CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-D01
Academic Writing Strategies
Summer 2021

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	Tom Nienhuis	
(b) Office hours	Tue 11:00am – 12:00pm, Thu 2:00 – 3:00 (via Collaborate)	
(c) Location	Collaborate	
(d) Phone N/A		**Alternative:**
(e) E-mail	nienhuist@camosun.ca	
(f) Website	D2L	

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

You do not have to purchase any texts for this class.

We'll use a combination of open-source textbooks and readings, which will all be available on D2L.

4. Course Content and Schedule

We will meet online (using the Collaborate platform) on Thursdays from 8:30am – 11:30am. These meetings will offer explanations of concepts and skills relevant to course assignments, class discussions to consolidate knowledge, opportunities to practice writing skills, delivery of assignment instructions, in-class assignments, and bad jokes from the instructor. Attending class meetings is vital to your success in ENGL 151, but if you miss a meeting, you'll be able to catch up later with a recording (posted same day on D2L).

In addition to material covered in our Collaborate meetings, I'll be posting weekly course information (videos, slideshows, readings, activities) that you'll complete independently during the week. You'll also be working incrementally to complete assignments by conducting research, planning/outlining writing assignments, writing rough drafts, proofreading, and editing your work. That's a lot of work, so budget your time carefully and reach out if you need help.

The table below provides a tentative schedule and summary of course activities.

	Areas of Focus	**Assignments**	**Essay Benchmarks**
Week 1 (May 3-7)	• College-level writing • Active reading • Summary writing • Essay writing process	**Writing Diagnostic**	
Week 2 (May 10-14)	• Logic and rhetoric • Critical reading • Rhetorical analysis	**Summary (10%)**	*Focused Topic*
Week 3 (May 17-21)	• Thesis statements • Paragraph structure • Planning/outlining • Academic research		*Draft Thesis*

Week 4 (May 24-28)	• Supporting arguments • Integrating sources	**Rhetorical Analysis (20%)** **Outline and Annotated** **Bibliography (15%)**	*Outline and Bibliography*
Week 5 (May 31-Jun 4)	• Developing arguments • Counterarguments • Intros and Conclusions		
Week 6 (June 7-11)	• Revising/proofreading • Peer editing	**Essay draft/peer edit (5%)**	*Essay Draft*
Week 7 (June 14-18)	• Exam preparation	**APA Quiz (5%)** **Research essay (30%)**	*Essay Final Copy*

5. Basis of Student Assessment (Weighting)

Major Assignments	Due Date	Value
Writing diagnostic (mandatory)	TBD (first week of class)	0%
In-class summary (250-300 words)	Thursday, May 13	10%
Essay Outline/Annotated Bibliography	Friday, May 28	15%
Rhetorical analysis (750-1000 words)	Monday, May 31	20%
Research Essay Draft/Peer Edit (in-class)	Thursday, June 10	5%
APA Quiz (in-class)	Thursday, June 17	5%
Research Essay (1500-2000 words)	Friday, June 18	30%
Response Essay Exam	TBD (during Exam Week)	15%

6. Grading System

| X | Standard Grading System (GPA) |

| | Competency Based Grading System |

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

College Recommendations Regarding Technology

Camosun has published some information on online learning that includes minimum requirements for your home computer, recommendations for setting up necessary software, and a useful FAQ that covers topics like how to borrow laptops from the school. The information can be accessed here:
http://camosun.ca/services/orientation/online-learning.html#requirements

Class Expectations

I expect all students to conduct themselves maturely, responsibly, and kindly. That means
- completing all tasks assigned in each weekly module

- creating and following a schedule to make sure you don't fall behind
- participating fully in class discussions in Collaborate by asking questions, commenting constructively on others' contributions, and responding to prompts
- communicating respectfully in interactive sessions and helping us all create an inclusive online learning space (we're a community, folks; let's be a positive one)
- beginning all assignments as soon as possible, and submitting them all on time
- communicating with me as soon as possible when you have a question about an assignment
- reading and using the feedback I provide on assignments (and asking me for clarification)
- making use of my office hours

Submission Guidelines

Read assignment instructions carefully to ensure you're submitting them in the proper format. Assignments will be submitted as a Word file or PDF to D2L. In our class we will use APA citation style, but if you have significant experience with another citation style (MLA, IEEE), contact me to negotiate an exception.

Late Assignments and Missed In-Class Assignments

Assignments are due on the date and time indicated in the Course Schedule and on D2L. Extensions will only be granted in the case of serious illness or emergency, and must be negotiated *before the due date*, in writing.

Unless otherwise stated in assignment instructions, late assignments will be accepted up to one week after the original due date, and they will be subject to a flat 10% grade deduction. Late assignments will be graded, but they will receive few or no comments. Assignments submitted more than a week late will receive a grade of 0.

Academic Integrity and Plagiarism

I expect you to demonstrate the former and avoid the latter. Handing in work that is not yours, or that does not indicate borrowed material clearly, is a serious offence, and it leads to very serious consequences, the least of which is a 0 on an assignment. Please familiarize yourself with Camosun's Student Conduct Policy and the Academic Integrity Policy, and when in doubt, cite your work!

Library Services and Writing Centre

The library provides vital service to students, particularly those undertaking research and writing assignments. Please visit the website to access materials, learning guides, research support, and much more.

The Writing Centre is perhaps the most important service available to students writing essays. It is online, free to students, and delivered by wonderful, knowledgeable people. You can book appointments here. But book soon – appointments fill up very quickly.

Learning Support

If you have a question or concern related to the course, or you need some more (or different) learning support, please contact me. I became a teacher because I enjoy helping people learn, and I'm always happy to discover new ways to improve my practice. Online instruction is still somewhat unfamiliar territory for all of us, so let's work together to make sure you're learning effectively.

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	*Incomplete*: 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	*In progress*: 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	*Compulsory Withdrawal*: 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.