



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-D11
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	Dr. Callin		
(b) Office hours	Mondays and Wednesdays 9:00-10:00 / Tuesdays and Fridays 10:00-11:00		
(c) Location	Via email (no face-to-face)		
(d) Phone	Na	Alternative:	Na
(e) E-mail	callint@camosun.bc.ca		
(f) Website	D2L site for course section		

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

Textbook Information:

- There are **NO** required textbooks for the course.
- Supplemental (not required) textbooks are Essay Essentials 7th edition and The Broadview Pocket Guide to Writing; both are available through the Camosun College Bookstore in print or digital format.

4. Course Content and Schedule

First: Weekly Course Information:

- There are **Five Units** in the course which can be seen in the Course Schedule information below, and in the D2L Table of Contents.
- Course content pertaining to each Unit will be released weekly each Monday at 9:00 am PT. Course information is not released earlier under any circumstances.

Second: Course Content (Please read the following carefully):

- This is an introduction to post-secondary level standards of composition, revision, editing, research, and documentation. This is **Not** a formal grammar course.
- Students are expected to be competent in all basic levels of language and punctuation.

- The primary focus of the course is rhetorical devices and appeals in a number of academic writing contexts to promote persuasive writing augmented, at the end of term, with additional research methods.

Third: Accessing Course Content (Please read the following carefully):

- Each week information concerning course content can be found here in the **Course Schedule**, or in the **Table of Contents** located below this **Overview**.
- It is important to stay up to date with readings each week.
- This is not a self-paced course. Late assignments will receive compounding late penalties.
- Check the **News on the course homepage** at least twice a week for any updates/changes posted there (this is the responsibility of the student).
- A **Checklist** is included on the **Navbar** to ensure you have taken care of business each week.

Fourth: Email Communication (please read the following carefully):

- Communication for the course is provided exclusively through email.
- My email office hours are provided on the course homepage. **I answer other general emails between 9-5 each weekday.**
- I do not check/answer emails over weekends or holidays.
- I respond to emails in a timely fashion, but since I receive many messages a day, I ask that you use email prudently and expect 24-48 hours for a reply.

Fifth: Email guidelines and Student Email Conduct (please read the following carefully):

- Please reference your **course and section number** in the **Subject Line** when sending an email.
- Do not email assignments (upload to corresponding Assignment Folder).
- Please do not email whole or parts of assignments in emails.
- Please make email questions specific. First check course information for answers. Emails should be brief and to the point.
- **Please visit the college policy information concerning student conduct.**

SCHEDULE FOR THE FALL:

- **Please Note:** I reserve the right to make changes; changes will be communicated through the News on the course Homepage.

I. UNIT ONE (September 8 - September 25): Comprehensive Summary

WEEK ONE (begins September 8): Comprehensive Summary, Context, and Rhetoric

- **Read:** Lecture One: Comprehensive Summary, Context, and Rhetoric
- **View:** Video Link: How to Write an Effective Summary
- **Read:** Document: Plagiarism: Definition and Consequences
- **Read:** Document: Arts and Science Academic Honesty Guidelines
- **Read:** Document Article: David Suzuki: “Nuclear Weapons, Culpability, Subjectivity, and Loss of Control”

WEEK TWO (begins September 14): Evaluating Rhetorical Approach, Context, and First Main Point

- **Read:** Lecture One: Creating Context and Using Rhetorical Strategies
- **Compare:** Optional Summary Practice
- **Read:** Lecture Two: Comparing Summary Examples
- **Read:** Comprehensive Summary Checklist
- **View:** Information for Paraphrasing
- **Read:** “Why is Flying So Awful?”

WEEK THREE (begins September 21): Summary Review and Assignment One

- **Review:** Student Summary Example: “Why is Flying So Awful?”
- **Link:** Camosun College Writing Centre
- **Assignment Due:** Comprehensive Summary of **EITHER** “Myth: A Liberal Arts Education is Becoming Irrelevant” or “The Slender Trap” (please see the context provided for the Assignment in D2L). **The assignment is due no**

later than **Friday September 25 2020 at 5:00 pm PT**. Late papers will be subject to late penalties as per the course outline.

