

COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 010

TERM: Fall 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): in-person | 2:30-3:50pm, T in WT202 / Th in WT103

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Dr. Janice Niemann (you can call me Janice, and I use she/her pronouns)

EMAIL: niemannj@camosun.ca

OFFICE: Paul 320

HOURS: Mondays from 12:00-1:00pm and Thursdays from 12:00-2:00pm in Paul 320, and Wednesdays from 3:30-4:30pm on Zoom (link is on D2L), or by appointment (this time is set aside for you to drop in and ask questions; talk about assignments, readings, or course content; or just chat about your thoughts in general)

As your course instructor, I do my best to provide an inclusive learning environment. However, if you experience barriers to learning in this course, I encourage discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

Hello! Welcome to ENGL-151: Academic Writing Strategies, which introduces you to academic writing, reading, and research. My name is Janice, and I will be your fearless leader throughout our journey together. The goal of ENGL-151 is to enable you to build and practice writing, research, and critical thinking skills that are vital to academic success and to responsible citizenship more broadly. I am very excited to be here, and I hope that you are too!

ENGL-151 will give you the opportunity to develop these core transferable skills in critical thinking, research, and writing that you will use in your other courses, regardless of your program. Through the analysis of a variety of readings, in-class discussions, and your own research and writing, you will discover the characteristics and conventions used by scholars in different disciplines. You will explore different genres of academic writing and how these genres reflect different rhetorical purposes. You will also practice typical academic writing tasks, including planning out and writing an argumentative research paper, and will learn strategies for reading and writing effectively and for approaching new writing tasks.

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 English 12 Camosun Alternative

B in ENGL 170

EQUIVALENCIES:

ENGL 150

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course a student will be able to:

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.

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 their own and others' writing.

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.

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.

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

All of our readings for this course are available for free online. Our main textbook is called [Why Write? A Guide for Students in Canada](#), and it and all of our other readings will be posted on D2L.

Each week, we will meet in class to discuss and practice different skills related to academic writing. **You should be checking D2L every week to make sure that you are caught up and on track.**

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. **All assignments should be submitted on D2L by 11:59pm the due date** (due dates are listed below and posted on D2L).

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
PART 1: UNDERSTANDING ARGUMENTS		
1 Sept 3 & 5	Introduction If you get a chance, look over the syllabus and our D2L page before class	
	Active reading & effective notetaking Reading: "Holistic Academic Writing" (<i>Why Write?</i> 1.2), "Reading Academic Writing" (<i>WW</i> 2.5)	
2 Sept 10 & 12	Quoting, paraphrasing, summarizing, & avoiding patchwriting Reading: "Common Sub-Genres of Academic Writing" (<i>WW</i> 2.6); academic article (posted on D2L)	
	Academic integrity & APA citation Reading: "Citational Practice: Writing from Sources" (<i>WW</i> 4.6)	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
3 Sept 17 & 19	In-class paper: summary Come to class prepared to write a summary (paper and a pen/pencil, and, if it would be helpful for you, an unmarked hardcopy of the article) Reading: check D2L and summary assignment guidelines for article details and link	In-class paper on Tues, Sept 17
	Introduction to rhetoric Reading: Wayne Booth, "The Rhetorical Stance"; "The Rhetorical Triangle as Communication Formula" (WW 3.3)	
PART 2: ANALYZING ARGUMENTS		
4 Sept 24 & 26	Thinking about audience & practice rhetorical analysis Reading: "Knowing Your Audience" (WW 3.4) Watching: Kimberlé Crenshaw, "The Urgency of Intersectionality" CONTENT NOTE: Crenshaw's talk includes graphic video footage of police violence against Black women and girls from 16:19 to 16:38 – please feel free to skip that section if you need to; it's important that you take care of yourselves	
	Orange Shirt Day – no class so that you have time to go to the National Day for Truth and Reconciliation Ceremony	
5 Oct 1 & 3	Toulmin method of argumentation & logical fallacies Reading: "Everything's Persuasion" (WW 3.5); academic article (posted on D2L)	
	Structuring your argument & practice rhetorical analysis Reading: academic article (posted on D2L)	
6 Oct 8 & 10	Research paper topics Reading: "Quick Guide to Undergraduate Research" (WW 4.5)	Rhetorical analysis due Fri, Oct 11
	Work block – optional class (Janice will be in class if you have questions, but you're welcome to work or rest at home if you'd prefer)	
PART 3: DEVELOPING YOUR OWN ARGUMENT		
7 Oct 15 & 17	Library field trip! Meet in the library today, not our usual classroom	
	Developing a research question Reading: "Knowledges and Traditions" (WW 4.2); academic article (posted on D2L)	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
8 Oct 22 & 24	How to write a strong thesis statement No readings for today, so that you can work on research for your research paper proposal	
	The politics of citation & citational practice Listening: "Citing Your Sources," episode 3.21 of Hannah McGregor's podcast <i>Secret Feminist Agenda</i> Reading: Christen A. Smith et al., "Cite Black Women: A Critical Praxis (A Statement)"	
9 Oct 29 & 31	Genre Reading: "Academic Writing as a Genre" (WW 2.3), "How to Use Genre to Help You Write" (WW 2.4)	Paper proposal due Fri, Nov 1
	Work block – optional class	
PART 4: WRITING A RESEARCH PAPER		
10 Nov 5 & 7	Writing processes Reading: Helen Sword, "Rules of Engagement"; "The Essay" (WW 2.7)	
	How to write an intro paragraph & practice peer review Reading: Anne Lamott, "Shitty First Drafts"; "Feedback: No One Writes Alone" (WW 1.7, and watch the YouTube video embedded in the chapter) CONTENT NOTE: Lamott's essay makes a joke about suicide	
11 Nov 12 & 14	In-class peer review You MUST bring to class 4 hard copies of your introduction paragraph to class today	
	Paragraph structure & including counterpoints No readings – what a great opportunity to incorporate your feedback from peer review!	
12 Nov 19 & 21	Major vs. minor revisions No readings – you should be using this time to draft your body paragraphs for peer review	
	In-class peer review You MUST bring to class 4 hard copies of two of your body paragraphs	
13 Nov 26 & 28	Writing style & remembering your audience No readings – you should be using this time to work on your research paper	Research paper due Fri, Nov 29
	Work block – optional class	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
14 Dec 3 & 5	Wrap up & exam review No readings, so that you can give your brain a little break after finishing your research papers	In-class exam on Thurs, Dec 5
	In-class final exam Show up ready to write your final exam – you’ll be writing by hand on paper, so bring pens and/or pencils. You may also bring an unmarked physical copy of your research paper.	

