instructions carefully to ensure you're submitting assignments using proper format. Assignments will generally be submitted as a Word file or PDF to D2L, though some may instead be typed directly into D2L. Our class will use APA citation style, but if you have significant experience with another citation style (MLA, IEEE), contact me to negotiate an exception.

Late Assignments and Missed In-Class Assignments
Assignments are due on the date and time 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.

Unless otherwise stated in assignment instructions, 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 will receive few or no comments. Assignments submitted more than a week after the due date will receive a grade of 0.

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!

Participation and Engagement
Participation and engagement are vital for English as a discipline, and even more so in an online delivery system. In ENGL 151 participation will be worth 10% of your overall grade, and it will be determined by your timely completion of activities and assignments, your communication in D2L Discussion forums, and your contributions during other collaborative activities (not including voluntary Collaborate sessions). I expect you to be checking into your D2L website, email, and Discussion forums on a consistent basis during the week.

Learning Support
If you have a question or concern related to the course, or you need some more (or different) learning support, please contact me. I became a teacher because I enjoy helping people learn, and I'm always happy to discover new ways to improve my practice. Online instruction is unfamiliar territory for all of us, so let's work together to make sure you're learning effectively.

8. College Supports, Services and Policies

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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

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.