

COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 015

TERM: Fall 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): in-person | T/Th 2:30-3:50pm in F334

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](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Janice Niemann (you can call me Janice, and I use she/her pronouns)

EMAIL: niemannj@camosun.ca

OFFICE: Paul 320

OFFICE HOURS: 11:30am-12:30pm on Mondays and Wednesdays, and 1-2pm on Tuesdays and Thursdays, or by appointment (this time is specifically set aside for you to drop in and ask questions; talk about assignments, readings, or course content; or just chat about your thoughts in general)

As your course instructor, I do my best to provide an inclusive learning environment. However, if you experience barriers to learning in this course, please discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

Hello! Welcome to ENGL 151: Academic Writing Strategies, which introduces you to academic writing and research. My name is Janice, and I will be your fearless leader throughout our journey together. The goal of ENGL 151 is to enable you to build and practice writing, research, and critical thinking skills that are vital to academic success, and to responsible citizenship more broadly. I am very excited to be here, and I hope that you are too!

ENGL 151 will give you the opportunity to develop these core transferable skills in critical thinking, research, and writing that you will use in your other courses, regardless of your program. Through the analysis of a variety of readings, in-class discussions, and your own research and writing, you will discover the characteristics and conventions used by scholars in different disciplines. You will explore different genres of academic writing and how these genres reflect different rhetorical purposes. You will also practice typical academic writing tasks, including writing a research paper, and will learn strategies for reading and writing effectively and for approaching new writing tasks.

CALENDAR DESCRIPTION

This course provides core critical thinking, reading, research and writing skills transferable to academic disciplines. Students practice various forms of academic writing, including summary, critical analysis, and written research. Analysis of textual rhetoric, discourse, and style, along with academic essay-writing, develops self-awareness of methods of inquiry, critique, and reflection.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative
- B in ENGL 170

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Form critical responses to ideas.

- Distinguish between fact and opinion.
- Analyse and articulate the reasoning behind an argument.
- Demonstrate a critical examination of ideas through close reading, inquiry, divergent thinking, evaluation of evidence and interpretation, as well as an understanding of rhetoric, reason, logic and word usage.
- Produce writing under exam conditions, as well as outside class.
- Differentiate academic and non-academic writing.

2. Write in an academic style common to multiple disciplines.

- Approach writing as an active exploration of multiple perspectives on a topic.
- Compose effective summaries.
- Select and use rhetorical patterns purposefully.
- Employ a comprehensive writing process, which includes prewriting, focusing, planning, multiple drafting, conferring, revising and editing/proofing.
- Develop an argument with a controlling thesis; write unified, coherent paragraphs, including effective introductions, transitions and conclusions in correct, clear, effective English.
- Develop effective, focused research questions.
- Demonstrate control, clarity and cohesion in the development and organization of ideas.
- Vary style purposefully for planned rhetorical strategies.
- Write for specific results.
- Critique his/her own and others' writing.

3. Read and analyze complex texts from various academic disciplines.

- Vary reading approaches for different purposes, such as personal response, persuasion, and criticism.
- Participate and engage in a dynamic, stimulating exchange of ideas based upon close textual readings.

- Discuss and debate text using terminology appropriate to the discipline and context of those texts.
- Analyze textual readings, which may include visual texts, by identifying controlling ideas, supporting details, dominant rhetorical pattern, subtext, tone and stylistic features.
- Summarize readings to reflect coherently the original’s ideas, purpose, organization, and tone.
- Critically read your own and others’ writing.

4. Demonstrate information literacy skills.

- Determine the nature and extent of the information needed.
- Know and use what information resources are available, in different formats.
- Use print and electronic resources effectively and efficiently.
- Evaluate sources for authority, relevance, reliability, currency and other criteria.
- Incorporate and integrate research through correct use of summary, paraphrase and quotation.
- Document sources fully and ethically, according to specified bibliographic conventions.

5. Develop self-awareness as an academic writer and contributor.

- Articulate one’s position in a critical debate of ideas.
- Reflect on one’s own writing for continuous improvement.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

All of our readings for this course are available for free online. Our main textbook is called [*Why Write? A Guide for Students in Canada*](#), and it and all of our other readings will be posted on D2L.

