

COURSE SYLLABUS



COURSE TITLE: ENGL-151-Academic Writing Strategies

CLASS SECTION: 019

TERM: 2024F

COURSE CREDITS: 3

DELIVERY METHOD(S): lecture

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: Kelly Pitman

EMAIL: pitman@camosun.ca

OFFICE: P218

HOURS: Thursdays: 1:30-4 PM; Fridays: 1:30-3 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.

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

CO-REQUISITE(S):

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 his/her 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

- Students must purchase a Hilroy 40-page exercise book (available in the bookstore).
- Students should budget for the cost of printing 3 articles during the term.

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 or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Sept 3-6	orientation	
Sept 9-13	ideas and details	
Sept 16-20	evidence / in-class response	
Sept 23-27	appeals / in-class response	
Sept 30-Oct 4	intros and structure	
Oct 7-11	practice argument / in-class response	
Oct 14-18	peer review / library skills (library visit)	essay
Oct 21-25	research topics / guided research	
Oct 28-Nov 1	understanding sources	research proposal
Nov 4-8	responding to sources	
Nov 11-15	quoting sources	
Nov 18-22	research essay consultations	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Nov 25-29	peer review / citation clinic	research essay
Dec 2-6	preparing for final exam	

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
non-researched essay	15%
research proposal	10%
research essay	25%
in-class responses	20%
academic integrity course completion	2.5%
information literacy course completion	2.5%
final exam	25%

COURSE GUIDELINES & EXPECTATIONS

College requires students to be self-motivated and to organize their time well. I've been teaching for three decades, and I believe organization to be *the single greatest contributor to student success*. Many smart, capable, interesting people fail courses simply because they did not commit early enough to working hard and staying on task.

Any credit course will require 5 to 8 hours a week of concentrated effort, and since life is busy and no one is prodding you, it's easy to put these off. If you're a procrastinator, get over it. Start every assignment at least two weeks before it is due. Ask yourself each week if you have put in the required hours. When you're in between assignments or in a slower period, ask yourself how you can get ahead. This will make your life easier

when you have assignments due in the same week in different courses. It will also usually result in higher grades because writing gets better when you can leave it and return to it.

Let me put it this way. If you don't do any work in one week, you will need to add that work to another week or risk getting a lower grade than you might have. Those are the choices. I recommend staying **at least one week ahead of schedule**. Then if something happens to get in your way in any given week, you'll be alright.

Figure Out D2L

Your first task is to familiarize yourself with the information on the course D2L site. Here you will submit out-of-class assignments and find your assigned readings, assignment instructions, and other resources. For help with using D2L, check out [D2L Tutorials](#) on a variety of topics.

It is crucial that you **check D2L frequently** for updates and announcements, which I will publish on the front page, in the "News" section. Staying up to date is your responsibility. I also recommend **checking [The Question Hub](#) frequently** for helpful tidbits and to ask questions. I will check it every day.

If I have important information for individuals or the whole class, I may communicate it via D2L email. You should check every day, just in case. If you prefer to use another email address, you can link it to your D2L email so that D2L messages are automatically forwarded to your preferred address. Here's a guide to doing that: [Setting Email Forwarding](#).

Note that the course is set up in weekly models. In each module, you will find that week's materials, including an **introduction page** that outlines the week's work and what's coming up. Use these pages to keep on track.

Come to Class

We meet Wednesdays and Fridays from 12-1:20 in Fisher 266 (Wednesdays) and Wilna Thomas 201 (Fridays). We aim to start and finish on time.

In class, I will provide information and answer questions, but mostly we will work collaboratively to practice analysis and expression. That is, this is a discussion-based class, not a lecture class. If you miss classes, you miss learning and therefore lower your chances of succeeding.

In addition, we will use class time for short, in-class response assignments, **which, added together, count for 20% of your final grade**. Some of these are in-class paragraphs that receive letter grades, but I mark them more gently than out-of-class assignments. Others are awarded full marks for full participation. These assignments all require applying what we have learned in class and they cannot be rescheduled.

Do the Readings

First, learning to read with attention is key to succeeding in post-secondary education and in many other environments. Second, reading the short informative documents I have written for you will help clarify your tasks. Third, analyzing the techniques of other writers' arguments helps you learn how to argue well. We will discuss readings in class, and if people haven't done the reading, they don't learn as much and they put more weight on their colleagues. Reading carefully will also make the in-class writing easier. I try not to overwhelm

you with written material because I know how much time you need to spend on research and on writing essays, but no one ever became a good writer without being a good reader, so the readings matter.

Use [The Question Hub](#)

[The Question Hub](#) is a forum in which you can ask for clarification on any aspect of the course: assignments, readings, research, grammar, scheduling--anything related to the course, big or small. I've set it up so that you can post questions and answers anonymously if that makes you more comfortable. I will answer any questions you ask, but you can also answer questions. Go to "Discussions," click on the down arrow beside "The Question Hub," and choose how you want to get notifications.

