

COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 008

TERM: Winter 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): In person (subject to change!)

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Michael Stewart

EMAIL: stewartm@camosun.bc.ca (This is the best way to contact me)

OFFICE: Paul Building, Rm 330

HOURS: Monday, 1:30-2:30 (online) Tuesday 1-2, Wednesday 10:30-11:30, Friday 10:30-11:30

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

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

Gerald Graff and Cathy Birkenstein. *They Say, I Say*, 4th edition, Norton, 2018. (Available at Camosun Bookstore locations or at your local independent bookseller)

Additional readings and podcasts will be made available on D2L.

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

Wednesdays, 1:00 – 2:50 Fisher 266

Fridays, 1:00 – 2:50, Young 209

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

What to think about	What to read or listen to BEFORE class	What to hand in
Week 1: Welcome! How to read carefully	Patricia Grace, “Butterflies” (Handout)	DUE Jan 14: Diagnostic (C/I)
Week 2: How to write a sentence	LISTEN: Janna Levin, “Life on a Möbius Strip,” <i>The Moth</i> (D2L)	DUE Jan 21 IN CLASS: Nouvelle en Trois Ligne (5%)
Week 3: Details get the goods	LISTEN: Diane Wiepert, “The Living Room,” <i>Radiotopia, Love + Radio</i> (D2L)	DUE Jan 28: Audio Essay, Part 1 (10%)
Week 4: How to write a paragraph	READ: Kate Harding, “Have we forgotten how to read critically?” (D2L)	
Week 5: Summary, Quotation, and Paraphrase	READ: TBA <i>They Say, I Say</i> , Chapters 1 & 2	DUE Feb 11: Audio Essay, Part 2 (5%)
Week 6: Outlining	<i>They Say, I Say</i> , Chapter 3: “The Art of Quoting”	IN-CLASS WRITING FEB 18: Persuasive Essay (15%)
Week 7: READING WEEK	NO CLASS	
Week 8: Pick your object	READ: Robin Wall Kimmerer, “Mishkos Kenomagwen: The Teachings of Grass” (D2L)	DUE IN-CLASS: Citation Workshop (C/I)
Week 9: Find your story	LISTEN: <i>Articles of Interest</i> , “Blue Jeans” (D2L) <i>The Anthropocene Reviewed</i> , “QWERTY Keyboard and the Kua’i ‘ō’ō” (D2L)	DUE March 11: Annotated Bibliography (10%)

What to think about	What to read or listen to BEFORE class	What to hand in
Week 10: Responding to Context	READ: <i>They Say, I Say</i> , Part 2: "I Say" (pp. 53-101)	
Week 11: Credible Sources		DUE March 25: Research Proposal (10%)
Week 12: Finishing Up	READ: <i>They Say, I Say</i> , Part 3: "Tying It All Together" (pp. 103-161)	
Week 13: Peer Review		DUE April 6: Research Essay Peer Review
Week 14: Research Roundtable		DUE April 11: Object Research Essay (25%) IN-CLASS: Research Roundtable (5%)

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
Introductory Exercise	Complete/Incomplete
Nouvelle en trois lignes	5%
Audio Essay, two parts	10% + 5%
Persuasive Essay	15%
Annotated Bibliography	10%
Research Proposal	10%
Research Paper (Cannot be submitted without a completed bibliography, proposal, and peer review)	25%
Research Roundtable	5%
Participation	10%
Quizzes	5%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

- All readings must be completed **BEFORE the class assigned to them**. Bring the readings with you to class.
- **Participation is worth a hefty 10%**, so please bring your brilliant ideas and observations to class. Attending class, preparing well, and bringing an inquisitive, generous, and energetic spirit not only shows all of us you respect the learning environment, but it will also put you in a great position to succeed on the assignments.

Given that we live in uncertain times, you are encouraged to stay home if you feel ill. If you are unable to come to class, there are other ways to participate: through online discussion groups, my office hours, or over email.

This will be the easiest 10% you make all year so make the most of it. And, of course, the more we participate, the more fun we all will have. It will be so much fun I can't stand it.

- **Start working right away.** Life comes at you fast. And by life, I mean deadlines. Don't procrastinate, do the readings, and don't underestimate how long an assignment will take. If you get a disappointing grade on an early assignment, make adjustments – don't assume the same level of work will get you a better mark later.
- **Deadlines:** Deadlines are organized to facilitate marking and returning papers in a timely manner, and to give you the greatest benefit from feedback for future assignments. They also establish that I am a human, with a life, and give me some surety around which I may organize this life.

Late assignments will be docked a 5% per day penalty. However, **you have a one-time amnesty for a single take-home assignment**. This is to recognize that you, too, are humans with lives, and that sometimes those get in the way of coursework. I want to give you the best chance to succeed in the course, but please respect the above. **You must let me know in advance of the deadline that an assignment will be late.**

Late work may not be handed back in a timely manner and may not receive extensive feedback.

- Any student who faces challenges **securing their food or housing** and believes this may affect their performance in the course is urged to contact the appropriate Camosun services (listed below) for support. If you are comfortable in doing so, please notify me of any challenges you're facing. This will enable me to accommodate your challenge and provide any support I am able.

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.