

# COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies  
CLASS SECTION: 036  
TERM: F2022  
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: Jessica Ruzek  
EMAIL: [RuzekJ@camosun.ca](mailto:RuzekJ@camosun.ca)  
OFFICE: P332  
HOURS: Tuesdays & Thursdays 10:00 AM – 12:00 PM

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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

### PREREQUISITE(S):

One of:

- C+ in English 12
- C in 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 reading material will be available on D2L or will otherwise be handed out in class.

**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.

<b>WEEK or DATE RANGE</b>	<b>Thursday, 18:00 – 20:50 (Y220)</b>
Week 01 Sept. 8	<ul style="list-style-type: none"> <li>• Introduction to English 151</li> <li>• Critical Reading</li> </ul> <p><b>Due:</b> In-Class Writing Sample</p>
Week 02 Sept. 15	<ul style="list-style-type: none"> <li>• Analysis vs. Summary</li> <li>• Purpose &amp; Audience</li> </ul> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Robin Wall Kimmerer, “Skywoman Falling”</li> <li>• Peter Kalmus, “Climate scientists are desperate: we’re crying, begging and getting arrested”</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Assignment 1: “Skywoman Falling” (1%)</b></li> </ul>
Week 03 Sept. 22	<ul style="list-style-type: none"> <li>• Thinking Critically</li> <li>• Fact vs. Opinion</li> <li>• Building Paragraphs</li> </ul> <p><b>Text:</b> Ursula K. Le Guin, “American SF and the Other”</p> <p><b>Due:</b> <b>Reading Assignment 2: “American SF and the Other” (1%)</b></p>

WEEK or DATE RANGE	Thursday, 18:00 – 20:50 (Y220)
Week 04 Sept. 29	<ul style="list-style-type: none"> <li>• Rhetorical Appeals</li> <li>• Plagiarism &amp; Academic Integrity</li> </ul> <p><b>Text:</b> Jonathan Swift, “A Modest Proposal”</p> <p><b>Due:</b> <b>Summary Assignment: “A Modest Proposal” (15%)</b></p>
Week 05 Oct. 6	<ul style="list-style-type: none"> <li>• Thesis Statements</li> <li>• Research Questions</li> <li>• Intro to Annotated Bibliography Assignment</li> </ul> <p><b>Text:</b> Clint Burnham, “Decolonize the Queen’s funeral: Why it shouldn’t be a national holiday in Canada”</p> <p><b>Due:</b> <b>Reading Assignment 3: “Decolonize the Queen’s funeral” (1%)</b></p>
Week 06 Oct. 13  <b>*** FOR THIS WEEK ONLY, WE WILL MEET IN CLASSROOM P-109</b>	<ul style="list-style-type: none"> <li>• Research &amp; Finding Authoritative Sources</li> <li>• Essay Anatomy</li> <li>• Rhetorical Analysis</li> <li>• Intro to In-class Essay Assignments</li> </ul>
Week 07 Oct. 20  <b>RETURN TO CLASSROOM Y-220 FOR THE REMAINDER OF THE TERM</b>	Documenting and Integrating Sources  <p><b>Due:</b> <b>In-class Rhetorical Essay #1 (15%)</b></p>
Week 08 Oct. 27	<ul style="list-style-type: none"> <li>• Argument</li> <li>• Writing and Research Lab</li> </ul> <p><b>Text:</b> Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”</p> <p><b>Due:</b> <b>Reading Assignment 4: “The Master’s Tools Will Never Dismantle the Master’s House” (1%)</b> <b>Annotated Bibliography (20%)</b></p>

WEEK or DATE RANGE	Thursday, 18:00 – 20:50 (Y220)
Week 09 Nov. 3	<ul style="list-style-type: none"> <li>• Introductions and Conclusions</li> <li>• Methods of Development &amp; Synthesis</li> </ul> <p><b>Text:</b> Danielle Carr, “Mental Health is Political”</p> <p><b>Due:</b> <b>Reading Assignment 5: “Mental Health is Political” (1%)</b></p>
Week 10 Nov. 10	<ul style="list-style-type: none"> <li>• Grammar and Style</li> <li>• Logical Fallacies</li> </ul>
Week 11 Nov. 17	<p>Writing Thesis Statements</p> <p><b>Due:</b> <b>In-Class Rhetorical Essay #2 (15%)</b></p>
Week 12 Nov. 24	<ul style="list-style-type: none"> <li>• Thesis Statement &amp; Introduction Workshop</li> </ul> <p><b>Due:</b> <b>In-Class Thesis Statement and Introduction Draft – Peer Review (5%)</b></p>
Week 13 Dec. 1	<ul style="list-style-type: none"> <li>• Research Essay Workshop</li> <li>• Editing &amp; Revising</li> </ul> <p><b>Due:</b> <b>Essay Draft for Peer Review (5%)</b></p>
Week 14 Dec. 8	<p>Final Questions</p> <p><b>Due:</b> <b>Research Essay (25%)</b></p>

