



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

**ENGL-151-D33**  
**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**

<b>(a) Instructor</b>	Max Olesen
<b>(b) Office hours</b>	Tuesday, Wednesday, and Thursday, 11:00 a.m. to 12 p.m.
<b>(c) Location</b>	Online through Blackboard Collaborate, or email, or phone by appointment
<b>(d) Phone</b>	250-370-3349 (Office Phone) <b>Alternative:</b>
<b>(e) E-mail</b>	olesenm@camosun.bc.ca (This is best way to contact me)
<b>(f) Website</b>	See D2L course 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

- All readings can be accessed on our D2L course website, either as PDFs or links to website.
- Consistent computer and internet access sufficient for streaming audio/video and for reading online is required. Please contact me as soon as possible if this will be a problem for you.

### 4. Course Content and Schedule

- This course is offered online through D2L, and you will learn asynchronously on your own time. I am available for consultation to support your learning. There are no set times when you must be in front of your computer to receive course material from me. Any and all class material (lectures, reading notes, assignments, and discussions) will be available to you online on the D2L platform.
- Class material, such as pre-recorded lectures and reading notes, will be available to all students on D2L week by week. I will not be making material available before the week we are discussing it. This will be done in order to minimize the potential for confusion, such as posting responses in the wrong discussion group.
- Schedule and Due Dates are subject to change with advance notice.
- All assignments are due by Friday at midnight on the week they are due.

Week	Topic
1 Sept 8-11	Welcome and Introduction to Academic Writing <b>Diagnostic Essay Due</b>
2 Sept 14-18	Ideas into Words, Sentences, Paragraphs, and Essays; Grammar and Vocabulary
3 Sept 21-25	Logos, Pathos, and Ethos: The Rhetorical Triangle; Persuasion
4 Sept 28-Oct 2	Citations Styles & Citing Work; Quotations, Paraphrases, Summaries <b>Logos, Pathos, Ethos Analysis Due</b>
5 Oct 5-9	Patterns of Argumentation; Evaluating Arguments; Analysis
6 Oct 12-16	TBA
7 Oct 19-23	Analysis, continued; Critical Thinking <b>Rhetorical Analysis Due</b>
8 Oct 26-30	Using Logic & Avoiding Logical Fallacies; Reasoning from Evidence
9 Nov 2-6	Becoming a Researcher; Choosing and Using Research Sources
10 Nov 9-13	Research, continued; Academic Integrity
11 Nov 16-20	Organizing & Writing Research Essays <b>Research Annotation Assignment Due</b>
12 Nov 23-27	Organizing & Writing Research Essays, continued

<b>13</b> <b>Nov 30-Dec 4</b>	Editing (Micro, Macro, & Copy) and Revision
<b>14</b> <b>Dec 7-11</b>	Assessing your work and looking forward <b>Final Research Essay Due</b>

**Potential Texts:** All texts are online resources, listed below, and links and/or PDF copies (dependent on copyright rules) to them will be posted on our class D2L website, or can be accessed through the Camosun Library Digital catalogue. Texts are subject to change with advance notice.

**TED Talks:**

- Yuval Noah Harari, “Why fascism is so tempting...”
- Cesar Hidalgo, “A bold idea to replace politicians”
- Chimamanda Ngozi Adichie, “The danger of a single story”
- Jon Ronson, “Strange answers to the psychopath test”
- Sir Ken Robinson, “Do schools kill creativity?”
- Susan Cain, “The power of introverts”
- John McWhorter, “4 reasons to learn a new language”
- Van Jones, “The economic injustice of plastic”
- Paul Bloom, “Can prejudice ever be a good thing?”
- Ariana Curtis, “Museums should honour the everyday...”

**Periodical/Magazine/Online Articles:**

- 1) Bruce Mau, “Imagining the Future”, *The Walrus*
- 2) Bruce Mau, “Is the World Getting Better or Worse”, *The Walrus*
- 3) Kim Stanley Robinson, “Empty Half the Earth of its humans. It’s the only way to save the planet”, *The Guardian*
- 4) Kareem Abdul-Jabbar, “Insulting Colin Kaepernick says more about our patriotism than his”, *The Washington Post*
- 5) Andrew Cohen, “Olympics are an antidote to our culture of phoniness”, *The Calgary Herald*
- 6) Virginia Heffernan, “Why I’m a creationist”, *Yahoo News*
- 7) Kate Harris, “Where Not to Travel in 2019, or Ever”, *The Walrus*
- 8) Chuck Klosterman, “Which Rock Star Will Historians of the Future Remember?”, *The New York Times*
- 9) Yuval Noah Harari, “The meaning of life in a world without work”, *The Guardian*
- 10) Yuval Noah Harari, “The Myth of Freedom”, *The Guardian*
- 11) Mark E. Leib, “Yuval Noah Harari’s Nihilist Testament”, *Commentary Magazine*
- 12) Dr. Gabor Mate, "The Keys of Paradise: Addiction as a Flight from Distress", Excerpted from *In the Realm of Hungry Ghosts: Close Encounters with Addiction*
- 13) Jacob Sullum, "The Surprising Truth About Heroin and Addiction", Excerpted from *Saying Yes: In Defense of Drug Use*

