CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-008
Academic Writing Strategies
Summer (July/August) 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**	Monika Cwiartka
(b)	**Office hours**	Wednesday 11:00 – 12:00 (or by appointment – please email)
(c)	**Location**	(online course)
(d)	**Phone**	**Alternative:**
(e)	**E-mail**	CwiartkaM@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.

3. Required Materials

(a) Texts: **There is no *required* textbook for this course**. However, you have access to ***Writing for Success* (1st Ed.) by Tara Horkoff**; the link is on the course site (this is a free open source textbook). If you wish to consult an additional textbook, it is recommended that you purchase *They Say/I Say: The Moves That Matter in Academic Writing*, 3rd or 4th edition, by Gerald Graff and Cathy Birkenstein

(b) Other: Access to D2L from home

4. Course Content and Schedule

Summary Assignment: Worksheets to help you read critically for thesis, flow, and argument supporting points; sample summaries; punctuation, grammar, and sentence structure exercises, writing concisely; effective paraphrasing and use of direct quotation

Rhetorical Analysis Essay (Mid-term; timed assignment, 24 hours to complete): Rhetorical appeals, elements of a rhetorical situation, audience analysis, diction analysis; examples and Blackboard Collaborate class discussion; various analysis exercises; sample student essays; various worksheets in preparation for mid-term

Research Essay: Finding and using secondary sources effectively; thesis and argumentation resources; more on quotations and paraphrasing; effective introductory paragraphs; effective, well-developed, unified paragraphs; essay structure/flow; more on citation styles; editing techniques

Grammar and Punctuation: Various exercises, resources, practice quizzes, and final quiz featuring a reflection on writing progress

Participation (LAs) Exercises: Various exercises (typically in the form of worksheets with specific questions) related to three main assignments to further hone academic reading and writing skills. Practice at breaking assignments down into planning, drafting, and editing stages.

5. Basis of Student Assessment (Weighting)

Assignments	Word Length	Weight	Due Dates
Writing sample	~400	0%	July 7
Summary: Articles sourced by instructor; some choice	300 (maximum!)	10%	July 20
Audience Analysis (Midterm: timed writing assignment – 24 hours to complete)	600-800	25%	Aug. 6, opens at 7am
Research Essay: Scaffolded assignment; topics chosen by students; minimum of 8 secondary sources	1200-1500	30%	Aug. 23
Participation on various D2L writing exercises	varied	25%	throughout
Punctuation and Grammar Quiz and Reflection (Timed assignment – 24 hours to complete)	~300 for reflection	10%	Aug. 17
Total		100%	

Note that there will be NO FINAL EXAM.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

X	Standard Grading System (GPA)

	Competency Based Grading System

7. 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.

8. Instructor and Course-Specific Policies

Camosun College has standards for professional behaviour for all members of the faculty—students, staff, and faculty. These are designed to support an effective learning environment and to prepare you for a career as a professional. You should familiarize yourself with the Student Conduct policies: http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf

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ATTENDANCE: The college expects that you will attend all your classes. Specifically, policy states that "It is each student's responsibility to attend the first class meeting of each course. If a student does not attend and does not contact the instructor within two working days following the first class with a satisfactory explanation, admittance to the course may be denied." **For this online course, it means you must submit your writing sample (into D2L dropbox) no later than noon on July 7, or you will be dropped from the course.**

If you cannot complete assignments or LAs for reasons of illness or family emergency, please let me know **within 48 hours of the due date**—this is professional courtesy. Students who miss assignments due to such absences must provide clear, dated documentation that explains their absence in order to request a make-up or receive an extension without penalty. **If I don't hear from you within 48 hours, the assignment receives a zero**.

Please note: Assignments and exams in other classes are not grounds for extensions. Due dates are given well in advance. Plan accordingly.

SUBMITTING ASSIGNMENTS: All assignments submitted to D2L or sent via email must be in .doc or .docx format (MS WORD). Please do NOT send in .odt, .txt, .wpd, etc. **If the wrong (or unreadable) file has been uploaded, I reserve the right to give the assignment a zero – especially if this is recurrent**. If, for some reason, you must email your assignment, do not assume I've received it unless I confirm receipt by email.

LATE OR MISSING ASSIGNMENTS: You must submit all assignments on time. Assignments submitted through D2L are due on the due date and at the due time. **Late assignments will be penalized 5% off the awarded grade per day for up to 3 days, weekends included, for a 15% maximum penalty**. After three days (without legitimate documentation for the lateness), assignments that are handed in will be given credit, but will receive a mark of '0.'

Note: To receive a passing grade for the course, all required assignments must be completed to the satisfaction of the instructor. The only assignments that are not included in this requirement are the grammar and punctuation quiz and short exercises for participation marks – although if these things are not completed, you will, of course, lose the marks. If you fail to submit any of the other assignments, you will receive an 'i' on your transcript, and thus an 'incomplete' for the entire course.

EMAIL PROTOCOL: Please observe the rules of professional communication (proper salutation, proper grammar, proper subject line that explains what the email is about, etc). Response time will vary, but generally expect one business day for an answer and potentially more over weekends.

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.