



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of English**

**ENGL-151-018**  
**Academic Writing Strategies**  
**Winter 2020**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a)	Instructor:	Alexis Martfeld
(b)	Office Hours:	Tuesday/Friday 1:00-2:00
(c)	Location:	Paul 327A
(d)	Phone:	Please email or stop by during office hours
(e)	Email:	martfelda@camosun.bc.ca

**2. Intended Learning Outcomes**

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

Upon completion of this course the 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.
3. 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.
  4. 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) ENGL 151-018 Course Pack (Alexis Martfeld)
- (b) Camosun Library Guides
  - <http://camosun.ca/libguides.com/engl151>
  - <http://camosun.ca/libguides.com/c.php?q=92416>

### 4. Course Content and Schedule

Tuesdays/Fridays 10:00-11:20 in Young 344

Week	Topic(s)*	Assessment(s) Due
Week 1 Jan 7 & 10	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Critical Reading</li> <li>• Analysis vs. Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic (C/I)</li> <li>• ENGL 151 Questionnaire (C/I)</li> </ul>
Week 2 Jan 14 & 17	<ul style="list-style-type: none"> <li>• Purpose and Audience</li> <li>• Thinking Critically</li> </ul>	<ul style="list-style-type: none"> <li>• "Letter to America" APDQ (C/I)</li> </ul>
Week 3 Jan 21 & 24	<ul style="list-style-type: none"> <li>• Paragraph Construction</li> <li>• Fact vs. Opinion</li> <li>• Thesis Statement Construction</li> </ul>	<ul style="list-style-type: none"> <li>• "Borders" DQ (C/I)</li> <li>• Summary/Analysis Assignment (13%)</li> </ul>
Week 4 Jan 28 & 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Rhetorical Appeals</li> <li>• Research Questions and Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Dimaline's or Geddes' article APDQ (C/I)</li> </ul>
Week 5 Feb. 4 & 7	<ul style="list-style-type: none"> <li>• Finding and Evaluating Research Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Research Session Worksheet (C/I)</li> </ul>
Week 6 Feb. 11 & 14	<ul style="list-style-type: none"> <li>• In-class Essay #1 Review</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar Quiz #1 (5%)</li> <li>• In-class Essay #1 Outline (C/I)</li> <li>• In-class Essay #1 (15%)</li> </ul>
Week 7 Feb. 18 & 21	<ul style="list-style-type: none"> <li>• Reading Week</li> </ul>	
Week 8 Feb 25 & 28	<ul style="list-style-type: none"> <li>• Documenting and Integrating Sources</li> <li>• Argument</li> </ul>	<ul style="list-style-type: none"> <li>• "Genetics after Auschwitz" DQ (C/I)</li> </ul>
Week 9 Mar. 3 & 6	<ul style="list-style-type: none"> <li>• Outlines</li> <li>• Methods of Development</li> </ul>	<ul style="list-style-type: none"> <li>• "The Game" and "DLFMYM" DQ (C/I)</li> </ul>
Week 10 Mar. 10 & 13	<ul style="list-style-type: none"> <li>• Introductions and Conclusions</li> <li>• Logical Fallacies</li> <li>• Counterarguments</li> </ul>	
Week 11 Mar. 17 & 20	<ul style="list-style-type: none"> <li>• In-class Essay #2 Review</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar Quiz #2 (5%)</li> <li>• In-class Essay #2 Outline (C/I)</li> <li>• In-class Essay #2 (15%)</li> </ul>
Week 12 Mar. 24 & 27	<ul style="list-style-type: none"> <li>• Presentations and Peer Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations and Peer Feedback (5%)</li> </ul>
Week 13 Mar. 31 & Apr. 3	<ul style="list-style-type: none"> <li>• Presentations and Peer Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations and Peer Feedback (5%)</li> </ul>
Week 14 Apr. 7 & 10	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Research Paper Peer Edit</li> <li>• Research Paper (20%)</li> <li>• Course Evaluation and Advice for Future Students (C/I)</li> </ul>

\*Please see the ENGL 151 Schedule for assigned readings.

## 5. Basis of Student Assessment (Weighting)

Assessment Piece	Weight	Score	Due Date
Diagnostic	C/I		Tuesday, Jan. 7
Professionalism	2%		Ongoing
Class Preparation Assignments	5%		Ongoing
Summary	10%		Friday, Jan. 24
Analysis Paragraph	3%		Friday, Jan. 24
Grammar Quiz #1	5%		Tuesday, Feb. 11
In-Class Essay #1	15%		Friday, Feb. 14
Argumentative Research Paper Preparatory Assignment	15%		Friday, Mar. 6
Grammar Quiz #2	5%		Tuesday, Mar. 17
In-Class Essay #2	15%		Friday, Mar. 20
Research Paper Presentation and Peer Feedback	5%		Mar. 24 – Apr. 3
Research Paper Peer Edit (See Assignment Details)	---		Friday, Apr. 10
Research Paper	20%		Saturday, Apr. 11

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

Resource	Location	Contact
Writing Centre	Lansdowne	Library 137/138 writingcentre@camosun.ca <a href="http://camosun.ca/services/writing-centre/appointments.html">http://camosun.ca/services/writing-centre/appointments.html</a>
	Interurban	Library 336
English Help Centre	Lansdowne	Ewing Building 202
	Interurban	CBA 160

## 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.
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## 8. Additional Information and Class Policies

- All major assignments are mandatory. Students must complete all assignments to pass the course.
- All in-class assignments, quizzes, and presentations must be completed in class on the day they are due or they will receive a grade of zero. If you have an emergency and are unable to attend class to complete the assignment, quiz, or presentation, notify me as soon as possible to explain your absence, and bring documentation verifying your absence to the next class.
- Students must receive a combined average of at least 60% on the two in-class essay to pass the course.
- Late assignments will be marked with a penalty of 5% per day (unless accompanied by appropriate documentation for illness, etc.) up to one week after the due date. Assignments submitted after this time will receive a zero. Late assignments will be given a grade but no feedback.
- Hard copies of all assignments are due on the due date at the beginning of class. Please do not email assignments; upload a digital copy of all assignments and preparation sheets to D2L.
- Students should keep copies of all assignments.
- Assignments due on the last day of the course must be submitted that day.
- Students are expected to carefully read the assigned texts and fully participate in all class activities. Students should have no more than two unexcused absences.
- Electronic devices (cell phones, laptops, etc.) should be turned off during class. Please see me if you wish to discuss this point.
- **Plagiarism** means presenting the words or ideas of others as your own. **Plagiarism is a serious academic offence.** All information or ideas that are not primarily your own must be documented according to the relevant documentation guidelines. The **minimum** penalty for plagiarism is a zero on the assignment. Please see the Student Conduct Policy.
- Please contact me with any concerns or questions regarding the course. The easiest way to reach me is by email (martfelda@camosun.bc.ca) or in person during my office hours.