

COURSE SYLLABUS



COURSE TITLE: ENGL-151-Academic Writing Strategies

CLASS SECTION: 002

TERM: 2024F

COURSE CREDITS: 3

DELIVERY METHOD(S): In-class

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Raj Mehta

EMAIL: mehta@camosun.ca

OFFICE: Paul 318

HOURS: Tuesday/Thursday, 10-11:30am; online Monday, 10-11AM (please email me for instructions)

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 English 12 Camosun Alternative

B in ENGL 170

CO-REQUISITE(S):

EQUIVALENCIES:

ENGL 150

COURSE LEARNING OUTCOMES / OBJECTIVES

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

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.

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.

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.

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.

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

Text: *They Say/I Say with Readings* (6th Edition) - Graff, Birkenstein & Durst

(note – the course requires the 6th Edition)

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

151 Tentative Syllabus

Note: Text references are for *They Say/I Say with Readings* (6th Edition)

Week One Sept 3

Course Intro and Overview

Chapter 13 (“I Take Your Point”: Entering Class Discussions)

Sean Blanda, “The ‘Other Side’ Is Not Dumb” (p. 537)

Week Two Sept 9

Chapter 1 (“They Say”: Starting with What Others Are Saying)

Carissa Veliz, “If AI Is Predicting Your Future, Are You Still Free” (p. 380)

Quiz 1

Chapter 2 (“Her Point Is”: The Art of Summarizing)

David Frum, “How Much Immigration Is Too Much?” (p. 674)

Week Three Sept 16

Chapter 14 (“What’s Motivating This Writer”: Reading for the Conversation”)

Michelle Alexander, “The New Jim Crow” (p. 347)

Quiz 2

Chapter 4 (“Yes / No / OK, But”: Three Ways to Respond)

Nicholas Carr, “How Smartphones Hijack Our Minds” (p. 418)

Week Four Sept 23

Sources Evaluation Due September 24

Chapter 3 (“As He Himself Puts It”: The Art of Quoting)

Appendix (Citing What “They Say”)

Sandis Edward Waialae Wightman, “Mauna Kea: The Fight to Preserve Culture” (p. 531)

Quiz 3

Week Five Sept 30

Deadline for Academic Integrity Course (make sure you post your digital badge upon test completion):

<https://camosun.libguides.com/academicintegrity>

Chapter 5 (“And Yet”: Distinguishing What *You* Say from What *They* Say”)

John Pfaff, “A Response to the ‘Standard Story’ about US Incarceration Rates”

Quiz 4

Week Six Oct 7

Chapter 6 (“Skeptics May Object”: Planting a Naysayer in Your Text)

Joe Garcia, “Left Behind: Internet Access for People Behind Bars” (p. 435)

Week Seven Oct 14

Chapter 8 (“So What? Who Cares?”: Saying Why It Matters)

Chapter 19 (“Help Me Understand . . .”: When Your ‘They Say’ Is a Bot)

Quiz 5

Week Eight Oct 21

Chapter 9 (“As a Result”: Connecting the Parts)

Chapter 15 (“But as Several Sources Suggest”: Research as Conversation)

Dina Gilio-Whitaker, "Environmental Justice Is Only the Beginning" (p. 540)

Week Nine Oct 28

Chapter 7 ("In My Experience": Using Personal Stories to Energize Your Argument)

Chapter 10 ("You Mean I Can Just Say It That Way?": Academic Writing Doesn't Mean Setting Aside Your Own Voice)

Mike Rose, "Community College: The Great Equalizer?" (p. 589)

Week Ten & Eleven Nov 4

Presentations

Week Twelve Nov 11

Presentations

Chapter 11 ("But Don't Get Me Wrong": The Art of Metacommentary)

Anna Romina Guevarra, "Here Come the Robot Nurses" (p. 439)

Week Thirteen & Fourteen Nov 18 & 25

Chapter 12 ("What I Really Want to Say Is": Revising Substantially)

Peer Edit Due December 3rd

Final Essay Due December 5th

Assignments

1. Quizzes:

There are five quizzes over the term. These involve short answer responses to assigned reading material and/or class lectures and discussions. On some occasions there will be group work in class

that allows review and practice of course material – students are advised to have their texts each class.

2. Source Evaluation:

This assignment should give me a sense for your research abilities so take time to review and select material carefully. This section of your assignment demonstrates your ability to search for source material in databases (Camosun College link to databases: <http://camosun.ca/libguides.com/DatabasesSubject>). For this reason, things like encyclopedias, textbooks, magazines, Google, etc. are usually not adequate for this assignment. This assignment has two parts:

1. You are to write a short paragraph outlining the topic you will address in your final essay. At this early stage, you should not have a defined thesis. Rather at this stage, you should have a framed question that is guiding your reading. State clearly the research question and establish its significance to you (why is it an important issue to you and how familiar are you with the issue?).
2. Your final essay will require use of five sources. At least three of these must be scholarly journal articles (in addition to the three scholarly articles, you may use other material – for example, books, government documents and reports, materials from archives like maps or briefing notes, legal cases, interviews, etc.). For this assignment, provide a short overview of three journal articles AND explain why the sources are pertinent and credible for your purposes. Be sure to provide correct citations - the correct MLA or APA citation - for each source. This assignment should not exceed three pages (short paragraph outlining your topic for Part 1, three short paragraphs outlining each source for Part 2).

Note: Your topic and/or sources might well change over the term. That is fine. This exercise demonstrates your ability to conduct formal research around a topic. However, I strongly suggest focusing on something earlier in the term so you maximize the time you can devote to reading the research material you gather.

