



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-D04
Academic Writing Strategies
Summer 2020

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

□ 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	Dr. Heidi Tiedemann Darroch
(b) Office hours	Mondays 3-5 and Thursdays 9-11 through 2DL Collaborate or by phone
(c) Location	Online
(d) Phone	TBA Alternative: _____
(e) E-mail	DarrochH@camosun.ca
(f) Website	Class D2L page at https://online.camosun.ca/d2l/home/170432

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.

- a. Vary reading approaches for different purposes, such as personal response, persuasion, and criticism.
 - b. Participate and engage in a dynamic, stimulating exchange of ideas based upon close textual readings.
 - c. Discuss and debate text using terminology appropriate to the discipline and context of those texts.
 - d. Analyze textual readings, which may include visual texts, by identifying controlling ideas, supporting details, dominant rhetorical pattern, subtext, tone and stylistic features.
 - e. Summarize readings to reflect coherently the original's ideas, purpose, organization, and tone.
 - f. Critically read your own and others' writing.
4. Demonstrate information literacy skills.
 - a. Determine the nature and extent of the information needed.
 - b. Know and use what information resources are available, in different formats.
 - c. Use print and electronic resources effectively and efficiently.
 - d. Evaluate sources for authority, relevance, reliability, currency and other criteria.
 - e. Incorporate and integrate research through correct use of summary, paraphrase and quotation.
 - f. 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

Tara Horkoff's *Writing for Success: 1st Canadian Edition*, available free online at <https://opentextbc.ca/writingforsuccess/>; academic and non-academic articles listed below.

(b) Other

Access to resources to support your online learning. Please see <https://camosun.ca/services/orientation/online-learning.html> for details about what you will need.

4. Course Content and Schedule

Please see the class D2L page for the detailed information about each module and links to readings and additional resources. In addition to the materials listed here, each week's readings will include a detailed Instructor's Learning Note, with examples and links; each week's writing tasks will include contributing to a Discussion Forum about the week's topics.

MODULE	Readings and resources	Required Online Learning Activities (LA) and Course Assignments
1. Academic reading <ul style="list-style-type: none"> • Reading strategies • Identifying audience and purpose • Identifying topic sentences and transitions • Academic writing conventions • Features of an academic journal article: abstract, methods, literature review/data, discussion, conclusions, citations • Peer review • Public scholarship 	"Four Reading Stages" (pp. 14-18) "Using the SQ3R Strategy" (pp. 18-22) "Reading Comprehension Techniques" (pp. 76-84, including all self-practice exercises) "Reading Games: Strategies for Reading Scholarly Sources" "Access to the school breakfast program is associated with higher attendance and test scores among elementary school students" "How trees talk to each other" "Net transfer of carbon between ectomycorrhizal tree species in the field"	Diagnostic (not graded) DUE Tuesday, May 5 by 9PM LA 1: Audience and purpose: writing in formal and informal language LA 2: Analyzing academic writing conventions N.B. The ten required online Learning Activities are completed over the term and make up 25% of your course grade. Each LA will be posted on a class Discussion Forum to share with peer readers who will respond to your work.

