

COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 002; Tuesdays and Thursdays Young 220: 8:30 –9:50

TERM: Winter 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən 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. Callin

EMAIL: callint@camosun.bc.ca (9:00 am-5:00 pm Monday to Friday); please do not send emails on weekends; please do not send emails after 5:00 pm weekdays; emails will be returned within 48 hours

OFFICE: Paul 322; Lansdowne

HOURS: Mondays and Fridays via email: 9:00-10:00; Tuesdays and Thursdays face to face: 10:00 –11:00

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

(a) Optional Text: *The Broadview Pocket Guide to Writing (revised 4th edition)*

(b) Optional Text: Additional resources, such as a wide variety of English composition texts, are available for loan at the College library.

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. Note: in case of a shift to online teaching, the due dates for assignments are subject to change; in the case of such circumstances, all information will be provided through the "News" on the Course Homepage. Face to Face sections will be issued with a revised online teaching schedule.

ENGLISH 151

Course Objective: The focus of the course is to develop academic writing through the theory, practice, and application of clear logic and strategic communication. The writing assignments outlined below are intended to contribute to the sequential development of such skills that promote the clear persuasive communication necessary for all other academic/career pursuits.

More specifically, this is a course on rhetorical theory and practice using assignments that teach rhetorical skills to promote the power of discourse to clearly communicate and influence audience; in short, the study of rhetoric is the foundation of academic writing specifically, and the study of language, power, and identity generally.

Course Organization: This course is assignment driven; in short, we will waste no time moving between assignments. This assignment-level approach maintains focus, keeps the skills developed clear, maximizes time for assignments, and gives each student the opportunity to receive feedback and then apply feedback to coursework outcomes throughout the term. I have also included individual help classes throughout the term to promote clarity and augment feedback.

Course Delivery: Although there is variation, the course consists of a mixture of lecture, prewriting, individual help, and in-class writing. **The final four assignments require a point form document and an in-class written supervised rough draft to be initialed by me and submitted along with the final copy.** This pattern has demonstrated the best overall course results for students. It is also required.

The absence of any part of this material will result in an automatic 30% reduction to the assignment grade.

Accumulation of Skills: The rhetorical and structural skills developed for each assignment are cumulative; these rhetorical and structural skills will carry over from previous assignments and new skills will be introduced with each subsequent assignment. Generally

speaking, the topics for assignments are self-determined while the word counts are cumulative but comparatively low, overall.

Students will need to spend the time to accurately determine the correct topic for an assignment and to develop the necessary editing strategies to ensure the finished product is within the word count. This is also a requirement of the course. An assignment that does not meet or exceeds the word count for the assignment will not receive a passing grade.

Here is a brief breakdown of the assignments, objectives, outcomes, and rationales. Please note that **there are no make-up assignments or making-up of missed assignments unless previously arranged.**

Comprehensive Summary Assignments: 2 assignments X 15 marks each; 30 marks in total (headphones permitted)

Two at the start of the course; each is worth fifteen marks. To prepare, we will write a practice in-class summary and use class time to undertake a process of review and comparison to promote context and provide answers for individual questions.

Selected learning outcomes: reading comprehension, academic language, objectivity, audience, sentence structure variety, identifying main points, avoidance of ghost writing (plagiarism), knowledge versus memorization, essence of idea, basic number transitions, basic number thesis.

Process Assignment: 15 marks (headphones permitted for point form and rough draft in-class work)

This is where the development of rhetorical skills begins. The *Process Assignment* builds on many of the skills from the summary assignment unit; however, here, instead of objectivity, the writer will begin to use rhetorical strategies to connect with the audience and to teach (explain, not describe) how to do something in a series of **three** true chronological steps and adjacent **supporting chronological** “how to” steps. This process assignment additionally represents the first basic step in controlled persuasive academic writing.

Selected learning outcomes: mapping thesis, voice, audience, economy of language, rhetorical context hook, teachable moment for voice, basic flow, unity and coherence, topic sentences, transitions/repetition, persuasion.

