

## COURSE SYLLABUS

**COURSE TITLE:** ENGL-151: Academic Writing Strategies

**CLASS SECTION:** 011

**TERM:** Winter 2024

**COURSE CREDITS:** 3

**DELIVERY METHOD(S):** Face-to-face

Wednesdays/Fridays, 1:00 pm – 12:20 pm, Wilna Thomas, 103



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## INSTRUCTOR DETAILS

**NAME:** Max Olesen

**EMAIL:** olesenm@camosun.bc.ca

**OFFICE:** Lansdowne Campus, Paul Building, Room 328

**HOURS: OFFICE HOURS:** Online D2L ZOOM – Check Calendar for times.

**Face-to-face:** Wed./Fri., 11:00 am – 12:00 pm; 3:00 pm – 4:00 pm

*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

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

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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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- All class readings will be provided for access on our D2L course website, both as PDFs or as links to a website. If paywalls are encountered, please contact me. You do not have to pay for access to any class readings.
- If any technical issues are encountered with your access to D2L or any Camosun website, please contact Camosun eLearning Support at [eLearning@camosun.bc.ca](mailto:eLearning@camosun.bc.ca).
- Planned Class Readings (Subject to change with advance notice):
  - Kareem Abdul-Jabbar, “Insulting Colin Kaepernick says more about our patriotism than his”, 2016, *The Washington Post*, <https://libsecure.camosun.bc.ca:2443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bwh&AN=wapo.29902244-6eca-11e6-9705-23e51a2f424d&site=eds-live>
  - Erin O’Toole, “(Dis)Ordered Liberty: Notions for a New Year, Part 1”, 2022, *Blue Skies*, Substack newsletter, <https://erinotoole.substack.com/p/disordered-liberty>
  - Adam Mastroianni, “The Quest for Scientific Certainty Is Futile”, 2023, *The New York Times*, <https://www.nytimes.com/2023/10/08/opinion/truth-flossing-cold-medicine.html>
  - Nadine Caron & Danielle Martin, “Myth of Universal Health Care”, 2020, *The Walrus*, magazine, <https://thewalrus.ca/the-myth-of-universal-health-care/>
  - Joanna J. Bryson, “Robots Should be Slaves”, 2009, chapter in *Close Engagements with Artificial Companions: Key social, psychological, ethical and design issue*, Yorick Wilks (ed.), <https://www.joannajbryson.org/publications/robots-should-be-slaves-pdf>
  - Timothy Caulfield, “Does Debunking Work? Correcting COVID-19 Misinformation on Social Media”, 2020, chapter in *Vulnerable: The Law, Policy and Ethics of COVID-19*, Colleen M. Floof, et al. (eds.) <https://www.ualberta.ca/law/media-library/faculty-research/hli/media/images/caulfield-debunking-works-vulnerable-caulfield.pdf>

## 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.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 Jan. 8-12	Welcome and Introduction to Academic Writing; Overview of Academic Writing Essentials	In-Class Diagnostic Writing - Friday, Jan. 12
Week 2 Jan. 15-19	Ideas into Words: Sentences, Paragraphs, and Essays; How to think about creating your own writing voice; Interview/Narrative Assignment	
Week 3 Jan. 22-26	Interviewing; transcribing; narratives for a purpose; description & figurative language	
Week 4 Jan. 29-Feb. 2	Narratives; presentations; providing feedback; document formatting and source citation; quoting and paraphrasing	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 5 Feb. 5-9	Rhetorical Triangle and Appeals; Rhetorical Analysis; summarizing; structuring your ideas	Interview/Narrative Small Group Presentations & Peer Responses - Wednesday, Feb. 7  Interview/Narrative Essay Assignment – Friday, Feb. 9
Week 6 Feb. 12-16	Rhetorical Triangle and Appeals; Rhetorical Analysis; summarizing; structuring your ideas	
Week 7 Feb. 19-Feb. 23	Patterns of Essay Development; reasoning from evidence; using logic and avoiding logical fallacies.	Feb. 21 – Family Day – College closed.
Week 8 Feb. 26-Mar. 1	Patterns of Essay Development; reasoning from evidence; using logic and avoiding logical fallacies.	Rhetorical Analysis Assignment – Friday, Mar. 1
Week 9 Mar. 4-8	Choosing and using research and developing as a researcher; Integrating research; Using citation styles	
Week 10 Mar. 11-15	Researching, writing, organizing your Research Essay; Working with academic sources	
Week 11 Mar. 18-22	Researching, writing, organizing your Research Essay; Difficulties with writing; Outlines; Thesis statements	Critical Analysis Assignment due Friday, Mar. 22
Week 12 Mar. 25-29	Researching, writing, organizing your Research Essay; First drafts; Introductions	Mar. 29 - Good Friday – College closed.
Week 13 Apr. 1-5	Researching, writing, organizing your Research Essay; Conclusions; Editing & Revision; In-Class Research Presentations	Apr. 1 – Easter Monday – College closed.  Annotated Bibliography due Friday, Apr. 5
Week 14 Apr. 8-12	Class wrap-up and conclusions; In-Class Research Presentations	In-Class Research Presentations this week
Exam Period Apr. 15-23	No final exam for this course.	Research Assignment due Monday, Apr. 15