Source Evaluation Grading

An 'A' range grade assignment will frame an open-ended question, itemize credible source material (with good content analyses) and provide correct documentation.

A 'B' range grade will frame an open-ended question, itemized credible source material with adequate content analyses) and slight mistakes in documentation.

A 'C' level grade assignment will frame a thesis rather than a question; have mostly credible sources, but weak content analysis.

A 'D' level grade assignment will frame a thesis and lack credible source material or otherwise not fulfil the assignment requirements.

An 'F' will be recorded for any assignment not submitted.

3. Presentations

Pick an issue of your choice and identify your target audience. Present your topic by explaining various perspectives. Rather than presenting the issue as having two sides (those for or against something), explain more than two points of view, showing the complexity of the issue. Finally, respond to the conversation with your own "I say" view. This should be presented as the view you will formulate as a thesis in your final essay.

Not to exceed 10 minutes. Presentations that exceed the allotted time are not allowed to finish.

Presentation Grading:

PRESENCE	5	4	3	2	1
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-body language & eye contact

-uses allotted time

-poise

-spoken, not read

LANGUAGE SKILLS	5	4	3	2	1
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-correct usage

-appropriate vocabulary and grammar

-understandable (rhythm, intonation, accent)

-spoken loud enough to hear easily

ORGANIZATION 5 4 3 2 1

-clear objectives

-logical structure

-signposting

MASTERY OF THE SUBJECT 5 4 3 2 1

-overview of other views

-frames a thesis

-able to answer questions

TOTAL GRADE _____ / 20

4. Peer Editing

This assignment requires the completion of a peer editing worksheet (to be handed out in class later in the term). You will exchange drafts with an assigned partner and read through your partner's essay carefully.

Peer Editing Grading:

A grade for worksheets that correct sentence/style/citation errors and offer substantive comments on your partner's essay

B grade for complete worksheet but without specific suggestions

F grade for no peer edit submission

5. Final Essay

Ideally this would build on the presentation, but you are welcome to shift or change focus. Your essay should be approx. five pages in length and include use of five pertinent sources – three of which must be scholarly articles. Please use correct APA or MLA citation. The paper should demonstrate correct essay structure and be argumentative in focus and tone. You are presenting views on a topic and defining your perspective or view in relation to the research you've been reading. The challenge for content marks is to come up with an original thesis. You do not want to just replicate information or merely put forward arguments already made in the published work you find.

Essay Grading:

An "A" level grade marks an assignment that anticipates and responds to possible reader questions (counterarguments), uses a wide range of supporting evidence, engages the reader in a provocative conversation, provides unexpected insights (is original), and typically uses language with outstanding facility.

A "B" level grade highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, such an essay goes further in some way(s): it demonstrates some insight into the "gray areas" of the assignment, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal "voice" or style. It has no sentence-level errors.

A "C" level grade denotes average college-level writing and achievement. The writing is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas. It moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

"D" level essays do not meet the basic expectations of the assignment.

"F" level grades are assigned to essays that are not completed

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](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

DESCRIPTION	WEIGHTING
Quizzes (5X5%)	25
Sources Evaluation	25
Presentation	20
Academic Integrity D2L Test Academic Integrity Course D2L Required but not graded (students that do not complete the exercise are docked 5% off their final mark) Click here for the course (this must be completed by September 30th): https://camosun.libguides.com/academicintegrity	0
Essay Peer Edit	5
Final Essay	25
	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](#) policy for more information.

https://camosun.ca/sites/default/files/2021-05/e-1_14.pdf

COURSE GUIDELINES & EXPECTATIONS

Keep up with the readings. Remember that we are not just *reading* the texts assigned, but *studying* them, so come to class prepared. Take reading/lecture notes so you can review material for the quizzes.

Please refrain from texting in class and talking out of turn as these can be distracting. Constant tardiness, leaving class early without permission, etc., can be equally distracting and disrespectful to your instructor and peers in class.

While I make every effort to check email regularly, I would appreciate at least 48 hours to respond to questions/problems. Please don't presume that I can respond to your questions or concerns if you only contact me the day before. I do not respond on weekends/evenings. Again, begin work on assignments early so you can clarify any issues well in advance of the due date.

In cases of academic misconduct, students will receive an F on the assignment and may also be subject to additional college sanctions. Students will respect the standards of academic integrity, including but not limited to, refraining from plagiarism, cheating, or copying someone else's work.

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and career. Therefore, please note the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

All assignments are to be submitted in 12-point, Times New Roman. Submissions must follow the format of MLA or APA style.

Assignments are due on the dates/times specified. Late assignments will not receive comments but will be assigned a grade. Assignments handed in late are docked 10% per day till the fourth day (including weekends) at which point the assignment will receive an F grade.

Assignment Grading:

There are grading rubrics applied for each required submission. This is a general guideline.

A "C" level grade denotes average college-level writing and achievement. The writing is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas. It moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

A "B" level grade highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, such an essay goes further in some way(s): it demonstrates some insight into the "gray areas" of the assignment, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal "voice" or style. It has no sentence-level errors.

An "A" level grade marks an assignment that anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with outstanding facility.

"D" and "F" level assignments do not meet the basic expectations of the assignment.

SCHOOL OR DEPARTMENTAL INFORMATION

Arts & Science, Dept. of English

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 camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its

Support Service	Website
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

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

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

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 (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

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 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 Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: 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.