Extended Definition Assignment: 20 marks (headphones permitted for point form and rough draft in-class work)

Strategies for the *Extended Definition Assignment* are cumulative from the previous assignments listed above. The most important new skill this assignment introduces is how to animate and illustrate through the strategic use of examples, rhetorical strategies, and figurative language. Comparatively, this unit represents a development of expectations of rhetorical practices for persuasive and powerful communication and increased technical difficulty over the previous two assignments.

Selected learning outcomes: mapping thesis, reading comprehension, academic language, objectivity, audience, sentence structure variety, topic sentences, avoidance of ghost writing (plagiarism), logos, pathos, ethos, example strategies, voice, repetition, complex transitions, circularity.

Reactionary Summary Assignment: 10 marks (headphones permitted for point form and rough draft in-class work)

This fourth unit introduces a **different perspective** on the material covered to this point in the course. Here, the objective is to analyze speech in order to determine how rhetorical strategies are used to make communication persuasive and a source of power. This assignment represents a critical examination of spoken language and how it is used to control and meaningfully influence audience. Moreover, this assignment serves as a bridge between rhetoric and argument.

Selected learning outcomes: mapping thesis, academic language, persuasion, audience, sentence structure variety, topic sentences, logos, pathos, ethos, example strategies, voice, repetition, complex transitions, circularity.

Research Argument Essay: 20 marks (headphones permitted for rough draft)

The *Research Argument Essay* is the logical conclusion to the assignments for the course. It is intended to represent the opportunity to employ the skills developed over the course of the term and to develop additional research and documentation skills.

Selected learning outcomes: reading comprehension, academic language, objectivity, audience, sentence structure variety, topic sentences, avoidance of ghost writing (plagiarism), logos, pathos, ethos, example strategies, voice, quotation, exploratory thesis, slippery slopes, antithetical writing.

Throughout the Term: Participation: 5 Marks

Participation includes attendance, classroom presence, and the completion of select unannounced in-class work.

Please only stay registered if you intend to attend class. It takes about four missed classes over the course of the term to profoundly negatively influence a letter grade.

In this classroom environment, all questions will be treated **with respect** both by me and by your fellow classmates. Therefore, each of you has a responsibility to promote a **positive learning environment**. If you are unsure of the expectations of student conduct, please see the Camosun College Calendar. *Please note that I have a zero-tolerance policy for any variations from the college requirements for classroom etiquette.*

COURSE GUIDELINES:

1. Assignments must be **submitted on the due date** at the **beginning of class on which they are due**. The beginning of the class is the time the class begins.
2. A paper handed in after the start of class is late and will receive a 10% late penalty.

3. Except in exceptional circumstances, an extension inquiry must be made at least one week in advance of the due date.
3. **10% penalty** for each day or portion of each day late. **If an assignment is more than three days late, it will receive an automatic zero.**
4. Assignments **may not** be submitted electronically unless the course reverts to an online format.
5. Save a **copy of each assignment.**
6. ALL assignments must be typed and double-spaced unless an in-class assignment; an **automatic 10% deduction** will be recorded for any assignment that fails to comply with all format policies.
7. **There are no rewrites. There are no additional assignments, and none will be provided to augment a grade.** No exceptions will be made.
8. In the past, a student with a poor attendance record fails the course, usually with an average below 20%.
9. If you miss a class, it is your responsibility to get the information **from someone else in the class.** I will not re-teach information already covered in class.
10. Neither cell phone nor computer use is needed nor permitted during class (unless indicated otherwise).
11. **I cannot proofread and/or edit papers. The Camosun College Writing Centre is a useful and available resource open to all students.**
12. **Please be advised that, historically speaking, the average grade in my classes is a B-/B.**

Grading System:

Evaluation Guide: A general idea of expectations and translation into rough grade equivalencies. As noted previously, students should be aware that the average grade for my classes is a B-/B.

F: Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented. The assignment will contain problems with structure at all levels including form and content. Incoherent, or so many errors to be rendered virtually incoherent. Additionally, an assignment with one or more examples of plagiarism will also receive an automatic zero for the assignment.

