



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

**ENGL-151-X36**  
**Academic Writing Strategies**  
**Winter 2020**

**Tuesdays 5:30-8:20pm | CHW 235**

**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.

All Camosun College classes, including this one, take place on the traditional territory of the Lkwungen and WS'ANEC' peoples. We acknowledge that many of us are visitors, settlers, and colonizers on these lands and that it is our responsibility to seek out and learn from opportunities for truth telling and reconciliation.

**1. Instructor Information**

<b>(a) Instructor</b>	Janice Niemann (she/her)	
<b>(b) Office hours</b>	by appointment	
<b>(c) Location</b>	CHW 312/317	
<b>(d) Phone</b>		<b>Alternative:</b>
<b>(e) E-mail</b>	NiemannJ@camosun.bc.ca	
<b>(f) Website</b>	D2L	

**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* by Gerald Graff and Cathy Birkenstein (fourth edition, 2018)**

This textbook offers students advice about how to engage with ongoing scholarly conversations.

I will also ask you to bring in and share samples of academic writing from your own research.

### 4. Course Content and Schedule

Hello! Welcome to ENGL 151: Academic Writing Strategies, which introduces you to academic writing and research. My name is Janice, and I will be your fearless leader throughout our journey together. The goal of ENGL 151 is to enable you to build on the writing skills you have developed in the classroom, in the workplace, and in life to progress toward the advanced level of literacy that is the hallmark of an educated and responsible citizen.

ENGL 151 will give you the opportunity to develop the core transferable skills in critical thinking, research, and writing that you will use in your college courses, regardless of your program of studies. Through the analysis of a variety of readings, you will discover the characteristics and conventions used by scholars in different disciplines. You will explore different genres of

academic writing and how these genres reflect different rhetorical purposes. You will practise typical academic writing tasks, including writing a basic research paper, and will learn strategies for reading and writing effectively and for approaching new writing tasks. Through peer review, drafting, revision, and reflection, you will learn that writing is an ongoing process.

## Course Reading and Assignment Schedule

I have listed beside each class what I expect you to have read before class that day, what we'll be covering in class, and what assignments are due. Please submit your assignments on D2L—they are due at 11:59pm on the dates listed (Saturday night, unless it's an in-class assignment).

### PART 1: Introduction to Academic Writing Strategies

Week 1      Jan 7      ***In class:*** introductions, course overview and policies, introducing the Research Paper and Research Journal, how to choose a topic

### PART 2: Academic Research

Week 2      Jan 14      ***In class:*** choosing a topic, how to do academic research, introducing the Annotated Bibliography, research questions, research journal 1: the Starting Block  
***Reading:*** Birkenstein and Graff, "Demystifying Academic Conversation" (xiii-xxiii), "Entering the Conversation" (1-16), "Starting with What Others are Saying" (19-28)

Week 3      Jan 21      ***In class:*** refining your topic, using sources and taking notes, academic reading, writing a summary, academic integrity  
***Reading:*** Howard, Serviss, & Rodrigue, "Writing from Sources, Writing from Sentences" (google the title and access via researchgate)  
**Due: Research Journal 1 (written in class)**

Week 4      Jan 28      ***In class:*** GUEST: Jenny Holder, introducing the Argument Plan, evaluating sources  
***Reading:*** Birkenstein and Graff, "Her Point Is" (30-41)  
Feb 1      **Due: Annotated Bibliography**

### PART 3: Writing an Academic Research Paper

Week 5      Feb 4      ***In class:*** writing an argument plan, asking strong research questions  
***Reading:*** Julia Colyar, "Becoming Writing, Becoming Writers" (access via library website)

Feb 8      **Due: Research Journal 2**

Week 6      Feb 11      ***In class:*** peer review for argument plan; introducing the introduction and thesis statement  
***Reading:*** Birkenstein and Graff, "You Mean I Can Just Say It That Way?" (117-130)

