



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

**ENGL-151-D21**  
**Academic Writing Strategies**  
**Winter 2021**

**COURSE OUTLINE**

---

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.

---

**1. Instructor Information**

(a) Instructor	Alexis Martfeld
(b) Office hours	Tuesdays 3:30-4:30; Thursdays 1:00-2:00
(c) Location	Blackboard Collaborate
(d) Phone	Please email
(e) Email	Martfelda@camosun.bc.ca

**2. Intended Learning Outcomes**

Upon completion of this course the 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.
3. 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.
4. 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

Course resources (provided)

### 4. Course Content and Schedule

This **tentative** schedule outlines weekly topics and major assignments for English 151.  
The schedule is **subject to change**.

<b>Week</b>	<b>Tuesday 11:30-12:50</b>	<b>Thursday 11:30-12:50</b>
<b>Week 1</b> Jan. 12 & 14	<b>Introduction to English 151 Academic Writing Strategies: Welcome!!!</b>	<b>Topics</b> Critical Reading Analysis vs. Summary  <b>Due: ENGL 151 Entrance Assessment/Diagnostic (Friday, January 15) (Complete/Incomplete—C/I)</b>
<b>Week 2</b> Jan. 19 & 21	<b>Topics</b> Purpose and Audience  <b>Readings</b> Atwood, "Letter to America"  <b>CPA Due: "Letter to America" Analysis Paragraph and Discussion Question (APDQ)</b>  <b>Add/Drop Course Deadline: Wednesday, January 20</b>	<b>Topics</b> Research Sources Thinking Critically  <b>Readings</b> TBD  <b>Fee Deadline: Friday, January 22</b>
<b>Week 3</b> Jan. 26 & 28	<b>Topics</b> Building Paragraphs Fact vs. Opinion  <b>Readings</b> King, "Borders"  <b>CPA Due: "Borders" DQ</b>	<b>Topics</b> Constructing Thesis Statements Rhetorical Appeals  <b>Readings</b> James, "Green Winter"  <b>MA Due: Summary/Analysis Assignment (13%)</b>
<b>Week 4</b> Feb. 2 & 4	<b>Topics</b> Rhetorical Appeals cont'd  <b>Readings</b> Dimaline, "Why John A. Macdonald's name doesn't belong on Canada's schools" Geddes, "Why Sir John A. Macdonald's name should stay on our schools"  <b>CPA Due: Either the Dimaline or Geddes article APDQ</b>	<b>Topics</b> Research Questions Research Paper Preparatory Assignment
<b>Week 5</b> Feb. 9 & 11	<b>Research Librarian Visit: Finding Authoritative Sources</b>  Researching & Evaluating Research Material <b>CPA Due: Research Session Worksheet</b>	<b>Topics</b> Essay Anatomy  <b>Readings</b> Student Sample Paper

Week 6 Feb. 16 & 18	<b>READING WEEK!!!</b> <hr/>	<b>READING WEEK!!!</b>
Week 7 Feb. 23 & 25	<b>Topics</b> Review for In-class Assessment #1 <b>CPA Due: In-class Assessment #1 Outline</b>	<b>Due</b> <b>MA Due: In-class Assessment #1</b>
Week 8 Mar. 2 & 4	<b>Topics</b> Reading Academic Essays Documenting and Integrating Sources  <b>Readings</b> "Using Sources in the Composing Process" Sample Student Research Papers <ul style="list-style-type: none"> <li>• MLA Sample</li> <li>• APA Sample</li> </ul>	<b>Topics</b> Argument  <b>Readings</b> Suzuki, "Genetics after Auschwitz"  <b>CPA Due: "Genetics after Auschwitz" DQ</b>
Week 9 Mar. 9 & 11	<b>Topics</b> Outlines Methods of Development  <b>Readings</b> Dryden, "The Game" Stephens-Davidowitz "Don't Let Facebook Make you Miserable"  <b>CPA Due: "The Game" and "Don't Let Facebook Make You Miserable" DQs</b>	<b>Topics</b> Roundtable Discussion  <b>MA Due: Argumentative Research Paper Preparatory Assignment (15%)</b>
Week 10 Mar. 16 & 18	<b>Topics</b> Introductions and Conclusions  <i>Last Day to Drop Without Academic Penalty: Tuesday, March 16</i>	<b>Topics</b> Logical Fallacies Counterarguments  <b>Reading</b> Wudrick, "What Will Canadians Gain from a Carbon Tax?"
Week 11 Mar. 23 & 25	<b>Topics</b> TBD  <b>CPA Due: TBD</b>	<b>Due: Grammar Quiz #1 (5%)</b>
Week 12 Mar. 30 & Apr. 1	<b>Topics</b> TBD	<b>MA Due: In-class Assessment #2 (15%)</b>
Week 13 Apr. 6 & 8	<b>Due: Research Paper Extensions— Presentations and Mini-Projects (5%)</b>	<b>Due: Research Paper Extensions— Presentations and Mini-Projects (5%)</b>
Week 14 Apr. 13 & 15	<b>Topics</b> <b>Due: Grammar Quiz #2 (5%)</b>	<b>Topics</b> Editing  <b>Due: Research Paper for Peer Edit</b>  <b>Due: ENGL 151 Exit Assessment, Course Evaluation, Professionalism Grade, and Advice for Future Students (Friday, April 16) (Complete/Incomplete: Students must complete and submit this assignment to receive a final grade for the course.)</b>  <b>MA Due: Argumentative Research Papers (20%) – Saturday, April 17</b>

