



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-D35
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	Alena Chercover
(b) Office hours	Wednesday/Thursday 12:30-1:30 and by appointment
(c) Location	Online (Collaborate)
(d) Phone	Please email
(e) E-mail	chercovera@camosun.bc.ca

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) Course pack on D2L

4. Course Content and Schedule

This tentative schedule outlines weekly topics and major assignments for English 151. The schedule is subject to change. Online meetings via Collaborate will take place on Thursdays from 7 PM to 8 PM. Your online **attendance for the entirety of our class block (6 PM to 8:50 PM) will be mandatory on two occasions** for the writing of timed essays. See dates below.

Date	Topics	Pre-Reading (in addition to lesson slides or videos)	Assignment	Due
Week 1 Sept. 10	<ul style="list-style-type: none"> Introduction to English 151 Critical Reading 		Intro Assignment (mandatory)	<i>Sept. 15</i>
Week 2 Sept. 17	<ul style="list-style-type: none"> Analysis vs. Summary Purpose and Audience 	"Rang-tan" (link on D2L) Atwood, "Letter to America" (pp.5-7)	D2L Reading Assignment 1: "Letter to America" (2%) *Discussion Question only	<i>Due by 6:00 today</i>
Week 3 Sept. 24	<ul style="list-style-type: none"> Thinking Critically Fact vs. Opinion Building Paragraphs 	Thomas King, "Borders" (pp.11-26)	Reading Assignment 2: "Borders" (2%)	<i>Question post due by Sept. 20; response paragraph due by 6:00 today</i>
Week 4 Oct. 1	<ul style="list-style-type: none"> Thesis Statements Rhetorical Appeals 	Kimmerer, "Mishkos Kenomagwen: The Teachings of Grass" (pp.107-117) James, "Green Winter" (link on D2L)	Reading Assignment 3: "Mishkos Kenomagwen: The Teachings of Grass" (2%) Summary Assignment (15%)	<i>Question post due by Sept. 28; response paragraph due by 6:00 today</i> <i>Due by 6:00 today</i>
Week 5 Oct. 8	<ul style="list-style-type: none"> Research Questions & Research Material Annotated Bibliography 			

Week 6 Oct. 15	<ul style="list-style-type: none"> Rhetorical Analysis Essay Anatomy Review for In-Class Essay 	Carson, "A Fable for Tomorrow" (pp.67-69) Student Sample Essay (pp.71-73)		
Week 7 Oct. 22	<ul style="list-style-type: none"> Documenting and integrating Sources 		Timed Essay #1 (15% or 30%)	<i>6:00-9:00 today on D2L</i>
Week 8 Oct. 29	<ul style="list-style-type: none"> Argument 	Suzuki, "Genetics after Auschwitz" (pp.77-88)	Reading Assignment 4: Suzuki, "Genetics after Auschwitz" (2%) Annotated Bibliography (15%)	<i>Question post due by Oct. 26; response paragraph due by 6:00 today</i> <i>Due by 6:00 today</i>
Week 9 Nov. 5	<ul style="list-style-type: none"> Methods of Development Introductions and Conclusions 	Dryden, "The Game" (pp.91-97)	Reading Assignment 5: "The Game" (2%)	<i>Question post due by Nov. 2; response paragraph due by 6:00 today</i>
Week 10 Nov. 12	<ul style="list-style-type: none"> Logical Fallacies Review for In-Class Essay 			
Week 11 Nov. 19	<ul style="list-style-type: none"> Work block for those not writing the second essay 		In-Class Essay #2-Optional (15%)	<i>6:00-9:00 today on D2L</i>
Week 12 Nov. 26	<ul style="list-style-type: none"> Editing 		Research Essay Draft	<i>Due by 6:00 today</i>
Week 13 Dec. 3	<ul style="list-style-type: none"> Final Research Essays Q&A 		Peer Review (5%)	<i>Due by 6:00 today</i>
Week 14 Dec. 10	<ul style="list-style-type: none"> Course Debrief 		Final Research Essays (20%)	<i>Due by 6:00 today</i>

5. Basis of Student Assessment (Weighting)

Assignment	Weight	Due Date
Introductory Assignment	Mandatory	Monday, Sept. 15
Discussion Posts/Reading Assignments	10%	Ongoing
Summary Assignment	15%	Thursday, Oct. 1
Rhetorical Analysis Timed Essay #1*	15% (or 30% if opting out of Timed Essay #2)	Thursday, Oct. 22
Annotated Bibliography	15%	Thursday, Oct. 29
Rhetorical Analysis Timed Essay #2*	15% (optional)	Thursday, Nov. 19
Research Paper Peer Edit	5%	Thursday Dec. 3
Research paper	25%	Thursday, Dec. 10

* Students must receive at least 60% on the first timed essay OR a combined average of at least 60% on the two timed essays to pass the course.

6. Grading System

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

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

- **The English Help Centre and Writing Help Centre**
 - <http://camosun.ca/services/writing-centre/appointments.html>
- **Camosun Library**
 - <http://camosun.ca/services/library/>
- **The Centre for Accessible Learning**
 - <http://camosun.ca/services/accessible-learning/>

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.

9. Class Expectations

You can expect your instructor to

- teach to the course goals
- give clear instructions for assignments and exercises
- advise and support students in their course work
- treat students with respect
- act in a fair manner
- be available during virtual office hours or, if necessary, arrange an alternative time to meet
- evaluate students fairly and constructively, based on criteria made clear to students beforehand

Your instructor will expect you to

- keep up with course material on D2L
- prepare for class by completing readings and assigned work on time
- actively participate in class activities
- ask questions if you need clarification
- submit all assignments according to instructions, complete, and on time
- submit your own, original work
- use instructor comments and feedback to improve future work
- cooperate with and act respectfully toward other students and the instructor
- communicate with the instructor about problems or concerns as soon as possible

Guidelines for Preparing and Submitting Written Assignments

All formal written assignments for this course should be typed according to assignment specifications. When you use sources, your papers should include correct and complete citations in APA or MLA format. All papers should be clearly marked with your name and submitted on time, **as a PDF**, through D2L Assignments.

Late & Missing Assignments

You must submit assignments on time. However, the Fall 2020 session is taking place under unusual circumstances that may create additional barriers or stress for some students. A reasonable explanation and request for extension, if given *before* the due date, will be considered. Late submissions without prior explanation will be penalized by 10% and will receive a grade only (no comments). Submissions more than one week late will receive a '0'.

Plagiarism & Cheating

Plagiarism is a serious academic offense. Please ensure you submit your own, original work, which you have written for the assignments in this class. You should review Camosun's policies on academic honesty and plagiarism, which you can find here: <http://camosun.ca/learn/school/arts-science/images/Arts%20and%20Science%20Academic%20Honesty%20Guidelines.pdf>.

Professionalism & Participation

Since this section of English 151 will be delivered as an online course, you can demonstrate your professionalism through your engagement, respect, and thoughtful completion of assigned tasks.

Poor participation may affect your grade as a natural consequence through poor performance on assignments due to class work missed.

Each week, you will be given several ways to access lesson content and resources. It is your responsibility to know the material covered and to complete the assignments due. If you have difficulty accessing course materials or assignments, let your instructor know well in advance of the due date.

Additional Notes

Students must receive at least 60% on the first timed essay OR a combined average of at least **60%** on the two timed essays to pass the course.

If you encounter circumstances that you feel impede your learning in this course, or if throughout the term you discover ways I could better support your learning, please let me know. We are in this together, and I am happy to work with you to create a positive and productive learning environment.