

COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 022

TERM: F2023

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture

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: Alexis Martfeld

EMAIL: martfelda@camosun.ca

OFFICE: LACC 119A (IU - Interurban); Paul 327A (LAN - Lansdowne)

HOURS: IU: Monday 2:00 to 2:30; Tuesday 11:20 am to 12:20 pm; Thursday 3:50 to 4:50; Friday 10:50 to 11:50

LAN: Wednesday: 8:50 to 9:20

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

EXCLUSION(S):

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.
- 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

Course readings and other materials available on D2L

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

Week	Wednesday 9:30-10:50 CHW 341	Friday 9:30-10:50 CHW 351
Week 1 Sept. 6 & 8	Introduction to English 151 Academic Writing Strategies: Welcome!!!	Critical Reading Analysis vs. Summary
Week 2 Sept. 13 & 15	Purpose and Audience Readings Atwood, “Letter to America” <i>Monday, Sept. 11 Course Add/Drop Deadline</i>	Research Sources Thinking Critically
Week 3 Sept. 20 & 22	Building Paragraphs Readings Maté, “Invisible Legacies”	Rhetorical Appeals Readings James, “Green Winter” Due: Summary Assignment and Additions (12%)
Week 4 Sept. 27 & 29	Rhetorical Appeals and Thesis Statements Readings TBA	Research Questions Research Paper Preparatory Assignment
Week 5 Oct. 4 & 6	Library Workshop: Finding Authoritative Sources	Essay Anatomy Readings Student Sample Paper
Week 6 Oct. 11 & 13	Topics Review for In-class Assessment #1	Due: In-class Assessment #1 (15%)
Week 7 Oct. 18 & 20	Research	Reading Academic Essays Documenting and Integrating Sources Readings TBA

Week 8 Oct. 25 & 27	Argument Readings Young, "Should Writer's Use They Own English?"	Outlines Methods of Development Readings TBA
Week 9 Nov. 1 & Nov. 3	Roundtable Discussion Due: Argumentative Research Paper Preparatory Assignment (15%)	Introductions and Conclusions
Week 10 Nov. 8 & 10	Logical Fallacies Counterarguments Readings TBA	Grammar and Style
Week 11 Nov. 15 & 17	Review for In-class Assessment #2	Due: In-class Assessment #2 (15%)
Week 12 Nov. 22 & 24	Writing Lab	Due: Research Paper Extensions—Roundtables and Mini-Projects (5%)
Week 13 Nov. 29 & Dec. 1	Due: Research Paper Extensions—Roundtables and Mini-Projects (5%)	Due: Research Paper Extensions—Roundtables and Mini-Projects (5%)
Week 14 Dec. 6 & 8	Editing Due: Research Paper for Peer Edit	Final Review Due: Argumentative Research Papers (20%)

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 scan 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	DUE DATE
Mandatory Diagnostic/Entrance Assessment	C/I*	Week 1
Professionalism and In-Class Work (discussions, practice assignments, quizzes, writing/research/editing labs)	8%	Ongoing
Summary and Additions Assignment	12%	Friday, September 22
In-Class Assessment #1 (ICA#1)	30% (or 15% in combination with ICA#2)	Friday, October 13
Research Paper Preparatory Assignment (RPPA)	15%	Wednesday, November 1
In-Class Assessment #2 (ICA#2) (optional)	15% (optional)	Friday, November 17
Research Paper Extensions: Roundtables and Mini-Projects**	5%	November 24 to December 1
Research Paper Peer Edit	---	Wednesday, December 6
Argumentative Research Paper (ARP)	20%	Friday, December 8
Final Exam	10%	During Exam Period: Mon. Dec. 11 – Tues. Dec. 19

*Tied to Professionalism and In-Class Work (8%).

** You may opt out of this component of the course. The 5% will then be added to your final research paper.

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

You can expect your instructor to

- teach to the course goals
- give clear instructions for assignments and exercises
- advise and support students in their course work
- treat students with respect
- act in a fair manner
- be available during office hours or, if necessary, arrange an alternative time to meet
- evaluate students fairly and constructively, based on criteria made clear to students beforehand

Your instructor will expect you to

- prepare for class by completing readings and assigned work on time
- actively participate in class activities
- Keep up with course material and announcements on D2L
- ask questions if you need clarification
- submit all assignments according to instructions, complete, and on time
- submit your own, original, human-generated work
- use instructor comments and feedback to improve future work
- cooperate with and act respectfully toward other students and the instructor
- communicate with the instructor about problems or concerns as soon as possible

Guidelines for Preparing and Submitting Written Assignments

All formal written assignments for this course should be typed according to assignment specifications. When you use sources, your papers should include correct and complete citations in APA or MLA format. All papers should be clearly marked with your name and submitted on time, **as a PDF**, through D2L Assignments.

If you would like to receive in-line feedback on a written assignment, you must also submit a hard copy of your assignment at the beginning of class on the due date.

Plagiarism, Cheating, and AI-Based Writing Tools

Plagiarism is a serious academic offense. Please ensure you submit your own, original work, which *you* have written for the assignments in this class.

Use of AI-based writing tools, like Chat GPT, is prohibited for all course assignments; our course learning outcomes require individual (human) thought and application through all stages of the writing process.

Work that contains hallmarks of AI-generated text may be run through AI detection software (the results will not be considered conclusive but may contribute to a larger body of evidence). Since submitting work that is all or partially composed by generative AI is a form of academic misconduct, the related assignment will receive a grade of zero and may elicit further consequences. Please review Camosun's policies on academic honesty and plagiarism, which you can find here: <http://camosun.ca/learn/school/arts-science/images/Arts%20and%20Science%20Academic%20Honesty%20Guidelines.pdf>.

Late & Missing Assignments

You must submit assignments on time. However, a reasonable explanation and request for extension, if given *before* the due date, will be considered. Late submissions without prior explanation will lose 10% if submitted fewer than seven days after the due date and will lose 40% if submitted more than seven days after the due date. Late assignments will receive a grade only (no comments).

Students must complete all major assignments to pass the course.

Professionalism & Participation

You can demonstrate your professionalism through your attendance, engagement, respect, and thoughtful completion of assigned tasks.

Poor participation may affect your grade as a natural consequence through poor performance on assignments due to missed course content. It will also affect your "Professionalism and In-Class Work" grade directly.

Each week, you will be given several ways to access lesson content and resources. It is your responsibility to know the material covered and to complete the assignments due. If you have difficulty accessing course materials or assignments, please let me know well in advance of the due date.

Additional Notes

If you encounter circumstances that you feel impede your learning in this course, or if throughout the term you discover ways I could better support your learning, please let me know. We are in this together, and I am happy to work with you to create a positive and productive learning environment.

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.

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.

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 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.