

# COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 008

TERM: F2023

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person  
Mondays and Wednesdays, 1:30 – 2:50 pm  
Wilna Thomas 101

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən 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>.

## INSTRUCTOR DETAILS

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NAME: Julian Gunn

EMAIL: [gunnj@camosun.bc.ca](mailto:gunnj@camosun.bc.ca)

OFFICE: Paul 318

HOURS: Mondays and Wednesdays, 3:00 pm – 4:00 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.*

Hi folks! I'm your English 151 instructor, Julian Gunn. I've been a visitor on Ləkʷəŋən and W̱SÁNEĆ territories for about thirty years, but I was born in Prince George, on Lheidli T'enneh territory.

Please read all the way through this extremely dull document. There are useful things in here, and it is good practice for life. The course will be much more interesting. There's a week-by-week schedule in here, a marking breakdown, and even a bonus mark.

## 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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All course materials will be provided in D2L or available online. When possible, I’ll also provide paper copies for those who prefer them.

## 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	DAY	ACTIVITY or TOPIC	TEXTS	ASSIGNMENTS
1 (Sept 4-10)	Mon, Sept 4	<i>Statutory Holiday</i>		
	Weds, Sept 6	Introductions  Course expectations  Academic reading 1 (close reading, pre-reading, active reading)	“Getting There” (Gunn) (Handout)  “The Picasso Thief” (Piggin) (Handout)	<b>Introductory Email (Sunday, Sept 10) 5%</b>
2 (Sept 11-17)	Mon, Sept 11	The rhetorical situation  Rhetorical analysis (appeals)	“Unpleasant Design” 99% <i>Invisible</i> (Podcast link)	Discussion Worksheet
	Weds, Sept 13	Sentence structures, purposes, and types  Incorporating quotations	From <i>Suppose a            Sentence</i> (Dillon) (D2L)  Grammar Video 1 (Link)	Sentence Worksheet
3 (Sept 18-24)	Mon, Sept 18	Methods of development  Paragraphing	“Loitering is Delightful” (Gay) (Link)	Methods of Development Worksheet
	Weds, Sept 20	Academic reading 2 (Skim and scan)  Summary, paraphrase, and quotation	“The Great Forgetting” (Carr) (D2L)  Grammar Video 2	Summary Worksheet
4 (Sept 25 – Oct 1)	Mon, Sept 25	Thesis statements  Citation and referencing	“Academic Integrity?” (Cheney) (Link)	Thesis Statement Worksheet

WEEK	DAY	ACTIVITY or TOPIC	TEXTS	ASSIGNMENTS
			Academic Integrity Policy (Handout)	
	Wed, Sept 27	Toulmin arguments Part 1	<p>“Two US lawyers fined” (Milmo) (Link)</p> <p>“How to Report Better on ChatGPT” (Kapoor, Schellmann, and Sen) (Link)</p> <p>Grammar Video 3</p>	Toulmin Part 1 Worksheet
5 (October 2 – 8)	Mon, Oct 2	<i>Statutory Holiday</i>		
	Weds, Oct 4	<p>Discussion papers</p> <p>Synthesis I (compare and contrast grows up)</p> <p>Round table practice</p>	<p>Week 4 readings reviewed</p> <p>Grammar Video 4</p>	Round Table Prep Worksheet
6 (October 9 – 15)	Mon, Oct 9	<i>Statutory Holiday</i>		
	Weds, Oct 11	<b>Round Table and Discussion Paper (In Class) 15%</b>		
7 (October 16-22)	Mon, Oct 16	Basic essay structures	<p>“What I Have Lived For” (Russell) (Handout)</p> <p>Grammar Video 5</p>	Knowledge Inventory Worksheet
	Weds, Oct 18	Basic essay structures	“Good Bones” (Smith) (Handout)	Five-Paragraph Essay Worksheet
8 (October 23-29)	Mon, Oct 23	Annotated bibliographies	“Ten Excerpts from an Annotated Bibliography on the Cannibal Women of Ratnabar Island” and commentary (Nibedita Sen) (Link)	AB Topic Brainstorm Worksheet
	Weds, Oct 25	Library research orientation (TBD)		
9 (October 30 - Nov 5)	Mon, Oct 30	Challenging academic reading	“Unskilled and Unaware of It” – (Kruger and Dunning) (Library search)	Academic Reading Quiz
	Weds, Nov 1	Challenging academic reading	“Unskilled and Unaware of It” (Con’t)	Annotated Bibliography Worksheet
10 (November 6 - 12)	Mon, Nov 6	<p>What is knowledge?</p> <p>Synthesis II</p>	“Teachings of Grass” (Kimmerer) (D2L)	Bibliographic Comparison Worksheet