<p>2. Academic Writing Skills</p> <p>Sentence-level writing conventions:</p> <ul style="list-style-type: none"> Grammar, punctuation, sentence structure Word choices, word connotations and denotations Style: conciseness and clarity; varied sentence structures and lengths <p>Summarizing and paraphrasing</p> <ul style="list-style-type: none"> Identifying guiding and supporting ideas Distinguishing between claims and evidence Using signal phrases and academic verb choices 	<p>“Sentence Writing” (pp. 87-102; self-practice exercise 3.4 on p. 101)</p> <p>“Identifying Wordiness” (pp. 403-404)</p> <p>“Choosing Specific, Appropriate Words” (p. 404)</p> <p>“Joining Independent Clauses” (pp. 407-409)</p> <p>“The Undeniable Queerness of Superhero Stories”</p> <p>“Summarizing” (pp. 102-110)</p> <p>Grammar, word choice, and punctuation practice exercises</p> <p>Sentence combining exercises</p>	<p>Formal summary (10%) DUE Tuesday, May 19 at 5PM</p> <p>LA 3: Identify guiding and supporting ideas;</p> <p>LA 4: Paraphrasing</p>
<p>3. Analysis</p> <p>Rhetoric and style:</p> <ul style="list-style-type: none"> Expository writing Persuasive writing Rhetorical appeals: <i>logos</i>, <i>ethos</i>, and <i>pathos</i> Rhetorical patterns: chronology, definition, comparison, process analysis, etc. <p>Analysis:</p> <ul style="list-style-type: none"> Critical vs. rhetorical analysis Evaluating claims and evidence Logical fallacies <p>Essay organization and structure:</p> <ul style="list-style-type: none"> Effective introductions, including the thesis statement Paragraph structure, including topic sentences, transitions, and signposts Organizational patterns Conclusions 	<p>“Chapter 10: Persuasion” (pp. 349-360)</p> <p>“Backpacks vs. Briefcases: Steps Towards Rhetorical Analysis”</p> <p>“Why Stories Matter Now More Than Ever,” CBC, <i>Unreserved</i></p> <p>Academic article options for rhetorical analysis (TBA)</p> <p>Op-ed options for LA 5 (TBA)</p> <p>Commercials for LA 6: Gillette; The Boy</p> <p>Ethos, pathos, and logos, Texas A & M short film</p> <p>“Effective Means for Writing a Paragraph” (pp. 114-129)</p> <p>“Developing a Strong, Clear Thesis Statement” (pp. 192-200)</p>	<p>Rhetorical analysis (20%) DUE Tuesday, June 16 by 5 PM</p> <p>LA 5: Critical analysis (200-250 words) of an editorial or opinion piece</p> <p>LA 6: Rhetorical analysis (200-250 words) of a television commercial, identifying and evaluating the use of the three rhetorical appeals</p>
<p>4. Working with sources</p> <ul style="list-style-type: none"> They Say/I Say templates Quotations: introducing, integrating, and citing Note-taking strategies Mixed paraphrasing and quotation 	<p>“Strategies for Gathering Reliable Information” (pp. 250-267)</p> <p>“Managing Source Information” (pp. 268-271)</p> <p>“Making Your Quotes Fit” (pp. 307-314)</p> <p>“Citation Guidelines: In-Text Citations” (pp. 314-323)</p> <p>Information literacy (Camosun Library modules)</p>	<p>Annotated bibliography (5%) DUE Tuesday, July 7 by 5PM</p> <p>LA 7: Persuasive paragraph (200-250 words) integrating two quotations and two instances of paraphrasing accompanied by in-text citations</p>

<ul style="list-style-type: none"> In-text citation format in APA Responding to claims: agreeing, disagreeing, and refuting 	<p>Annotated bibliography (Camosun Library)</p> <p>Sources for persuasive paragraph (TBA)</p>	
<p>5. Research</p> <ul style="list-style-type: none"> Effective research questions Locating print and online sources Evaluating sources for credibility, reliability, and bias Keeping track of sources Scholarly integrity in the use of sources Annotating sources APA citation style for the References page 	<p>“Creating a References Page” (pp. 324-342) “Sample Reference Page” (p. 345)</p> <p>7th edition APA updates/changes (Camosun Library)</p> <p>Sample proposals</p> <p>Sample student research papers</p>	<p>Research paper proposal (5%) DUE Tuesday, July 14 by 5PM</p> <p>LA 8: Practice peer review of two sample student research papers (150-250 words)</p> <p>Draft of research paper</p>
<p>6. Drafting, revising and editing</p> <ul style="list-style-type: none"> Organization and structure of a research paper Using rhetorical patterns to develop your ideas Brainstorming and mapping strategies Outlines 	<p>Peer review criteria</p> <p>Additional materials posted to D2L (TBA)</p>	<p>Final research paper submission (25%) DUE August 4 by 5PM</p> <p>LA 9: Peer review of research papers</p> <p>LA 10: Self-reflection paragraph</p>

5. Basis of Student Assessment (Weighting)

(a) Assignments

Ten short online learning activities (150-250 words each; 1200-2000 words) 25%
 Formal summary (250 words) 10%
 Rhetorical analysis (750-1000 words) 20%
 Annotated bibliography (3 sources: citations and annotations) 5%
 Proposal paragraph (250 words) 5%
 Research paper (1500 words) 25% due August 4

(b) Quizzes

None

(c) Exams

This course does not have a final examination.

(d) Other (e.g. Project, Attendance, Group Work)

Participation in online Discussion forums 10%

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

On your class D2L page you will find links to Camosun's resources and supports, including the Writing Centre, which is currently operating online.

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.