



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-017
Academic Writing Strategies
Winter 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	Kari Jones
(b) Office hours	Monday 2:30-3:30, Tuesday 12:00-1:00, Thursday 2:30-3:30, Friday 12:00-1:00
(c) Location	Paul 328
(d) Phone	370-3349 Alternative:
(e) E-mail	jonesk@camosun.bc.ca (please email—it is the best way to get in touch with me)
(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

Course Pack. Please ensure it says Kari Jones on the cover

4. Course Content and Schedule

Week	Day	Readings: Please have the reading done before class on the day it's due	Subject/skill/topic	Assignments Due
1	Jan 7		Learning each other's names Demo Class	
	Jan 10		Class Agreements Writing A TEA Paragraph Intro to Ally	In-class Mandatory Diagnostic 0%
2	Jan 14	Richard Wagamese: <i>Harmony</i>	Methods of development—personal narrative Citing the reading	In-class Paragraph on Wagamese 2%
	Jan 17	Chimamanda Adichie: <i>The Danger of a Single Story</i>	Finding our voice as writer Concision and style	
3	Jan 21		The Art of Summarizing with purpose Positioning ourselves in the academic discourse	At Home Paragraph on Adichie 5%
	Jan 24	Leanne Simpson: <i>Indinawemaaganidog/ all of my relatives</i>	Writing narrative	
4	Jan 28		Writing With Style Drafting and revision	In-class Paragraph on Simpson 2%
	Jan 31		Writing With Style Drafting and revision con't.	
5	Feb 4	Christopher Hayes: <i>The New Abolitionism</i> TSIS chapter 3	Integrating quotes, Summarising and paraphrasing and citation	Personal Narrative 12%
	Feb 7	Citations	More about Citation	In-class Citation quiz 3%

6	Feb 11	Christopher Hayes: <i>The New Abolitionism</i> again	Building the argument Structure Rhetorical appeals	
	Feb 14	Robert Jago: <i>Canada's National Parks Are Colonial Crime Scenes</i>	Structure and Rhetorical appeals con't	
7	Feb 17	Reading Break No Classes		
	Feb 21	Reading Break No Classes		
8	Feb 25	Martin Lukacs: <i>Neoliberalism has conned us into fighting climate change as individuals</i>	Rhetorical analysis what and how	At Home Paragraph on Jago 5%
	Feb 28		Creating strong thesis statements	In class Paragraph on Lukacs 2%
9	March 3	In-class rhetorical analysis		In Class Rhetorical Analysis 15%
	March 6		Intro to the research paper	
10	March 10	Justin Kruger and David Dunning: <i>Unskilled and Unaware of It</i>	Evaluating sources Understanding different types of sources	
	March 13	Library Session		Library evaluation form 2%
11	March 17	Robin Wall Kimmerer: <i>The Teachings of Grass</i>	Writing annotated bibliographies Concepts of research	
	March 20		Writing research essays Developing essay structure Synthesizing evidence	
12	March 24		Annotated Bibliography Work Period	Mandatory Attendance 2%
	March 27		Writing support	Annotated Bibliography 15%
13	March 31		Writing Support	Writing Support
	April 3	Presentation of infographic		Research Paper Due 20%
14	April 7	Presentation of infographic		Presentation of paper 10%
	April 10	Easter Friday, no classes		

5. Basis of Student Assessment (Weighting)

Assignment	Value	Location
Diagnostic Writing	0%	In-class
Wagamese para	2%	In-class
Adichie para	5%	At home
Simpson para	2%	In-class
Personal Narrative	12%	At home
Citation Quiz	3%	In-class
Jago para	5%	At home
Rhetorical para	2%	In-class
Rhetorical Analysis	15%	In-class
Library evaluation form	2%	In-class
Ann Bib work period	2%	In-class
Annotated bibliography	15%	At home
Research Paper	20 %	At home
Presentation	10%	In-class
In-class work	5%	

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

Camosun Library
Camosun Writing Centre

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.