

# COURSE SYLLABUS



COURSE TITLE: CRWR 150 - Introduction to Speculative Fiction

CLASS SECTION: 001

TERM: Fall 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): Face-to-face, Wednesday and Friday, 1:00 pm – 2:20 pm

Wilna Thomas, 202

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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## INSTRUCTOR DETAILS

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NAME: Max Olesen

EMAIL: olesenm@camosun

OFFICE: Lansdowne Campus, Paul Building, Room 328

HOURS: Wednesdays and Fridays, 2:30 pm to 3:30 pm

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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Do you have a lively imagination? In this course, students will develop their skills in writing various types of speculative fiction, such as fantasy, magical realism, Indigenous futurisms, science fiction, horror, and weird fiction. Students will read and discuss representative samples from several subgenres; explore techniques for creating story concepts; practice world-building; develop their own original stories; and offer peer feedback.

### PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

### CO-REQUISITE(S):

### EQUIVALENCIES:

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon successful completion of this course, students will be able to:

- Analyze diverse published stories to identify their crafting techniques.
- Distinguish literary characteristics specific to several sub-genres of speculative fiction, including Indigenous adaptations of the form.

- Use a clear writing process that involves generating, drafting, workshopping, revising, and editing.
- Write stories with well-crafted plots, settings, characters, dialogue, and themes.
- Use a range of literary devices common to speculative fiction to enhance stories.
  - For example, use or incorporate appropriate points of view, rich imagery, effective symbolism, clear allegory, and/or extended metaphor.
- Practice appropriate research and incorporate authentic detail to give fiction credibility.
- Identify and use various resources available for writers in preparing work for presentation or publication.

#### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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- All class readings will be provided for access on our D2L course website, either as PDFs or links to a website, or as class hand-outs. If paywalls are encountered, please contact me. You do not have to pay for access to any class readings.
- We will be discussing ‘trigger warnings’ together as a class regarding your own creative work, but I will also be including specific content warnings about our example readings in advance of our discussion. Please know you can speak to me about any issues you may have with the readings to the level you feel comfortable with.
- If any technical issues are encountered with your access to D2L or any Camosun website, please contact Camosun eLearning Support at [eLearning@camosun.bc.ca](mailto:eLearning@camosun.bc.ca). If there is a technical issue with course content, please let me know.
- Planned Reading List (subject to change with notice):
  - “The Specialist’s Hat” by Kelly Link, <https://kellylink.net/specialists-hat>
  - “A Redress for Andromeda” by Caitlín R. Kiernan, paper copy provided.
  - “Pre-Simulation Consultation XF007867” by Kim Fu, <https://www.tor.com/2021/10/26/excerpts-kim-fu-lesser-known-monsters-of-the-21st-century/>
  - “Hinterlands” by William Gibson, paper copy provided.
  - “Troll Bridge” by Terry Pratchett, paper copy provided.
  - “Ogres of East Africa” by Sofia Samatar, <https://www.uncannymagazine.com/article/ogres-east-africa/>
  - “Ratspeak” by Sarah Porter, <https://www.tor.com/2016/08/24/ratspeak/>
  - “Security Breach at Sugar Pine Suites” by Pamela Rentz, <https://apex-magazine.com/short-fiction/security-breach-at-sugar-pine-suites/>
  - “Skinny Charlie’s Orbiting Teepee” by Pamela Rentz, <https://apex-magazine.com/short-fiction/skinny-charlies-orbiting-teepee/>
  - “Selfies” by Lavie Tidhar, <https://www.tor.com/2014/09/17/selfies-lavie-tidhar/>
  - “The Devil’s Reel” by Sean Eads and Joshua Viola, <https://www.tor.com/2020/10/29/read-the-devils-reel-from-the-new-horror-anthology-it-came-from-the-multiplex/>
  - “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez, <https://www.ndsu.edu/pubweb/~cinichol/CreativeWriting/323/MarkquezManwithWings.htm>
  - “Hello Moto” by Nnedi Okorafor, <https://www.tor.com/2011/11/02/hello-moto/>

#### COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

| WEEK or DATE RANGE | ACTIVITY or TOPIC                             | OTHER NOTES |
|--------------------|---|-------------|
| Week 1 – Sept. 5-8 | - Introductions: What is Speculative Fiction? |             |

| WEEK or DATE RANGE   | ACTIVITY or TOPIC   | OTHER NOTES  |
|--|---|--|
| <u>Class Days:</u><br>Wed. Sept. 6<br>Fri. Sept. 8                               | <ul style="list-style-type: none"> <li>- Considering Sub-Genres: Types of Speculative Fiction</li> <li>- Having Fun While Writing Well: How do we balance genre conventions with literary concerns?</li> <li>- World Building: What makes up our imaginary landscapes?</li> </ul>                           |  |
| Week 2 – Sept. 11-15<br><br><u>Class Days:</u><br>Wed. Sept. 13<br>Fri. Sept. 15 | <ul style="list-style-type: none"> <li>- World Building, cont'd: What makes up our imaginary landscapes?</li> <li>- Considering Genre: Weird Fiction, part 1: What is it and how do we write it?</li> <li>- Reading for discussion: "The Specialist's Hat" by Kelly Link</li> </ul>                         |  |
| Week 3 – Sept. 18-22<br><br><u>Class Days:</u><br>Wed. Sept. 20<br>Fri. Sept. 22 | <ul style="list-style-type: none"> <li>- World Building, cont'd: What makes up our imaginary landscapes?</li> <li>- Considering Genre: Weird Fiction, part 2: What is it and how do we write it?</li> <li>- Reading for discussion: "A Redress for Andromeda" by Caitlín R. Kiernan</li> </ul>              | <b>Genre Exercise #1 - Weird Fiction</b><br>due via D2L Dropbox on Sunday, Sept. 24  |
| Week 4 – Sept. 25-29<br><br><u>Class Days:</u><br>Wed. Sept. 27<br>Fri. Sept. 29 | <ul style="list-style-type: none"> <li>- Making a Scene: Elements of Writing Scenes, part 1</li> <li>- Considering Genre: Science Fiction, part 1: What is it and how do we write it?</li> <li>- Reading for discussion: "Pre-Simulation Consultation XF007867" by Kim Fu</li> </ul>                        |  |
| Week 5 – Oct. 2-6<br><br><u>Class Days:</u><br>Wed. Oct. 4<br>Fri. Oct. 6        | <ul style="list-style-type: none"> <li>- Making a Scene: Elements of Writing Scenes, part 2</li> <li>- Considering Genre: Science Fiction, part 2: What is it and how do we write it?</li> <li>- Reading for discussion: "Hinterlands" by William Gibson</li> </ul>   | <b>Flash Fiction Story Draft</b> - Bring into class on Oct. 4 and Oct. 6!<br><br><b>Genre Exercise #2 – Science Fiction</b><br>due via D2L Dropbox on Sunday, Oct. 8 |
| Week 6 – Oct. 9-13<br><br><u>Class Days:</u><br>Wed. Oct. 11<br>Fri. Oct. 13     | <ul style="list-style-type: none"> <li>- Choosing a Point of View: Who is Telling This Story?</li> <li>- Considering Genre: Fantasy, part 1: What is it and how do we write it?</li> <li>- Reading for discussion: "Troll Bridge" by Terry Pratchett</li> </ul>   |  |
| Week 7 – Oct. 16-20<br><br><u>Class Days:</u><br>Wed. Oct. 18<br>Fri. Oct. 20    | <ul style="list-style-type: none"> <li>- Dialogue, part 1: Letting your characters speak your story.</li> <li>- Considering Genre: Fantasy, part 2: What is it and how do we write it?</li> <li>- Reading for discussion: "Ogres of East Africa" by Sofia Samatar, or "Ratspeak" by Sarah Porter</li> </ul> | <b>Genre Exercise #3 - Fantasy</b> due via D2L Dropbox on Friday, Oct. 20  |

