

# COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: B17

TERM: W2024

COURSE CREDITS: 3

DELIVERY METHOD(S): blended

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](#).

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## INSTRUCTOR DETAILS

NAME: Kelly Pitman

EMAIL: [pitman@camosun.ca](mailto:pitman@camosun.ca)

OFFICE: P218

HOURS: Wednesdays 2-4PM

*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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All course materials are available via D2L. Students are expected to bring print or electronic copies of assigned readings to class.

## 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   | OTHER NOTES |
|--------------------|---|-------------|
| Week 1             | Introduction  |             |
| Week 2             | In-class Paragraph  |             |
| Week 3             | Ideas and Details<br>Online Discussion Assignment                         |             |
| Week 4             | Evidence<br>Online Discussion Assignment                                  |             |
| Week 5             | Structuring and Argument<br>Paragraph Assignment Due                      |             |
| Week 6             | Persuasive Appeals<br>Online Discussion Assignment                        |             |
| Week 7             | Reading Week  |             |
| Week 8             | Doing Research<br>Non-Researched Essay Assignment Due                     |             |
| Week 9             | Responding to Sources<br>Online Discussion Assignment<br>Libraty Quiz Due |             |
| Week 10            | Research Essay<br>Online Discussion Assignment                            |             |
| Week 11            | In-class Research Plan Due  |             |
| Week 12            | Documenting Sources   |             |
| Week 13            | Research Essay Clinic<br>Research Essay Due                               |             |
| Week 14            | Final Exam Preparation  |             |

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 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

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| DESCRIPTION                  | WEIGHTING |
|------------------------------|-----------|
| In-class Paragraph Assignmnt | 0         |

| DESCRIPTION          | WEIGHTING   |
|----------------------|-------------|
| Paragraph            | 10          |
| Non-Researched Essay | 15          |
| Library Quiz         | 5           |
| Research Plan        | 10          |
| Research Essay       | 20          |
| On-line Discussions  | 15          |
| Final Exam           | 25          |
| <b>TOTAL</b>         | <b>100%</b> |

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

### Get Organized

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College requires students to be self-motivated and to organize their time well. I cannot stress enough how crucial this is to your survival not just in this course, but in college, maybe in life itself. I've been teaching for three decades, and I believe organization to be *the single greatest contributor to student success*. Many smart, capable, interesting people fail courses simply because they did not commit early enough to working hard and staying on task.

Any credit course will require 5 to 8 hours a week of concentrated effort, and since life is busy and no one is prodding you, it's easy to put these off. If you're a procrastinator, get over it. Start every assignment at least two weeks before it is due. Ask yourself each week if you have put in the required hours. When you're in between assignments or in a slower period in the class, ask yourself how you can get ahead. This will make your life easier when you have assignments due in the same week in different courses. It will also usually result in higher grades because writing gets better when you can leave it and return to it. For example, I have revised this document many times. Good thing I started early.

Let me put it this way. If you don't do any work in one week, you will need to add that work to another week or risk getting a lower grade than you might have. Those are the choices. I recommend staying **at least one week ahead of schedule**. Then if something happens to get in your way in any given week, you'll be alright.

### Understand the Course Structure

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This is a blended course, which means that it has an in-person component and an on-line component. This does not mean the student chooses to participate either in person or online. It means the student participates **both in person and online**.

## Figure Out D2L

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The first task in the course is to familiarize yourself with the information on the course D2L site. Most of what you need for succeeding in the course is here, and reading the information on the site is your responsibility. For help with D2L, check out the guides and tutorials here: [Online Learning](#) and [D2L Tutorials](#).

It is crucial that you **check D2L daily** for updates and announcements, which I will publish on the front page, in the "News" section. Staying up to date is your responsibility. I also recommend **checking the [The Question Hub](#) discussion frequently** for helpful tidbits and to ask questions. I will check it every day.

If I have important information for individuals or the whole class, I may communicate it via D2L email. You should check every day, just in case. If you prefer to use another email address, you can link it to your D2L email so that D2L messages are automatically forwarded to another email address. Here's a guide to doing that: [Setting Email Forwarding](#).

## Know the Standards

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You will find expectations for discussion assignments here: [Expectations: Discussions](#). **Please read these before week 3 of the course.** You will find expectations for written assignments here: [Expectations: Written Assignments](#). Please read these, well, before you start your assignments. Each assignment also has a grading rubric attached, giving you more detailed information about requirements.

One of your important responsibilities as a student is to be aware of the ethical standards for academic endeavour and to avoid any unethical behaviour. Many instances of academic dishonesty are the result of ignorance rather than deviousness, but because you are supposed to know the rules, not knowing what constitutes plagiarism is no excuse. Read the [Academic Honesty Guidelines](#) and please let me know if you have any questions. In particular, you should be aware that **using generative artificial intelligence software like Chat GPT or Translation programs to complete or revise your work violates the academic integrity policy** and will have consequences as outlined in college policy.

