

COURSE SYLLABUS



COURSE TITLE:	ENGL-151-Academic Writing Strategies
CLASS SECTION:	Section 024
TERM:	2025 W
COURSE CREDITS:	3
DELIVERY METHOD(S):	Wed. in Portable A, 103 and Fri in CBA, 121, from 1 to 2:20 p.m.

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:	Jeanne Iribarne
EMAIL:	Iribarne@camosun.ca
OFFICE:	Paul 335
HOURS:	Tues./Thurs. 11 a.m. to 12:30 in Paul 335, and Friday 10 to 11 a.m. (location TBA)

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

- Course package for **English 151 (with J. Iribarne)**. This is available in the bookstore and is required for this course. Please make sure you have the correct instructor's name on the package. (It is printed next to the bar code.)
- Hamid, Mohsin. *Exit West*. Penguin Books, 2017. Any edition of this will work (hardcover, paperback, used, new, ebook, audiobook, etc.).
- Recommended: access to a printer for printing occasional reading, rough drafts, etc.

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.

Date	Topic	Major Assignments and Readings
<p>Week 1 (Jan 6 to 10)</p>	<p>Course introductions. Academic writing. Facts, inferences, theories.</p>	<p>Bond (CP 35)</p>
<p>Week 2 (Jan 13 to 17)</p>	<p>Quotation. Citation (part I: the basics)</p>	<p>Kahneman (CP 41)</p>
<p>Week 3 (Jan 20 to 24)</p>	<p>Paraphrase and summary. Citation and documentation systems (Part II: the nitty gritty).</p>	<p>Heath (CP 48)</p>
<p>Week 4 (Jan 27 to 31)</p>	<p>Definitions.</p>	<p>Singh (CP 116)</p>
<p>Week 5 (Feb 3 to 7)</p>	<p>Evaluation of Sources (Part I).</p>	<p>Argument Essay—Topic Discussion Shermer (CP 84)--excerpts Brasher (CP 121)</p>
<p>Week 6 (Feb 10 to 14)</p>	<p>Prep for in-class mid-term. Introduction to arguments.</p>	<p>* mid-term (20%)--Friday</p>
<p>Week 7 (Feb 17 to 21)</p>	<p>Reading Break. No classes.</p>	
<p>Week 8 (Feb 24 to 28)</p>	<p><i>Theme: The Drug Overdose Crisis</i> Ethos, Pathos, Logos Evaluation of Sources (Part II). Arguments. Analysis.</p>	<p>Mallet (CP 121) (and online articles)</p>

Date	Topic	Major Assignments and Readings
<p align="center">Week 9 (Mar 3 to 7)</p>	<p><i>Theme: Self-Improvement</i></p> <p>Types of Reasoning. Common Problems in Reasoning (Part I).</p>	<p>Argument essay--proposal Schaffner (CP 138) (and online materials)</p> <p>Newport (text online)</p>
<p align="center">Week 10 (Mar 10 to 14)</p>	<p>Common Problems in Reasoning (Part II).</p>	<p>Argument Essay--Rough draft of argument (Friday)</p>
<p align="center">Week 11 (Mar 17 to 21)</p>	<p>Review and practice.</p>	<p>* Second midterm (20%) -- Wednesday</p>
<p align="center">Week 12 (Mar 24 to 28)</p>	<p>Individual appointments (Wednesday)</p> <p><i>Theme: Past Societies. Future Societies?</i> Intro to the Novel.</p>	<p>* Argument Essay and Annotated Bibliography due (25%)—Friday class</p> <p><i>Exit West</i></p>
<p align="center">Week 13 (Mar 31 to Apr 4)</p>	<p>Problems in textual interpretation.</p>	<p><i>Exit West</i></p>
<p align="center">Week 14 (April 7 to 11)</p>	<p>Developing a theory. Final essay.</p>	<p>*In-class essay on the novel—Friday class</p>

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
First mid-term exam	20
Second mid-term exam	20
Annotated Bibliography and Argument Essay	25
Final in-class essay	15
In-class writing and other exercises	10
Participation	10
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<https://cam.ac.uk/citec/default/files/2021-05/e-1-14.pdf>

COURSE GUIDELINES & EXPECTATIONS

1. **Your happiness and well-being as a student are important to me and are important factors in your success.** So, please contact me if I can help you navigate through the college system in any way (even if the issue relates to another course).
2. **Participation in this course requires a climate of respect and collaboration.** This means offering peers constructive feedback, and it means commitment in class. For this reason, I will ask that you not use electronic devices during discussions except when relevant to our work. Also, obviously, you can't participate in class if you aren't here.
3. **Assignments are due at the beginning of class on the due date.** I will be asking you to choose whether you print your assignment or post it on D2L. Unless we have specifically arranged for an alternative submission method, I will not accept emailed assignments.

Late assignments will be accepted for two full weeks after the initial due date without penalty, but these late assignments will receive no written comments (only a grade). **Unless we negotiate otherwise (under exceptional circumstances), after two weeks past the deadline, late assignments will not be accepted at all.** Please keep track of deadlines. You are welcome to discuss your work with me in detail at any time (before or after the due date).

4. **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 me as early as possible.

Small in-class writing exercises cannot be made up, though there are one or two ‘spares’ throughout the semester, in case you miss a class. Midterm exams and the in-class essay will require a valid reason to be rescheduled, and this rescheduling must happen as soon as possible, at the instructor’s convenience. If you know you will miss an exam, it is your responsibility to connect with me as soon as possible.

5. **At the college level, we assume basic literacy and mechanical polish in all assignments.** This means that a paper with significant grammatical errors will not pass no matter how wonderful the ideas are. Also, please note that “re-writes” are not accepted except under extraordinary circumstances. There are many supports here at the College to help you improve your writing (we will talk about these). I am also happy to work with you during office hours.

6. **This course is about learning to think, write, and communicate in an academic context.** Thus, the process is our focus, not only the assignments that you produce and hand in as representative of your skills. For this reason, except for exercises as outlined in class, the use of AI writing tools (such as Chat GPT or Grammarly) is not permitted in this course, particularly not for the following: creating ideas, researching and checking facts, drafting outlines, generating sentences and paragraphs, or revising rough drafts. We will be discussing the changing state of writing and research, including how you might evaluate and cite AI-generated text in other courses or in the workplace.

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
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.

