COURSE SYLLABUS

COURSE TITLE:	ENGL-151: Academic Writing Strategies
CLASS SECTION:	D09
TERM:	Summer 2023 (May – August)
COURSE CREDITS:	3
DELIVERY METHOD(S):	Online, asynchronous

Camosun College campuses are located on the traditional territories of the Ləḱʷəŋən and WSÁNEĆ 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: Thomas Stuart

EMAIL: stuartt@camosun.ca

I will respond to emails regularly on weekdays, but I check my email less frequently on weekends. **If you have an emergency** (e.g., illness, injury, bereavement, late withdrawal from the course), please begin the subject of your email with "**URGENT:**" and I will get to you as soon as possible.

OFFICE: Paul Building 337 (Lansdowne campus)

LACC 118 (Interurban campus)

Regular office hours will take place in person and over video conference (over Zoom), depending on your needs as a student.

Zoom link: https://camosun-ca.zoom.us/j/61389164610

Meeting ID: 613 8916 4610

HOURS: Regular in-person hours:

Lansdowne: Tuesdays from 1:30pm – 3:30pm

Interurban: Thursdays from 5:00 – 6:00pm

By appointment: If you are unable to attend these office hours, you may email me requesting a Zoom appointment at a different time. Please keep in mind that I may need at least 12-24 hours' notice.

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

Please note: There is no textbook for this course. Instead, readings will be provided as PDFs and links on D2L. Please be sure to check each week on the D2L site to access the correct readings.

All assigned readings in this course can be found in the course's D2L site. They are all available through the Camosun Library website or taken from online textbooks and resources known as Open Educational Resources (OERs). OER materials are freely available for download or to read via web browser. Readings will be organized by module.

Most of the assigned readings will be chapters or sections from the following OER textbooks:

- *Technical Writing Essentials*
  https://pressbooks.bccampus.ca/technicalwriting/

- *Writing for Success*
  https://open.lib.umn.edu/writingforsuccess/front-matter/publisher-information/

- *Why Write: A Guide for Students in Canada*
  https://pressbooks.bccampus.ca/whywriteguide/

Scheduled readings can be found in each week's module on D2L, as well as in the course schedule below.

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 or DATE RANGE	ACTIVITY or TOPIC	ASSIGNMENTS
Week 1: May 1 – 5	**What is an Academic Community?** Required Reading: • Joan Didion, "On Keeping a Notebook" (https://accessinghigherground.org/handouts2013/ HTCTU%20Alt%20Format%20Manuals/Processing%20PDF%20Sample%20Files/ 00%20On%20Keeping%20a%20Notebook.pdf) Further Reference: • Chapter 2 of *Why Write?*, "Writing Projects" (https://pressbooks.bccampus.ca/whywriteguide/chapter/1-1-learning-goals/)	
Week 2: May 8 – 12	**What is an Academic Community?** Further Reference: • Chapter 2 of *Why Write?*, "Writing Projects" (https://pressbooks.bccampus.ca/whywriteguide/chapter/1-1-learning-goals/)	Personal Essay (due Friday, May 12)
Week 3: May 15 – 19	**Summary, Quotation, Paraphrase** Further Reference: • UNC Writing Center, "Summary – Using It Wisely" (https://writingcenter.unc.edu/tips-and-tools/summary-using-it-wisely/) • U of Toronto University College Writing Centre, "Using Quotations" (https://www.uc.utoronto.ca/quotations)	
Week 4: May 22 – 26	**Research and Curiosity** Required Reading: • Teju Cole, "Google's Macchia" (https://thenewinquiry.com/blog/googles-macchia/) Further Reference: • Chapter 4.3 of *Why Write?*, "Why Do You Learn to Research?" (https://pressbooks.bccampus.ca/whywriteguide/chapter/4-3-why-do-you-learn-to-research/)	