In English, we use MLA (Modern Language Association) format, which dictates not just how you cite sources but also how all assignments are formatted. You may also choose to use APA (American Psychological Association) if you are learning that for another class. You will find links to more information and to samples in this module.

## Come to Class

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In our weekly face-to-face sessions, I will provide information and answer questions, but mostly we will work collaboratively to analyze writers' techniques. Class discussions offer us a chance to engage in real time, and are meant to enhance your learning. I will try to make them interesting, interactive, and relevant. In particular, you will find the discussion assignments easier if you attend class, since the classroom work will often be on the same topic as the D2L discussions.

## Participate in On-Line Discussions

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You can tell that the discussions are important because they are worth 15% of your final grade in the course. In the discussions, we practice communicating to others. The discussions also enhance the critical thinking

skills that are the foundation for strong arguments. Writing and critical thinking are virtually synonymous, and neither can be learned just by hearing someone talk about it. It's more like learning to play the piano--you must listen, and you must practice. That's what the discussion assignments are for. In addition, however many great ideas we might have on our own, we all benefit from hearing what other people think. That is one of the reasons that universities exist: to create the possibility of collaboration and exchange and therefore to increase the sum total of the knowledge in the world.

Therefore, stay on top of discussions. On a week when we have a graded discussion, check in **every day** to see what's new. Comment as frequently as you can (see rubric for guidelines), but don't overwhelm people with whole essays to read. And remember that these are discussions, so you should attend carefully to what others are saying.

### Do the Readings

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First, learning to read with attention is key to succeeding in post-secondary education and in many other environments. Second, analyzing the techniques of other writers helps you learn how to argue well. Both in-class and online discussions will usually be based on assigned readings, and if you haven't done them, you won't benefit much from the discussions and you'll be letting down your colleagues. I try not to overwhelm you with written material because I know how much time you need to spend on your writing assignments, but no one ever became a good writer without being a good reader, so the readings matter.

### Respect Deadlines

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Written assignments are scheduled so that you can respond to feedback and improve your work before handing in the next assignment. Therefore, due dates matter to you. In addition, marking is a significant part of my workload, and I must organize my time around it. Therefore, due dates matter to me. However, instead of setting out penalties for lateness, I prefer that we work together on the basis of mutual respect. I respect your desire to do well, which sometimes means giving you an extra day or two to finish an assignment. I ask that you respect that I am a person, not a machine, and receiving twenty late essays is going to burden me with a heavy workload. **If you cannot hand in an assignment on time, please talk to me about it** so that we can set up an appropriate deadline. Treat it like work--you wouldn't just not show up to a shift without telling anyone, would you? I will grade late papers but I may not get to them quickly, and I may not make comments on them, depending upon the situation.

Discussions, on the other hand, cannot be completed after the due date as they are integral to your progression in the course and to your participation in the class community. These assignments are relatively short and designed to help you learn. A discussion topic will normally be open for one week, giving you a little flexibility.

In-class assignments and the final exam are in person and must be done on the dates on which they are scheduled unless students have evidence of a legitimate reason that they cannot write on that day. I don't schedule the final exam--the college does that--and normally, the final exam schedule comes out in February. **Don't make travel plans until you know when your exams are because a trip is not a legitimate reason for me to write a different exam just for you.**

## Talk to Me

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Feel free to contact me about any aspect of the course. So often, problems can be avoided or solved through a chat, and I will always make time to talk to you. For quick questions, email is best. I will also have drop-in office hours directly from 2-4 PM for questions about assignments, readings, grammar, research, and hey, even the meaning of life. If you can't come during that time, send me an email, and we'll set something up. If you email me on a weekday and I don't get back to you in 24 hours, it may be that I didn't get the message, so try again. I don't get paid to work on weekends, so if you email me then, I cannot guarantee a response before Monday.

## Get Some Help

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Besides me, the college provides many services to support your learning, and you have helped pay for these, so you might as well use them. You will find links to those services here: [Services for Students](#). I recommend checking out both the [Camosun Library](#) website and [The Writing Centre](#) website. You may also need some resources for things a college course doesn't cover, like basic grammar instruction. I recommend the [Purdue Online Writing Lab \(OWL\)](#) website and the [English Grammar](#) website. The library also has many resources on writing and grammar, including electronic textbooks. Note that you will need to log on to the library website to get access to its treasures. Use your regular Camosun log-on information (C# and password).

## Remember that We Are a Community

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When you're studying alone, maybe curled up on the couch in your pajamas or sipping a cappuccino at Habit Coffee, it's easy to feel you're on your own. You're not. All courses should offer the opportunity for people to work together to expand their knowledge, and English courses depend on this more than most. Learning to think and to write requires interaction with other people. You will do better in the course if you engage with others.

But it's not all about you. Your ideas, your perspective, your questions--these all contribute to *other* people's learning. And this is important, for if learning to reason better and to work together better isn't going to change the world, what is? That is why I've emphasized attending class and participating in discussions. I hope you will find this interaction interesting and motivating.

## SCHOOL OR DEPARTMENTAL INFORMATION

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[INSERT TEXT HERE]

## 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>   |
| 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

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### 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.