

COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 006

TERM: winter 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): in person 8:30-9:50 MW in Ewing 201

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. Candace Fertile (please call me Candace)

EMAIL: fertile@camosun.ca

OFFICE: Paul 337

HOURS: MW 1:00-2:30 (just drop in) or by appointment if necessary

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

They Say/I Say, by Gerald Graff and Cathy Birkenstein, fifth edition, W.W. Norton Company

Best Canadian Essays 2023, edited by Mireille Silcoff, Biblioasis

(both available in Camosun Bookstore)

some material will be posted on D2L (I will let you know what needs to be printed)

8.5 X 11 inch lined paper (for in-class writing) and pen/pencil

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.

They Say/I Say is identified as TS. I’ll remind you at the end of each class what to prepare for the next class. In addition to the readings listed, classes will include discussion of various aspects of writing, such as grammar, outlining, logic, audience, creativity, voice, and much more. It’s important that you have the material read and bring your book and any required print-outs to class.

This schedule may change slightly depending on how quickly we proceed. The course includes lectures, small and large group discussions, in-class writing, and other in-class work. Students must read assigned material before the class in which the material is to be considered. Students will also participate in peer review; in other words, students will share their work with other students for critique.

January 9

Introduction to course

January 11

TS Introduction

TS Chapter Twelve

January 16

TS Chapter One

Orwell’s “Politics and the English Language” (link on D2L—please print)

January 18

TS Chapter Two

TS “Don’t Blame the Eater” (pp. 199-202)

TS Chapter Three

January 23
TS Chapter Four
TS Chapter Five

January 25
TS Chapter Six
TS Chapter Seven

January 30
TS Chapter Eight
King's "Letter from Birmingham Jail" (link on D2L—please print)

February 1
Catch-up and grammar review
FIRST ESSAY DUE

February 6
TS Chapter Ten
Swift's "A Modest Proposal" (link on D2L—please print)

February 8
TS Chapter Eleven
TS Graff's "Hidden Intellectualism" (pp. 291-297)

February 13
TS Chapter Fifteen

February 15
Library orientation

February 20-24
Family Day and Reading Break—no classes

February 27
TS Coryell's "All Words Matter: The Manipulation behind 'All Lives Matter'" (pp. 312-325)
TS Littman's "'Rise of the Machines' Is Not a Likely Future" (pp. 326-330)

March 1
IN-CLASS ESSAY

From March 6 to the end of the course, you will be working on your research paper with some interim deadlines and time in class for peer consultation and questions. And we will be discussing essays from *Best Canadian Essays 2023* as the questions on the final in-class essay will be based on those.

The interim steps for the research paper are the following:

March 6: **Deadline to submit research paper topic for approval (by email or on paper)**

March 13: **Deadline to submit draft References (APA) or Works Cited (MLA) for research paper, properly formatted**

March 22: **Peer consultation on research paper drafts (you need to bring a copy of your essay to class)**

March 29: **RESEARCH PAPER DUE**

From March 6 to April 5 (excluding March 22), we will discuss the following essays from *Best Canadian Essays 2023*:

Gilchrist "Genetic Mapping" 9-29

Rachman's "Where Is Intellectual Courage in the Age of Twitter?" 31-39

Good's "'Play Indians' Inflict Real Harm on Indigenous People" 41-48

Chaudhary "The Sun Is Always in Your Eyes in Rexdale" 49-60

Hu's "Why the Filet-O-Fish Is My Gold Standard for Fast Food" 61-64

Rogan's "Quitting America" 65-81

Page's "That Other Place" 83-100

Howe's "We're All Teenagers Now" 135-145

Stratton's "Rescuing the Radicalized Discourse on Sex and Gender: Part Two of a Three-Part Series" 147-163

Marche's "Toil and Trouble" 177-184

Cheung's "Blind Spots" 195-202

April 10

Easter Monday—no class

April 12

IN-CLASS ESSAY

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	15%
Second essay (in-class)	25%
Third Essay (with interim steps)	35%
Fourth Essay (in-class on April 12)	15%
Pop quizzes, short in-class work, participation	10%
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

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

Tips for Success

- Attend class on time
- Be prepared
- Read actively
- Be curious and ask questions
- Make a schedule of all assignments' due dates to see how work is spread over the term
- Do not leave work until the last minute—that's a recipe for disaster
- Write your own essays (don't plagiarize)
- Submit work on time (at the beginning of class on the due date)
- Get any missed material from another student
- Save your work
- If you find yourself overwhelmed and falling behind, please talk to me (or email). I want students to succeed.
- Remember that everyone needs help sometime. It's a sign of strength to know when to ask for help.

Further Information

- Work must be handed in on time (at the beginning of the class on the due date) unless prior arrangements have been made. Extensions will be granted only at the discretion of the instructor. Late work gets zero. If deadlines are missed, there is no such thing as a late penalty. I do not accept late work.
- No make-up work exists.

- No extra work for extra credit exists.
- If you miss a class and get notes from another student and don't understand them, please come see me. I cannot repeat a class, but I can try to help you.
- Office hours are for students. Just drop by.
- As a courtesy to everyone else in the class, please turn off all devices (cell phones, laptops etc.) unless you have the assigned reading material on a device. In that case, please let me know in advance. Students using devices in class for anything other than classwork will be asked to stop. Repeat offenders will have to leave. If you are registered with CAL and have an accommodation for using devices in class, I should have that information in a letter from CAL.
- Please do not bring hot, smelly, or noisy food to eat in the class. Coffee, tea, and water are all fine (I will almost always have both coffee and water as I love coffee).
- The best way to contact me apart from talking to me in class is to email me. I check email at least once a day and will reply within 24 hours except on weekends. Please put your course (English 151) in the subject line and include your name (first and last) if it's not clear from your email address. Otherwise, I'm likely to delete it. Also make sure the College has your current email address.
- A basic guideline for college courses is that for every hour of class, students have at least two hours of preparation/work. English courses tend to be labour-intensive because of all the reading and writing. English 151 is about developing skills, and the assignments get more difficult as the course proceeds.
- I use D2L to post the course outline, assignments, and some readings. The assignments will also be given to you in hard copy. Occasionally I will post supplementary material, which some of you may find useful (basic grammar information, for example). I don't use PowerPoint as I find it too restrictive, so please don't ask me to post my notes. Most of them are in my head.
- Essays are marked holistically, not by a rubric. Marking an essay for writing skills is complicated.

Grades and Their Meaning

A range—superior level of achievement

good insight into material with detailed, significant discussion
effective organization for paper's purpose
fluent, error-free expression

B range—high level of achievement

competent treatment of material with full but not as detailed a discussion as A
organization contributes to sense but lacks effectiveness of an A paper
free of common errors

C+ a little above satisfactory

sound content, somewhat mechanical organization
may have one or two serious errors in expression

C satisfactory

acceptable but commonplace content adequately supported
coherent but mechanical organization
sometimes confusing expression because of errors

D minimum level to achieve credit

limited content with weak support
organization may be confusing
numerous errors in expression that hinder communication

- F unsatisfactory—a failing paper
 - inadequate or inaccurate content with limited or no support
 - numerous errors that prevent communication

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.