D: Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood. **If I need to make comments about grammar in every other sentence or more then expect this grade.**

C: Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and simple. The approach to the subject lacks originality.

C+: **Very few mechanical errors with the assignment** being structurally and grammatically clean. The basic material is understood. This assignment demonstrates some attempts at sentence variety and original expression. However, not much creative imagination is involved in trying to put the subject into a new light. **If the assignment is technically good – one or two grammatical errors and the correct approach to the overall structure but topically lacks inspiration or a new angle - expect the assignment to receive this grade.**

B: Virtually no errors in expression; the level of language, the grammatical structures, and the overall essay structure along with the representation of the essence of the idea promoted in the essay are all entirely clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the way the subject is seen and understood. **Overall, the assignment flows logically and seamlessly.**

A: The kind of work that might be expected at the next level. The assignment demonstrates a complete and clear understanding of the topic with a high degree of originality. **The assignment will contain no mechanical errors.** There will be a continuous **flow of ideas** throughout the entire assignment and overall unity to the argument. There will be check marks everywhere.

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

ALLOCATION OF MARKS: 100 marks in total for the course

In-class student writing sample (time permitting): January 13, 2022

Mandatory Practice Summary: January 18, 2022

Mandatory Peer Review: January 20, 2022

In-class writing: Summary One: January 25, 2022: **15 marks**

In-class writing: Summary Two: February 1, 2022: **15 marks**

Mandatory In-class writing: Process rough draft: February 15, 2022

Process Assignment final copy: February 17, 2022: **15 marks**

Mandatory In-class writing: Extended Definition draft: March 8, 2022

Extended definition final copy: March 15, 2022: **20 marks**

Mandatory In-class writing: Reactionary Summary: March 22, 2022

Reactionary Summary Assignment: March 24, 2022: **10 marks**

Library Research Class: April 7, 2022: (as part of participation grade)

Research Essay: Due April 14, 2022: **20 marks**

Attendance/ Participation: 5 marks

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

Welcome!

Jan 11: One: Attendance

Two: Outlining the outline...

Assignment: Prepare any assigned material

Jan 13: Economies of Expression, Critical Thinking, and Objectivity

Attendance...

Summary and Summary handout and overhead

Thesis review: makes how many points about what?

Method: Dialogic quotation

Assignment: Practice article handout (take home)

Please note: a student who does not write a practice Summary in class cannot participate in the peer review on January 20th, 2022

Jan 18: Familiarization and Critical Thinking

What cannot be done: Plagiarism and Ghost Writing

Review thesis and main points and “dialogic quotes”

Mandatory in-class mock summary full class

Jan 20: Evaluation, Comparative Thinking, Contextualization

Review dialogic writing: Methods to Contextualize Quotation

A Brief Note on Time management

Mandatory Peer Review Summary/ Contextualizing

Summary one article: Memory, Knowledge, Repetition

Assignment: Prepare for Summary One

Jan 25: First Application: In-class Summary One

Quiz: Summary One (full class; no make-ups)

Assignment: Article Handout TBA

Jan 27: Classical Rhetoric: Unity, Coherence, and Essence

Mindfulness: Imagining Audience

Level one proofreading: Compare summary paragraphs

Unity and Coherence: Transitions and Repetition

Return Summary One

Assignment: Prepare for in-class summary two

Feb 1: Second Application: In-Class Summary Two

Quiz: Summary Two (full class; no make-ups)

Feb 3: Discussion of ideas in summary two article

Student summary examples

Introduce Process Assignment

A Brief Introduction to Rhetoric...

