



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-D07
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 | Kelly Pitman | |
| (b) Office hours | Thursdays 1-2 | |
| (c) Location | online | |
| (d) Phone | | Alternative: _____ |
| (e) E-mail | pitman@camosun.bc.ca | |
| (f) Website | 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.
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3. Required Materials

- (a) Texts
No required texts.
- (b) Other
Students should have access to a device with a camera and microphone as well as to the Internet.

4. Course Content and Schedule

Class meets via Collaborate Wednesdays from 11-12:20.

5. Basis of Student Assessment (Weighting)

- (a) Assignments

| Assignment | Value | Due Date |
|--------------------|-------|--------------|
| first paragraph | 10% | September 28 |
| second paragraph | 10% | October 5 |
| non-research essay | 15% | November 9 |
| research essay | 30% | November 30 |
| discussions | 20% | ongoing |
| final exam | 15% | TBA |

- (b) Quizzes

- (c) Exams

(d) Other (e.g. Project, Attendance, Group Work)

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. |

OTHER THINGS

GET ORGANIZED (THE MOST IMPORTANT OF THE IMPORTANT THINGS)

College requires students to be self-motivated and to organize their time much more than high school does, and online courses require this even more. I cannot stress enough how crucial this is to your survival not just in this course, but in college and maybe in life in general. I've been teaching for three decades, and I believe this to be *the single greatest contributor to student success*. Many smart, capable, interesting people fail courses simply because they did not commit early enough to working hard and staying on task.

Any credit course will require 5 to 8 hours a week of concentrated effort, and since life is busy and no one is prodding you, it's easy to put these off. If you're a procrastinator, get over it. Start every assignment at least two weeks before it's due. Ask yourself each week if you have put in the required hours. When you're in between assignments or in a slower period in the class, ask yourself how you can get ahead. This will make your life easier when you have assignments due in the same week in different courses. It will also usually result in higher grades because writing gets better when you can leave it and return to it a few times. For example, I have worked on creating this course outline for many hours and keep finding ways to make it better. Good thing I started early.

Let me put it this way. If you don't do anything in one week, you will need to add that work to another week or accept a lower grade than you might have gotten. Those are the choices.

FIGURE OUT D2L

The first thing you should do to succeed in this course is to familiarize yourself with all the information on the course website. All you need for succeeding in the course is here, and understanding the information on the site is your responsibility. For help with this, check out the guides and tutorials here: [Online Learning](#) and [D2L Tutorials](#).

It is crucial that you **check D2L regularly** for updates and announcements, which will normally be published on the front page of the D2L site in the "News" section. Staying up to date is your responsibility and especially important in a course where we won't meet face to face.

KNOW THE STANDARDS

You will find expectations for written assignments here and in the grading rubrics for each assignment: [Expectations: Written Assignments](#). You will find expectations for discussion assignments here: [Expectations: Discussions](#) and in the rubric attached to the discussion assignments.

One of your important responsibilities as a student is to be aware of the ethical standards for academic endeavor and to avoid any unethical behavior. Many problems that fall into the category of academic dishonesty are the result of ignorance rather than deviousness, but because you are supposed to know the rules, not knowing what constitutes plagiarism is no excuse. Read about "Academic Honesty Guidelines" here: [Academic Honesty Guidelines](#) and please let me know if you have any questions. We will also talk about this in class.

In English, we use MLA (Modern Language Association) format, which dictates not just how you cite sources but also how all assignments are formatted. Use this [Sample MLA Essay](#) as a guide paying particular attention to rules about spacing, margins, page numbers, and how to set up a first page.

COME TO COLLABORATE

In our weekly Collaborate sessions (Wednesdays from 11-12:30, except November 11), I will provide information and answer questions. Collaborate also offers us a chance to engage in real time. These sessions are supposed to help you understand the material. There is no penalty for missing a Collaborate

sessions, but I recommend that you do attend them, for they are designed to support your learning. I will try to make them interesting, interactive, and relevant. In particular, you will find the discussion assignments easier if you attend Collaborate sessions, since their subject matter will be linked.

PARTICIPATE IN DISCUSSIONS

You can tell that the discussions are important because they are worth 20% of your final grade in the course. In a way, discussions are the core of the course because in them we will practice the critical thinking skills that the course teaches. Yes, English 151 is a writing class, but writing and critical thinking are virtually synonymous, and neither can be learned just by hearing someone talk about it. It's more like learning to play the piano--you must listen, and you must practice. That's what the discussion groups are for. In addition, however many great ideas we might have on our own, we all benefit from hearing what other people think. That is one of the reasons that universities exist: to create the possibility of collaboration and exchange and therefore to increase the sum total of the knowledge in the world.

