



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-D32
Academic Writing Strategies
Winter 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	Jeanne Iribarne
(b) Office hours	Wed. 11 a.m. to 12 p.m.; Wed. 1 p.m. to 2 p.m. (guest access); OR by appointment
(c) Location	online through Blackboard Collaborate or Zoom
(d) Phone	250-370-3359 (office) Alternative: via Zoom or Collaborate
(e) E-mail	Iribarne@camosun.bc.ca
(f) Website	see course website on 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.
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3. Required Materials

(a) Texts

- Consistent computer and internet access sufficient for streaming audio/video and for reading online—please contact me as soon as possible if this will be a problem for you.
- Hamid, Mohsin. *Exit West*. Penguin Books, 2017. Any edition of this will work (hardcover, paperback, used, new, ebook, etc.).
- Recommended: access to a printer for printing occasional reading, rough drafts, etc.

4. Course Content and Schedule

Date	Topic	Major Assignments and Readings
Week 1 (Jan 11 to 15)	Course introductions. Academic writing. Theme: <i>The human mind and learning.</i>	
Week 2 (Jan 18 to 22)	Facts, inferences, theories. <i>fee deadline—Jan 20</i>	Kahnemann Heath
Week 3 (Jan 25 to 29)	Theme: Definitions of “nature.” Definitions.	Aristotle Darwin Carson Zizek (film)

Week 4 (Feb 1 to 5)	Quotation, paraphrase, summary. Theme: <i>Persuasion and leadership.</i>	MacKinnon Machiavelli
Week 5 (Feb 8 to 12)	Formal discourse Types of Persuasion Citation and documentation systems (Part I: avoiding plagiarism)	Machiavelli (continued) Lao Tzu *mid-term (10%)--Feb. 11-12
Week 6 (Feb 15 to 19)	<i>Reading Break—February 15 to 19</i>	
Week 7 (Feb 22 to 26)	Theme: <i>The new work and platform economies</i> Arguments. Types of Reasoning.	Kessler <i>Uberland</i> (video) Boushey
Week 8 (Mar 1 to 5)	Theme: <i>Evaluating Information and Legitimacy</i> Evaluation of Sources (Part I): Ethos, Pathos, Logos	* Essay 1 due (20%)—Mar 1 Bergstrom & West (online articles)
Week 9 (Mar 8 to 12)	Evaluation of Sources (Part II). Citation and documentation systems (Part II: the nitty gritty). Digital Forensics. Problems in deductive reasoning.	
Week 10 (Mar 15 to 19)	Theme: <i>Forms of Social Critique in Writing</i> Analysis. Satire.	Hayden Taylor Smith (video and text)

		*preliminary proposal and bibliography due—Mar 18
Week 11 (Mar 22 to 26)	Problems in inductive reasoning.	Rose + watch any action superhero film (list on D2L)
Week 12 (Mar 29 to Apr 2)	Intro to the novel <i>Good Friday—April 2</i>	*Essay 2 due-Argument Essay and Annotated Bibliography (20%)—Apr 1 (really!)
Week 13 (Apr 5 to Apr 9)	Theme: Past Societies. Future Societies? Problems in textual interpretation. <i>Easter Monday—April 5</i>	<i>Exit West</i>
Week 14 (Apr 12 to 16)	Developing a theory. Review for Final Exam. <i>Final exam period—April 19 to 27</i>	Final Exam in exam period (20%)—date TBA

5. Basis of Student Assessment (Weighting)

You can expect to submit assignments that will total 4000 to 4500 words. But, since the only way to improve your writing is to write, we will be working on exercises and practice far beyond the assignments.

Mid-term exam	10%
Essay 1 (Comparison)	20%
Essay 2 (Argument + Analysis of Sources)	20%
Exercises	15%
Discussion Postings	15%

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
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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.

IMPORTANT COURSE GUIDELINES AND INFORMATION

1. Your happiness and well-being as a student are important to me and are important factors in your success. And this is a very strange time to be a student. So, please contact me if I can help you navigate through the college system in any way (even if the issue relates to another course).
2. To complete this course with a passing grade, ALL four major assignments must be completed (i.e. the two essays and two exams).
3. Students who cannot pass the exams will not pass the course. Please contact me if this worries you.
4. Assignments are due on the due date. I will be asking you to submit your assignments electronically to the correct dropbox. It's your responsibility to make certain you have uploaded your file on time, and that it is the correct version.

Unless we negotiate otherwise (under exceptional circumstances), late assignments will be accepted for one full week after the initial due date with a penalty of 5% per day, but these assignments will receive no written comments (only a grade).

After one week, late assignments will not be accepted at all. Please keep track of deadlines. You are welcome to discuss your work with me in detail at any time (before or after the due date).

5. At the college level, we assume basic literacy and mechanical polish in all assignments. This means that a paper with significant grammatical errors will not pass no matter how wonderful the ideas are. Also, please note that “re-writes” are not accepted except under extraordinary circumstances.
6. According to college policy, you will need to confirm your presence in this course by Monday, January 11 at 5 p.m. or earlier in order to retain your spot. (This allows the college to ascertain whether to offer space to waitlisted students.)