	Feb 15	<b>Due: Argument Plan</b>
Week 7		READING WEEK (no class, but an excellent opportunity to work on your research papers or to relax and take a break from schoolwork)
Week 8	Feb 25	<b>In class:</b> Toulmin Method of argumentation, writing a thesis Statement, research check-in, writing to your audience <b>Reading:</b> Anne Lamott, "Shitty First Drafts" (google title and it will come up)
	Feb 29	<b>Due: Research Journal 3</b>
Week 9	Mar 3	<b>In class:</b> peer review for introductions, rhetoric, audience awareness, writing to persuade (logos, ethos, and pathos), introducing the Argument and Analysis <b>Reading:</b> Birkenstein and Graff, "So What? Who Cares?" (91-99); Wayne Booth, "The Rhetorical Stance" (access via library website)
	Mar 7	<b>Due: Introduction &amp; Thesis Statement</b>
Week 10	Mar 10	<b>In class:</b> including counterpoints in your paper, choosing the best evidence, analyzing sources, research journal 4: Rhetorical Analysis <b>Reading:</b> Birkenstein and Graff, "Yes/No/Okay, But" (53-66), "And Yet" (67-74) <b>Due: Research Journal 4 (written in class)</b>
Week 11	Mar 17	<b>In class:</b> writing style, peer review for argument and analysis, writing a strong argument, analyzing sources <b>Reading:</b> Birkenstein and Graff, "Skeptics May Object" (77-89); "Planting the Naysayer"
	Mar 21	<b>Due: Argument &amp; Analysis</b>
<b>PART 4: Revision</b>		
Week 12	Mar 24	<b>In class:</b> writing style, major vs. minor revisions, writing to your audience <b>Reading:</b> Spanos, "Against Distant Reading"; van de Ven, "Creative Reading in the Information Age" (we're going to workshop these articles, so I'll give you copies in class to mark up)
	Mar 28	<b>Due: Research Journal 5</b>
Week 13	Mar 31	<b>In class:</b> conclusion workshop, revision activity (bring your work to class)
Week 14	Apr 7	<b>In class:</b> peer review for 2 paragraphs of your choosing, review of revision techniques, final exam prep, tearful goodbyes
	Apr 11	<b>Due: The Research Paper</b>

**Your final Research Journal entry will be due before the final exam.**

**Final Exam date TBA (the exam period is 14-22 April 2020)**

## **5. Basis of Student Assessment (Weighting)**

This section of ENGL 151 is structured around one major research paper, and all of the assignments that you complete will work toward either this paper or reflection on the writing and research processes you're learning about.

Assignment	Description	Word Count & Weight
<p>The Research Paper</p> <p>80%</p>	<p>You will submit the following parts of the research paper before submitting the final, polished version at the end of term:</p> <p><b>Research Journal:</b> due at the end of the course, you will use your research journal to track your research progress. I will ask you to submit your research journal to me periodically throughout the course. Two entries will be written in class and four at home. Each entry is worth 2.5%.</p> <p><b>Annotated Bibliography:</b> during your initial research, you will gather sources you think might be useful to you, summarizing them and explaining how they relate to your topic.</p> <p><b>Argument Plan:</b> your annotated bibliography will lead you into creating an outline for the argument you plan to make in your research paper. Includes a peer review element.</p> <p><b>Introduction and Thesis Statement:</b> your paper's introduction (usually one paragraph) and thesis statement (tells me your position on your topic). Includes a peer review element.</p> <p><b>Argument and Analysis:</b> the main part of your paper, also called the body paragraphs, where you analyze your research and use evidence to convince your reader of your argument. Includes a peer review element.</p> <p><b>Paper:</b> the final, polished version of your research paper. Includes a peer review element.</p>	<p>Minimum word count for completed research paper: 2000</p> <p>Research Journal: 15%</p> <p>Annotated Bibliography: 10%</p> <p>Argument Plan: 10%</p> <p>Intro &amp; Thesis: 10%</p> <p>Argument &amp; Analysis: 10%</p> <p>Paper: 25%</p>

