



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

**ENGL-151-D02**  
**Academic Writing Strategies**  
**Winter 2021**

**COURSE OUTLINE**

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

□ 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	Tuesday and Thursday from 10:30-12:30
(c) Location	Collaborate
(d) Phone	250-370-3349 <b>Alternative:</b> _____
(e) E-mail	<a href="mailto:jonesk@camosun.bc.ca">jonesk@camosun.bc.ca</a> (email 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.
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### 3. Required Materials

All of our reading materials are available on-line through the D2L site.

### 4. Course Content and Schedule

Week	Content	Assignments Due
1 Jan 11-17	Welcome and Overview of the Course	Mandatory Initial Assignment Due January 15 Discussion Forum Post
2 Jan 18-24	Writing Strong Paragraphs Reading: <i>Harmony</i> by Richard Wagamese	Wagamese Paragraph Due January 24
3 Jan 25-31	Summary and Paraphrase: Reading: <i>The Danger of A Single Story</i> by Chimamanda Adichie	Discussion Forum Post
4 Feb 1-7	Working on Language and Citation Reading <i>Indinawemaaganidog/ all of my relatives</i> by Leanne Simpson	Discussion Forum Post  Personal Narrative Assignment Due Sunday February 7 at midnight
5 Feb 8-14	Intro to Rhetorical Devices Reading: <i>The New Abolitionism</i> by Chris Hayes	Discussion Forum Post
6 Feb15-21	READING BREAK	READING BREAK
7 Feb 22-28	Writing Essays Reading: <i>Canada's National Parks Are Colonial Crime Scenes</i> by Robert Jago	Jago Paragraph Due February 28
8 March 1-7	Essays and Citations Con't. Reading: <i>Neoliberalism Has Conned Us Into Fighting Climate Change As Individuals</i> by Martin Lukacs	Discussion Forum Post
9 March 8-14	Essay Writing	Rhetorical Analysis Due Sunday March 14 at midnight
10 March 15-21	Starting the research project Reading: <i>g: Unskilled and Unaware of It</i> by Justin Kruger and David Dunnin	Research Paper Topic Confirmation Sheet Due March 21
11 March 22-28	Research con't	Discussion Forum Post

	Reading: <i>Mishkos Kenomagwen: The Teachings of Grass</i> by Robin Wall Kimmerer	Annotated Bibliography Due Sunday March 28
12 March 29-April 4	Research Con't.	Research Paper Due Sunday April 4
13 April 5-11	Infograpghics: What they are and now to make them	Infographic Due Sunday April 11
14 April 12-18	TBA	TBA

## 5. Basis of Student Assessment (Weighting)

Assignment	Value %	Due Date
Discussion Forum Assignments x 5	10	on going
"In class" exercises x 7	7	on going
Wagamese Paragraph	5	January 24
Personal Narrative	10	February 7
Jago Paragraph	8	February 28
Rhetorical Analysis	15	March 14
Annotated Bibliography	15	March 28
Research Paper	20	April 4
Research Infographic	10	April 11
Total	100%	

## 6. Grading System

- 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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.