WEEK or DATE RANGE	ACTIVITY or TOPIC	ASSIGNMENTS
Week 5: May 29 – June 2	**Research and Curiosity** Further Reading: • Chapter 5.2 of *Technical Writing Essentials*, "Finding and Evaluating Research Sources" (https://pressbooks.bccampus.ca/technicalwriting/chapter/findingevaluating/)	
Week 6: June 5 – 9	**Research and Curiosity** Further Reading: • Chapter 4.5 of *Why Write?*, "Quick Guide to Undergraduate Research for an Assignment" (https://pressbooks.bccampus.ca/whywriteguide/chapter/4-5-quick-guide-to-undergraduate-research-for-an-assignment/)	Research Consultation and Summary (due Friday, June 9)
Week 7: June 12 – 16	• Mid-Term Test (in-class)	Mid-Term Test (Thursday, June 15)
Week 8: June 19 – 23	**Developing an Idea** Further Reading: • Chapter 8.1 of *Writing for Success*, "Applying Prewriting Models (https://open.lib.umn.edu/writingforsuccess/chapter/8-1-apply-prewriting-models/)	
Week 9: June 26 – 30	**Developing an Idea** Further Reading: • Chapter 9.1 of Writing for Success, "Developing a Strong, Clear Thesis Statement" (https://open.lib.umn.edu/writingforsuccess/chapter/9-1-developing-a-strong-clear-thesis-statement/) • Chapter 9.3 of *Writing for Success*, "Organizing Your Writing" (https://open.lib.umn.edu/writingforsuccess/chapter/9-3-organizing-your-writing/)	
Week 10: July 3 – 7	**Writing Persuasively** Required Reading: • Kisautaq Leona Okakok, "Serving the Purpose of Education" (handout on D2L) Further Reading: • Chapter 3.5 of *Why Write?*, "Everything's Persuasion" (https://pressbooks.bccampus.ca/whywriteguide/chapter/3-5-everythings-persuasion/)	Thesis Statement and Outline (due Friday, July 7)
Week 11: July 10 – 14	**Writing Persuasively** Required Reading: • Kisautaq Leona Okakok, "Serving the Purpose of Education" (handout on D2L) Further Reading: • Chapter 10.9 of *Writing for Success*, "The Purpose of Persuasive Writing" (https://open.lib.umn.edu/writingforsuccess/chapter/10-9-persuasion/)	

WEEK or DATE RANGE	ACTIVITY or TOPIC	ASSIGNMENTS
Week 12: July 17 – 21	**Revising and Editing** Further Reading: • Chapter 8.4 of *Writing for Success*, "Revising and Editing" (https://open.lib.umn.edu/writingforsuccess/chapter/8-4-revising-and-editing/)	Draft Writing and Peer Review (due Friday, July 21)
Week 13: July 24 – 28	**Revising and Editing** Further Reading: • "Revising and Wrapping Up" (handout on D2L)	Final Research Paper (due Wednesday, July 26)
Week 14: July 31 – August 4	Review and Writing Clinic	

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. http://camosun.ca/services/accessible-learning/exams.html

EVALUATION OF LEARNING

DESCRIPTION		WEIGHTING
Participation		10%
Personal Essay (due Friday, May 12)		5%
Research Consultation and Summary (due 48 hours after meeting)		10%
Mid-Term Test (in-class Thursday, June 15)		20%
Thesis Statement and Outline (due Friday, July 7)		10%
Draft Writing and Peer Review (complete assignment due Friday, July 21)		10%
Final Research Paper (due Wednesday, July 26)		35%
	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. http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf

COURSE GUIDELINES & EXPECTATIONS

Late Assignment Policy

English 151 includes tightly scheduled readings, tasks, and assignments. Deadlines are necessary to keep your work on track and to enable your instructor to give you timely feedback on assignments.

If you anticipate that you cannot meet a deadline for a major assignment, please let me know. I am very open to arranging an extension (normally of a few days, but each case is different). To request an extension, please send an email (stuartt@camosun.ca) indicating the assignment, the original deadline, a reason you need more time, and a proposal for a new deadline. (Extensions are definitely warranted if you are ill or dealing with a personal emergency, but note that your reason can simply be "I think I can make this assignment better if I work on it for two more days.")

If you submit an assignment after the posted deadline without having negotiated an extension, however, your work (1) will not receive a full set of comments and (2) your assignment grade will be lowered by 5% for every day it is late.

SCHOOL OR DEPARTMENTAL INFORMATION

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.