

# COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 005; Tuesdays and Fridays: Young 325: 10:00 –11:20

TERM: Winter 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture

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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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

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NAME: Dr. Callin

EMAIL: [callint@camosun.ca](mailto:callint@camosun.ca) (9:00 am-5:00 pm Monday to Friday); please do not send emails on weekends; please do not send emails after 5:00 pm weekdays; emails will be returned within 48 hours

OFFICE: Paul 322; Lansdowne

HOURS: Mondays and Wednesdays via email (a mask is not required): 9:00 am - 10:00 am; Tuesdays and Fridays face to face (a mask is required): 9:00 am – 10:00 am; no office hour on Thursdays

*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 Camosun Alternative
- B in ENGL 170

### CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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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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(a) Optional Text: *The Broadview Pocket Guide to Writing (revised 4<sup>th</sup> edition)*

(b) Optional Text: Additional resources, such as a wide variety of English composition texts, are available for loan at the College library.

#### 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. Note: in the unlikely case of a permanent shift to an online format, the method of delivery and due dates for assignments are subject to change; in the case of such unlikely circumstances, all context information concerning procedure will be provided through the "News" on the Course Homepage. At that point, f2f sections will be issued with a revised online asynchronous schedule.

## ENGLISH 151

### Context:

- The focus of this course is to teach students the "how to" of academic writing.
- All writing, academic or otherwise, is always first about how to most effectively and most strategically communicate with an audience in order to generate specific and intended outcomes.
- The means (the terms) and methods (the strategies) to communicate with an audience can be taught, can be learned, and can be developed over a lifetime to greater and more powerful effect.
- These means and methods to communicate have universal applications; there is *no thing* and nothing that they do not in some way influence and shape everywhere and always around us and that we do not shape and influence in the world around us by exercising them.
- The gradual and sequential unfolding of the basic means and methods to produce academic writing, or an academic voice, forms the arrangement of the course material and the corresponding assignments.
- The foundation, the point of departure to begin to develop academic writing or academic voice, is with a brief introduction to Classical Rhetoric as discussed by Aristotle in his *Poetics* (3<sup>rd</sup> century BCE).

As such, the course can be contextualized beginning with a general definition of **Rhetoric** and the five departments of classical rhetoric:

- Classical Rhetoric:
- Invention:
- Arrangement:

- Style:
- Delivery:
- Memory:

## **COURSE ASSIGNMENT SPECIFICS:**

Here is a brief breakdown of the assignments, objectives, outcomes, and rationales. Please note that **there is no make-up for a missed assignment unless previously arranged as a result of an unavoidable previously communicated and agreed upon circumstance.**

***Comprehensive Summary Assignments: 2 assignments X 15 marks each; 30 marks in total (headphones permitted for in-class writing)***

- Course Lecture/s with technical writing requirements
- A required practice in-class summary/class time to generate contextualization through comparison

**Select learning outcomes:** introduction to rhetorical context; introduction to numerical thesis; comprehension; delivery of language; objectivity; audience; sentence structure variety; identifying main points; avoidance of ghost writing (plagiarism); basic number transitions; dialogic quotation.

***Directional Process Assignment: 15 marks (headphones permitted for circle structure and required rough draft in-class work)***

- Lectures: controlled persuasive writing
- Audience: to teach (explain) how to do something in a series of **three**, chronologically true steps
- Thesis Development: logical structure; structural and rhetorical developments
- Transitions as Rhetorical Strategies: requirements for basic flow, logic, and coherence
- The basics of objectivity versus subjectivity (as kind of dialogic writing)
- Developing Diction: the dialogic relation of formal and informal language

**Select learning outcomes:** mapping thesis; voice; audience; economy of language; rhetorical context hook; basic flow; unity and coherence; topic sentences; transitions and repetition; persuasion; development of example strategies; double -"voicedness."

***Extended Definition Assignment: 20 marks (headphones permitted for circle structure and rough draft in-class work)***

Strategies for the *Extended Definition Assignment* are cumulative from the previous assignments listed above.

- Rhetorical Appeals: logos, ethos, pathos

- Development of topic sentences
- Strategic use of oppositional examples
- Rhetorical strategies for complex flow
- Literal and figurative language and persuasion
- Repetition and persuasion

**Select learning outcomes:** complex mapping thesis; reading comprehension; academic language; objectivity; audience; sentence structure variety; topic sentences; avoidance of ghost writing (plagiarism); logos, pathos, ethos; example strategies; voice; repetition; complex transitions; circularity.