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
In-Class Writing Diagnostic	5% (Completion)
In-Class Writing Responses	7.5%
Interview/Narrative Essay Assignment	10%
Interview/Narrative Small Group Presentation & Peer Responses	5%
Rhetorical Analysis Assignment	10%
Critical Analysis Assignment	15%
Annotated Bibliography	12.5%
Research Essay Presentations & Peer Responses	10%
Research Essay	25%
<b>TOTAL</b>	<b>100%</b>

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.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### **Assignment Expectations:**

- All specific instructions for assignments will be provided on their respective assignment sheets.
- **Assignment submissions:** Please submit assignments to their assigned D2L drop-box by **11:59 pm (PST)** on their due dates.
- Requests for formal extensions will be considered on an individual basis in discussion with the instructor.
- **Due dates:** While I aim to be flexible and understanding, due dates are there to help us move through class at a smooth, manageable pace. However, if an assignment is unavoidably late, it will receive a grade, but no comments. Late assignments will receive a grade, but no comments. If an assignment is more than a week late without a formal extension, it will lose 5% per day including weekends.
- **Plagiarism** takes many forms. From the Camosun College School of Arts & Science Academic Honesty Guidelines (<https://legacy.camosun.ca/learn/school/arts-science/images/Arts%20and%20Science%20Academic%20Honesty%20Guidelines.pdf>): “As per Camosun College policy, plagiarism includes, but is not limited to, the following: submitting an entire assignment written or made/created by someone else or based on collaboration with others; incorporating or paraphrasing passages from any source, including internet sites, without citations; submitting an assignment that an editor or tutor has partially or entirely rewritten for you; submitting any portion of a group project which contains plagiarism; submitting anything created with input from a group as your

own individual work.” Plagiarism will be met with serious consequences at Camosun College, as outlined in the Academic Honesty Guidelines. If you have difficulty completing assignments, please contact me for help, do not plagiarize.

- **Generative AI:** I would not recommend the use of generative AI programs as they write boring essays that tell me and you nothing about yourself and your thoughts. I would rather have an imperfect essay where I see you thinking, trying, and working things out than bland, smooth monotony. If you do use any generative AI, its work is not your work. As such, you must put its words in quotation marks to let me know they are not your words, and you must provide a proper citation. The Camosun Library has produced a guide to help you in citing such tools: <https://camosun.libguides.com/ai/citation>. However, you are not a tool, you are a human being. It is all we have, really. Thinking your own thoughts and struggling slightly to produce your own work is far more interesting and valuable.

### **Class Environment:**

- **This course is an inclusive, non-judgmental, and respectful space:** Our class is a shared environment where we are all learners and collaborators; it is a place where we have fun, learn, and express ourselves. New knowledge is gained when we learn collaboratively and feel connected. Respect for each other, and the many divergent views we will encounter in this course, is a requirement for all participants. Disagree with one another, but disrespectful language and actions are not tolerated. Please practice judgment, maturity, politeness, and respect in all interactions and communications with your instructor and your fellow students. If you find that any texts or discussion comments troubling to you, please let me know, to the extent you feel safe and comfortable doing so, so that you can be well supported.
- **Participation** will be essential to creating a productive classroom environment. Being comfortable sharing your views and learning from others can take time, but it will benefit your learning and communication skills. Be curious, record your observations, questions, and ideas as you read, reflect on what we read and discuss, ask questions, and develop your critical thinking skills.
- **Please practice polite tech etiquette:** Devices and computers, including smartphones, may be used in class as required for an instructor-directed activity or assignment (e.g., research or an in-class writing assignment), or if your CAL designation includes use of a computer. **Please mute your devices. Please no texting, calls, or social media use during class time.** You will be asked to leave the class if you are doing these activities. If you must answer a call or text for personal reasons, please quietly excuse yourself from class to do so.
- **Communication outside class:** Check your email and D2L email regularly, as I send announcements and updates about class via them.

## 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.

## 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.