



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

**ENGL-151-D40**  
**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	Jasmine North
(b) Office hours	Thursday 1-2 pm
(c) Location	Online (Discussion Forum, Email, or Collaborate)
(d) Phone	n/a
(e) E-mail	northj@camosun.bc.ca
(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

Everything is available on D2L. No texts required.

#### (b) Other Useful Materials (Not required).

*Oxford Canadian A-Z of Grammar, Spelling, and Punctuation*  
Small thesaurus and/or dictionary

### 4. Course Content and Schedule

This course will be delivered asynchronously. In other words, there are NO scheduled class times that you are required to be online during. You can log in at any time during the week to complete that week's lesson and practice activities or discussion questions. I will be online every Wednesday 1 – 2 pm for a virtual office hour – so I will be actively monitoring my email and discussion forums during that time. I will also check the discussion forum on questions about course content and assignments on a daily basis (just not a particular specific time).

While you can work through the material at your own pace, there are specific due dates for major assignments. Please see the schedule below.

#### WEEK 1:

Intro to Academic Writing

Prewriting  
Outlines

Sentence Skeleton

## WEEK 2:

Thesis Statements  
Parallelism

Thesis Statement Practice Activity

Sentence Fragments

## WEEK 3: Sept 21

Intro and Concluding Paragraphs  
Body Paragraph Structure

Unity and Coherence/ Transitions

Topic Sentence Practice Activity  
Unity and Coherence Practice Activity

Subject-Verb Agreement

## WEEK 4:

Rhetorical Modes  
Types of Claims

Active/ Passive Voice

## WEEK 5:

Argument Essays

## WEEK 6:

Plagiarism  
Paraphrases/ Quotes  
Editing and Revision

Paraphrase and Quote Practice Activity

Commas

## WEEK 7: **OCT 19 - ARGUMENT ESSAY DUE - 15%**

Critical Thinking

Writing Summaries

The Semicolon

**WEEK 8: OCT 30 - SUMMARY DUE – 5%**

**Discussion Forum: Analyzing Politics**

**Discussion: Doublespeak**

**Discussion: Women in Politics**

**Discussion: Developing Better Political Leaders**

The Colon

**WEEK 9: Rhetorical Analysis**

Logical and Emotional Fallacies

Pronouns

**WEEK 10:**

Research Papers

Research Paper Proposals

Annotated Bibliographies

Apostrophe

**WEEK 11: NOV 16 - RHETORICAL ANALYSIS DUE – 15%**

Outlining a Research Paper

Finding Sources: Library and Internet

Library Practice Activity

Citations and References Practice Activity

Modifiers

**WEEK 12: NOV 27 - Research Paper Proposal and Annotated Bibliography DUE – 10%**

**Discussion Forum: Environmental Issues**

**Discussion: Food Security**

**Discussion: Climate Change**

**Discussion: Tarmageddon: Dirty Oil is Turning  
Canada into a Corrupt Petro-State**

**WEEK 13:**

**Discussion Forum: Indigenous Truth and Reconciliation**

Fused Sentence/ Comma Splice/ Run-on Sentence

**WEEK 14: Catch-up Week**

**Use this week to catch up on any outstanding practice activities, grammar quizzes, and discussion questions.**

**Also use this week to finish your research essay!**

**December 14: RESEARCH PAPER DUE - 25%**

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

*(Should be directly linked to learning outcomes.)*

(a) Assignments

Argument/Persuasive Essay (750-1000 words)	<b>15%</b>
Summary	<b>5%</b>
Rhetorical Analysis (750 words)	<b>15%</b>
<b>Research Paper Proposal and Annotated Bibliography</b>	<b>10%</b>
Research Essay (1800 words)	<b>25%</b>

(b) Quizzes

Grammar Quizzes **combined weight of 10%**

(c) Exams

NO final exam

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

Critical Thinking Discussion Questions **combined weight of 10%**

Peer Edits **combined weight of 5%**

Practice Activities **combined weight of 5%**

### **Late Essays:**

- Essays are due by midnight on the date specified in the course schedule.
- Up to 5% per day (including weekend days) can be deducted for lateness. Nothing will be accepted 5 days or more past the due date.
- Requests for extensions will be considered, but only if the request is made in advance.
- Rewrites are NOT allowed.

### **Readings, Homework, and Participation:**

As with any course, it is vitally important that you have completed all assigned readings and lessons before completing practice activities, assignments, and discussion questions.

## **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**

## **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.
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