Each week, we will meet in class to discuss and practice different aspects of academic writing. I will also post optional online activities each week, which are designed to help you engage with course content and build the skills that you need to be successful in this course. **You should be checking our D2L site every week to make sure that you are caught up and on track.**

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. **All assignments should be submitted in the dropbox on D2L by 11:59pm on the day of the week that we decide as a class** (dates will be posted on D2L).

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
PART 1: SUMMARIZING		
1 Sept 6 & 8	Introductions	
	Why is academic writing important? Reading: “Indigenizing the Writing Process” (<i>Why Write?</i> section 1.2), “The Rules for Academic Writing in English” (<i>WW</i> 5.4)	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
2 Sept 13 & 15	Active reading and effective notetaking Reading: "Reading to Write" (WW 1.5), "Reading Academic Writing" (WW 2.5), "Common Sub-Genres of Academic Writing" (WW 2.6)	
	Quoting, paraphrasing, and summarizing Reading: "Citational Practice: Writing from Sources" (WW 4.6)	
3 Sept 20 & 22	Academic integrity, APA citation, and avoiding patchwriting No readings	In-class paper on Sept 22
	In-class paper Come to class prepared to write a summary (bring a pen or pencil and, if it would be helpful for you, a hardcopy of the article) Reading: Howard, Serviss, & Rodrigue, "Writing from Sources, Writing from Sentences"	
PART 2: ANALYZING ARGUMENTS		
4 Sept 27 & 29	Introduction to rhetoric Reading: Wayne Booth, "The Rhetorical Stance"; "The Rhetorical Triangle as Communication Formula" (WW 3.3)	
	Thinking about audience and practice rhetorical analysis Reading: "Knowing Your Audience" (WW 3.4), "Everything's Persuasion" (WW 3.5)	
5 Oct 4 & 6	Library day! [I still need to confirm with the library, so this part of our schedule might shuffle around a little bit] Reading: "Your Research Journey" (WW 4.4), "Quick Guide to Undergraduate Research" (WW 4.5)	Rhetorical analysis due end of week 5
	Drop-in workshop time (this class is optional) Fisher 334, 2:30-5:20pm This is a great time to sit down and start working on your rhetorical analysis if you haven't yet	
PART 3: DEVELOPING YOUR OWN ARGUMENT		
6 Oct 11 & 13	Research paper topics Reading: "Other Common Academic Writing Sub-Genres" (WW 2.8), "Knowledges and Traditions" (WW 4.2), "Why Do You Learn to Research?" (WW 4.3)	
	Developing a research question Reading: "Drafting" (WW 1.6)	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
7 Oct 18 & 20	Toulmin method of argumentation No readings	Engagement self-assessment 1 due end of week 7
	How to write a strong thesis statement No readings for today, so that you can start on preliminary research for your argument plan	
8 Oct 25 & 27	Structuring your argument No readings for today – more time for research!	Argument plan due end of week 8
	Genre Readings: “Genres, Stories, and Academic Writing” (WW 2.2), “Academic Writing as a Genre” (WW 2.3), “How to Use Genre to Help You Write” (WW 2.4)	
PART 4: WRITING A RESEARCH PAPER		
9 Nov 1 & 3	Writing processes Reading: “The Essay” (WW 2.7)	
	The politics of citation Listening: “Citing Your Sources,” episode 3.21 of Hannah McGregor’s podcast <i>Secret Feminist Agenda</i> Reading: “Connecting Oral Traditions with Academic Writing,” from the <i>Four Feathers Writing Guide</i>	
10 Nov 8 & 10	How to write an intro paragraph and practice peer review Reading: Anne Lamott, “Shitty First Drafts”; “Feedback: No One Writes Alone” (WW 1.7) CONTENT NOTE: this essay makes a joke about suicide	
	Drop-in workshop time (this class is optional) Fisher 334, 2:30-5:20pm This is a great time to sit down and start refining your thesis statement or writing your introduction	
11 Nov 15 & 17	In-class peer review You MUST bring 4 hard copies of your introduction paragraph to class today	Draft of introduction paragraph due in class Nov 15
	Paragraph structure and including counterpoints No readings – what a great opportunity to incorporate your feedback from peer review!	
12 Nov 22 & 24	Minor vs. major revisions Reading: “Using Algorithms to Correct Your Writing” (WW 5.5)	Draft of two body paragraphs must