Therefore, stay on top of discussions. Check into them frequently so that you are aware of any new posts. Comment as frequently as you can (see rubric for guidelines), but don't overwhelm people with whole essays to read. And remember that these are discussions, so you should attend carefully to what others are saying.

DO THE READINGS

First, learning to read with attention is one of the key skills necessary to succeeding in post-secondary education. Second, one of the best ways to understand how to deliver a strong argument is by analyzing the techniques of other writers. Discussions will usually be based on particular readings, and if you haven't done them, you won't benefit much from the discussions and you'll be letting down your colleagues. I try to keep the readings relatively light because I know how much time you need to spend on your writing assignments, but it's an online course, which tend to require more reading from students to make up for the fact that they're not getting verbal instruction.

RESPECT DEADLINES

Written assignments (the paragraphs and essays) are scheduled so that you can respond to feedback and improve your work before handing in the next assignment. Therefore, due dates matter to you. In addition, marking is a significant part of my workload, and I must organize my time around it. Therefore, due dates matter to me. However, instead of setting out penalties for lateness, I prefer that we work together on the basis of respect. I respect your desire to do well, which sometimes means giving you an extra weekend to finish an assignment. I ask that you respect that I am a person, not a machine, and receiving a twenty late essays at the end of term is going to burden me with a heavy workload, if you cannot hand in an assignment on time, I ask that you talk to me about it. Treat it like work--you wouldn't just not show up to a shift without telling anyone, would you? I will grade late papers but I may not get to them quickly, and I may not make comments on them, depending upon the situation.

Discussion assignments, on the other hand, cannot be submitted after the due date as they are integral to your progression in the course and to your participation in the class community. These assignments are frequent, but short, and designed to help you learn. A discussion topic will normally be open for one week, giving you time to participate according to your own schedule.

The final exam is a timed assignment. You will be given two hours to write it. I do not schedule the date for the final exam--the college does that--and I cannot change the date without some sort of documentation proving that you **cannot** do it at the time the college sets.

TALK TO ME

Feel free to contact me about any aspect of the course. I don't mind answering questions or getting feedback—in fact, I love it. So often, problems can be avoided or solved through a chat, and I will always make time to talk to you. For quick questions, email is best. I will have drop-in office hours on Thursdays from 1-2 PM for questions about assignments, readings, grammar, research, and hey, even the meaning

of life. If you can't come during that time or wish to speak privately, send me an email, and we'll set something up. If you email me on a weekday and I don't get back to you in 24 hours, it may be that I didn't get the message, so try again. I don't get paid to work on weekends, so if you email me then, I cannot guarantee a response before Monday.

GET SOME HELP

Besides me, the college provides many services to support your learning, and you have helped pay for these services, so you might as well use them. You will find links to those services in the "HELP WITH LEARNING" module on your Table of Contents. I recommend checking out both the [Camosun Library](#) website and [The Writing Centre](#) website. You may also need some resources for things a college course doesn't cover, like basic grammar instruction. I recommend the [Purdue Online Writing Lab \(OWL\)](#) website and the [English Grammar](#) website. The library also has many resources on writing and grammar, including electronic textbooks. Note that you will need to log on to the library website to get access to this. Just use your regular Camosun logon information.

WE ARE A COMMUNITY

When you're learning online, maybe curled up on the couch in your pajamas or sipping a cappuccino at Habit Coffee, it's easy to feel you're on your own. You're not. All courses should offer the opportunity for people to work together to expand their knowledge, and English courses depend on this more than most. Trust me, I've been at this for years. Learning to think and to write requires interaction with other people.

But it's not all about you. Your ideas, your perspective, your questions--these all contribute to *other* people's learning. And this is important, for if learning to reason better and to work together better isn't going to change the world, what is? That is why I've emphasized the Collaborate sessions and the discussion assignments in this outline. I hope you will find this interaction interesting and motivating. , a pleasure. This probably comes easier for many of us when we're in a room together. Therefore, we have to work a little harder to create a sense of community when we are working via the interwebs. It's worth it.

THIS WHOLE ONLINE BUSINESS

Full disclosure: I have never taken an online course myself (way too old for that) and I have never taught an online course before either. In fact, if it hadn't been for Covid-19, I wouldn't be teaching one now. Well, needs must, as they say. I have spent the last few months structuring the course and trying to figure out the technology, but I've had no opportunity to practice with real (virtual) people until now. You can help me by telling me when information is not clear or links don't work and so on. I'm learning myself here. I've decided to view it as a collaborative adventure, and I hope you will too. Who knows what treasures await . . . ?