## 5. Basis of Student Assessment (Weighting)

Assessment Piece	Weight	Score*	Due Date
Diagnostic/Entrance Assessment (All Elements) <b>NOTE:</b> I will not evaluate any of your major assignments until all elements of the diagnostic have been completed and submitted.	C/I		Friday, January 15
Professionalism	2%		Ongoing
Class Preparation Assignments**	5%		Ongoing
Summary Assignment	10%		Thursday, January 28
Analysis Paragraph	3%		Thursday, January 28
In-Class Assessment #1 (ICA#1)***	15%		Thursday, February 25
Research Paper Preparatory Assignment (RPPA)	15%		Thursday, March 11
Grammar Quiz #1****	5%		Thursday, March 25
In-Class Assessment #2 (ICA#2)	15%		Thursday, April 1
Research Paper Extensions: Presentations and Mini-Projects*****	5%		April 6 & 8
Grammar Quiz #2	5%		Tuesday, April 13
Research Paper Peer Edit	---		Thursday, April 15
Exit Assessment/Evaluation	(C/I)		Friday, Apr. 10
Research Paper (RP)	20%		Saturday, Apr. 17

\*Keep track of your grades. Record your score on each assessment in the space provided.

\*\* You may opt out of these assignments. The 5% will then be added, at 1% each, to your remaining major assignments: Summary, ICA#1, RPPA, ICA#2, RP.

\*\*\* If you score 60% or higher on ICA#1, you may apply this grade to ICA#2 and forgo writing this second in-class assessment.

\*\*\*\* If you score 60% or higher on GQ#1, you may apply this grade to GQ#2 and forgo writing this second grammar assessment.

\*\*\*\*\* You may opt out of this component of the course. The 5% will then be added to your final research paper.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

Throughout the term we will discuss resources that you can access that will help you succeed in this course and others.

## 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.

## 9. Additional Information and Class Expectations

- All major assignments are mandatory. Students must complete all assignments to pass the course.
- Students must receive a combined average of **at least 60%** on the two in-class assessments to complete the course with a C grade or higher.
- All in-class assessments, quizzes, and presentations must be completed in class on the day they are due or they will receive a grade of zero. If you have an emergency and are unable to attend class to complete the assessment, quiz, or presentation, notify me as soon as possible to explain your absence, and provide documentation verifying your absence.
- All assignments are due at the beginning of class, unless otherwise directed. Late assignments will be marked with a penalty of 5% per day (unless accompanied by appropriate documentation for illness, etc.) up to one week after the due date. Assignments submitted after this time will receive a zero. Late assignments will be given a grade but no feedback.
- Upload a digital copy of all assignments and learning activities to the appropriate D2L Assignment folder; Please do not email assignments unless directed to do so.
- Students should keep copies of all assignments and draft documents related to the assignments.
- Assignments due on the last day of the course must be submitted that day.
- Assignments should be word processed, double spaced, paginated, and written with a 12-point, professional font, unless otherwise directed.
- Students are expected to carefully prepare for class and fully participate in all class activities. Students should have no more than two unexcused absence.
- Students are expected to treat all class members with respect and dignity. Try to be fully present for class by shutting off other programs and not checking your cell phone.
- **Plagiarism** means presenting the words or ideas of others as your own. **Plagiarism is a serious academic offence.** All information or ideas that are not primarily your own must be documented according to the relevant documentation guidelines. The **minimum** penalty for plagiarism is a zero on the assessment You should review Camosun's policy on **Academic Integrity**, which you can find here: <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf>
- Please contact me with any concerns or questions regarding the course. The easiest way to reach me is by email ([martfelda@camosun.bc.ca](mailto:martfelda@camosun.bc.ca)) or during my office hours.