

# COURSE SYLLABUS



COURSE TITLE: ENGL-151-Academic Writing Strategies

CLASS SECTION: D32

TERM: 2024F

COURSE CREDITS: 3

DELIVERY METHOD(S): Online Asynchronous

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.

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## INSTRUCTOR DETAILS

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NAME: Max Olesen

EMAIL: olesenm@camosun.ca

PHONE: 250-370-3349

OFFICE: Lansdowne Campus, Paul Building, Room 328

HOURS: In-person: Tuesdays and Thursdays, 11:00 am – 12:00 pm; Thursdays only, 4:00-5:00 pm

D2L Zoom: Wednesdays and Fridays, 1:00-2:00 pm

*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

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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

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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

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- All class readings will be provided for access on our D2L course website, both as PDFs or as links to a website. If paywalls are encountered, please contact me. You do not have to pay for access to any class readings.
- If any technical issues are encountered with your access to D2L or any Camosun website, please contact Camosun eLearning Support at [eLearning@camosun.bc.ca](mailto:eLearning@camosun.bc.ca).
- Planned Class Readings (Subject to change with advance notice):
  - Kareem Abdul-Jabbar, "Insulting Colin Kaepernick says more about our patriotism than his", 2016, *The Washington Post*, <https://libsecure.camosun.bc.ca:2443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bwh&AN=wapo.29902244-6eca-11e6-9705-23e51a2f424d&site=eds-live>
  - Carl Sagan, "Does Truth Matter?", 1996, *Skeptical Inquirer*, <https://skepticalinquirer.org/1996/03/does-truth-matter-science-pseudoscience-and-civilization/>
  - Bruce Mau, "Imagining the Future", 2006/2022, *The Walrus*,
  - Bruce Mau, "Is the World Getting Better or Worse?", 2019, *The Walrus*,
  - Nadine Caron & Danielle Martin, "Myth of Universal Health Care", 2020, *The Walrus*, <https://thewalrus.ca/the-myth-of-universal-health-care/>

- Joanna J. Bryson, “Robots Should be Slaves”, 2009, chapter in *Close Engagements with Artificial Companions: Key social, psychological, ethical and design issue*, Yorick Wilks (ed.), <https://www.joannajbryson.org/publications/robots-should-be-slaves-pdf>
- Timothy Caulfield, “Does Debunking Work? Correcting COVID-19 Misinformation on Social Media”, 2020, chapter in *Vulnerable: The Law, Policy and Ethics of COVID-19*, Colleen M. Floof, et al. (eds.) <https://www.ualberta.ca/law/media-library/faculty-research/hli/media/images/caulfield-debunking-works-vulnerable-caulfield.pdf>

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<br>Sept. 3-8       | Welcome and Introduction to Academic Writing; Overview of academic writing essentials                                     | College closed for Labour Day – Sept. 2<br><br>Diagnostic Writing due Sunday, Sept. 8 via D2L Dropbox   |
| Week 2<br>Sept. 9-15      | Ideas into words: Effective sentences; How to think about creating your own writing voice; Interview/Narrative Assignment |   |
| Week 3<br>Sept. 16-22     | Interviewing; Transcribing; Narratives for a purpose; Using description and figurative language effectively               |   |
| Week 4<br>Sept. 23-29     | Narratives; Presentations; Providing Feedback; Intro to citation styles; Quoting and paraphrasing effectively             |   |
| Week 5<br>Sept. 30-Oct. 6 | Work Week – no new material – focus on completing our first assignments.  | College closed for National Truth and Reconciliation Day – Sept. 30<br><br>Interview/Narrative Presentations due Friday, Oct. 4 via D2L Discussion Forum<br><br>Interview/Narrative Essay Assignment – Sunday, Oct. 6 via D2L Dropbox |

| WEEK or DATE RANGE        | ACTIVITY or TOPIC  | OTHER NOTES  |
|---------------------------|--|--|
|                           |  | Peer Responses to 4 presentations via D2L Discussion Forum due anytime from Oct. 4 to Oct. 20                        |
| Week 6<br>Oct. 7-13       | Rhetorical triangle and rhetorical appeals; Rhetorical Analysis; Summarizing effectively; Structuring your ideas                                       |  |
| Week 7<br>Oct. 14-20      | Rhetorical triangle and rhetorical appeals; Rhetorical Analysis; Summarizing effectively; Structuring your ideas                                       | College closed for Thanksgiving Day – Oct. 14  |
| Week 8<br>Oct. 21-27      | Patterns of essay development; Reasoning from evidence; Using logic and avoiding logical fallacies; Using citation styles effectively                  | Rhetorical Analysis Assignment due Sunday, Oct. 27 via D2L Dropbox   |
| Week 9<br>Oct. 28.-Nov. 3 | Patterns of essay development; Reasoning from evidence; Using logic and avoiding logical fallacies; Using citation styles effectively                  |  |
| Week 10<br>Nov. 4-10      | Patterns of essay development, continued; Beginning your Research Essay; Evaluating research; Misinformation, media literacy, and academic integrity   |  |
| Week 11<br>Nov. 11-17     | Patterns of essay development, continued; Beginning your Research Essay; Evaluating research; Misinformation, media literacy, and academic integrity   | College closed for Remembrance Day – Nov. 11<br><br>Critical Analysis Assignment due Sunday, Nov. 17 via D2L Dropbox |
| Week 12<br>Nov. 18-24     | Crafting the Research Essay: research questions, choosing your topic, thesis statements, making claims, establishing stakes, language choices          |  |
| Week 13<br>Nov. 25-Dec.1  | Crafting the Research Essay: evaluating research, using patterns to organize essay, audience engagement, engaging with opposition and counterarguments | Annotated Bibliography due Sunday, Dec. 1 via D2L Dropbox  |
| Week 14<br>Dec. 2-8       | Editing, revising, and polishing your Research Essay   | Research Presentations & Self-Evaluations due Sunday, Dec. 8 via D2L Dropbox   |
| Exam Period               | <b><u>No Final Exam in this course.</u></b>  | Research Assignment due  |