Assignment: TBA

Feb 8: Review Introduction to Rhetoric

Introducing your Topic: Review rhetorical strategies

First position for thesis: Mapping it out

Process examples: two example introduction/ concluding sentences

Process overhead examples (fastball example) review

Mapping: *Thesis in Nutshell*

Handout: Transition Sheet

Return Summary two

Assignment: Topic Ideas for Process Assignment

- Feb 10:** **Process Assignment Review**
Put Together Paragraph: Process Paragraph organization part one
Process Put Together Paragraph: Identify repetition and transitions part two
Compare: Two Student Hook and Main Point Process Writing
Handout: Topic ideas/point form sheet required by end of class time
Three topics by end of class time
Assignment: Prepare for mandatory, supervised in-class writing
- Feb 15:** **Student Process Paragraph example explication**
No quotes; sourcing paraphrase
In-class writing: rough draft and point form
Please note: a supervised in-class rough draft is required; failure to meet requirement will result in an automatic failing grade for the assignment
Assignment: Complete process assignment/Bring technology
- Feb 17:** **Process Assignment Due/ rough draft outline sheet / final copy typed**
Introduce Extended Definition Assignment
Discussion: Topic Choice and Audience Expectation
The Rhetorical hook and mapping thesis requirements
Plagiarism handout
Rhetorical Appeal and Figurative Language Handout (time permitting)
Prewriting strategy: Brainstorm 3 topics (time permitting)
Assignment: Begin work on topics for Extended Definition
- Feb 22:** **Reading Break**
- Feb 24:** **Reading Break**
- March 1:** **Review:** Rhetorical Hook and Mapping Thesis
Requirement: Three Approaches to Topic Sentences
Opposing Examples: how to use examples
Return to Classical Rhetoric: logos, ethos, pathos
Rhetorical Appeal Handout
Figurative Language Sheet: evaluate/compare methods of illustration
Strategy Explication: weak/strong extended definition examples
Individual Work: Return to and revise three topics
Assignment: Bring Electronics for next class
- March 3:** Review of extended definition: strong example
Example strategies: Point form sheet required end of class time
Final topic check
Individual help and questions answered
Assignment: Prepare for in-class writing
- March 8:** **Review of Extended Definition Assignment**
Informal in-class Rough draft of definition
Definition to be initialed; resubmitted with final draft
Please Note: a final copy will receive an automatic fail without an in-class, supervised, initialed rough draft
Assignment: Revision of extended definition draft
Assignment: complete extended definition for next class

- March 10: Self-directed Editing and Rewriting**
Optional Rough Draft rewrite
Workshop: Individual help for topic/structure
- March 15: Extended Definition due at beginning of class**
Introduce Reactionary Summary Assignment
YouTube: *Ted Talk* Video presentation
 Reactionary Summary Board Work to Outline
YouTube: *Ted Talk* Video presentation second watch
Handout and Overhead: Rhetorical Hook, Mapping Thesis, and Topic Sentences
 Handout: *Ted Talk* Transcript
Assignment: Bring Technology for next class
- March 17: Context: Reactionary Summary Video**
Group Work: Reactionary Summary Brainstorm (use technology)
Handout and Overhead: Supporting Sentences and Conclusion
Handout: Reactionary Summary Point form sheet
Individual Work: Point form sheet to be initialed
Assignment: Prepare for in-class writing
- March 22:** Review: Reactionary Summary Requirements
 Required: Mandatory in-class writing full class and initialed
- March 24: Reactionary Summary due beginning of class**
Research Assignment
 Required approaches for Writing an Introduction
Assignment: Prepare topics for research essay
- March 29: Research Argument Essay Format:** Exploratory thesis
Slippery slopes: Premise: positives and negatives
 Mapping thesis Review
 Introduce exploratory thesis
Assignment: Topic development, attending points for argument
- March 31:** Research Essay Structure Review
 Body Paragraph Requirements for Research Argument Essay
 Final Day for Research Essay Topic Change
Research Paper Introduction example (wind energy)
 Methods of contextualization: Contextualizing quotation
Quotation exercise: due end of class time
- April 5: MLA / APA Documentation:** Works Cited/ References
 Quotation Integration: Spot and block quotes
 Review Research Essay format
 Student Research Essay Example Explication
Individual Help at end of class
- April 7:** Library Research class: Must attend for course completion/ no-make-ups

April 12: **Required:** In-class rough draft of Research Argument Assignment
Required: Introduction, thesis, and source check

April 14: **Research Essay due in class (by end of class time)**
Please note: A late essay will receive an automatic 10% penalty for each day or portion of each day late. A paper submitted three days following the due date will not be accepted and will receive an automatic zero.

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.