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
	Peer review (no class today) We'll be doing this round of peer review online to remove time pressures	be posted in D2L by Nov 23
13 Nov 29 & Dec 1	Writing style and research check in No readings	
	Research paper support No readings	
14 Dec 6 & 8	Research paper support No readings	Research paper due end of week 14
	Exam review, tearful goodbyes, and time to complete your course evaluations No readings	
Exam period	Final exam date TBA	Engagement self-assessment 2 due before final exam

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

DESCRIPTION	WEIGHTING
Summary (in-class paper)	10%
Argument plan	15%
Engagement self-assessment 1 (including library scavenger hunt)	10%
Rhetorical analysis	10%
Research paper	30%
Engagement self-assessment 2 (including peer review reflection)	10%
Final exam	15%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](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>

COURSE GUIDELINES & EXPECTATIONS

In order to help you get the most out of this course, I will begin each class with the assumption that you have completed any assigned reading/watching/listening for the day. Doing all of your readings before class is one of the best ways to set yourself up for success in an English course, and engaging in the Discussion, Response, Interactive Learning, and Levity activities (or, as I have taken to calling them, DRILL bits) each week will help you be successful and learn the most in 151.

Late assignments

I have a 48-hour grace period for each assignment, and then I will take 2% off of your assignment grade for every day that it's late past the original due date. Please know, though, that **I will always grant you an extension if you ask for one**. To do that, you should email me before the deadline (ideally 24 hours), and let me know a) that you need an extension, and b) how long of an extension you'll need. You do not need to send me documentation or details. I understand that sometimes life gets in the way of school, and I trust you to manage your time in the way that works best for you. You should understand, though, that the assignment schedule is set up to build the skills you will need to do well on your research paper and final exam, which, together, make up almost half of your course grade. If you hand in your assignments on time, I will give you detailed feedback before your next assignment is due; if you hand in assignments after the due dates listed, I will give you short summative comments, and it may not be promptly returned to you.

Distraction policy

This policy is simple: do not distract other learners in the room. There are many reasons that you might want or need to have technology (laptop, phone, tablet) out in class, which is why my policy on technology use in the classroom is relaxed. All I ask is that you do not disrupt other students with your devices, which means that I expect you to keep the volume off on all of your devices and to use your devices only for course-related activities. Please be considerate of your peers—your screens can distract others. I will not tolerate behaviour that negatively impacts other students' learning.

Attendance and participation

While attendance is not marked, I expect you to attend and participate in class and in online learning activities, because class discussion prompts a level of engagement with course material that you will not get anywhere else. It also allows me to assess which aspects of the course you understand well, and which topics I need to review further.

Children and babies

It is absolutely okay to bring your child to class occasionally, in order to cover gaps in childcare. If you do bring your child to class, please step outside if your child is feeling chatty. Babies who are nursing are always welcome—you should not have to choose between feeding your child and coming to class.

Academic integrity

The work you submit for ENGL 151 must be your own, and should follow proper formatting and citational guidelines. Presenting the work of others, whether it is used without attribution (plagiarism), submitted by you but written by someone else (cheating), or produced with inappropriate help (unauthorized editing), violates the college's policy on academic integrity. It is important to acknowledge your sources for a number of reasons: you are giving credit to the person who came up with the idea, you are demonstrating that you are participating in a broad scholarly conversation about your topic, and you are helping me find the really cool and interesting sources that you use in your research in case I want to learn more about your topic. If an academic

integrity case does arise, I will deal with it on an individual basis, but it could result in a mark of 0% on the assignment or a failing grade in the course. Please also see the college's full statement on academic integrity (see link later in syllabus), which both you and I are obliged to follow.

Grading

I will grade your assignments based on how successfully they demonstrate the learning goals for each assignment, using the specific marking rubric attached to each assignment and Camosun's guidelines for undergraduate grading (see link later in syllabus). If your assignments are submitted on time, I will return them to you before your next assignments are due. Please know that your grades are never a reflection of you as a person, but merely indicate how well one particular assignment meets the assignment criteria. You will receive an I grade (incomplete) in the course if you do not submit all major assignments (summary, argument plan, rhetorical analysis, research paper, final exam). If you feel that an assignment you submitted has been unfairly evaluated, your first step is to discuss your concerns with me. Be prepared to show me a one-page written statement explaining how your work matches the standards for the letter grade you think you should have received with reference to the assignment guidelines and marking rubric. If you are not satisfied with your discussion with me, you may apply for a formal grade review, and I can help you navigate how to do that (see link later in syllabus).

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

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

Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

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

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.