***Reactionary Summary Assignment: 15 marks (headphones permitted for circle structure and rough draft in-class work)***

This fourth unit introduces a reversal of perspective on the material covered to this point in the course.

- Analyze speech in order to determine how rhetorical strategies are used to communicate persuasively
- Critical examination of spoken language to control and influence audience
- Bridges rhetoric, argument, and critical thinking

**Selected learning outcomes:** mapping thesis; academic language; persuasion; audience; sentence structure variety; topic sentences; logos, pathos, ethos; example strategies; voice; repetition; complex transitions; circularity.

***Research Argument Essay: 20 marks (headphones permitted for circle structure and rough draft)***

The *Research Argument Essay* is the logical conclusion to the assignments for the course. It is intended to represent the opportunity to employ the rhetorical skills developed over the course of the term and to develop additional research and documentation skills.

**Selected learning outcomes:** reading comprehension; academic language; objectivity; audience; sentence structure variety; topic sentences; avoidance of ghost writing (plagiarism); logos, pathos, ethos; example strategies; voice; quotation; exploratory thesis; slippery slopes; antithetical writing.

**Throughout the Term:**

- Please only stay registered if you intend to attend class. It takes about four missed classes over the course of the term to have a **significantly negative** influence on a letter grade.
- In this classroom environment, all questions will be treated **with respect** both by me and by your fellow classmates. Each student has the required responsibility to promote a **positive classroom learning environment**.
- If unsure of the expectations of student conduct, please see the Camosun College Calendar.

- *Please note there is a zero-tolerance policy for any variations from the college requirements for classroom etiquette.*

## **COURSE GUIDELINES:**

- Assignments must be **submitted on the due date** at the **beginning of class on which they are due**. The beginning of the class is the time the class begins.
- Unless otherwise authorized, a paper handed in after the start of class is late.
- Except in exceptional circumstances or circumstances considered beyond personal control and which can be defined and communicated on a case-by-case basis in the unlikely event of this being necessary, an extension inquiry must be made at least one week in advance of the due date. An extension will not be granted in the immediate days leading up to a due date.
- **10% penalty** for each day or portion of each day late. Unless previously arranged, assignments are not accepted after an assignment has been returned to the class (thereby making information not available to all other students available before subsequent assessment).
- Assignments **may not** be submitted electronically; save a copy of the assignment.
- ALL assignments must be typed (**unless** an in-class assignment) and double-spaced (required for all assignments); proportional deductions will be recorded for noncompliance with format policies.
- There are no rewrites; there are no additional assignments; additional assignments will not be provided to augment a grade. No exceptions will be made.
- In the past, a poor attendance record is clearly and accurately reflected in assignment outcomes.
- Obtaining missed lecture information and handouts is the responsibility of the student. Information already covered in class will not be re-taught due to voluntary absenteeism.
- Neither cell phone nor computer use is needed nor permitted during class (unless indicated otherwise or with prior notification from CAL).
- **I cannot proofread and/or edit papers. The Camosun College Writing Centre is a useful and available resource open to all students.**
- Please be advised that, historically speaking, the average grade in my classes is a B-/B.

## **Grading System Rubric:**

**Evaluation Guide:** Below is a general idea of expectations and translation into rough grade equivalents. As noted previously, students should be aware that the average grade for my classes is a B-/B.

- **F:** basic requirements not met; contains multiple issues with structure and content requirements; is not the assignment; does not use the requirements that are the basis for evaluating the assignment; serious issues with language and sentence level clarity and meaning; compounding basic grammatical errors with compounding incoherence; can contain example/s of plagiarism.
- **D:** basic requirements not met; weakness in expression; basic material is not understood; compounding errors in spelling, punctuation, and/or language; compounding issues with expression; assignment and requirements not convincingly

understood or used; does not use the requirements of the assignment used for evaluation.

- **C:** basic requirements met; occasional weakness in expression; basic material is understood; compounding errors in spelling, punctuation, and/or language; compounding issues with expression; requirements not convincingly understood or used with consistency; can contain format issues.
- **C+:** basic requirements met; basic material is understood; attempts at sentence variety and original expression are demonstrated; infrequent issues with grammar or sentence structure; overall coherence; sense of writing for audience; greater development of assignment requirements needed to develop rhetorical approach to academic writing.
- **B (range):** all requirements met; writing for audience; correct level of language and sentence structure; coherent structure; clarity of expression; grammatical errors, inconsistencies with requirements, and other general and specific issues of communication are infrequent.
- **A (range):** all requirements met; writing for audience; attention to detail; full and cohesive development and clarity of ideas and expression; elevated mechanics of structure and development of requirements; elevated use of rhetorical approaches and appeals; exceptional, and historically, the exception.