Assignment	Description	Word Count & Weight
Final Assessment  20%	<p><b>Your final assessment will take place during the exam period (April 14-22, inclusive) and will be scheduled by the college.</b></p> <p>Your final assessment will focus on two things: revision and the writing process.</p> <p>First, you will write a letter written to me, explaining the revisions you would make your paper, and why you would make them.</p> <p>Second, you will be asked to write an essay in which you make a claim, supported with evidence, about what entails a successful writing process.</p>	<p>Revision Letter: 10%</p> <p>Essay on Writing Process: 10%</p>

### Course Expectations and Polices

*You can expect me to*

- be on time and prepared for class
- teach to the course goals
- give you clear instructions for assignments and exercises
- advise and support you in your course work
- treat you with respect
- act in a fair manner
- be available during office hours or, if necessary, arrange an alternative time to meet
- evaluate you fairly and constructively, based on criteria made clear to you beforehand
- return assignments in a timely manner or indicate if assignments will not be returned within one week
- give you useful feedback

*I will expect you to*

- attend all classes except in case of illness or emergency
- prepare for class by completing readings and assigned work in advance
- actively participate in classroom activities
- ask questions if you do not understand
- submit all assignments according to instructions, complete, and on time
- use my comments and feedback to improve your future work
- cooperate with and act respectfully toward each other and toward me
- communicate with me about problems or concerns as soon as possible
- put focused and disciplined effort into the course assignments

#### *Late Assignments*

Assignments are due (submitted on D2L) by midnight on the deadline indicated in the course outline unless you have arranged in advance for an extension. If you're handing in a hard copy of anything, like your research journal, it is due in-class on the deadline indicated in the course syllabus. **If you need an extension for any reason, please talk to me about it before the assignment due date.** Marks will drop 2 points (out of 100) for every day an assignment is overdue, and I will not accept an assignment for marking more than two weeks after the initial

deadline has passed because you will need to use that assignment to work on your next assignment. Because each of your assignments is the basis for the next assignment, it is important to hand things in on time both so that you get feedback with enough time to use it and also because it can be especially hard to catch up on assignments that lead into each other if you fall behind.

### *Attendance*

I expect you to attend and participate in class, because class discussion prompts a level of engagement with course material that you will not get anywhere else. It also allows me to assess which aspects of the course you understand well, and which topics need further review.

### *Distraction Policy*

This policy is simple: do not distract other learners in the room. There are many reasons that you might want or need to have technology (laptop, phone, tablet) out in class, which is why my policy on technology use is relaxed. All I ask is that you do not disrupt other students with your devices, which means that I expect you to keep the volume off on all of your devices and to use your devices for only course-related activities. Please be considerate of your peers—your screens can distract others. I will not tolerate behaviour that negatively impacts other students' learning.

### *Children and Babies*

It is absolutely okay to bring your child to class occasionally, in order to cover gaps in childcare. If you do bring your child to class, please sit close to the door so that if they need special attention and might disrupt learning for other students, you can step outside until their needs have been met. Babies who are nursing are always welcome—you should not have to choose between feeding your child and coming to class.

### *Academic Honesty*

The writing you do in ENGL 151 must be your own. Presenting the work of others, whether it is used without attribution (plagiarism), submitted by you but written by someone else (cheating), or produced with inappropriate help (unauthorized editing), violates the college's policy on academic integrity. It is important to acknowledge your sources for a number of reasons: you are giving credit to the person who came up with the idea, you are demonstrating that you are participating in a broad critical conversation about your topic, and you are helping me find the really cool and interesting sources that you use in your research in case I want to learn more about your topic. The best way to avoid inadvertent plagiarism is to ask me for guidance. Some people end up plagiarizing because they are not sure how to correctly incorporate the work of others into their writing. I can help you learn how to quote and cite your sources correctly.

### **Syllabus Modifications**

The course syllabus (encompassing both policies and procedures and assignments listed in the daily class schedule) is a general plan for the course. Deviations may be necessary and will be announced orally to the class and/or distributed in writing by e-mail by me.



## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

## 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.