

# COURSE SYLLABUS



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

**CLASS SECTION:** 025

**TERM:** Winter 2024

**COURSE CREDITS:** 3

**DELIVERY METHOD(S):** In-person; M/Th 11:30-12:50 in Portable A, 103, IU

Camosun College campuses are located on the traditional territories of the Łək'wəḡən 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:** Dr. Heidi Tiedemann Darroch

**EMAIL:** DarrochH@camosun.ca

**OFFICE:** T.B.A.

**HOURS:** Thursdays 10:30-11:20 (in person); 4-5PM online (Zoom link); additional times by appointment

*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

### EQUIVALENCIES:

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

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Bettina Stumm's *Joining the Dialogue: Practices for Ethical Research Writing*. Available at the Bookstore.

A 3-ring course binder and loose-leaf lined paper for in-class writing exercises.

Online readings (links available on our D2L site):

Cheung, I. (2018). Plain-language summaries: A vital ingredient in knowledge translation. Michael Smith Health Research BC Website. [https://healthresearchbc.ca/news\\_article/plain-language-summaries/](https://healthresearchbc.ca/news_article/plain-language-summaries/)

Da Silva, F. (6 Sept 2023). Every child in every school has a right to food. *The Globe and Mail*.

<https://www.theglobeandmail.com/canada/british-columbia/article-every-child-in-every-school-has-a-right-to-food/>

Hyslop, K. (22 Dec 2022). Why I stopped giving to the Greater Vancouver Food Bank. *The Tyee*.

<https://thetyee.ca/Culture/2022/12/22/Why-I-Stopped-Giving-Food-Bank/>

Levine, S. L., Cherrier, S., Holding, A. C., & Koestner, R. (2022). For the love of reading: Recreational reading reduces psychological distress in college students and autonomous motivation is the key. *Journal of American College Health*, 70(1), 158-164. <https://doi.org/10.1080/07448481.2020.1728280>

Linden, B., Stuart, H., & Ecclestone, A. (2023). Trends in post-secondary student stress: A pan-Canadian study. *Canadian Journal of Psychiatry*, 68(7), 521-530. <https://doi.org/10.1177/07067437221111365>

Maynard, M. S., Meyer, S. B., Perlman, C. M., & Kirkpatrick, S. I. (2018). Experiences of food insecurity among undergraduate students: “You can’t starve yourself through school”. *Canadian Journal of Higher Education*, 48(2), 130-148. <https://doi.org/10.47678/cjhe.v48i2.188121>

We will also watch some short films/clips and ads together for rhetorical analysis practice; links will be available on D2L.

#### 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. **Readings should be completed before the first class session of the week.**

WEEK or DATE RANGE	ACTIVITY or TOPIC	READINGS
January 8 and 11	Introduction to Academic Writing Conventions and Scholarly Integrity Reading Journal #1 (due January 12 by midnight)	Stumm, Ch. 2
January 15 and 18	Critical Reading Strategies Reading Journal #2 (in class: null results and publication)	Linden, et al. (2023)
January 22 and 25	Summarizing In-class writing: Practice summary Reading Journal #3 (online discussion post)	Stumm, Ch. 3 Cheung (2018)
January 29 and Feb. 1	Summarizing (continued) <b>In-class Summary assignment (10%) on February 1</b>	Levine, et al. (2022) <i>The Mystery of the Secret Room</i> , dir. Wanda Nolan
February 5 and 8	Critical Analysis: Logic and Evidence Reading Journal #4 (in class) <b>Plain-language Summary Infographic assignment (5%) due on February 9</b>	Stumm, Ch. 7 Maynard, et al. (2018)
February 12 and 15	Critical and Rhetorical Analysis <b>Peer review of the critical analysis on February 15 (2.5%)</b> <b>Critical Analysis assignment (15%) due on February 16</b>	Stumm, Ch. 8 Hyslop (2022) Da Silva (2023)
February 19 and 22	Family Day—College closed Reading Break; no classes or office hours	
February 26 and 29	Group meetings to finish preparing the presentation <b>Group Presentations on February 29</b>	Stumm, Ch. 6

