

COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 001

TERM: Winter 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): in person, MW 2:30-3:50, Y220

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://legacy.camosun.ca/covid19/index.html>.

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

NAME: Dr. Candace Fertile (please call me Candace)

EMAIL: fertile@camosun.ca

OFFICE: Paul 337

HOURS: MW 8:30-9:45 AM and W 4:00-5:00 PM (just drop by); or by appointment

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

This course provides core critical thinking, reading, research and writing skills transferable to academic disciplines. Students practice various forms of academic writing, including summary, critical analysis, and written research. Analysis of textual rhetoric, discourse, and style, along with academic essay-writing, develops self-awareness of methods of inquiry, critique, and reflection.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative
- B in ENGL 170

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Academic Writing Now, 2nd ed., by David Starkey (in Camosun Bookstore)

The Sentence, by Louise Erdrich (in Camosun Bookstore)

Various essays listed below to be printed (links are on D2L; necessary to have hard copies)

Please note that English 151 has a great deal of reading and writing. It's all about ideas, the uses (and maybe abuses and misuses) of language, and communication. It's a wonderful course to teach, and I hope you enjoy being a student in English 151. Welcome.

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.

Please note that material listed on each date needs to be read for that day. We will endeavour to stick to the schedule below, but experience has shown me that schedules change. Those changes will be noted on D2L.

The course starts with information about writing from *Academic Writing Now* and several essays on various topics. We will discuss the essays and how they are constructed—what makes them work. Reading is an essential part of writing. As a college student, you will be doing a great deal of reading, and building skills in reading and writing will help you not only in college but also after. Note that links to the essays listed below can be found on the course D2L site. Please print the essays, and bring the relevant works to class. Read actively. Mark up your copy of an essay. The course then focusses on the research paper. And the final topic is imaginative writing as demonstrated by *The Sentence*, a novel by Louise Erdrich.

January

10 Introduction to course

12 Chapter 1 *Academic Writing Now* and "Your Attention Didn't Collapse" by Johann Hari

17 Chapter 2 *Academic Writing Now* and "Politics and the English Language" and "Shooting an Elephant" by George Orwell

19 Chapter 3 *Academic Writing Now* and "Learning to Read and Write" by Frederick Douglass

24 Chapter 4 *Academic Writing Now* and "Letter from Birmingham Jail" by Martin Luther King, Jr

26 Chapter 6 *Academic Writing Now*

31 Chapters 7 and 8 *Academic Writing Now*

February

2 Chapters 9 and 10 *Academic Writing Now*

7 FIRST ESSAY DUE and library introduction

9 “The Sixth Extinction?” by Elizabeth Kolbert

14 “Gargantuanisation” by John Lanchester

16 “How Philanthropy Benefits the Super-Rich” by Paul Valley

21-23 No classes—Family Day and Reading Break

28 “A Modest Proposal” by Jonathan Swift

March

2 “We Should All Be Feminists” by Chimamanda Ngozi Adichie

7 IN-CLASS ESSAY (you need your hard copies of the essays we have discussed and your notes)

9 Chapter 5 *Academic Writing Now* and the research paper (various interim steps)

30 RESEARCH PAPER DUE

April

4 READING QUIZ on *The Sentence*

4-11 discussion of *The Sentence*

13 IN-CLASS ESSAY on *The Sentence* (open book—you will need the novel and may use your notes)

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>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
First essay (due February 7)	15
Second essay (March 7 in-class)	25
Third essay (due March 30 with interim steps)	35
Fourth essay (April 13 in-class)	15
Reading quiz on <i>The Sentence</i> (April 4)	5
Participation	5
TOTAL	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](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>

COURSE GUIDELINES & EXPECTATIONS

- You are expected to attend class, arrive on time, and be prepared, having done the required reading. Participation marks cannot be earned if you are absent. Given the current health crisis, I understand that things may get a bit complicated, but let's just try to show up and have good discussions.
- Turn off all devices. Make notes by hand. If you have a compelling reason to have your phone on (perhaps because of a sick child), just let me know at the beginning of the class.
- All work submitted must be your own and must be done for this class. Plagiarism is a serious offence. If you are not sure, ask.
- Guidelines for essays will be handed out well in advance of due dates. You will always have some choice of topics. The research paper has interim steps and due dates.
- Essays done outside of class must be submitted in hard copy at the beginning of the class on the due date. Essays must also be submitted electronically by that time.
- Late work is not accepted. Late work is not accepted. Late work is not accepted.
- The course has no make-up work or extra assignments for extra grades.
- Extensions may be given at my discretion, but must be negotiated before the due date, and they are not guaranteed to be granted. You need a good reason.
- Email is answered usually within 24 hours except for weekends and holidays.
- Any material that I hand out in class will also be put on D2L (e.g., assignments and extra information), but this course is not designed as an online course. You are expected to come to class. Again, given the current health crisis, things can change. If so, we will adjust.
- I urge you to make friends with other students. Friends are important. They are also a source of help if you need to be absent for any reason. I cannot reproduce missed classes, so it's up to you to get notes from another student.
- The course may require that you share your work with other students for the purpose of peer review.
- Your writing may be used to exemplify points I wish to make in class. I will do so anonymously when possible.
- The class is a mix of lecture, small group discussion, large group discussion, and writing.
- The class does not focus on grammar as it is assumed that you have basic skills. Poor basic writing skills (e.g., faulty sentences) negatively affects grades as communication is hindered.
- Developing your writing skills is part of developing communication skills, and at the centre of the endeavour is critical thinking.
- Everyone needs help sometimes. Please see me if you are struggling, and we can try to find a way forward. I want you to succeed—and even have some fun!

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

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

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/>.

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

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 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. To contact the Office of Student Support: 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.