

# COURSE SYLLABUS



COURSE TITLE:	ENGL-151: Academic Writing Strategies
CLASS SECTION:	007
TERM:	Winter 2024
COURSE CREDITS:	3
DELIVERY METHOD(S):	Monday and Thursday 6:00-7:20 p.m. WT 102

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](#).

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## INSTRUCTOR DETAILS

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NAME:	Dr. Jeanne Iribarne (most people call me "J")
EMAIL:	Iribarne@camosun.ca
OFFICE:	Paul 335
OFFICE HOURS:	Monday 4:30-5:30 p.m.; Tuesday 2:30 to 3:30 p.m. 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.*

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## CALENDAR DESCRIPTION

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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

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## COURSE LEARNING OUTCOMES / OBJECTIVES

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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**

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- Course package for English 151 (J. Iribarne). This is available in the bookstore and is required for this course. Please make sure you have the correct instructor’s name on the package. (It is printed next to the bar code.)
- Hamid, Mohsin. *Exit West*. Penguin Books, 2017. Any edition of this will work (hardcover, paperback, used, new, ebook, audiobook, etc.).
- Recommended: access to a printer for printing occasional reading, rough drafts, etc.

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

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

Date	Topic	Major Assignments and Readings
<p><b>Week 1</b> (Jan 8 to 12)</p>	<p>Course introductions. Academic writing.</p> <p><i>Theme:</i> <i>The human mind and learning.</i></p>	
<p><b>Week 2</b> (Jan 15 to 19)</p>	<p>Facts, inferences, theories.</p>	<p>Kahnemann (CP 38) Heath (CP 45)</p>
<p><b>Week 3</b> (Jan 22 to 26)</p>	<p><i>Theme: Definitions of “nature.”</i></p> <p>Definitions.</p>	<p>Darwin (55) Carson (60) Zizek (film--link online)</p>

<p><b>Week 4</b> (Jan 29 to Feb 2)</p>	<p>Quotation, paraphrase, summary.</p> <p><i>Theme:</i> <i>Persuasion and leadership.</i></p>	<p>MacKinnon (online)</p> <p>Machiavelli (67)</p>
<p><b>Week 5</b> (Feb 5 to 9)</p>	<p>prep for in-class mid-term</p>	<p>Lao Tzu (73)</p>
<p><b>Week 6</b> (Feb 12 to 16)</p>	<p>In-class mid-term</p> <p>Prep for first essay</p> <p>Citation (part I: the basics)</p>	<p><b>* mid-term (10%)—Monday</b></p> <p>Warner (CP 105)</p>
<p><b>Week 7</b> (Feb 19 to 23)</p>	<p>No classes.</p> <p><i>Family Day</i> – Feb 19 <i>Reading Break</i> — Feb 20-23</p>	
<p><b>Week 8</b> (Feb 26 to Mar 1)</p>	<p><i>Theme: The Drug Overdose Crisis</i></p> <p>Evaluation of Sources (Part I): Ethos, Pathos, Logos</p>	<p>Library research class (Thurs.)</p> <p><b>* Persuasive essay due (20%)—Monday</b></p>
<p><b>Week 9</b> (Mar 4 to 8)</p>	<p>Evaluation of Sources (Part II). Citation and documentation systems (Part II: the nitty gritty).</p>	<p>Mallet (82) (and online articles)</p>
<p><b>Week 10</b> (Mar 11 to 15)</p>	<p><i>Theme: Self-Help</i></p> <p>Arguments. Types of Reasoning.</p>	<p>Schaffner (93) (and online materials)</p>
<p><b>Week 11</b> (Mar 18 to 22)</p>	<p>Analysis. Common Problems in Reasoning.</p>	<p><b>* preliminary bibliography for argument essay due (proposal)</b></p>
<p><b>Week 12</b> (Mar 25 to 29)</p>	<p><i>Theme: Past Societies. Future Societies?</i></p> <p>Intro to the Novel</p> <p><i>Good Friday</i>—Mar 29</p>	<p><b>* Argument Essay and Annotated Bibliography due (20%)—March 28</b></p> <p><i>Exit West</i></p>

<p><b>Week 13</b> (Apr 1 to 5)</p>	<p>No class on Monday. Problems in textual interpretation.</p> <p><i>Easter Monday—Apr 1 (no class)</i></p>	<p><i>Exit West</i></p>
<p><b>Week 14</b> (Apr 8 to 12)</p>	<p>Developing a theory. Review for Final Exam.</p> <p>Final exam period—Apr 15-23</p>	<p><b>Final Exam in exam period (20%)—date TBA</b></p>

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

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DESCRIPTION		WEIGHTING
Mid-term exam		20%
Persuasive Essay		20%
Annotated Bibliography and Argument Essay		20%
Final Exam		20%
In-class Writing		10%
Participation		10%
	<b>TOTAL</b>	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

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(see next page)

## IMPORTANT COURSE GUIDELINES AND INFORMATION

1. Your happiness and well-being as a student are important to me and are important factors in your success. So, please contact me if I can help you navigate through the college system in any way (even if the issue relates to another course).
2. **Assignments are due at the beginning of class on the due date.** I will be asking you to print your assignments and to bring them to class. Unless we have specifically arranged for an alternative submission method, I will not accept emailed assignments.

**Unless we negotiate otherwise (under exceptional circumstances),** late assignments will be accepted for one full week after the initial due date with a penalty of 5% per day, but these assignments will receive no written comments (only a grade).

**After one week, late assignments will not be accepted at all.** Please keep track of deadlines. You are welcome to discuss your work with me in detail at any time (before or after the due date).

3. Under normal circumstances, students who cannot pass the cumulative in-class assignments will not pass the course. "Cumulative" here means multiple in-class assignments throughout the semester. Students who are concerned about this course requirement are encouraged to seek guidance and clarification from me as early as possible.
4. At the college level, we assume basic literacy and mechanical polish in all assignments. This means that a paper with significant grammatical errors will not pass no matter how wonderful the ideas are. Also, please note that "re-writes" are not accepted except under extraordinary circumstances. There are many supports here at the College to help you improve your writing (we will talk about these). I am also happy to work with you during office hours.

5. This course is about learning to think, write, and communicate in an academic context. Thus, the process is our focus, not only the assignments that you produce and hand in as representative of your skills.

For this reason, the use of AI writing tools (such as Chat GPT or Grammarly) is not permitted in this course, particularly not for the following: creating ideas, researching and checking facts, drafting outlines, generating sentences and paragraphs, or revising rough drafts. We will be discussing the changing state of writing and research, including how you might evaluate and cite AI-generated text in other courses or in the workplace.

## SCHOOL OR DEPARTMENTAL INFORMATION

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## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>

Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

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## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

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

### Academic Integrity

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

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.



### Course Withdrawals Policy

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

### Grading Policy

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

### Grade Review and Appeals

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

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

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive,

and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.