

# COURSE SYLLABUS



COURSE TITLE:	ENGL 103 – Preparatory Academic Writing
CLASS SECTION:	001
TERM:	Fall 2022
COURSE CREDITS:	3
DELIVERY METHOD(S):	Lecture

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](#).

For COVID-19 information please visit <https://camosun.ca/about/covid-19-updates>

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME:	Jen Guenther
EMAIL:	<a href="mailto:guentherj@camosun.ca">guentherj@camosun.ca</a>
OFFICE:	Paul 331
HOURS:	Tues. 2:30-3:30, Wed. 11:30-12:30 & 2:30-3:30

*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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Students in this course will be prepared to meet the demands of academic writing courses through reading, writing and research. It includes instruction and practice in critical writing, reading and thinking, planning, writing, and revision of paragraphs/essays; clarity and coherence of written ideas. Students will learn correct grammatical usage and informational/media skills.

**The calendar description is available on the web @ <http://camosun.ca/learn/calendar/current/web/engl.html>**

PREREQUISITE(S):	One of: C in English 11 C in Camosun Alternative C in ENGL 050 (if taken prior to September 2020)
CO-REQUISITE(S):	NONE
EXCLUSION(S):	NONE

## COURSE LEARNING OUTCOMES / OBJECTIVES

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### 1. Reading, Informational Literacy and Research Skills

Upon successful completion of this course the student will be able to:

- a. Use critical thinking skills to evaluate readings and essays for content, quality and logical development;
- b. Use a variety of sources, which may include personal knowledge, interview, print, and electronic-based media to support their writing;
- c. Use various kinds of evidence, such as statistics, quotations, and anecdotes;
- d. Recognize the difference between opinions, generalizations and facts;
- e. Summarize, make inferences, draw conclusions and evaluate readings critically;
- f. Integrate source material smoothly, using appropriate signal phrases and punctuation;
- g. Cite and document quotations, paraphrases and summaries, following MLA conventions.

## 2. Writing Skills

Upon successful completion of this course the student will be able to:

- a. Differentiate the elements of well-written paragraphs (topic sentences, details, evidence, examples, transitions);
- b. Organize and develop outlines for essays;
- c. Use correct punctuation, grammar and sentence structure;
- d. Identify purpose and audience, and choose suitable rhetorical styles and language;
- e. Construct a workable thesis for an essay;
- f. Practice the process of composition, including brainstorming, drafting, editing and proofreading.

## 3. Oral Communication Skills

Upon successful completion of this course the student will be able to:

- a. Present material using language effectively and appropriately in both formal and informal situations;
- b. Select and use effective visual and/or auditory presentation aids;
- c. Give and respond to feedback respectfully and appropriately;
- d. Collaborate with others in completing tasks;
- e. Recognize and respect diversity and individual differences.

## 4. Media Literacy

Upon successful completion of this course the student will be able to:

- a. Critically compare treatments of a theme, topic and content from a variety of media and/or sources;
- b. Recognize the importance of media literacy and exhibit a critical awareness of media messages.

## 5. Computer Literacy

Upon successful completion of this course the student will be able to:

- a. Use word processing software effectively in the production of written assignments;
- b. Use information from a variety of applications in the production and presentation of assignments (e.g. Internet websites, electronic presentations, *Word* documents, video);
- c. Communicate effectively using e-mail.

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## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

- (a) Texts: Dynes, Rhonda, et al. *Essay Essentials with Readings*. 7<sup>th</sup> ed., Nelson, 2019.
- (b) Other: a dictionary and thesaurus are recommended but not required

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

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

Date	Day 1	Day 2
Week 1 Sept 7-9	<ul style="list-style-type: none"> <li>- Course outlines</li> <li>- Personal Intro Assignment assigned</li> <li><i>Grammar</i>: word class (handout)</li> </ul>	<ul style="list-style-type: none"> <li>- Reading critically: opinions, facts, lies</li> <li>- Audience, tone, point of view</li> <li><i>Grammar</i>: subjects and verbs</li> </ul>
Week 2 Sept 14-16	<p><b>PERSONAL INTRO ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>- Paragraphs</li> <li>- Unity and coherence</li> <li>- Melina Laboucan-Massimo “Lessons from Wesahkecahk” (handout)</li> <li><i>Grammar</i>: clauses and phrases</li> </ul>	<ul style="list-style-type: none"> <li>- MLA formatting</li> <li>- Summarizing and paraphrasing</li> <li><i>Grammar</i>: frags, run-ons &amp; comma splices</li> </ul>
Week 3 Sept 21-23	<p>“Complexion” (handout)</p> <ul style="list-style-type: none"> <li>- Persuasive writing</li> </ul>	<p><b>SUMMARY PARAGRAPH DUE</b></p> <ul style="list-style-type: none"> <li>- Organizing ideas</li> <li><i>Grammar</i>: active/passive voice</li> </ul>
Week 4 Sept 28-30	<ul style="list-style-type: none"> <li>- Thesis Statements (ch.5)</li> <li><i>Grammar</i>: modifiers and parallelism</li> </ul>	<p><b>National Day for Truth and Reconciliation College Closed</b></p>
Week 5 Oct 5-7	<p><b>GRAMMAR QUIZ 1</b></p> <ul style="list-style-type: none"> <li>- Introductions and Conclusions</li> <li>- “Using Technology” (306)</li> <li><i>Grammar</i>: commas</li> </ul>	<ul style="list-style-type: none"> <li>- Integrating others’ words/ideas</li> <li>Essay TBA</li> </ul>
Week 6 Oct 12-14	<ul style="list-style-type: none"> <li>- Point of view revisited</li> <li>- Essay: TBA</li> <li>- Transition Words and Phrases</li> </ul>	<p><b>READER’S RESPONSE ESSAY, In-class</b></p>
Week 7 Oct 19-21	<p><b><i>Essay 2 assigned</i></b></p> <ul style="list-style-type: none"> <li>- Interview tips</li> <li>- Vague Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- 7 deadly errors in writing</li> <li>- Alexandra Bell’s: “Rewriting Racist Headlines”</li> <li><i>Grammar</i>: refining by combining</li> </ul>
Week 8 Oct 26-28	<ul style="list-style-type: none"> <li>- Word choice</li> <li>- Rupp’s “I’ll Take My Coffee with Fiction, Thanks” (handout)</li> <li><i>Grammar</i>: semicolons and colons, dashes and parentheses</li> </ul>	<ul style="list-style-type: none"> <li>- Rebuttals</li> <li>- Proofreading, editing and revision</li> </ul>
Week 9 Nov. 2-4	<p><b>PERSUASIVE ESSAY REVISION – In-class (full essay draft due)</b></p>	<ul style="list-style-type: none"> <li>- <b>PERSUASIVE ESSAY DUE, include revision draft</b></li> <li>- Andrew MacLeod’s “Our Biggest Health Factor Is Largely Ignored” (handout)</li> <li>- <b><i>Research project assigned</i></b></li> </ul>