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](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

DESCRIPTION	WEIGHTING
In-class summary	10%
Rhetorical analysis essay	20%
Research paper proposal (paper outline & annotated bibliography)	15%
Research paper	30%
In-class final exam	15%
Reading & engagement quizzes (5 x 2% each, top 5 marks out of 7 quizzes)	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](#) policy for more information.

<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

In order to help you get the most out of this course, I will begin each class with the assumption that you have completed any assigned readings for the day. Doing all of your readings before class is one of the best ways to set yourself up for success in an English course.

Late assignments

I will take 2% off of your assignment grade for every day that it's late past the original due date. Please know, though, that **I will always grant you an extension if you ask for one by 4:30pm on the original due date**, and I have a 48-hour grace period for each assignment in case something unexpected comes up in your life. Unless

there are extenuating circumstances, I will not grant extensions after 4:30pm on an assignment's due date—if you need more time and forget to ask, you have the 48-hour grace period to submit. To ask for an extension, you should email me before 4:30pm on the original due date, and let me know 1) your name, 2) that you'd like an extension, and 3) when you're planning to submit your assignment. You do not need to send me documentation or details, but you do need to send me those three pieces of information in order to receive an extension. I understand that sometimes life gets in the way of school, and I trust you to manage your time in the way that works best for you. You should understand, though, that the assignment schedule is set up to build the skills you will need to do well on your final paper and final exam, which, together, make up almost half of your grade for the course. If you hand in your assignments on time, I will give you detailed comments and your grade before your next assignment is due; if you hand in assignments after the original due date, even with an extension, I will not give you detailed written comments, and it may not be promptly returned to you.

Distraction policy

This policy is simple: do not distract other learners in the room. There are many reasons that you might want or need to have technology (laptop, phone, tablet) out in class, which is why my policy on technology use in the classroom is relaxed. All I ask is that you do not disrupt other students with your devices, which means that I expect you to keep the volume off on all of your devices and to use your devices for only course-related activities. Please be considerate of your peers—your screens can distract others. I will not tolerate behaviour that negatively impacts other students' learning.

Attendance and participation

Although I do not give a mark for attendance, you won't know ahead of time when your quizzes will be (they make up 10% of your final grade), so you'll need to be in class to write them. I expect you to attend and participate in class because class discussion prompts a level of engagement with course material that you will not get anywhere else. It also allows me to assess which aspects of the course you understand well and which topics I need to review further.

Children and babies

It is absolutely okay to bring your child to class occasionally in order to cover gaps in childcare. If you do bring your child to class, please step outside if your child is feeling chatty. Babies who are nursing are always welcome—you should never have to choose between feeding your child and coming to class.

Academic integrity

The work you submit for ENGL-151 must be your own, and should follow proper APA formatting and citational guidelines (or another standard citation style). Presenting the work of others, whether it is used without attribution (not properly citing your sources), submitted by you but written by someone else (including work written by artificial intelligence), or produced with inappropriate help (unauthorized editing, including editing by artificial intelligence), violates the college's policy on academic integrity. It is important to acknowledge your sources for a number of reasons: you are acknowledging and giving credit to the person who came up with the idea, you are demonstrating that you are participating in a broad scholarly conversation about your topic, and you are helping me find the really cool and interesting sources that you use in your research in case I want to learn more about your topic. If an academic misconduct case does arise, I will deal with it on an individual basis, but it could result in a mark of 0% on the assignment or a failing grade in the course. Please also see the college's full statement on academic integrity (see link later in syllabus), which both you and I are obliged to follow.

Grading

I will grade your assignments based on how successfully they demonstrate the learning goals for each assignment, using the specific marking rubric attached to each assignment and Camosun's guidelines for undergraduate grading (see link later in syllabus). If your assignments are submitted by the original due date, I will return them to you before your next assignments are due. Please know that your grades are never a reflection of you as a person, but merely indicate how well one particular assignment meets the assignment criteria. **You will receive either an I grade (incomplete) or an F grade (fail) in the course if you do not submit the following: summary, rhetorical analysis, research paper, and final exam.** If you feel that an assignment you submitted has been unfairly evaluated, your first step is to discuss your concerns with me. Be prepared to show me a one-page written statement explaining how your work matches the standards for the letter grade you think you should have received with reference to the assignment guidelines and marking rubric. If you are not satisfied with your discussion with me, you may apply for a formal grade review, and I can help you navigate how to do that (see link later in syllabus).

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

Support Service	Website
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

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

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 (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

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 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 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.

