



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

**ENGL-151-D17**  
**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	Kari Jones
(b) Office hours	Thursdays 10-11
(c) Location	Online through Blackboard Collaborate
(d) Phone	250-370-3349 (office phone) <b>Alternative:</b>
(e) E-mail	<a href="mailto:jonesk@camosun.bc.ca">jonesk@camosun.bc.ca</a> (This is the best way to get in touch with me)
(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.

### 3. Required Materials

#### (a) Texts

- Consistent computer and internet access sufficient for streaming audio/video and for reading online—please contact me as soon as possible if this will be a problem for you.
- All readings are on our D2L site.
- Recommended: access to a printer for printing occasional reading, rough drafts, etc

### 4. Course Content and Schedule

Week	Content	Assignments Due
1 September 8-13	Welcome and Overview of the Course	Mandatory Initial Assignment Value 0%
2 September 14-20	Writing Strong Paragraphs Reading: <i>Harmony</i> by Richard Wagamese	Discussion Forum Post
3 September 21-27	Summary and Paraphrase: Reading: <i>The Danger of A Single Story</i> by Chimamanda Adichie	Discussion Forum Post
4 September 28- October 4	Working on Language and Citation Reading <i>Indinawemaaganidog/ all of my relatives</i> by Leanne Simpson	Discussion Forum Post Personal Narrative Assignment Due Sunday at midnight
5 October 5- 11	Intro to Rhetorical Devices Reading: <i>The New Abolitionism</i> by Chris Hayes	Discussion Forum Post
6 October 12-18	TBA	
7 October 19-25	Writing Essays Reading: <i>Canada's National Parks Are Colonial Crime Scenes</i> by Robert Jago	Discussion Forum Post
8 October 26-	Essays and Citations Con't. Reading: <i>Neoliberalism Has Conned Us Into Fighting Climate Change As Individuals</i> by Martin Lukacs	Discussion Forum Post Citation Quiz

November 1		
9 November 2-8	Essay Writing	Rhetorical Analysis Due Sunday at midnight
10 November 9-15	Starting the research project	
11 November 16-22	Research con't Reading: <i>g: Unskilled and Unaware of It</i> by Justin Kruger and David Dunnin	Discussion Forum Post
12 November 23-29	Research Con't. Reading: <i>Mishkos Kenomagwen: The Teachings of Grass</i> by Robin Wall Kimmerer	Discussion Forum Post Annotated Bibliography Due
13 November 30-December 6	Infograpghics: What they are and now to make them	
14 December 7-13		Final Research Paper and Infographic Due

## 5. Basis of Student Assessment (Weighting)

Assignment	Value %
Discussion Forum Assignments x 8	20 (2.5% each)
Personal Narrative	10
Rhetorical Analysis	15
Annotated Bibliography	15
Research Paper	20
Research Infographic	10
"In class" exercises	10
Total	100%

## 6. Grading System

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

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

The college has several services that will be useful to you over the term. I hope you will take advantage of them.

- **English Help Centre,**  
*For college-level EAL students* <http://camosun.ca/help-centres>

- **The Writing Centre,**  
**Help for ENGL 151 and above** <http://camosun.ca/services/writing-centre/index.html>
- **Student Success Centre,**  
Schedule one-on-one appointment online
- **Skills for studying, time management, writing, etc.**  
<http://camosun.ca/services/writing-centre/learning-skills.html>

## 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.

## Important Class Guidelines:

1. This is a strange term! For all of us. I'm sad that we won't be in a class together, but I hope we will still find ways to get to know each other, to enjoy the class, and to learn lots. If there is anything impeding your happiness or health that I can help with, please let me know. This might include:
  - a. Guidance in understanding what services are available to you at the college
  - b. Assistance contacting someone for help (such as a counsellor, a librarian, a tech person, etc.)
  - c. Help navigating our class
2. Use respectful language. Camosun College, and our class in particular, should be a safe place for people to express their opinions, and also a safe space to read each other's

writing. Don't be afraid to disagree with others, but ensure that the language you use respects the diversity in the class.

3. Post assignments on-time. Getting your assignments in on-time helps you keep on top of the work and helps me get comments back to you in a timely fashion. There are no late penalties in this class, but please respect the fact that I am a human. I reserve the right to refuse any assignment that is more than a week late without a reasonable explanation.
4. Submit assignments by uploading them to the appropriate Assignments folder on D2L. Do not email me assignments. It's your responsibility to make certain you have uploaded your file on time, and that it is the correct version.
5. **BE HERE NOW.** If you miss more than 25% of the discussions (four weeks, for any reason), I reserve the right to refuse to accept any subsequent assignments.
6. Plagiarism: Don't do it (I am better at it than you and I will catch you). Plagiarized assignments get an automatic zero. You also place yourself in danger of getting a zero for the course.
7. At the college level, we assume basic literacy and mechanical polish in all assignments. This means that a paper with significant grammatical errors will not pass no matter how wonderful the ideas are. Also, please note that "re-writes" are not accepted except under extraordinary circumstances.