WEEK	DAY	ACTIVITY or TOPIC	TEXTS	ASSIGNMENTS
	Weds, Nov 8	Bibliographic writing Source review Toulmin Arguments II (The complicated stuff)	Sample Annotated Bibliographies (Handout)	<b>Annotated Bibliography (20%)</b>
11 (Nov 13-19)	Mon, Nov 13	<i>Statutory Holiday</i>		
	Weds, Nov 15	<b>In-Class Bibliographic Writing (15%)</b>		
12 (Nov 20-26)	Mon, Nov 20	Argumentative Essays Toulmin Review	TBA	Argument Worksheet
	Weds, Nov 22	<b>In-Class Argumentative Essay (10%)</b>		
13 (Nov 27- Dec 3)	Mon, Nov 27	Representing information visually Presentation skills	Infographics samples (D2L)	
	Weds, Nov 29	<b>Research Circle (5%)</b>		
14 (Dec 4-10)	Mon, Dec 4	Citation review Course review	N/A	Citation Worksheet
	Weds, Dec 6	<b>In-Class Citational Gratitude Assignment (15%)</b>		

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

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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>

DESCRIPTION	WEIGHTING
Introductory Email	5%
Round Table and Discussion Paper	15%
Annotated Bibliography	20%
In-Class Bibliographic Writing	15%
Argumentative Essay	10%
Research Circle	5%
Citational Gratitude Assignment	15%

DESCRIPTION	WEIGHTING
Worksheets and Participation	15%
<b>TOTAL</b>	100%

## COURSE GUIDELINES & EXPECTATIONS

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### How the Course Works

This is an in-person course. Each lesson builds on the previous lesson. Skills build on skills. Missing a class means missing a link in the chain. I'll always post the slides, and they're a useful tool, but not a substitute for the lesson and discussion.

You may complete worksheets for participation marks even if you miss the class.

What's your plan for getting it all done? For a bonus mark, attach to your introductory email a clear and specific work plan for the next fourteen weeks. Budget reading time, writing time, and studying time. This bonus mark offer ends Sunday, September 10, at 11:59 pm, when the email is due.

### Office Hours

If you want to talk to a real live instructor, I'm available in person at my office every Monday and Tuesday from 3:00 – 4:00 pm. We can also arrange a meeting, phone call or Zoom call outside of office hours if those times don't work for you.

### Extensions and Due Dates

All assignments are due by 11:59 pm on Sunday, **unless otherwise specified**.

Every time you get an assignment, look at it and say "Do I have time to do this by the due date? When will I schedule the time to complete this assignment?"

If you know you won't have time, ask for an extension **right away**.

Any extension requested **by academic-style email at least 48 hours in advance** will be granted. Extensions requested after that point will require the addition of a really good poem and a reason why you like it. (You do not have to have written the poem yourself.) Late requests without the poem will be refused.

Late assignments will be penalized at 5% per day unless we've already made other arrangements.

I am serious about the academic style. Casual emails will need to be rewritten.

### Submitting Assignments

Submit all assignments through D2L > Assignments or on paper. No email, except the introductory email.

### Plagiarism

Plagiarism means using anyone else's words **or ideas** without giving proper credit through in-text citation and reference pages entries. It also includes recycling work you created for other courses.

Using services that do the writing for you is also plagiarism. This includes things like ChatGPT and Grammarly.

Using ChatGPT and similar materials is plagiarism because it is misrepresenting writing that you did not do as your own.

The idea here is that you create brand new original work for this course in order to learn the skills you will need to succeed academically. Using someone else's work or re-using your own won't improve your skills. Using ChatGPT will make the bot better at writing, but not you.

Read over Camosun's plagiarism policies here: <https://camosun.ca/default/files/e-1.13.pdf>

If you are every unsure whether something is plagiarism, ask me! I will tell you.

Assignments with minor or accidental plagiarism will lose marks. Assignments with major or repeat plagiarism will receive a 0 and may incur more serious academic penalty, like being reported to the administration.

That would suck. I don't want to do that, so don't put me in the position of having to do so.

### Rewrites

You may be given the opportunity to rewrite assignments that do not meet the assignment goals, or that contain plagiarism.

## 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>

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Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
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.

### 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.