WEEK or DATE RANGE	ACTIVITY or TOPIC	READINGS
March 4 and 7	Developing Claims Locating and citing sources Reading Journal #5 (online discussion post)	Stumm, Ch. 10
March 11 and 14	<b>In-class Research Paper Proposal assignment (5%) on March 11</b> Orchestrating Sources <b>Literature Review (10%) due on March 17 by midnight</b>	Stumm, Ch. 9
March 18 and 21	Drafting: Introductions and Body Paragraphs Research posters Individual student meetings: please sign up Reading Journal #6 (online discussion post)	Stumm, Ch. 11 & 12
March 25 and 28	Drafting: Conclusions Editing and Revision Podcast format Full draft due in class for revision on March 28	Stumm, Ch. 13 & 14
April 1 and 4	April 1: Easter Monday—College closed <b>Peer review of the research project on April 4 (2.5%): 2 copies of full draft due in class (or email by April 3 at noon to Dr. Darroch, who can make copies for you)</b>	No readings
April 8 and 11	<b>Research project due on April 8 by midnight (25%)</b> Research presentation (part of course participation) In-class Self-assessment on April 11	No readings
	Our course does not have a final examination; all course work must be submitted by April 13, the last day of term.	

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
Reading Journal Entries (online/in class; 5 of 6 must be completed for full credit)	10%
Summary (10%) and Summary Infographic (5%)	15%
Critical Analysis	15%
Research Project Proposal (5%) and Literature Review (10%)	15%
Research Paper	25%
Group Presentation: Analysis/Response	10%

DESCRIPTION	WEIGHTING
Class Participation (a range of discussion, debate, writing, editing, proofreading, and peer review activities over the course of the term, and an end-of-term research presentation and self-assessment)	10%
<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](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information.  
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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Welcome to ENGL 151! I look forward to working with all of you this term.

(a) What you can expect from me:

An inclusive and respectful learning environment that supports diverse needs:

- I will offer a respectful response to the ideas you express verbally and in writing.
- I will strive to offer classes that are productive, interesting, and useful.
- I will supply feedback to help you develop your academic reading, writing, and research proficiency.
- I will be available for individual consultations during office hours or by appointment, and I encourage you to see me to discuss the course readings and your own writing.
- I will be accessible via email to answer brief questions or to set up appointments. (Extended discussions of the course materials and assignments are more manageable in person.) Expect a response within 24 hours Monday to Friday.
- I welcome the participation of students with diverse learning needs. Please let me know how I can help support your learning.

(b) What I expect from you:

Active participation and assistance fostering a positive classroom climate for everyone through your:

- Timely and consistent attendance;
- Preparation for class: please complete readings before class, and bring the readings (which you can print out or read on a device) with you to class, as well as pen and paper;
- Engagement in class activities, including participation in discussion, writing, editing, and peer review;
- Responsibility for making up missed classes: since you may miss a class due to illness or other unforeseen event, it's wise to have a "buddy" system set up with one or more classmates;
- Respectful conduct toward the class: please avoid late arrivals/early departures, creating distractions, and other conduct that may detract from our class sessions;
- Appropriate use of technology for the purpose of supporting your learning in class (e.g., you are taking notes or accessing readings); please refrain from texting and other uses of technology that research suggests have a negative impact on the learning environment;
- Willingness to be open to diverse opinions and views and to respond thoughtfully.

Assignment submission and completion guidelines

- Assignments completed at home are to be submitted online by midnight on the due date through our class D2L site. I will review with you how to upload your assignment and access your feedback file.
- Assignments written in class must be completed on the appropriate date unless there are extenuating circumstances; please let me know as soon as possible.

#### Academic integrity:

- Academic writers are expected to present original work and to be scrupulous in attributing credit for any ideas and quotations that are drawn from their research sources. We will review Camosun's policies on academic integrity in class and we will spend a considerable amount of time talking about how to select, integrate, and cite your sources. You are always welcome to check with me if you have questions about how to ensure that you are using sources appropriately.
- We will also discuss the appropriate use of generative AI in academic writing; there are challenges with the ethics and accuracy of the current iteration, and while there are instances where it's a useful tool, your assignments must be **composed and edited entirely by you**; with the exception of the Writing Centre and the use of computer spelling/grammar checks (which can be faulty), outside assistance is not permitted.

#### Late and missing assignments:

- Late assignments will be penalized at the rate of 5% per day and will not be accepted after one week unless there are serious extenuating circumstances, such as illness or emergency.
- To complete the course, you must submit all of the assignments.

## 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>
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>

Support Service	Website
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.