

# COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 023

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Class Lecture

D2L will be used to post grades and may be used to deliver some assignments.

It will NOT be used for lecture slides, which will only be available during classes.

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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## INSTRUCTOR DETAILS

NAME: Mr. Neil Stubbs

EMAIL: [StubbsN@camosun.bc.ca](mailto:StubbsN@camosun.bc.ca)

OFFICE: LACC 118A (Interurban) / Paul 220 (Lansdowne)

HOURS: Tuesday: 11:30 a.m.-12:30 p.m. (Lansdowne); Wednesday: 10 a.m.-12 noon (Interurban)

*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

### EQUIVALENCIES:

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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Babington, Doug, *et al.* *Broadview Pocket Guide to Writing*. Revised 4<sup>th</sup> Canadian Edition, Broadview, 2016.

Buzzard, Laura, *et al.* *Popular Culture: A Broadview Topics Reader*. Broadview, 2019.

Other essays, articles, and readings will be available as handouts and/or on-line

## 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  |
|------------------------|--|
| Monday, January 8      | Introduction   |
| Wednesday, January 10  | Modes of Expression; Diagnostic Exercise (no mark given)   |
| Monday, January 15     | Essay and Paragraph Format; Thesis Statements  |
| Wednesday, January 17  | Research Topics<br>Sample Essay  |
| Monday, January 22     | Summarizing Strategies (Reading to be assigned)<br>Parts of a Sentence   |
| Wednesday, January 24  | Library Orientation (Tentative)  |
| Monday, January 29     | <b>Summary Assignment (10%) due in class</b><br><b>Deadline to choose research topic (-10% from research paper if not done)</b><br>Evaluating Sources<br>Sentence Patterns   |
| Wednesday, January 31  | Definition<br>Tovar, "The BoPo-Washing of Weight Watchers"<br>Sentence Types   |
| Monday, February 5     | Comparison and Contrast<br>Staples, "The Movie <i>Get Out</i> Is a Strong Antidote to the Myth of 'Postracial' America"<br>Punctuation   |
| Wednesday, February 7  | <b>Research Proposal (5%) due in class (-20% from research paper if not done)</b><br>Division / Classification<br>Barthes, "Soap-Powders and Detergents"<br>Sentence Errors (Incomplete Sentence, Comma Splice, Run-on Sentence) |
| Monday, February 12    | Cause and Effect<br>Lester, "A Study on Driverless-Car Ethics Offers a Troubling Look into Our Values"<br>Active and Passive Voice   |
| Wednesday, February 14 | <b>Annotated Bibliography of 5 Sources (5%) due in class (-25% from research paper if not done)</b><br>Process Analysis<br>Wainaina, "How to Write About Africa"<br>Sentence Errors (Misplaced Modifiers, Dangling Modifiers)    |

| WEEK or DATE RANGE                          | ACTIVITY or TOPIC   |
|---|---|
| Monday, February 19-<br>Friday, February 23 | <b>Family Day / Reading Break (No classes this week)</b>  |
| Monday, February 26                         | Subject-Verb Agreement  |
| Wednesday, February 28                      | <b>In-Class Essay Based on Readings (10%)</b>   |
| Monday, March 4                             | Grammar Review  |
| Wednesday, March 6                          | <b>Grammar Quiz (5%)</b>  |
| Monday, March 11                            | Persuasion and Argumentation  |
| Wednesday, March 13                         | Aristotelian (Classical) Persuasion   |
| Monday, March 18                            | Capeheart, "Taking a Knee with Colin Kaepernick"<br><i>Wall Street Journal</i> , "The Politicization of Everything"                                   |
| Wednesday, March 20                         | Logical Fallacies   |
| Monday, March 25                            | Workshop on Rhetorical Analysis (Hand-outs will be supplied)  |
| Wednesday, March 27                         | <b>In-Class Rhetorical Analysis of a Persuasive Article (15%)</b>   |
| Monday, April 1                             | <b>Easter Monday (COLLEGE CLOSED)</b>   |
| Wednesday, April 3                          | Incorporating Sources   |
| Monday, April 8                             | Citation and Bibliography   |
| Wednesday, April 10                         | <b>Research Paper Due (30%): TO BE HANDED IN AT BEGINNING OF CLASS</b><br>Grammar Review  |
| Monday, April 15-<br>Tuesday, April 23      | <b>Final Exam (10%) will be held during the Exam Period (TBA).</b><br><b>DO NOT make travel or work plans until you know the Final Exam schedule.</b> |

