



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-D09
Academic Writing Strategies
Summer (May-June) 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	Candice Neveu	
(b) Office hours	By appointment; as needed	
(c) Location		
(d) Phone	250-532-5041	Alternative: _____
(e) E-mail	Neveuc@camosun.bc.ca	
(f) Website	D2L Course Site	

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:** All readings will be linked within D2L.

(b) **Other:** It's a good idea to have access to a college level dictionary (paper or online), a writer's guide (paper or online), and an APA guide (paper or online). You should also plan on having access to a computer with MS Word, or one that can convert your file to PDF.

4. Course Content and Schedule

This is an online course so our online classroom will be our D2L course site. The tentative schedule is laid out there but a summary is below. A summary of assignments is in section 5 below. Any changes made to the schedule will be reflected in D2L and will be brought to your attention through the News tool (aka Course Announcements).

A face to face course would require 6 hours of contact time a week (for a condensed course) plus homework, so plan for a similar amount of time to complete the requirements for this course online as well. You should plan to visit the course site daily to stay on top of discussions and activities.

It will be very important to be organized and on top of the weekly readings and assignments early in the week, so you have time to participate in the activities, draft and revise the assignments and submit on time.

Week	Unit	Topic	Assignment	Discussion
1: May 4-10	Response	Course Introduction/Overview VAPID	Diagnostic	Introduce Yourself
2: May 11-17		TEA They Say, I Say	SWA – Critical Response	Discussion #1
3: May 18-24	Argument & Analysis	Rhetorical Modes Structure: thesis and organization Persuasion: Argumentation, Bias/Slant Creating/Analyzing	SWA – Short Rhetorical Analysis	Discussion #2
4: May 25 -31		Essay Structure	Short Essay	Discussion #3
5: June 1-7	Research	Evaluating Sources & Summary	Research Assignment	Discussion #4
6: June 8-14		Synthesis		Discussion #5
7: June 15-21		Documentation	Final Paper	Discussion #6

5. Basis of Student Assessment (Weighting)

There is no final exam for this course; however, there is weekly discussion activities and almost weekly assignments.

Assignment	Weight %	Learning Outcome	Brief Description	Word Count (max)	Due
Diagnostic	0		Response to a text		May 10
SWAs	25				
Critical Response	10	1, 3, 2	Response to a text	500	May 17
Short Analysis	15	3, 2, 1	Identifying persuasive modes of a text	650	May 24
Short Essay	20	2, 1, 3	Analysis of a text	850	May 31
Research Assignment	15	4, 3	Essay plan and resources		June 7
Final Essay	25	2, 1, 3, 4	Argument supported by research	1300	June 21
Discussions	15	5	Weekly participation (5+1b)	250	Sundays

Submission Guidelines: All assignments must be submitted on time the day and time they are due.

Late Assignments: Late assignments will receive 10% reduction per day for the first 72 hours. After that, it will receive a pass (50%) or fail (0%) and no comments for the next 72 hours. Assignments not submitted within 7 days of the due date will receive a zero. It is your responsibility to get in touch with me **before** the problem escalates (time management and organization issues etc) to discuss the situation.

Exceptional Circumstances: I understand that life happens sometimes. Unexpected situations (illness, emergency, death in the family etc) can occur. Please contact me as soon as possible so that we can determine how to manage the late submission

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

Resources will be linked in the course site, but in addition to having a good dictionary, a writer's guide, and APA guide, you may want to also manage your time and productivity through the use of a calendar or agenda (app or paper), and productivity strategies and/or apps.

One of your main resources is me, your instructor. Even though you can't see me, I'm here and just a post, text, call, or email away. I am happy and very willing to help as I know learning online, especially if it is new, can be challenging. I have experience both as a student learning online and as an online instructor so I can help support you.

*****It is critically important that you don't let problems fester. If you are unclear about anything or feel overwhelmed, please either post in the General Discussion section or contact me as soon as you can so that we can address the issue. *****

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.