II. UNIT TWO (September 28 - October 16): Process Writing Assignment

WEEK FOUR (begins September 28): Process Writing Assignment

- **Read:** Directional Process Paragraph Assignment Instructions
- **Read:** Process Lecture One: Explanation of Directional Process Paragraph Assignment
- **Read:** Directional Process Paragraph Schematic
- **Read:** Optional Cliché and Idiom Practice Sheet
- **Review:** Memorial University Transitional Words and Phrases
- **Link:** Camosun College Writing Centre

WEEK FIVE (begins October 5): An Introduction to Process Writing, Ethos, and Logos

- **Read:** Process Lecture One: Rhetorical Strategies and the Mapping Thesis
- **Read:** Process Lecture Two: Rhetorical Context, Mapping Thesis, and Concluding Sentences
- **Example:** Process Point Form Document
- **View:** Process Video Link

WEEK SIX (begins October 12): Directional Process Paragraph Topic Sentences and Chronological Steps

- **Read:** Process Lecture One: Strategies for Flow, Coherence, and Teachable Moments
- **Read:** Process Lecture Two: Developing Topic Sentences and Steps
- **View:** Process Assignment Checklist PowerPoint

- **Assignment Due:** Directional Process Assignment **due on/before October 16 2020 by 5:00 pm PT**. Late papers will be subject to late penalties as per the course outline.

UNIT THREE (October 19 – November 6): Extended Definition Assignment

WEEK SEVEN (begins October 19): Extended Definition Assignment

- **Read:** Extended Definition Assignment Outline
- **Read:** Basic Schematic for Extended Definition Assignment
- **Read:** Extended Definition Lecture One: Definition Assignment, Rhetorical Context, and Mapping Thesis
- **View:** Extended Definition Point Form Sheet
- **Link:** Camosun College Writing Centre

WEEK EIGHT (begins October 26): Extended Definition, Structure, Rhetoric, and Figurative Language

- **Read:** Weakest Definition Student Example
- **Read:** Weak Definition Student Example
- **Read:** Strong Extended Definition Student Example: “Dependence”
- **Read:** Extended Definition Lecture One and Annotated Extended Definition
- **View:** Glossary of Rhetorical Devices (2 pages)
- **View:** “APE” Detailed Rhetorical Devices Glossary

WEEK NINE (begins November 2): Definition Example, Basic Quotation, Review, and Assignment Folder

- **Read:** Strongest Extended Definition Student Example: Rhythm
- **Read:** Annotation of Strongest Student Definition Example
- **Read:** Extended Definition Assignment Review
- **Read:** Basic Approaches to Quotation

- **Assignment Due:** Extended Definition Assignment **Due on/before 5:00 pm PT November 6 2020** in the submission folder. Late papers will be subject to late penalties as per the course outline.

UNIT FOUR (November 9 – November 20): Reactionary Summary: Rhetorical Analysis of Public Speaking

WEEK TEN (begins November 9): Rhetorical Analysis of Persuasive Speaking

- **Read:** Assignment for Reactionary Summary
- **View:** Julian Treasure Ted-Talk: “How to Speak So That People Want to Listen”
- **Read:** “How to Speak So That People Want to Listen” Transcript
- **Read:** Link to Public Speaking Ethos, Pathos, Logos
- **Read:** Definition of Pathos, Logos, Ethos
- **Read:** Definitions of Pathos, Ethos, Logos
- **View: Optional** Student Video of History and Importance of Rhetoric
- **View: Optional** Video on Rhetorical Strategies in Advertising
- **View: Optional** Video on Importance of Rhetoric
- **Link:** Camosun College Writing Centre

WEEK ELEVEN (begins November 16): Readings and Reactionary Summary Rhetorical Analysis Assignment Due

- **Read:** Ethos, Pathos, Logos: Three Pillars of Public Speaking
- **Read:** Reactionary Summary: Identifying Rhetorical Strategies Checklist
- **View:** Reactionary Summary Point Form Sheet
- **View:** TedEd Article and Instructional Video
- **Assignment Due:** Reactionary Summary Assignment **due on or before 5:00 pm PT November 20 2020**. Late papers will be subject to late penalties as per the course outline.

UNIT FIVE (November 23- December 11): Research Essay Assignment

WEEK TWELVE (begins November 23): Assignment Outline, Outline Lecture, Format, Introduction, Thesis

- **Read:** Research Paper Assignment
- **Read:** Lecture: Research Essay Information
- **Read:** Lecture: Research Paper Format, Introduction, Thesis
- **Read:** Research Essay Wind Power Introduction Example
- **Link:** Camosun College Library Databases: How to Find Articles
- **Link:** Streaming Video for Research (Includes CBC Digital Archives)
- **Link:** Camosun College Writing Centre

WEEK THIRTEEN (begins November 30): Research Essay, Body, Conclusion, Citation

- **Read:** Lecture on Body Paragraph and Conclusion Paragraph
- **Link:** Camosun College Library APA Formatting
- **Link:** Camosun College Library MLA Formatting
- **Link:** Camosun College Citation Help Guide
- **Link:** Camosun College Library Resources
- **Read:** How to Integrate Quotation
- **Read:** Parenthetical References
- **Link:** CBC Digital Archive
- **Link:** Ask-away Link for Research Questions

WEEK FOURTEEN (begins December 7): Research Essay Submission

- **Assignment:** Research Essay Submission Folder **due on/before 5:00 pm PT on December 11 2020**. A late assignment will be subject to late penalties as per the course outline.

