

COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 025

TERM: F2022

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person

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](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Tom Nienhuis

EMAIL: nienhuist@camosun.ca

OFFICE: CC119A

HOURS: M 11:30 - 12:30, 1:30 - 2:30, W 10:00 - 11:00, 1:30 - 2:30, F 11:30 - 12:30

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

There is no textbook for this class, but you’ll be doing plenty of reading! Each week I will share reading materials (excerpts from published works, open-source texts, and publicly available online documents) on our D2L page. At times you may be asked to bring in copies of those materials (electronic or print) to facilitate classroom activities.

Aside from the readings I post for classes, you’ll work with a variety of texts (both academic and non-academic) as you develop an academic argumentative research essay on a topic of your choosing. You can start that process today by reflecting on the important issues and debates you’re most passionate about. Find out what people are saying so you can carve out your own space to contribute something that is uniquely yours.

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	TOPIC	READINGS/ASSESSMENTS
Week 1 Sep. 6 & 8	Introduction to the course Academic writing Reading to respond	Dave Zinczenko, “Don’t Blame the Eater” <i>ASSESSMENT:</i> <i>Writing Diagnostic (required)</i>
Week 2 Sep. 13 & 15	Developing paragraphs The sentence Combining clauses Sentence fragments	<i>ASSESSMENT:</i> <i>Response paper (7.5%)</i>
Week 3 Sep. 20 & 22	Critical reading Rhetoric	Dan Crenshaw, “It’s Time for Conservatives to Own the Climate Change Issue” <i>ASSESSMENT:</i> <i>Critical analysis paragraph (1%)</i>

WEEK	TOPIC	READINGS/ASSESSMENTS
Week 4 Sep. 27 & 29	Rhetorical analysis Run-on sentences	Michelle Alexander, "The New Jim Crow"
Week 5 Oct. 4 & 6	In-class rhetorical analysis Commas	<i>ASSESSMENT:</i> <i>In-class rhetorical analysis (12.5%)</i> <i>ASSESSMENT:</i> <i>Essay topic (1%)</i>
Week 6 Oct. 11 & 13	Argumentative research essays Developing a thesis Creating outlines Using punctuation correctly	"Does Zero Equal Zero?" (student essay)
Week 7 Oct. 18 & 20	Appropriate sources Grammar test prep Grammar test	Amy Guptill, "Secondary Sources in Their Natural Habitats" <i>ASSESSMENT:</i> <i>Grammar test (10%)</i>
Week 8 Oct. 25 & 27	Summary writing Summary work period	Nicholson, "The Three Tragedies That Challenge Climate Policy" <i>ASSESSMENT:</i> <i>Practice summary paragraph (1%)</i>
Week 9 Nov. 1 & 3	Quotation and Paraphrasing APA References	Amy Guptill, "Listening to Sources, Talking to Sources" <i>ASSESSMENT:</i> <i>Summary and Response (12.5%)</i>
Week 10 Nov. 8 & 10	APA Citations Working lab (proposals)	<i>ASSESSMENT:</i> <i>Proposal (10%)</i>
Week 11 Nov. 15 & 17	Counterarguments Introductions and conclusions	Tom Nichol, "Roe Was Flawed. Dobbs is Worse" Amy Guptill, "Intros and Outros"

WEEK	TOPIC	READINGS/ASSESSMENTS
Week 12 Nov. 22 & 24	Coherence Cohesion Working lab (essay draft)	Multiple authors, "Canada Must Aim at Stamping Out COVID-19" <i>ASSESSMENT:</i> <i>Essay Draft (required)</i>
Week 13 Nov. 29 & Dec. 1	Peer Review Rhetorical analysis refresh	<i>ASSESSMENT:</i> <i>Peer Review (5%)</i>
Week 14 Dec. 6 & 8	Outlines for final in-class analysis In-class rhetorical analysis #2	<i>ASSESSMENT:</i> <i>In-class Rhetorical Analysis #2 (12.5%)</i> <i>ASSESSMENT:</i> <i>Argumentative Research Essay (25%)</i>

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

DESCRIPTION	WEIGHTING
Response paper (1-2 pages)	7.5%
In-class rhetorical analysis (~500 words)	12.5%
Summary and response paper (~500 words)	12.5%
Essay proposal and annotated bibliography	10%
In-class rhetorical analysis #2 (600 words)	12.5%
Essay draft and peer review	5%
Grammar test	10%
Argumentative research essay (1500 - 2000 words)	25%
Attendance, participation, and academic conduct	5%
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](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>

What I Expect From You

I expect all students to conduct themselves maturely, responsibly, and kindly. That means

