



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-033
Academic Writing Strategies
Winter 2020

COURSE OUTLINE

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.

1. Instructor Information

(a) Instructor	Heidi Tiedemann Darroch
(b) Office hours	Mondays before and after our class, or at another time by appointment
(c) Location	LACC TBA (Interurban Campus)
(d) Phone	TBA
	Alternative:
(e) E-mail	DarrochH@camosun.ca
(f) Website	D2L class 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.
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3. Required Materials

Writing for Success by Tara Horkoff; 1st Canadian edition (there is an online link to the open/free text via D2L)

4. Course Content and Schedule

Week	Topics	Readings, Assignments and Activities
January 6	Reading, writing and research Writing diagnostic feedback	6: Introduction to the course 9: No class meeting; complete the diagnostic reading and writing exercise and upload to D2L by 3PM
January 13	Academic writing conventions Summarizing Paragraph forms	13: "Reading Strategies" (skim Horkoff, pp. 8-23, and identify your own preferred approach to identifying key points and annotating texts); "Summarizing" (pp. 102-108) 16: "Effective Means for Writing a Paragraph" (pp. 114-129); writing workshop: summary practice
January 20	Rhetorical modes Sentence structure	20: "Common Spelling Rules" (pp. 57-58); "Sentence Writing" (pp. 87-101); in-class summary of a short academic article 23: "Expository Essays" (pp. 131-134); "Rhetorical Modes" (pp. 134-160); writing workshop: rhetorical appeals and patterns
January 27	Critical thinking and analysis Rhetorical analysis	27: "Being Critical" (pp. 274-285); see additional D2L links for readings 30: Writing workshop: Practice critical and rhetorical analysis
February 3	Critical analysis and argument	3: In-class critical analysis assignment (75 minutes) 6: "Persuasion" (pp. 349-363); persuasive essay assignment
February 10	Critical analysis and argument	10: "Putting the Pieces Together with a Thesis Statement" (pp. 177-206) 13: Drafting the persuasive essay: thesis; structure and organization; use of evidence and examples

February 17	Reading Break	No classes or office hours Camosun will be closed on February 17 for Family Day
February 24	Revision and editing Peer review	24: Editing and proofreading strategies 27: Draft of persuasive essay due in class for peer review (please bring three copies, or post your work to D2L by February 26 at midnight so that I can make copies for you) Persuasive essay due by midnight on Saturday, February 29 via D2L
March 2	Academic research	2: Locating and evaluating research sources across disciplines 5: "Collaborative Writing" (Last & Neveu; D2L link); group meetings to prepare for the research ethics presentations
March 9	Entering the scholarly conversation	9: Group presentations 12: Group presentations
March 16	Using sources in different disciplines: summarizing, paraphrasing, and quoting	16: Annotated bibliography workshop 19: Research project proposal paragraph: draft and share Research proposal and annotated bibliography due via D2L by 5PM on March 21
March 23	Drafting the research project	23: Individual meetings 26: Individual meetings
March 30	Revising the research project	30: Using rhetorical patterns effectively to meet your purposes and reach your readers/viewers April 2: Student research presentations
April 6	Continuing to develop your academic reading, writing, and research skills	6: Peer review of the research project 9: Self-assessment Research project due via D2L by 5PM on April 8
April 11	Last day of term	Late course work must be submitted to receive credit

5. Basis of Student Assessment (Weighting)

i. Written assignments

Summary (10%; January 20; written in class)

Critical analysis (15%; February 3; written in class)

Persuasive essay (20%; drafted in class and then revised for D2L submission on February 29)

Research proposal paragraph (5%; drafted in class and then revised for D2L submission on March 21)

Annotated bibliography of research sources and instructor meeting (10%; D2L submission on March 21)

Research paper (20%; D2L submission on April 7)

ii. Other

Group research and professional ethics presentation (10%; March 9 or 12)

Class work throughout the term: discussion, writing, editing, and peer review, as well as a final self-assessment (10%)

Submitting assignments:

- Assignments completed at home are to be submitted online by 5PM on the due date through our class D2L site.
- Assignments written in class must be completed on the appropriate date unless there are extenuating circumstances; please document illnesses or emergencies.

Academic integrity:

- Academic writers are expected to present original work and to be scrupulous in attributing credit for any ideas and quotations that are drawn from their research sources. We will review Camosun's policies on academic integrity and consider the broader issues surrounding academic research and publication ethics, including human subject research and professional norms.

Late and missing assignments:

- Late assignments will be penalized at the rate of 5% per day and will not be accepted after one week unless there are serious extenuating circumstances, such as illness or emergency.
- To complete the course, you must submit all of the assignments worth 10% or more.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

The Writing Center is available to support you at all stages of your academic writing, from brainstorming to revision.

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.

9. Course Policies and Expectations

Welcome to ENGL 151: I look forward to working with all of you this term.

(a) What you can expect from me:

An inclusive and respectful learning environment that supports diverse needs:

- I will offer a respectful response to the ideas you express verbally and in writing.
- I will strive to offer classes that are productive, interesting, and useful.
- I will supply feedback that is intended to help you develop your academic reading, writing, and research proficiency.
- I will be available for individual consultations during office hours or by appointment, and I encourage you to see me to discuss the course readings and your own writing.
- I will be accessible via email to answer brief questions or to set up appointments. (Extended discussions of the course materials and assignments are more manageable in person.)
- I welcome the participation of students with diverse learning needs. Please let me know how I can help support your learning.

(b) What I expect from you:

Active participation and assistance fostering a positive classroom climate for everyone:

- Timely and consistent attendance
- Preparation for class: please complete readings before class, and bring the course text with you, as well as pen and paper (we will frequently have in-class writing activities)
- Engagement in class activities, including participation in discussion, writing, editing, and peer review
- Responsibility for making up missed classes: since you may miss a class due to illness or other unforeseen event, it's wise to have a "buddy" system set up with one or more classmates
- Respectful conduct toward the class: please avoid late arrivals/early departures, creating distractions with technology, and other conduct that may detract from our class sessions
- Appropriate use of technology for the purpose of supporting your learning in class (e.g., you are taking notes or accessing readings); please refrain from texting and other uses of technology that research suggests have a negative impact on the learning environment
- Willingness to be open to diverse opinions and views and to respond thoughtfully