**6. Basis of Student Assessment (Weighting)**

<b>Assignments</b>	<b>Value (Total 100%)</b>
D2L Close Reading Assignments	20%
D2L Group Participation	15%
Diagnostic Essay	5%
Logos, Pathos, Ethos Analysis	10%
Rhetorical Analysis	15%
Research Annotation Assignment	15%
Final Research Essay	20%

**Assignment Expectations:**

- All assignments must be completed and submitted before the last day of class in order to count towards your final grade.
- All out-of-class assignments/essays must follow the formatting guidelines outlined on the assignment instruction sheets.

- Assignments will be submitted as digital submissions to a D2L Dropbox as a Microsoft Word, Apple Pages, ODT, RTF, or PDF document.
- Any extensions for assignments will be considered on a case-by-case basis in discussion with me. Late assignments will not receive comments, only a grade. If you have trouble submitting any assignments on time, please contact me as early as possible.
- **Plagiarism** takes many forms. From the Camosun College School of Arts & Science Academic Honesty Guidelines (<http://camosun.ca/learn/school/arts-science/images/Arts%20and%20Science%20Academic%20Honesty%20Guidelines.pdf>): “As per Camosun College policy, plagiarism includes, but is not limited to, the following: submitting an entire assignment written or made/created by someone else or based on collaboration with others; incorporating or paraphrasing passages from any source, including internet sites, without citations; submitting an assignment that an editor or tutor has partially or entirely rewritten for you; submitting any portion of a group project which contains plagiarism; submitting anything created with input from a group as your own individual work.” Plagiarism will be met with serious consequences at Camosun College, as outlined in the Academic Honesty Guidelines. If you have difficulty completing assignments, please contact me for help, do not plagiarize.
- Our assignments are designed to be challenging and to stretch your skills; there are high expectations and grading standards. If you can commit the requisite time and effort to class, aim to achieve your personal best on every assignment, and keep in contact with me about your challenges, you will do well.

## 6. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with “X” in box below to show appropriate approved grading system – see last page of this template.)*

Standard Grading System (GPA)

Competency Based Grading System

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

### Online Learning Supports:

- Online learning support resources: <http://camosun.ca/services/orientation/online-learning.html>
- eLearning Tutorials for students: <https://elearningtutorialscamosun.opened.ca/d2l-tutorials/>

### Class Environment:

- Our class is a shared environment where we are all learners and collaborators; it is a place where we have fun, and feel free to express ourselves. New knowledge is gained when we learn collaboratively and feel connected. Respect for each other, and the many divergent views we will encounter in this course, is a requirement for all participants. Practice judgment, maturity, politeness, and respect in all interactions and communications.
- Participation will be essential to creating a good online classroom. Being comfortable sharing your views and learning from others can take time, but it will benefit your learning and communication skills. Be curious, record your observations, questions, and ideas as you read, reflect on what we read and discuss, ask questions, and develop your critical thinking skills.

### Communication:

Please check your email and D2L email regularly (and possibly consider linking these accounts, which you must do through D2L), in order to keep connected with this asynchronous class. To contact you via email, I will use the email address provided to me via Camlink, which is the email you used to register for classes with; if you do not receive an email message from me within the first week, please let me know. You can connect with me via email or during my virtual office hours listed above.

### **Writing Support:**

Outside of consultations with me, Camosun College provides several online resources to support your writing and research:

- Camosun College Writing Center - <http://camosun.ca/services/writing-centre/>
- Camosun College English Help Center – <http://camosun.ca/services/help-centres/english-upgrading.html>
- WriteAway - <https://writeaway.ca/>
- Camosun Library AskAway - <https://askaway.org/chat>

### **Student Conduct Policy:**

Become familiar with the Camosun College Student Conduct policy and apply it to your conduct as a Camosun College student. The policy is available here: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>

### **Important Dates:**

Sept. 8: Start of Fall 2020 semester  
Sept. 21: Fee Deadline today  
Oct. 12: Thanksgiving holiday  
Oct. 16: Final Examination Schedule for Fall '20 posted  
Nov. 11: Remembrance Day observed  
Dec. 12: Last day of instruction for most Fall '20 courses  
Dec. 14-22: Final Exam period

## **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.