**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    |
|--|--------------|
| Pop Quizzes (5 quizzes worth 1% each)                                    | 5%           |
| Summary (450 words minimum – 500 words maximum)                          | 10%          |
| Proposal (200 words minimum – 250 words maximum)                         | 5%           |
| Annotated Bibliography   | 5%           |
| In-Class Essay Based on Readings   | 10%          |
| Grammar Quiz   | 5%           |
| In-Class Rhetorical Analysis of a Persuasive Article (750 words minimum) | 15%          |
| Research Paper (1500 words minimum)                                      | 30%          |
| Final Exam   | 10%          |
| Attendance / Participation   | 5%           |
|  | <b>TOTAL</b> |
|  | 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](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

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### a) STATEMENT REGARDING USE OF ARTIFICIAL INTELLIGENCE AND CHAT GPT

Consider the following statement by author and photographer B.A. Van Sise:

“Let’s stop aggrandizing it by calling it ‘artificial intelligence,’ and begin calling it what it really is: **plagiarism software**.

There is no artificial intelligence. It’s not creating anything, just copying existing work by existing artists and changing it enough to skirt copyright laws [ . . . ] By allowing the companies making the plagiarism software to call it ‘artificial intelligence’ or ‘text algorithms,’ you’re giving them newspeak to hide what they’re making, and what their users are doing: **it’s just plagiarism. Nothing else.**”

Course assignments that are generated through Artificial Intelligence (such as ChatGPT and similar programs) will be treated as acts of plagiarism. Students committing this offense will be subject to the consequences outlined by Camosun College’s Academic Integrity policy: <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf>

## b) CLASSROOM DECORUM

Students and instructors at Camosun College have a right to work in an environment that is free from harassment and intimidation. Disrespectful conduct and improper behaviour will not be tolerated.

Please refrain from using any electronic devices (such as cellphones or texting devices) to send or receive text messages during class. The use of lap-top computers is only permitted to students who have provided documentation of medical circumstances and/or who have supplied a documented request for accommodation through the Centre for Accessible Learning (CAL). **Any use of electronic devices (without a Letter of Accommodation) during class time will negatively affect a student's Participation Grade.**

**Unpermitted use of electronic devices during an exam or in-class assignment constitutes a breach of the Student Conduct Policy and will result in a grade of 0% on the assignment.**

Similarly, all discussion between individuals in the classroom should be directed towards relevant material. Students should not distract others and interrupt lectures with "table talk" (that is, conversations about personal matters that have no relevance to classroom discussion.) Students who need to sleep or to eat large meals are advised not to use the classroom for such purposes. Professional behaviour is a key expectation in this course: students who continually engage in inappropriate behaviour will be asked to leave the classroom.

## c) PROFESSIONAL RESPONSIBILITY

Overall, it is expected that students will demonstrate a professional sense of responsibility concerning their work and their personal conduct at the college. Students are generally expected to hold themselves responsible for submitting work according to deadlines and format requirements, and for successfully completing the requirements of this course. To that end, they are also responsible for ensuring that they attend lectures and do **all** the assigned readings.

Students are also responsible for keeping themselves informed about what is happening in class. The instructor is available during scheduled office hours, if you have questions or concerns regarding the course. Any e-mail messages left for him during the weekend will not be received until the next business day. E-mail may be used to inform the instructor of an upcoming absence from a class session, but the e-mail message itself **DOES NOT** constitute official documentation of the absence. **PLEASE ALLOW FOR A PERIOD OF UP TO 48 HOURS FOR THE INSTRUCTOR TO RESPOND TO AN INQUIRY VIA E-MAIL.**

Students are responsible for the grades they receive during this course. Grades are determined by the work that each student submits, and by each student's performance in the course. It is not considered professional for a student to inform an instructor of the grade that he or she "needs" or "expects" from any course. The instructor is willing to work with individual students to improve their writing skills, if such requests for assistance are made well in advance of an assignment's due date. However, instructors can make no guarantee that students will get the grades that they want. **Please be advised that grades are NOT negotiable.**

Students are also responsible for taking notes in class. This skill is a necessity in the post-secondary classroom, and business professionals greatly value any employee who is able to listen carefully and to record information accurately. For this reason (and since much classroom discussion is generated spontaneously), **the instructor refrains from publishing lecture notes or from making them available as photocopies or as electronically-posted slides.** Students who are absent from a class should make their own arrangements to receive the missing material from a trusted colleague. **Please avoid asking the instructor for copies of his notes or slides.**

#### d) ASSIGNMENT SUBMISSION

**Paper copies of assignments must be handed in to the instructor AT THE BEGINNING OF CLASS on due date.**

(Please do not ask the instructor to print a copy of your work for you.) Any work that is handed in **AFTER THE START OF CLASS** on the due date will be considered late. Without an acceptable excuse (such as documented medical circumstances), late assignments will receive a **5% deduction per day, including weekends**. This policy is meant to allow for an orderly flow of assignments and to respect those students who submit their work on schedule. Please note that the instructor takes no responsibility for work that is slipped under his office door.

