



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

**ENGL-151-D02**  
**Academic Writing Strategies**  
**Fall 2020**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a) Instructor	Micaela Maftai
(b) Office hours	Tuesdays, 10am-11am, or by appointment
(c) Location	Online
(e) E-mail	<a href="mailto:MaftaiM@camosun.bc.ca">MaftaiM@camosun.bc.ca</a>

**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

All readings and materials will be posted to our D2L site or linked there.

### 4. Course Content and Schedule

Week	Task(s)	Due/quiz
Week One	<ul style="list-style-type: none"> <li>• Introductions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce yourself in the Discussion thread</li> </ul>
Week Two	<ul style="list-style-type: none"> <li>• Summary lesson, discussion and assignment sheet</li> <li>• Formatting and style guidelines</li> </ul>	
Week Three	<ul style="list-style-type: none"> <li>• Comma, semi-colon notes</li> <li>• Quoting/paraphrasing lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Summary due</li> </ul>
Week Four	<ul style="list-style-type: none"> <li>• Paragraph structure</li> <li>• Personal response assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 1 (comma, semi-colon)</li> </ul>
Week Five	<ul style="list-style-type: none"> <li>• Apostrophe, quotation marks notes</li> <li>• Academic Integrity lesson and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Personal response due</li> </ul>
Week Six	<ul style="list-style-type: none"> <li>• Discussion of rhetoric/rhetorical appeals</li> <li>• Rhetorical analysis assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 2 (apostrophe, q marks,)</li> </ul>
Week Seven	<ul style="list-style-type: none"> <li>• Brackets, dash, colon notes</li> <li>• Beverley Jacobs' speech and article</li> </ul>	
Week Eight	<ul style="list-style-type: none"> <li>• Discussion of writing process</li> <li>• Final Essay assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 3 (brackets, dash, colon)</li> <li>•</li> </ul>
Week Nine	<ul style="list-style-type: none"> <li>• Thesis statements</li> <li>• Sentence structure notes</li> <li>• Annotated Bibliography assignment introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetorical analysis due</li> </ul>
Week Ten	<ul style="list-style-type: none"> <li>• Sources/research skills</li> <li>• Referencing</li> <li>• Annotated bibliography assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 4 (sentence structure)</li> </ul>
Week Eleven	<ul style="list-style-type: none"> <li>• Essay structure</li> </ul>	
Week Twelve	<ul style="list-style-type: none"> <li>• Research Meetings info</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated bibliography due</li> </ul>
Week Thirteen	Research meetings take place this week	
Week Fourteen	<ul style="list-style-type: none"> <li>• Goodbyes, wrap-up</li> </ul>	<ul style="list-style-type: none"> <li>• Final paper due</li> <li>• Complete (non-graded) self-reflection exercise</li> </ul>

## 5. Basis of Student Assessment (Weighting)

Assignment	Due date	Value
Summary	Sept 25 by 5pm PST	10%
Personal Response	Oct 11 by 5pm PST	10%
Rhetorical Analysis	Nov 8 by 5pm PST	15%
Annotated Bibliography	Nov 29 by 5pm PST	15%
Final paper	Dec 13 by 5pm PST	20%
Quizzes	Various	4 x 5% = 20%
Research meeting	In Week Thirteen (signup in Week Twelve)	10%

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

### Some Key Points about this Class:

- Let's start with the obvious: we're all online, all the time. This may suit you right down to the ground, you may be apprehensive about it, or you may feel any number of other feelings about our situation. This may be your first or your fifteenth online class. Regardless, I'm committed to making the most of our set-up. Online learning can give you enormous flexibility. It can allow you to really take advantage of your work patterns and cycles. This course is asynchronous, so you never \*need\* to be present at a particular time. This course should allow you to work at your best pace and scheduling. If this ever becomes tricky or overwhelming, please get in touch.
- Communication skills are essential in every area of study and in almost every kind of work situation. This is a course offered through the English department, but the material covered is useful, important and necessary for every student, in every field. You are encouraged to look for ways to apply the work and skills this course emphasizes in your own field of study and career plans.
- This course focuses on writing (although it addresses several other key areas of academic communication). You are encouraged to see writing as a means of self-discovery and a method of sorting out, and then expressing, your views, opinions, thoughts and arguments.
- As your instructor, I am a valuable resource for you! Please don't ever hesitate to get in touch by email with any question or issue, no matter how large or small. I will do my best to help, and I will put you in touch with other people or services who may be better placed to help, if necessary. Small problems during term time have a way of spiraling – if you are feeling stressed, behind, confused, or worried about something to do with this course, please get in touch as soon as possible - even just to chat.

## 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.

<b>Temporary Grade</b>	<b>Description</b>
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.