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

**ALLOCATION OF MARKS:** 100 marks in total for the course

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**In-class student writing sample** (time permitting): January 13, 2023

**Required Practice Comprehensive Summary:** January 17, 2023

**Required Contextualization of Comprehensive Summary:** January 20, 2023

**In-class writing: Summary One** (no make-ups): January 24, 2023: **15 marks**

**In-class writing: Summary Two** (no make-ups): January 31, 2023: **15 marks**

**Required In-class write: Directional Process Assignment** rough draft: February 14, 2023

**Directional Process Assignment final copy:** February 17, 2023: **15 marks**

**Required In-class writing: Extended Definition Assignment** draft: March 7, 2023

**Extended Definition Assignment:** March 14, 2023: **20 marks**

**Required In-class writing: Reactionary Summary Assignment:** March 21, 2023

**Reactionary Summary Assignment:** March 24, 2023: **15 marks**

**Library Research Class:** April 4, 2023: (for course completion)

**Research Argument Essay Assignment:** Due April 14, 2023: **20 marks**

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>

## Welcome!

- Jan 10:**     *Attendance*
- Outlining the outline...
  - **Assignment:** Prepare any assigned material
- Jan 13:**     *Comprehensive Summary Assignment*
- Attendance...
  - **Summary** and Summary handout and overhead
  - Rhetorical Context and Numerical Thesis
  - Subjectivity and Objectivity (duplicity) and dialogic quotation
  - **Assignment:** Practice article handout (take home)
  - **Please note:** a student who does not write a practice Summary in class cannot participate in the *Contextualization Process* on Sept. 19, 2022
- Jan 17:**     *Required in-class practice Comprehensive Summary full class*
- What cannot be done: Plagiarism and Ghost Writing
  - Review thesis and main points and “dialogic quotes”
- Jan 20:**     *Evaluation, Comparative Thinking, Contextualization*
- **Review dialogic quotation:** Methods to Contextualize Quotation
  - A brief note on time management
  - Lecture/Individual Work: Contextualization/Comparison Process
  - **Assignment:** Prepare for Summary One
- Jan 24:**     *Required In-class Comprehensive Summary One*
- Full class: (please see information for assignments for further information)
  - **Assignment:** Article Handout TBA
- Jan 27:**     *Classical Rhetoric: Unity, Coherence, and Essence*
- **Mindfulness:** Imagining Audience
  - **Level one proofreading:** Compare summary paragraphs
  - **Unity and Coherence:** Transitions
  - Return Summary One
  - Individual Question Period
  - **Assignment:** Prepare for in-class summary two
- Jan 31:**     *Required In-class Comprehensive Summary Two*
- Full class: (please see information for assignments for further information)
  - **Assignment:** Article Handout TBA
- Feb 3:**     *Directional Process Assignment*
- Discussion and review of rhetorical strategies in Summary Two
  - Student summary examples
  - Begin *Directional Process Assignment*
  - A brief review of five departments of classical rhetoric



- **Assignment:** TBA

**Feb 7:** *Introducing Topic and Creating Context: Rhetorical Hook*

- **Thesis statements:** Rhetorical Objectives; Transitions
- **Process examples:** two example introduction/ concluding sentences
- Process overhead examples (fastball example) review
- **Mapping:** *Thesis in a Nutshell*
- **Handout:** Transition Sheet and assignment transition requirements
- **Return Summary two**
- **Assignment:** Individual topic ideas for *Directional Process Assignment*

**Feb 10:** *Directional Process Assignment Review*

- **Put Together Paragraph:** Process Paragraph organization part one
- **Process Put Together Paragraph:** Identify repetition and transitions part two
- **Compare:** Two Student Hook and Main Point Process Writing
- **Handout:** Topic ideas/point form sheet required by end of class time
- **Assignment:** Prepare for mandatory, supervised in-class writing

