

COURSE SYLLABUS



COURSE TITLE: ENGL-151-Academic Writing Strategies

CLASS SECTION: RH42

TERM: 2024F

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person

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.

INSTRUCTOR DETAILS

NAME: Thomas Stuart

EMAIL: stuartt@camosun.ca

OFFICE: I will be holding scheduled office meetings online via Zoom.

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

Meeting ID: 613 8916 4610

HOURS: Due to the nature of high school hours, office appointments will need to be scheduled at times that work for both students and the instructor. Given this, you may email me requesting a video appointment at a pre-arranged 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 English 12 Camosun Alternative

B in ENGL 170

CO-REQUISITE(S):

EQUIVALENCIES:

ENGL 150

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful 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	OTHER NOTES
<u>Week 1:</u> Sep 5	What is Academic Writing?	
<u>Week 2:</u> Sep 10 & 12	What is Academic Writing? <ul style="list-style-type: none"> • Chapter 2 of <i>Why Write?</i>, “Writing Projects” (https://pressbooks.bccampus.ca/whywriteguide/chapter/1-1-learning-goals/) • Joan Didion, “On Keeping a Notebook” (https://accessinghigherground.org/handouts2013/HTCTU%20Alt%20Format%20Manuals/Processing%20PDF%20Sample%20Files/00%20On%20Keeping%20a%20Notebook.pdf) 	Personal Essay (Fri, Sep 13)
Week 3: Sep 17 & 19	Writing in a Community <ul style="list-style-type: none"> • 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: Sep 24 & 26	Writing in a Community <ul style="list-style-type: none"> • Teju Cole, “Google’s Macchia” (https://thenewinquiry.com/blog/googles-macchia/) 	
Week 5: Oct 1 & 3	Research and Curiosity <ul style="list-style-type: none"> • Chapter 4.3 of <i>Why Write?</i>, “Why Do You Learn to Research?” (https://pressbooks.bccampus.ca/whywriteguide/chapter/4-3-why-do-you-learn-to-research/) 	Research Consultation Summary (Fri, Oct 4)
Week 6: Oct 8 & 10	Research and Curiosity <ul style="list-style-type: none"> • Chapter 5.2 of <i>Technical Writing Essentials</i>, “Finding and Evaluating Research Sources” (https://pressbooks.bccampus.ca/technicalwriting/chapter/findingevaluating/) 	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	<ul style="list-style-type: none"> Chapter 4.5 of <i>Why Write?</i>, “Quick Guide to Undergraduate Research for an Assignment” (https://pressbooks.bccampus.ca/whywriteguide/chapter/4-5-quick-guide-to-undergraduate-research-for-an-assignment/) 	
Week 7: Oct 15 & 17	Developing an Idea <ul style="list-style-type: none"> Chapter 9.1 of <i>Writing for Success</i>, “Developing a Strong, Clear Thesis Statement” (https://open.lib.umn.edu/writingforsuccess/chapter/9-1-developing-a-strong-clear-thesis-statement/) 	Mid-Term Test (Tuesday, Oct 15)
Week 8: Oct 22 & 24	Developing an Idea <ul style="list-style-type: none"> Chapter 8.1 of <i>Writing for Success</i>, “Applying Prewriting Models” (https://open.lib.umn.edu/writingforsuccess/chapter/8-1-apply-prewriting-models/) 	
Week 9: Oct 29 & 31	Writing Persuasively <ul style="list-style-type: none"> Chapter 9.3 of <i>Writing for Success</i>, “Organizing Your Writing” (https://open.lib.umn.edu/writingforsuccess/chapter/9-3-organizing-your-writing/) Kisautaq Leona Okakok, “Serving the Purpose of Education” (handout on D2L) 	Academic Article Review (Fri, Nov 1)
Week 10: Nov 5 & 7	Writing Persuasively <ul style="list-style-type: none"> Chapter 3.5 of <i>Why Write?</i>, “Everything’s Persuasion” (https://pressbooks.bccampus.ca/whywriteguide/chapter/3-5-everythings-persuasion/) Chapter 10.9 of <i>Writing for Success</i>, “The Purpose of Persuasive Writing” (https://open.lib.umn.edu/writingforsuccess/chapter/10-9-persuasion/) 	
Week 11: Nov 12 & 14	Revising and Editing <ul style="list-style-type: none"> Chapter 8.4 of <i>Writing for Success</i>, “Revising and Editing” (https://open.lib.umn.edu/writingforsuccess/chapter/8-4-revising-and-editing/) 	Thesis Statement and Outline (Fri, Nov 14)
Week 12: Nov 19 & 21	Revising and Editing <ul style="list-style-type: none"> “Revising and Wrapping Up” (handout on D2L) 	Draft Writing and Peer Review (Fri, Nov 22)
Week 13: Nov 26 & 28	Review and Writing Support	
Week 14: Dec 3 & 5	Review and Writing Support	Final Research Paper (Fri, Dec 6)

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>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Participation	10%
Personal Essay (due Fri, Sep 13)	5%
Research Consultation and Summary (due Fri, Oct 4)	10%
Mid-Term Test (due in-class Tue, Oct 15)	20%
Academic Article Review (due Fri, Nov 1)	15%
Draft Writing and Peer Review (due Fri, Nov 22)	15%
Final Research Paper (due Fri, Dec 6)	25%
	TOTAL
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

As an in-person course, 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 camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library

Support Service	Website
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

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.

To contact the Office of Student Support: 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.