

COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 009

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In Person

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](#).

INSTRUCTOR DETAILS

NAME: Kari Jones

EMAIL: jonesk@camosun.ca

OFFICE: Paul 328

HOURS: HOURS: Tuesday and Thursday 2:30-4:00 in Paul 328 Wednesdays 11:00-12:00 on-line

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

EQUIVALENCIES:

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.
- Analyze 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

Please buy the coursepack. Ensure that it is for the right section of English 151.

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.

Week		Content	Assignments Due
1	Jan 9	Welcome and Overview of the Course	Mandatory Initial Assignment Due January 11 in class
	Jan 11	Writing Strong Sentences Part 1	
2	Jan 16	Reading: <i>Harmony</i> by Richard Wagamese In-Class Exercise #1	Wagamese Paragraph January 21 on D2L
	Jan 18	Writing Strong Paragraphs	
3	Jan 23	Reading: <i>The Danger of A Single Story</i> by Chimamanda Adichie In-class Exercise #2	
	Jan 25	Summary and Paraphrase	
4	Jan 30	Reading <i>Indinawemaaganidog/ all of my relatives</i> by Leanne Simpson	Personal Narrative Assignment Due February 4 on D2L
	Feb 1	Working on Language and Citation In-Class Exercise #3	
5	Feb 6	Writing Strong Sentences Part 2	
	Feb 8	Intro to Rhetorical Devices Reading: <i>The New Abolitionism</i> by Chris Hayes In-class exercise #4	
6	Feb 13	More on <i>The New Abolitionism</i>	Robert Jago paragraph Due February 18 on D2L
	Feb 15	Reading: <i>Canada's National Parks Are Colonial Crime Scenes</i> by Robert Jago In-class Exercise #5	
7		Reading Break, No Classes	
8	Feb 27	Writing the rhetorical analysis a how-to guide Reading: <i>Neoliberalism Has Conned Us Into Fighting Climate Change As Individuals</i> by Martin Lukacs -class exercise #6	In-class Rhetorical Analysis February 29

	Feb 29!	Rhetorical Analysis In Class	
9	March 5	Starting the research project.	
	March 7	In Class Exercise #7	
10	March 12	Conducting Research	
	March 14	Conducting Research	
11	March 19	TBD –Depending on what we need time for	
	March 21	Reading: <i>Unskilled and Unaware Of It</i> by Dunning and Kruger	Research Assignment Due March 24 on D2L
12	March 26	Reading: Australia’s 2019-2020 bushfires: the wildlife toll	
	March 28	Reading: <i>Mishkos Kenomagwen: The Teachings of Grass</i> by Robin Wall Kimmerer	
13	April 3	Writing A Comparative Essay	
	April 5	Writing A Comparative Essay Con’t.	In-Class essay April 9
14	April 9	Comparative Essay In Class	
	April 11		

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 noticed 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>

EVALUATION OF LEARNING

Assignment	Value %	Due Date
Mandatory Introductory Assignment	0	January 11 In Class

Wagamese Paragraph	10	January 21
Personal Narrative	15	February 4
Jago Paragraph	10	February 18
Rhetorical Analysis	25	February 29 In Class
Research Assignment	25	March 24
Comparative Essay	15	April 9 In-Class
Total	100%	

COURSE GUIDELINES & EXPECTATIONS

- **Please remember that Camosun College**, and our class in particular, aims to create a safe space for all students. We draw on the work of Daniel Heath Justice, who encourages us to tell stories of complexity, hope and possibility, not stories of deficiency. This is a place of healing and of learning. This holds true for people of all races, genders, and abilities.
- **You may find some of the course material difficult to understand.** If you do, please don't hesitate to ask for extra help. There are many sources of help at the college, and I am happy to guide you to them.
- **Please attend class whenever possible.** There may be many reasons that it is difficult to come to class. However, it is to your advantage as a student to come as often as possible so that you can contribute to the conversations about the readings and course material. Your unique point of view and understanding of the material is valuable to others. Their ideas are valuable to you. **If you have legitimate reasons for not attending class**, please contact me as early as possible so that we can discuss how best to proceed.
- **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 the instructor as early as possible.
- **Because English courses** are designed to strengthen 1) the depth of your reading, 2) the quality of your thinking, and 3) the originality of your written expression, all forms of generative artificial intelligence (ChatGPT, Quillbot, etc...) are counter to your own learning and self-interest in our context. For this reason, the use of GenAI tools is prohibited for all assignments. On a related note, write your own papers! Plagiarism or cheating in any form is a serious academic offence that is tracked on your permanent college record.

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 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
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

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:

<https://camosun.ca/services/academic-supports/accessible-learning>

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. Please visit <https://camosun.ca/sites/default/files/2021-07/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: <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.