**Feb 14:** *Required: In-class Rough Draft of Directional Process Assignment*

- Brief *directional process* example explication
- No quotes; sourcing paraphrase
- **Please note:** a supervised in-class rough draft is **required**; failure to meet requirement will result in a 15% reduction on the assessed grade.
- **Assignment:** Complete process assignment/bring technology

**Feb 17:** **DUE:** *Directional Process Assignment:* circle structure; rough draft; final copy

- Begin *Extended Definition Assignment*
- **Discussion:** Topic choice and audience expectation
- Rhetorical hook and mapping thesis requirements
- Plagiarism handout
- Rhetorical appeal and figurative language handout (time permitting)
- **Prewriting strategy:** Brainstorm 3 topics (time permitting)
- **Assignment:** Begin work on topic for *Extended Definition Assignment*

**Feb 20:** **Reading Break**

**Feb 24:** **Reading Break**

**Feb 28:** *Strategy Explication: Weak/Strong Extended Definition Examples*

- **Review:** Rhetorical hook and mapping thesis
- **Requirement:** Three approaches to topic sentences
- **Opposing Examples:** how to use examples
- **Return to Classical Rhetoric:** logos, ethos, pathos
- **Rhetorical Appeal Handout**
- **Figurative Language Sheet:** evaluate/compare methods of illustration
- **Individual Work:** Return to and revise three topics
- **Assignment:** Bring electronics next class

**March 3:** *Review of Extended Definition Assignment*

- Student Writing Example: Strong example

- **Example strategies:** Point form or circle structure sheet required end of class time
- Final topic check
- Individual help and questions answered
- **Assignment:** Prepare for in-class writing

**March 7:** *Required: In-Class Rough Draft of Definition*

- **Review of Extended Definition Assignment**
- Definition to be initialed; resubmitted with final draft
- **Please Note:** a final copy will receive an automatic 15% deduction without an in-class, supervised, initialed rough draft
- **Assignment:** Revision of extended definition draft
- **Assignment:** complete extended definition for next class

**March 10:** *Optional Rough Draft Rewrite*

- **Self-directed Editing and Rewriting**
- Individual help for topic/structure

**March 14:** **DUE:** *Extended Definition Assignment Due at Beginning of Class*

- Begin *Reactionary Summary Assignment*
- **YouTube:** *Ted Talk* Video presentation
- *Reactionary Summary* board work to outline
- **YouTube:** *Ted Talk* video presentation second watch
- **Handout and Overhead:** rhetorical hook, mapping thesis, and topic sentences
- Handout: *Ted Talk* Transcript
- **Assignment:** Bring Technology for next class

**March 17:** *Reactionary Summary Video and Circle Structure*

- **Group Work:** *Reactionary Summary* Brainstorm (use technology)
- **Handout and Overhead:** Supporting Sentences and Conclusion
- **Handout:** *Reactionary Summary* circle structure/ point form sheet
- **Individual Work:** Circle structure or point form to be initialed
- **Assignment:** Prepare for in-class writing

**March 21:** *Required: Mandatory In-Class Writing Full Class and Initialed*

- **Review:** *Reactionary Summary Requirements*

**March 24:** *Reactionary Summary Assignment Due Beginning of Class*

- **Introduce Research Argument Essay Assignment**
- Required approaches for writing an introduction
- **Assignment:** Prepare topics for research essay

**March 28:** *Research Argument Essay Format: Exploratory Thesis*

- **Slippery slopes:** Premise: positives and negatives
- Mapping thesis Review
- **Introduce** Exploratory thesis
- **Assignment:** Topic development, attending points for argument

**March 31:** *Research Argument Essay Structure Review*

- Body Paragraph Requirements for *Research Argument Essay*

- Final day for research essay topic change
- *Research Argument Essay* introduction example (wind energy)
- Methods of contextualization: Contextualizing quotation

**April 4:** *Library Research class: Must attend for course completion/ no-make-ups*

**April 7:** **Holiday**

**April 11:** *MLA / APA Documentation: Works Cited/ References*

- Quotation Integration: Spot and block quotes
- Review *Research Argument Essay* format
- Student *Research Argument Essay* Example Explication
- **Individual help**

**April 14:** *Research Argument Essay Assignment due in class (by end of class time)*

- **Please note:** An officially late final essay will receive an automatic 10% penalty for each day or portion of each day late (and that includes weekends). An assignment submitted more than three days following the due date (and that includes weekends), without prior authorization, will not be accepted and will not receive credit for the assignment.

#### 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 <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>

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Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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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.

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## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### 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](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto: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.