| WEEK or DATE RANGE | ACTIVITY or TOPIC | OTHER NOTES                    |
|--------------------|-------------------|--------------------------------|
| Dec. 9-17          |                   | Monday, Dec. 9 via D2L Dropbox |

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

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| DESCRIPTION   | WEIGHTING       |
|---|-----------------|
| In-Class Writing Diagnostic                             | 5% (Completion) |
| D2L Writing Responses                                   | 7.5%            |
| Interview/Narrative Essay Assignment                    | 10%             |
| Interview/Narrative Video Presentation & Peer Responses | 5%              |
| Rhetorical Analysis Assignment                          | 10%             |
| Critical Analysis Assignment                            | 15%             |
| Annotated Bibliography                                  | 12.5%           |
| Research Essay Video Presentations & Self-Evaluation    | 10%             |
| Research Essay  | 25%             |
|   | <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](#) policy for more information.

<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### **Assignment Expectations:**

- All specific instructions for assignments will be provided on their respective assignment sheets.
- Please submit assignments to their assigned D2L drop-box by **11:59 pm (PST)** on their due dates.
- **Due dates:** While I aim to be understanding, due dates are there to help us move through class at a smooth, manageable pace. If you need an extension, you must discuss it with me in-person, via a Zoom meeting, or via a phone call to me. I do not discuss requests for extensions by email alone. If an assignment is late without a formal extension, it will lose 5% per day, including weekends, until it is submitted. Late assignments will receive a grade, but no comments.

- **Academic Integrity:** The Camosun College’s policy on Academic Integrity (<https://camosun.ca/sites/default/files/2021-09/e-1.13.pdf>) defines it this way: “Academic integrity is the commitment to and demonstration of honest and ethical behaviour in an academic setting. It is the performance of all academic work without cheating, plagiarizing, lying, stealing, inappropriately collaborating, falsifying information, or receiving unauthorized assistance from any other person or using any source of information not appropriately authorized or attributed” (Camosun College, 2). As Camosun’s policy further states, “Academic integrity is the responsibility of the entire College community” (Camosun College, 2). I take my responsibility in this regard seriously, and all suspected instances of academic misconduct will be addressed by me. If you have difficulty completing assignments, please do not engage in unethical academic behaviour. Instead, contact me for help. My main responsibility is to your academic well-being, and I aim to be understanding.
- **Generative AI:** I do not recommend the use of generative AI programs in your work. I can see a place for working with these tools in creative and ethical ways. However, for me, they must be the tool rather than the artist, so to speak. These tools write essays that tell me and you nothing about yourself and your thoughts. I would rather have an imperfect essay where I see you thinking, trying, and working things out than bland, smooth monotony. These tools also consistently produce information that uses uncited research or creates false citations. This could lead to allegations of fraud under Camosun’s Academic Integrity policy. Further, if you do use any generative AI, its work is not your work. As such, you must put its words in quotation marks to let me know they are not your words, and you must provide a proper citation. If you don’t do this citing, it is plagiarism. The Camosun Library has produced a guide to help you in citing such tools: <https://camosun.libguides.com/ai/citation>. However, thinking your own thoughts and struggling slightly to produce your own work is far more interesting and far more valuable to you than outsourcing your thinking to a computer program. Developing your critical and creative skills first will lead to you more effectively and ethically using these tools when that time comes.

### **Class Environment:**

- **This course is an inclusive, non-judgmental, and respectful space.** Even though it is easy to feel distant from one another in an online classroom, our class is a shared environment where we are all learners and collaborators; it is a space where we have fun, learn, and express ourselves. New knowledge is gained when we learn collaboratively and feel connected. Respect for each other, and the many divergent views we will encounter in this course, is a requirement for all participants. Disagree with one another, but disrespectful language and actions are not tolerated. Please practice judgment, maturity, politeness, and respect in all interactions and communications with your instructor and your fellow students. If you find that any texts or discussion comments troubling to you, please let me know, to the extent you feel safe and comfortable doing so, so that you can be well supported.
- **Participation** will be essential to creating a productive online classroom environment. Being comfortable sharing your views and learning from others can take time, but it will benefit your learning and communication skills. Be curious, record your observations, questions, and ideas as you read, reflect on what we read and discuss, post questions, and develop your critical thinking skills.

## 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

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](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.