Budget for Supplies

I do my best to save you money. By writing my own handouts and relying on class meetings to deliver information, I can avoid assigning an expensive textbook. However, you do have some costs.

You will be expected to print copies of "[Canada's National Parks are Colonial Crime Scenes: \(Jago\)](#). "[The New Abolitionism](#)" (Hayes), and "[The Tale of Lawns](#)" (Alicja Wójcik) to use while writing in-class responses on those essays.

Note that you must also purchase a 40-page Hilroy Exercise Book to use for in-class responses. It costs about \$3 and is available in the Camosun College bookstore: [Hilroy Exercise Book](#). **Please buy that and bring it to class by Tuesday, September 10.**

Get your Office 365 account set up. This one is free to all Camosun students, and yes, you have to use it to prepare your assignments because that's what harmonizes with D2L. Go to [Software and Other Services](#) to get access to Office 365.

Respect Deadlines

Out-of-class assignments are scheduled so that you can respond to feedback and improve your work before handing in the next assignment. Therefore, due dates matter to you. In addition, marking assignment is a significant part of my workload, and I must organize my time around it. Therefore, due dates matter to me. However, instead of setting out penalties for lateness, I prefer that we work together on the basis of mutual respect. I respect your desire to do well, which sometimes means giving you an extra day or two to finish an assignment. I ask that you respect that I am a person, not a machine, and receiving twenty late essays is going to burden me with a heavy workload. **If you cannot hand in an assignment on time, please talk to me about it** so that we can set up an appropriate deadline. Treat it like work--you wouldn't just not show up to a shift without telling anyone, would you? I will grade late papers but I may not get to them quickly, and I may not make comments on them, depending upon the situation.

On the other hand, in-class assignments (like written responses and peer reviews) and the final exam are in person and must be done in class on the dates on which they are scheduled unless students have evidence of a legitimate reason that they cannot write on that day. I don't schedule the final exam--the college does that. Normally, the final exam schedule comes out in October. **Don't make travel plans until you know when your exams are because a trip is not a legitimate reason for me to write a different exam just for you.**

Know the Standards

You will find expectations for written assignments here: [Expectations: Written Assignments](#). Please read these, well, before you start your assignments. Each assignment also has a grading rubric attached, giving you more detailed information about requirements.

One of your important responsibilities as a student is to be aware of the ethical standards for academic endeavour and to avoid any unethical behaviour. Many instances of academic dishonesty are the result of ignorance rather than deviousness, but because you are supposed to know the rules, not knowing what constitutes plagiarism is no excuse. Read the [Academic Honesty Guidelines](#) and please let me know if you have any questions. In particular, you should be aware that **using generative artificial intelligence software like Chat GPT or Translation programs to complete or revise your work violates the academic integrity policy** and will have consequences as outlined in college policy.

In English, we use MLA (Modern Language Association) format, which dictates not just how you cite sources but also how all assignments are formatted. You may also choose to use APA (American Psychological Association) if you are learning that for another class. You will find links to more information and to samples in this module.

Talk to Me

Feel free to contact me about any aspect of the course. So often, problems can be avoided or solved through a chat, and I will always make time to talk to you. For quick questions, email is best. I will also have drop-in office hours (see the course calendar for days and times) for questions about assignments, readings, grammar, research, and hey, even the meaning of life. If you can't come during that time, send me an email, and we'll set something up. If you email me on a weekday and I don't get back to you in 24 hours, it may be that I didn't get the message, so try again. I don't get paid to work on weekends, so if you email me then, I cannot guarantee a response before Monday.

Get Some Help

Besides me, the college provides many services to support your learning, and you have helped pay for these, so you might as well use them. You will find links to those services here: [Services for Students](#). I recommend checking out both the [Camosun Library](#) website and [The Writing Centre](#) website. You may also need some resources for things a college course doesn't cover, like basic grammar instruction. I recommend the [Purdue Online Writing Lab \(OWL\)](#) website and the [English Grammar](#) website. The library also has many resources on writing and grammar, including electronic textbooks. Note that you will need to log on to the library website to get access to its treasures. Use your regular Camosun log-on information (C# and password).

Remember that We Are a Community

When you're studying alone, it's easy to feel you're on your own. You're not. All courses should offer the opportunity for people to work together to expand their knowledge, and English courses depend on this more than most. Learning to think and to write requires interaction with other people. You will do better in the course if you engage with others.

But it's not all about you. Your ideas, your perspective, your questions--these all contribute to *other* people's learning. And this is important, for if learning to reason better and to work together better isn't going to change the world, what is? That is why I've emphasized attending class. I hope you will find this interaction interesting and motivating.

SCHOOL OR DEPARTMENTAL INFORMATION

[INSERT TEXT HERE]

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.