| WEEK or DATE RANGE   | ACTIVITY or TOPIC   | OTHER NOTES   |
|--|---|---|
| Week 8 – Oct. 23-27<br><br><u>Class Days:</u><br>Wed. Oct. 25<br>Fri. Oct. 27    | <ul style="list-style-type: none"> <li>- Dialogue, part 2: Letting your characters speak your story.</li> <li>- Considering Genre: Indigenous Futurism, part 1: What is it and how do we write it?</li> <li>- Reading for discussion: “Security Breach at Sugar Pine Suites” by Pamela Rentz</li> </ul> | <b>Flash Fiction Story</b><br>due Friday, Oct. 27<br>via D2L Dropbox                              |
| Week 9 – Oct. 30-Nov. 3<br><br><u>Class Days:</u><br>Wed. Nov. 1<br>Fri. Nov. 3  | <ul style="list-style-type: none"> <li>- Story Structure, part 1: How do our stories fit together?</li> <li>- Considering Genre: Indigenous Futurism, part 2: What is it and how do we write it?</li> <li>- Reading for discussion: “Skinny Charlie’s Orbiting Teepee” by Pamela Rentz</li> </ul>       | <b>Genre Exercise #4 - Indigenous Futurism</b> due via D2L Dropbox on Sunday, Nov. 5              |
| Week 10 – Nov. 6-10<br><br><u>Class Days:</u><br>Wed. Nov. 8<br>Fri. Nov. 10     | <ul style="list-style-type: none"> <li>- Story Structure, part 2: How do our stories fit together?</li> <li>- Considering Genre: Horror, part 1: What is it and how do we write it?</li> <li>- Reading for discussion: “Selfies” by Lavie Tidhar</li> </ul>   |   |
| Week 11 – Nov. 13-17<br><br><u>Class Days:</u><br>Wed. Nov. 15<br>Fri. Nov. 17   | <ul style="list-style-type: none"> <li>- Fleshing Out Our Characters, part 1</li> <li>- Considering Genre: Horror, part 2: What is it and how do we write it?</li> <li>- Reading for discussion: “The Devil’s Reel” by Sean Eads and Joshua Viola</li> </ul>  | <b>Genre Exercise #5 - Horror</b> due via D2L Dropbox on Sunday, Nov. 19                          |
| Week 12 – Nov. 20-24<br><br><u>Class Days:</u><br>Wed. Nov. 22<br>Fri. Nov. 24   | <ul style="list-style-type: none"> <li>- Fleshing Out Our Characters, part 2</li> <li>- Considering Genre: Magical Realism, part 1: What is it and how do we write it?</li> <li>- Reading for discussion: “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez</li> </ul>                     | <b>Final Assignment Draft</b> - Bring into class on Nov. 22 and Nov. 24!                          |
| Week 13 – Nov.27-Dec. 1<br><br><u>Class Days:</u><br>Wed. Nov. 29<br>Fri. Dec. 1 | <ul style="list-style-type: none"> <li>- It’s About the Language: Choosing Words and Editing</li> <li>- Considering Genre: Magical Realism, part 2: What is it and how do we write it?</li> <li>- Reading for discussion: “Hello Moto” by Nnedi Okorafor</li> </ul>                                     | <b>Genre Exercise #6 - Magical Realism</b> due via D2L Dropbox by Sunday, Dec. 3                  |
| Week 14 – Dec. 4-8<br><br><u>Class Days:</u><br>Wed. Dec. 6<br>Fri. Dec. 8       | <ul style="list-style-type: none"> <li>- It’s About the Language: Choosing Words and Editing</li> <li>- For Your Consideration: Submitting and Publishing</li> </ul>  | <b>Final Assignment in Preferred Genre: Longer Short Story</b> due Friday, Dec. 8 via D2L Dropbox |

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

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## EVALUATION OF LEARNING

| DESCRIPTION   | WEIGHTING                              |
|---|--|
| <p><b><u>Group or Partner Peer Feedback</u></b> – This will take the form of guided feedback sessions during class time. We will share our work (Genre Exercises, Flash Fiction Story, and Final Longer Short Story), both in draft and completed forms, by reading it out loud to small groups or exchanging written work with a partner. While I will provide questions and prompts to help guide your feedback, you will not provide written feedback for my review. Comments will be provided in discussion with your groups and partners. This assignment’s goal is participation and engagement with the creative community we hope to build. Whatever stage your work is in (completed, draft, fragment, outline, idea, etc.), bring it to class and share it. It will help your work!</p> | 20%                                    |
| <p><b><u>6 Genre Exercises</u></b> (250 words min. - 500 words max. each) - These assignments will allow us to write scenes or partial narratives in each of the six genres. There will be specific focuses on employing literary devices including point of view, dialogue, symbolism, etc. in individual exercises. We will have the opportunity to draft these in class but expect to work on them outside of class time.</p>  | 25% for 6 total Exercises              |
| <p><b><u>Flash Fiction Story Draft</u></b> – You will be required to bring in a draft of the Flash Fiction assignment into class to share during group/partner work. A draft means a draft – it does not need to be complete or even close to it; it can be very rough, and there is no word count, but I want to see that you are making progress on these larger assignments.</p>   | 5% for bringing in the draft to class. |
| <p><b><u>Flash Fiction Story</u></b> (1200 words min. – 2000 words max.) – This assignment will allow you to take a crack at writing a longer work of fiction at the halfway point of class. By the point in class that this assignment is due, we will have discussed Weird Fiction, Science Fiction, and Fantasy. You will be able to write your story in any of these three genres. You will be expected to bring together your knowledge of the specific conventions of your chosen genre with the literary skills we have discussed and employed in our Genre Exercises to this point.</p>   | 20%                                    |
| <p><b><u>Final Assignment: Longer Short Story Draft</u></b> - You will be required to bring in a draft of this assignment into class to share during group/partner work. A draft means a</p>  | 5% for bringing in the draft to class. |