Week 10 Nov 9-11	<b>LIBRARY ORIENTATION</b>	<b>REMEMBRANCE DAY – NO CLASSES</b>
Week 11 Nov 16-18	<b>GRAMMAR QUIZ 2</b> Digital literacy - <i>Grammar</i> : subject-verb agreement	<b>RESEARCH PROPOSAL DUE</b> Quotations, in-text citations, works cited - Haley Nahman's "I Got a Camera to Spy on My Cat" (handout) <i>Grammar</i> : quotation, question and exclamation marks
Week 12 Nov 23-25	Quotations, in-text citations, works cited cont'd <i>Grammar</i> : capital letters and numbers	<b>GRAMMAR QUIZ 3</b> - Preparing a presentation - Jenna Schilstra "In Defense of Emojis"
Week 13 Nov 30- Dec 2	<b>PEER EDIT ASSIGNMENT, in-class (Research Essay Draft Due)</b>	<b>RESEARCH ESSAYS DUE</b>  <b>PRESENTATIONS begin</b>
Week 14 Dec 7-9	<b>PRESENTATIONS</b>	<b>PRESENTATIONS</b>

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 notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

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## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
Personal Introduction	Pass/Fail
Quizzes	10
Summary Paragraph	8
In-class Essay (Response to a Reading)	15
Persuasive Essay	20
Research Project <ul style="list-style-type: none"> <li>• Proposal</li> <li>• Essay</li> <li>• Peer Edit</li> <li>• Presentation</li> </ul>	5 20 5 12
Professionalism: class participation, attendance, punctuality, communication	5
<b>TOTAL</b>	<b>100%</b>

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

**Time Management.** This class is structured to be approximately two to five hours per week outside of class, not including essay writing and research. Staying on top of the work is essential to successfully complete this course.

**Assignments and Quizzes.** Assignments are due on the dates and times listed on the schedule. Late submissions require prior approval of the instructor and will receive a 10% deduction and will not receive feedback. Assignments will not be accepted one week after the deadline or beyond the class completion date without prior approval of the instructor. All writing assignments must be completed to receive a passing grade in the course.

- Do not email assignments except in extenuating circumstances and with the prior approval of the instructor. Instead, assignments must be submitted in person.
- If you miss a quiz, you must contact me and write it within a week; once quizzes are returned to the class, they can no longer be written.

**English Help Center (EHC). Rm. E202.** Use the EHC when needed. The EHC provides one-on-one support for assignments and writing, including organizing ideas, helping with grammar, generating thesis statements, providing essay feedback, etc.

Also, the EHC offers free academic writing support for non-native English speakers in any discipline. Ample time in each appointment is devoted to addressing ELL-related topics and academic writing expectations.

Students can book online at <http://camosun.ca/services/writing-centre/appointments.html>.

**Electronics.** Cellphones, laptops, translators, and other electronic devices are allowed in class only with the permission of the instructor. Otherwise, electronics should be turned off and kept out of sight.

### Instructor Contact

- **Office Hours.** You are encouraged to come chat with me during scheduled office hours. I'm always happy to chat about assignments, graded work, grammar, writing, drafts, literature, the course, etc. with students. Come see me! If the posted office hours don't fit, let me know and we'll find a time that suits us both.
- **Email.** Please use email for short and simple questions only. I'm happy to chat over office hours.
  - If I haven't responded to your email within 24 hours Monday-Friday, assume I didn't get it and resend. (I'm never ignoring you 😊)

### Classroom Community

- We're all responsible for creating a respectful, supportive, collaborative, enjoyable, and productive learning environment. Class members are expected to participate with integrity and sensitivity, mindful of how one's words, actions, and attitudes affect others, and are expected to consider other viewpoints with an open mind, valuing differing viewpoints. Inspired by S. Quigley.

**Plagiarism.** Students are expected to do their own writing and use their own ideas (unless properly cited) on all assignments. You may get feedback on your writing from the English Help Centre (Indeed, I highly recommend you get feedback from the Help Centre for any take-home writing assignments). However, copying another person's writing; having someone else write all or even part of your composition; using another person's ideas without acknowledgement; and using another's sentence structures, while merely replacing words and phrases, are all plagiarism and will incur any or all of the penalties stated in the college calendar.

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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.

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## 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 <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</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

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### 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:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### 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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/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: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### 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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**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.