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 noticed 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
Writing Sample	0%
Reading Assignments	5%
Summary Assignment	15%

DESCRIPTION	WEIGHTING
Rhetorical Analysis In-Class Essay 1	12.5%
Research Proposal & Annotated Bibliography	20%
Rhetorical Analysis In-Class Essay 2	12.5%
Thesis Statement Draft	5%
Research Essay Peer Review	5%
Research Essay	25%
<b>TOTAL</b>	<b>100%</b>

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.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### You can expect your instructor to:

- teach to the course goals
- give clear instructions for assignments and exercises
- advise and support students in their course work
- treat students with respect
- act in a fair manner
- be available during office hours or, if necessary, arrange an alternative time to meet
- evaluate students fairly and constructively, based on criteria made clear to students beforehand

### Your instructor will expect you to:

- Keep up with course material and announcements on D2L
- prepare for class by completing readings and assigned work on time
- actively participate in class activities
- ask questions if you need clarification
- submit all assignments according to instructions, complete, and on time
- submit your own, original work
- use instructor comments and feedback to improve future work
- cooperate with and act respectfully toward other students and the instructor
- communicate with the instructor about problems or concerns as soon as possible

### Guidelines for Preparing and Submitting Written Assignments

All formal written assignments for this course should be typed according to assignment specifications. When you use sources, your papers should include correct and complete citations in APA or MLA format. All papers should be clearly marked with your name and submitted on time, **as a PDF**, through D2L Assignments.

If you would like to receive in-line feedback on a written assignment, you must also submit a hard copy of your assignment at the beginning of class on the due date.

## **Late & Missing Assignments**

You must submit assignments on time. However, a reasonable explanation and request for extension, if given *before* the due date, will be considered. Late submissions without prior explanation will lose 10% if submitted fewer than seven days after the due date and will lose 40% if submitted more than seven days after the due date. Late assignments will receive a grade only (no comments).

Students must complete all major assignments to pass the course.

## **Plagiarism & Cheating**

Plagiarism is a serious academic offense. Please ensure you submit your own, original work, which you have written for the assignments in this class. You should review Camosun's policies on academic integrity plagiarism, which you can find here: <https://camosun.ca/sites/default/files/2021-09/E-1.13%20Academic%20Integrity%20Policy.pdf>

## **Professionalism & Participation**

You can demonstrate your professionalism through your attendance, engagement, respect, and thoughtful completion of assigned tasks.

Poor participation may affect your grade as a natural consequence through poor performance on assignments due to missed class work.

Each week, you will be given several ways to access lesson content and resources. It is your responsibility to know the material covered and to complete the assignments due. If you have difficulty accessing course materials or assignments, let your instructor know well in advance of the due date.

If you think you may miss a class or two due to work, religious holidays, medical appointments, family obligations, etc., please let me know as soon as possible.

## **ADDITIONAL NOTES**

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### **Creating an Atmosphere of Respect**

If you encounter circumstances that you feel impede your learning in this course, or if throughout the term you discover ways I could better support your learning, please let me know. We are in this together, and I am happy to work with you to create a positive and productive learning environment.

**Safe Space:** Each of us deserves a safe and respectful learning environment. Sexism, racism, transphobia, homophobia, ableism, or any other kind of hatred or bullying will not be tolerated.

**Pronouns:** To ensure that I am referring to each of you using your correct pronouns, please feel free to share them with me, either in class, via email, or on any of your assignments beside or beneath your name.

**Rights & Responsibilities:** Please familiarize yourself with Camosun's Academic Integrity policies, which applies to students, faculty, and staff: <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf>

I will treat the work you submit to our class with care and respect. Please do the same with my lectures and Power Point presentations: do not share them with anyone outside of class.

**Contesting a Grade:** If you feel that you have been unfairly awarded on an assignment, I would be happy to speak with you about it. If you would like your grade changed, please highlight the areas of the assignment where you believe a mistake has been made, and write a brief defense explaining how your assignment more closely resembles that of another grade. Refer to both the grading criteria outlined in the "information on

grades” section of this syllabus (see below), and the grading rubric included with the relevant assignment to support your defense.

## 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>
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>

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.



### 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.