With the exception of the arrangements mentioned above (that is, documented medical circumstances), late work will **NOT** be accepted after marked assignments have been returned to the class. Please note also that quizzes and in-class work may **NOT** be “made up” at a later time.

**Students must also submit ELECTRONIC COPIES of the major assignments via the D2L Dropbox before class on the due date for each respective assignment.** Paper copies that are submitted without an accompanying electronic copy will **NOT** be marked. Electronic copies that are sent without an accompanying paper copy will **NOT BE ACCEPTED** as submitted assignments, unless the instructor has given permission to the student.

Students may expect a marking period of **10-15 business days** before marked work is returned. **Please DO NOT request that work be returned before the instructor has finished marking.**

#### e) ASSIGNMENT FORMAT

Take-home assignments must be submitted as word-processed documents in MS Word format.

Assignments must be **type-written** and **double-spaced**, using a **12-point** font. (Times New Roman is recommended for clarity and legibility.) All assignments submitted to the instructor should be bound together with a staple attached to the upper-left corner. Please do not use vinyl folders for your work.

Hand-written work is **ONLY** acceptable for in-class assignments, quizzes, and exams.

Each page of a major written assignment must be formatted according to the following specifications: 12-point font; 1 inch margins at the top, bottom, and right-hand side of the page; 1.5 inch margin on the left. Each page will require a page number in the top right-hand corner. If this format is followed correctly, each page should contain 250-300 words.

Correct spelling, grammar, punctuation, and sentence structure are essential elements of clear communication. Students are encouraged to proof-read their work for errors, and to avoid submitting work that appears shoddy, careless, or unprofessional (such as the result of a “last-minute” effort). Either Canadian/British or American spelling is acceptable, but the chosen form should be used consistently.

Students are advised to retain a copy of their work until after the original assignment has been graded and returned. The instructor will not accept responsibility for work that is lost or goes missing. Students should also retain all assignments until after they receive their final marks.

#### f) IN-CLASS WRITING

**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.

**Grading System**

Standard Grading System (GPA)

**Standard Grading System (GPA)**

| Percentage | Grade | Description                          | Grade Point Equivalency |
|------------|-------|--------------------------------------|-------------------------|
| 90-100     | A+    |                                      | 9                       |
| 85-89      | A     |                                      | 8                       |
| 80-84      | A-    |                                      | 7                       |
| 77-79      | B+    |                                      | 6                       |
| 73-76      | B     |                                      | 5                       |
| 70-72      | B-    |                                      | 4                       |
| 65-69      | C+    |                                      | 3                       |
| 60-64      | C     |                                      | 2                       |
| 50-59      | D     |                                      | 1                       |
| 0-49       | F     | Minimum level has not been achieved. | 0                       |

**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 [camosun.ca/services](https://camosun.ca/services).

| Support Service          | Website   |
|--------------------------|---|
| Academic Advising        | <a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>               |
| Accessible Learning      | <a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>           |
| Counselling              | <a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>         |
| Career Services          | <a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a> |
| Financial Aid and Awards | <a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>                     |



| Support Service                     | Website   |
|-------------------------------------|---|
| Help Centres (Math/English/Science) | <a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>   |
| Indigenous Student Support          | <a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>   |
| International Student Support       | <a href="https://camosun.ca/international">camosun.ca/international</a>   |
| Learning Skills                     | <a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a> |
| Library                             | <a href="https://camosun.ca/services/library">camosun.ca/services/library</a>   |
| Office of Student Support           | <a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>   |
| Ombudsperson                        | <a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>   |
| Registration                        | <a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>   |
| Technology Support                  | <a href="https://camosun.ca/services/its">camosun.ca/services/its</a>   |
| Writing Centre                      | <a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</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

### 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](https://camosun.ca/services/sexual-violence-support-and-education). To contact the Office of Student Support: [oss@camosun.ca](mailto: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.