5. Basis of Student Assessment: Total number of marks in course = 90 marks

- **Unit One:** Comprehensive Summary Assignment: 15 marks; Due Date: September 25, 2020 5:00 pm PT.
- **Unit Two:** Directional Process Assignment: 20 marks; Due Date: October 16, 2020 5:00 pm PT.
- **Unit Three:** Extended Definition Assignment: 20 marks; Due Date: November 6, 2020 5:00 pm PT.
- **Unit Four:** Reactionary Summary Assignment: 10 marks; Due Date: November 20, 2020 5:00 pm PT.
- **Unit Five:** Research Essay Assignment: 25 marks; Due Date: December 11, 2020 5:00 pm PT.
- **Please Note:** There is no final exam. The Research Essay Assignment is the final assignment.
- **Please Note:** Traditionally, the class average in my first-year composition courses is a B-/B.
- **Please Note:** A student who indicates in any way (implied or explicit) a grade they *require* (or what they *need* for a program, or how they can improve because they *need* a certain grade) will automatically lose 5% from their final calculated grade to ensure grading fairness and transparency to all students registered in the course.
- **Please Note:** Expect 1-2 weeks for feedback for graded assignments.

GUIDELINES (please read the following carefully):

- Assignments must be **submitted following the correct format on/before the due date on/before 5:00 pm PT. This is the responsibility of the student. No exceptions for late penalties will be made for late assignments.**
- Except in exceptional circumstances, an extension inquiry must be made at least one week in advance of the due date and will require verifiable documentation.
- Note that problems with online access, software, printing issues, travel issues, etc., will NOT be accepted as reasons under any circumstances for extensions or the avoidance of a late penalty. A late assignment will be considered late.
- All assignments **must** be uploaded to the **Assignment Folder** as a **WORD Document**; twelve (12) font size; Times New Roman or Ariel double space.
- **Save a copy of each assignment.**

- **There are no rewrites. There are no additional assignments and none will be provided to augment a grade.**
- **10% penalty** for each day or portion of each day late including weekends and holidays. **If an assignment is more than three days late, it will receive an automatic zero.** No exceptions.
- **An automatic zero** will be assigned for any of the following examples of academic misconduct: plagiarism; cheating through the copying of material from another student; making up fictitious information and presenting it as factual; altering records for the purpose of misrepresentation; helping another student to cheat, plagiarize, or falsify information.
- Assignments are due on the due date on or before 5:00 pm PT (Pacific Time). If a student is in another time zone, the student is responsible for submitting the assignment by the time specified in PT. A late paper is a late paper.
- All assignments must be submitted for marking to pass the course. This is supported mathematically.
- **A student who indicates the grade they require for a program will receive an automatic 5-mark reduction penalty on the final grade. This protects the many from the one.**
- I cannot proofread and/or edit papers. The Camosun College Writing Centre is a useful and available resource open to all students. A link is provided in each Unit of the course.
- Please be advised that, historically speaking, the average final grade in my first-year composition classes is a B-/B.

GRADING SYSTEM; Basics of Student Assessments:

- **Please note that I do not change grades to advance a student because of program requirements.**
- Assignments are submitted to the corresponding **Assignment Folder** made available in the week the assignment is due. Students should familiarize early with the basic upload procedure to the Assignment Folder.
- **F:** Lack of clear expression makes failure automatic. Subject is not understood or inaccurately presented. The assignment contains problems with structure at levels including form, content, and grammar. So many errors to be rendered virtually incoherent. Can contain examples of plagiarism = an automatic zero.

- **D:** Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood. **If I need to make comments about grammar then expect this grade.**
- **C:** Occasional weakness in expression. The basic material is understood, but the sentences are unvaried and simple. The approach to the subject lacks originality and lacks any level of appeal to audience. Can also contain format issues.
- **C+:** Very few mechanical/grammatical errors with the assignment being mostly structurally and grammatically clean. Basic material is understood; attempts at sentence variety and original expression are demonstrated. Little creative imagination is involved. If the assignment is technically good – one or two grammatical errors and the correct approach to the overall structure but topically lacks inspiration or an angle - expect the assignment to receive this grade.
- **B (range): Virtually no errors in expression;** the level of language, the grammatical structures, and the overall structure along with the representation of the essence of the idea are entirely clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is understood and communicated. **Overall, the assignment flows logically and seamlessly and uses the correct format as outlined.**
- **A (range):** The kind of work that might be expected at the next level. The assignment demonstrates a complete and clear understanding of the topic with a high degree of originality. The assignment will contain no mechanical errors. There will be a continuous flow of ideas throughout and overall unity.

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.