| DESCRIPTION   | WEIGHTING |
|---|-----------|
| draft – it does not need to be complete or even close to it; it can be very rough, and there is no word count, but I want to see that you are making progress on these larger assignments.  |           |
| <b><u>Final Assignment: Longer Short Story in Preferred Genre</u></b> (3500 words min – 5000 words max.) – This assignment is due at the end of our class, so we will have discussed all our sub-genres of Speculative Fiction. This final assignment will allow you to focus on writing a more in-depth story in the sub-genre you most enjoy and connect with. You will be expected to bring together your knowledge of the specific conventions of your chosen genre with the literary skills we have discussed and employed in our Genre Exercises. | 25%       |
| <b>TOTAL</b>  | 100%      |

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information.  
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

### Assignment Expectations:

- All specific instructions for assignments will be provided on their respective assignment sheets.
- **Assignment submissions:** Please submit assignments to their assigned D2L drop-boxes by **11:59 pm** (PST) on their due dates as required.
- Requests for formal extensions will be considered on an individual basis in discussion with the instructor.
- **Due dates:** While I aim to be flexible and understanding, due dates are there to help us move through class at a smooth, manageable pace and to ensure we have work to share and discuss in class. However, if an assignment is unavoidably late, it will receive a grade, but no comments. If an assignment is more than a week late without a formal extension, it will lose 5% per day including weekends.

### Class Environment:

- **Our class is an inclusive, non-judgmental, and respectful space:** Our class is a shared environment where we are all creative artists and collaborators. It is a place where we have fun, learn, and express ourselves. Respect for each other, and the many divergent worldviews and creative expressions we will encounter in this course, is a requirement for all participants. Please practice judgment, maturity, politeness, and respect in all interactions and communications with your instructor and your fellow students. If you find that any texts or discussion comments are troubling to you, please let me know, to the extent you feel safe and comfortable doing so, so that you can be well supported.
- **Participation** is essential to creating a productive classroom environment, especially in a creative writing class. A large part of our class will involve sharing our work in group feedback sessions. Students are expected to bring in work to class for share, no matter the level of completion, when required. Being comfortable sharing your creativity with others can take time, but it will benefit your work. Peer edits and

feedback (as well as my own edits and feedback) are given in the spirit of encouragement, to help one another believe in ourselves as writers. Writing is often difficult, solitary work, so sharing our work with one another, reading our work out loud to each other, and sharing open, constructive feedback allows us to encourage and celebrate our creativity in a supportive environment.

- **Please practice polite tech etiquette:** Devices and computers, including smartphones, may be used in class as required for an instructor-directed activity or assignment (e.g., research or in-class writing), or if your CAL designation includes use of a computer. **Please mute your devices. Please no texting, calls, or social media use during class time.** You will be asked to leave the class if you are doing these activities. If you must answer a call or text for personal reasons, please quietly excuse yourself from class to do so.
- **Communication outside class:** Check your email and D2L email regularly, as I send announcements and updates about class via them.

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## SCHOOL OR DEPARTMENTAL INFORMATION

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### STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

### SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit [camosun.ca/services](https://camosun.ca/services).

| Support Service                     | Website   |
|-------------------------------------|---|
| Academic Advising                   | <a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>   |
| Accessible Learning                 | <a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>   |
| Counselling                         | <a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>   |
| Career Services                     | <a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>                                       |
| Financial Aid and Awards            | <a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>   |
| Help Centres (Math/English/Science) | <a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>   |
| Indigenous Student Support          | <a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>   |
| International Student Support       | <a href="https://camosun.ca/international">camosun.ca/international</a>   |
| Learning Skills                     | <a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a> |

| Support Service           | Website   |
|---------------------------|---|
| Library                   | <a href="https://camosun.ca/services/library">camosun.ca/services/library</a>   |
| Office of Student Support | <a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>   |
| Ombudsperson              | <a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>   |
| Registration              | <a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>   |
| Technology Support        | <a href="https://camosun.ca/services/its">camosun.ca/services/its</a>   |
| Writing Centre            | <a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a> |

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>  
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <https://camosun.ca/services/academic-supports/accessible-learning>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.



### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <https://camosun.ca/sites/default/files/2021-07/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.