CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-D03
Academic Writing Strategies
Fall 2020

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

(a)	**Instructor**	Neil Stubbs	
(b)	**Office hours**	Thursday, 10:00 am – 12:20 pm (via email or office phone)	
(c)	**Location**		
(d)	**Phone**	250-370-3422	**Alternative:**
(e)	**E-mail**	StubbsN@camosun.bc.ca	
(f)	**Website**		

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

Reinking, James A., *et al. Strategies for Successful Writing*. 6th Canadian Ed., Pearson, 2017.

4. Course Content and Schedule

Classes will be held in real time on Thursdays from 12:30 am to 1:50 am via D2L and Collaborate. ATTENDANCE WILL BE TAKEN AT THESE TIMES.

Asynchronous lecture material will be delivered prior to our Thursday classes.

DELIVERY OF COURSE MATERIAL
This section of ENGL 151 will be taught by the instructor through a combination of **synchronous** and **asynchronous** on-line methods.

Synchronous delivery means that course material will be delivered **once a week in a real-time session**. Students will be expected to log on to D2L by the start of these class sessions. (The day and time for these sessions is indicated in the Instructor Information section on the first page of this outline, under **Section (f): "Synchronous Class Time"**). Many of these will involve interactive discussions conducted through Collaborate, so students should be prepared to respond to questions asked by the instructor or to do on-the-spot assignments during these sessions. Attendance will also be taken during these sessions.

Asynchronous delivery means that some course material (including lecture material) will be **delivered on-line via D2L, but NOT in a real-time session**. Students will be able to access this information early in the week, in preparation for the following Synchronous class session.

5. Basis of Student Assessment (Weighting)

Required assignment type	Value
Summary (450 words minimum-500 words maximum)	10%
Proposal (200 words minimum-250 words maximum)	5%
Annotated Bibliography	5%
Synchronous Timed Essay Based on Readings (500 words minimum)	10%
Grammar and Writing Skills Quiz	10%
Synchronous Timed Rhetorical Analysis (750 words minimum)	15%
Research Paper (1500 words minimum)	30%
Grammar/Punctuation Quizzes (Between 5 and 10 possible quizzes)	10%

Attendance/Participation	5%

NOTE: D2L will be used in this course for **ASSIGNMENT SUBMISSION** (in Assignment dropbox), some **ASYNCHRONOUS DELIVERY OF LECTURE MATERIAL**, and synchronous (real-time) class sessions.

All assignments **must be submitted via D2L AT THE BEGINNING OF CLASS TIME on the due date**. Any work that is submitted **AFTER the beginning of class time on the due date will be considered late**. Without an acceptable excuse (such as documented medical circumstances), late assignments will receive a **5% deduction per day, including weekends**. This is meant to allow for an orderly flow of assignments and to respect those students who submit their work on schedule. After each graded assignment has been returned, students should enter the grade earned for each assignment on the above grid, in order to calculate their average grade in the course.

With the exception of the arrangements mentioned above (that is, documented medical circumstances), late work will **NOT** be accepted after marked assignments have been returned to the class.

Students may expect a **TWO-THREE WEEK** marking period before marked work is returned. Marked work will be scanned and returned to students via e-mail or D2L. Hard copies of assignments will be returned upon request.

Quizzes and in-class work may **NOT** be "made up" at a later time, unless a student can submit official documentation of an emergency or serious illness to the Registrar.

ASSIGNMENT FORMAT
Assignments must be submitted as word-processed documents in MS Word format.
All assignments must be submitted to the instructor VIA D2L AT THE BEGINNING OF CLASS on the day they are due.

Assignments must be **type-written** and **double-spaced**, using a **12-point** font. (Times New Roman is recommended for clarity and legibility.)

Each page of a major written assignment must be formatted according to the following specifications: 12-point font; 1 inch margins at the top, bottom, and right-hand side of the page; 1.5 inch margin on the left. Each page will require a page number in the top right-hand corner. If this format is followed correctly, each page should contain 250-300 words.

Correct spelling, grammar, punctuation, and sentence structure are essential elements of clear communication. Students are encouraged to proof-read their work for errors, and to avoid submitting work that appears shoddy, careless, or unprofessional (such as the result of a "last-minute" effort). Either Canadian/British or American spelling is acceptable, but the chosen form should be used consistently.

Students are advised to retain a copy of their work until after the original assignment has been graded and returned. The instructor will not accept responsibility for work that is lost or goes missing. Students should also retain all assignments until after they receive their final marks.

6. Grading System

[X] Standard Grading System (GPA)

[ ] Competency Based Grading System

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

PROFESSIONAL RESPONSIBILITY
Overall, it is expected that students will demonstrate a professional sense of responsibility concerning their work and their personal conduct at the college. Students are generally expected to hold themselves responsible for submitting work according to deadlines and format requirements, and for successfully completing the requirements of this course. To that end, they are also responsible for ensuring that they attend lectures and do **all** the assigned readings.

Students are also responsible for keeping themselves informed about what is happening in class. The instructor is available during scheduled office hours, if you have questions or concerns regarding the course. Any phone messages or e-mail messages left for him during the weekend will not be received until the next business day. E-mail may be used to inform the instructor of an upcoming absence from a Synchronous class session, but the e-mail message itself **DOES NOT** constitute official documentation of the absence.

Students are responsible for the grades they receive during this course. Grades are determined by the work that each student submits, and by each student's performance in the course. It is not considered professional for a student to inform an instructor of the grade that he or she "needs" or "expects" from any course. The instructor is willing to work with individual students to improve their writing skills, if such requests for assistance are made well in advance of an assignment's due date. However, instructors can make no guarantee that students will get the grades that they want. **Therefore, please be advised that grades are NOT negotiable.**

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	*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.