- attending all class meetings for the full duration (except in cases of illness or emergency)
- contacting me before class if you are not going to be there (attendance is still mandatory on days when we write in-class assignments)
- preparing ahead of time for class by completing readings, homework, assignments, etc.
- arriving to class on time, with all required materials
- putting away all electronic devices at the beginning of class (apart from required learning aids)
- participating fully in class discussions by asking questions, commenting positively on others' contributions, responding to prompts, and listening to others when they are talking
- working diligently on in-class assignments and activities, and helping others focus on their work
- beginning all assignments as soon as possible and submitting them all on time
- communicating with me as soon as possible when you have a problem with an assignment
- reading and using the feedback I provide on assignments (and asking me for clarification)
- making use of my office hours

What You Can Expect From Me

- The cornerstone principle of my teaching philosophy is kindness, so most of all you can expect me to be kind, to care about you as a writer, as a student, and as a human being.
- You can expect me to be prepared for all our class meetings, to be in my office during my office hours, and to answer emails as quickly as possible (generally the same day).
- In class, you can expect me to crack many bad jokes, to get far too excited about some grammar concepts, and to share odd stories from my childhood to illustrate something I'm trying to explain.
- You can expect me to provide assignment feedback as quickly as I'm able (generally within 1 week for short assignments, 1-2 weeks for longer assignments).
- You can also expect me to match at least some of your excitement for your essay topic, and to support you through the writing process as much as I can.
- Last, you can expect me to listen to feedback. If there's a gap in the support I'm offering, come talk to me about it so we can work together to improve the course, my practice, etc.

Submission Guidelines

All assignments will be submitted electronically through drop boxes on our D2L site, as either a .docx or .pdf file. Format instructions will appear on assignment instructions, and essays (rhetorical analysis and research

essay) must be formatted according to APA 7th edition rules. If an assignment requires citations, you must adhere to APA citation guidelines (see the Camosun Library website for more information on APA citation).

Late Assignments and Missed In-Class Assignments

Assignments are due on the date and time indicated on the D2L drop box (I'll also provide the date/time on assignment instructions and in class). Extensions will only be granted in the case of serious illness or emergency and must be negotiated before the due date (which means I need to be able to respond before the due date).

Late assignments will be accepted up to one week after the original due date, and they will be subject to a 10% grade deduction. Late assignments will be graded, but they will receive few or no comments. Assignments submitted more than one week after the due date will not be accepted unless we've negotiated an extension.

Missed in-class assignments will not be made up, unless arrangements have been made previously. Make sure you're in class for those assignments.

Assignment Feedback

Providing and receiving feedback can be an emotionally taxing experience, but it's vital to the learning process. I encourage you to carve out time to read, consider, and question the feedback you receive from me on all assignments. All submissions will receive a grade and feedback. If you would like more robust, in-line feedback you will submit your assignments (after the first) with the Feedback Request Form, in which you will alert me to some of the feedback on previous assignments you've applied to this new piece of writing (you'll tell me what particular improvements and efforts I should look out for). You'll be able to find the form on D2L.

My promise to you is that I'll never write anything snarky or mean on your paper, and if I provide critique or suggestions, it will be because I believe you have the ability to make those next leaps to become a stronger writer. I will always be happy to talk with you about feedback and grades (as long as they remain respectful and productive), even if all that's needed is a little emotional support after a tough assignment. I'm here to help.

Academic Integrity and Plagiarism

I expect you to demonstrate the former and avoid the latter. Handing in work that is not yours, or that does not indicate borrowed material clearly, is a serious offence, and it leads to very serious consequences, the least of which is a 0 on an assignment. Please familiarize yourself with Camosun's Student Conduct Policy for details about Academic Honesty guidelines, and when in doubt, cite your work!

Attendance and Participation

I expect all of you to be at all class meetings, and I will take attendance at the beginning of each class. In other words, if information has been discussed in class and/or is on a lecture slide, you're responsible for knowing and remembering it. Taking notes and participating will be vital to the learning process.

If you must miss class, please contact me via email or in person to let me know that you will be away. It will be your responsibility to catch up on missed information by consulting with a fellow student or our D2L page.

Laptops and Other Devices

You may use a laptop to take notes; however, if it becomes a distraction for you, me, or others, I'll ask you to put it away. So, always prepare a Plan B (paper and a pen/pencil). You may not record audio or video of classes. If I'm moving too quickly, stop me and ask me to slow down.

Learning Support

If you have a question or concern related to the course, or you need some more (or different) learning support, please come talk to me. I became a teacher because I enjoy helping people learn, and I'm always happy to discover new ways to improve my practice. My office hours, which are listed at the top of this document, are there for you, and I hope you'll use them well.

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.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures”

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

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 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 <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.