



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-003
Academic Writing Strategies
2020 Winter
Tues/Fri, 11:30-12:50, Fisher 202

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 | Micaela Maftai |
| (b) Office hours | Wed 10:00am – 1:00pm, Thurs 11:30am – 1:00pm or by appointment |
| (c) Location | Paul 327 |
| (e) E-mail | MaftaiM@camosun.bc.ca |

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

They Say, I Say: The Moves that Matter in Academic Writing (4th edition) by Cathy Birkenstein and Gerald Graff

4. Course Content and Schedule

| Week | Date | Area of Focus | Notes / Readings |
|------|--------|------------------------|---|
| 1 | Jan 7 | Intro | Introduction to the course |
| | Jan 10 | | Writing diagnostic |
| 2 | Jan 14 | Summary | "Introduction" (p. 1); "They Say" (p.19) , "Her Point Is" (p. 30), summary assignment intro |
| | Jan 17 | | Summary/Quotation/Paraphrase, "As He Himself Puts It" (p. 43) |
| 3 | Jan 21 | | "But Don't Get Me Wrong" (p. 131), "Skeptics May Object" (p. 77) |
| | Jan 24 | | Citation styles/referencing; Summary due |
| 4 | Jan 28 | Academic Integrity | Academic Integrity |
| | Jan 31 | Rhetoric | Intro to rhetoric, "What's Motivating this Writer?" (p. 176) |
| 5 | Feb 4 | | The three rhetorical appeals |
| | Feb 7 | | Introduction of Jacobs article |
| 6 | Feb 11 | | Discussion of Jacobs |
| | Feb 14 | | In-class rhetorical analysis |
| 7 | | | NO CLASS – College Closed |
| | | | NO CLASS – Reading Break |
| 8 | Feb 25 | Sentence-level writing | Sentence and paragraph structure |
| | Feb 28 | | Punctuation |
| 9 | Mar 3 | | Sentence-level writing |
| | Mar 6 | | In-class proofing exercise |
| 10 | Mar 10 | Essay | Essay assignment introduced, "Three Ways to Respond" (p. 53), Essay structure |
| | Mar 13 | | Getting down to writing, "You Mean I Can Just Say it That Way?" (p. 117) |
| 11 | Mar 17 | | In-class essay proposal |
| | Mar 20 | | Intro to oral presentations, using sources |
| 12 | Mar 24 | | "As a Result" (p. 101), "So What, Who Cares?" (p. 91) |
| | Mar 27 | | Essay workshop |
| 13 | Mar 31 | Presentations | Presentations, Essay due date #1 |
| | Apr 3 | | Presentations, Essay due date #2 |
| 14 | Apr 7 | | Presentations |
| | Apr 10 | | COLLEGE CLOSED – NO CLASS |

5. Basis of Student Assessment (Weighting)

| Assignment | Due Date | Length | Weight |
|---------------------------|--|-----------------|--------|
| Summary | January 24 | 600-800 words | 15% |
| Rhetorical Analysis | In class on February 14 | 800-1000 words | 15% |
| Proofing Exercise | In class on March 6 | N/A | 10% |
| Essay Proposal | In class on March 17 | 500-800 words | 10% |
| Essay Workshop attendance | In class on March 27 | N/A | 5% |
| Final Essay | March 31 (if written feedback desired) OR April 3 (no written feedback) | 1200-1500 words | 25% |
| Presentation | On date chosen | N/A | 10% |
| Participation | N/A | N/A | 10% |

LATE POLICY: In-class assignments must be completed on the date indicated. Please let me know as soon as possible if you have some exceptional circumstances that means you cannot attend the class. Assignments not done in class are due at the start of the class on the due date. Late work loses 5% per day, and will receive a grade only (no written feedback). If you are worried about meeting a deadline, please let me know as soon as possible (not the day of).

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Some Key Points about this Class:

- Communication skills are essential in every area of study and in almost every kind of work situation. This is a course offered through the English department, but the material covered is useful, important and necessary for every student, in every field. You are encouraged to look for ways to apply the work and skills this course emphasizes in your own field of study and career plans.
- This course focuses on writing (although it addresses several other key areas of academic communication). You are encouraged to see writing as a means of self-discovery and a method of sorting out, and then expressing, your views, opinions, thoughts and arguments.
- You are expected to attend every class. We will be using a blend of lectures, in-class work and group work to achieve the learning outcomes. If you must miss class for a valid reason, please let me know by email as soon as possible.
- As your instructor, I am a valuable resource for you! Please don't ever hesitate to get in touch by email or in person, with any question or issue, no matter how large or small. I will do my best to help, and I will put you in touch with other people or services who may be better placed to help, if necessary. Small problems during term time have a way of spiraling – if you are feeling stressed, behind, confused, or worried about something to do with this course, please get in touch as soon as possible - even just to chat.

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. |