CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-024
Academic Writing Strategies
Winter, 2020
Tuesdays &Thursdays, 2:30-3:50, F262

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

Instructor	Thea Todd
Office hours	Mondays, 2:00-4:00 (and by appointment)
Location	P326
Phone	250-370-3342 **Alternative:** X
E-mail	toddt@camosun.bc.ca (Please type carefully)
Website	X

2. Intended Learning Outcomes

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.
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

Text: *The Concise Canadian Writer's Handbook*. 3rd ed. Oxford, 2017.

4. Course Schedule

Tuesdays & Thursdays (F262), 2:30-3:50

5. Basis of Student Assessment (Weighting)

Much of the writing we do this term will be workshopped. Students will meet in pairs to read and discuss work in progress. We will be writing during most classes, sometimes working on assignments that will be handed in for assessment. It is therefore essential to your grade that you attend and participate in all classes. Chronic absence will result in a failing grade.

Essays receive complex evaluation. I look for clear organization, originality of ideas, and effectiveness of details used in support. Accurate grammar and spelling are, of course, essential to good writing. Poorly written work will not achieve a good grade. I also look for your particular developing voice or style. Although we will briefly review grammar points as they arise, students are responsible for reviewing grammar when necessary. Talk to me if you need guidance.

Late assignments may lose marks at the rate of 5% per day. If there are circumstances that will hinder you from completing an assignment on time, please speak with me as soon as you can.

Students who fail to achieve at least C on the Research Essay will fail the course.

Students who fail to achieve at least D on the final exam will fail the course.

Out-of-class assignments are to be **typed and double-spaced**. Assignments that are not double-spaced will be handed back ungraded. Leave 2.5 cm. (1 inch) margins on all sides. Indent the first line of each paragraph (use Tab); do not leave additional spaces between paragraphs   Please don't forget to put your full name on all assignments.

There will be written guidelines for each major assignment. **(For due dates, see Class Schedule.)**

I suggest that you keep all of your writing assignments, along with drafts. I may ask to see previous work.

Assignments

Article Analysis (10%)
Library Assignment/ Research Proposal (5%)
Paragraphing Assignment (in-class) (10%)
Progress Report (10%)
Annotated Bibliography (15%)
Research Essay (20%)
Brief in-class writing tasks throughout the term (averaged to 5%)
Final Exam (25%) set during the formal examination period, Apr. 14-22. **Note: the course is not over until the end of the exam period.**

6. Grading System

| X | Standard Grading System (GPA) |

| | Competency Based Grading System |

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

Writing Centre
English Help 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+	Exceptional (A+), outstanding (A), and excellent (A-) performance. Normally achieved by a minority of students, these grades indicate a student who is self-initiating, exceeds expectations, and has an insightful grasp of the subject matter.	9
85-89	A		8
80-84	A-		7
77-79	B+	Very good (B+), good (B), and solid (B-) performance. Normally achieved by the largest number of students, these grades indicate a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in the other area(s).	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory (C+) or minimally satisfactory (C) performance. These grades indicate a satisfactory (only) performance and knowledge of the subject matter.	3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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	*Incomplete*: 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	*In progress*: 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	*Compulsory Withdrawal*: 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.