

COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: D03

TERM: S2022

COURSE CREDITS: 3

DELIVERY METHOD(S): Online asynchronous

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](#).

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: Julian Gunn

EMAIL: gunnj@camosun.bc.ca

OFFICE: Paul 318

HOURS: In-person Tuesdays 10:30 – 11:30 am / Online Wednesdays 9:00 – 10:00 am

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.

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 course materials will be provided in D2L or available online.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK	ACTIVITY or TOPIC	TEXTS	ASSIGNMENTS	DISCUSSION POSTS
1 (May 2-8)	Academic correspondence; course expectations	“Unpleasant Design” 99% <i>Invisible</i> (podcast episode)	First discussion post (required!)	Friendly / unfriendly design
2 (May 9-15)	Academic reading, rhetorical analysis 1, reflective writing	“Harmony” (Wagamese) “Picturing the Personal Essay: A Visual Guide” (Bascom)	Intro Email (5%)	Open
3 (May 16-22)	Basic essay structures and citation	“What I Have Lived For” (Russell)	Personal Essay Worksheet	Tricky essay and citation questions
4 (May 23-29)	Summary, paraphrase, and quotation; paragraphing	“Loitering is Delightful” (Gay)	Personal Essay (10%)	Open
5 (May 30-June 5)	Rhetorical analysis 2	“Inside a Michigan Prison” (Ganeva)	Rhetorical Analysis Worksheet	Open
6 (June 6-12)	Knowledge inventories; research; source evaluation		Rhetorical Analysis (10%)	What counts as knowledge?
7 (June 13-19)	Challenging reading; research proposals	“How to Read a Scientific Paper” (Raff) “Unskilled and Unaware of It” (Kruger and Dunning)	Knowledge Inventory (5%)	Collaborative reading
8 (June 20-26)	Comparing forms of knowledge	“The Teachings of Grass” (Kimmerer)	Research Proposal (5%)	Figuring out genre 2

WEEK	ACTIVITY or TOPIC	TEXTS	ASSIGNMENTS	DISCUSSION POSTS
9 (June 27-July 2)	Annotated bibliographies	"Why the Brain Prefers Paper" (Jabr)	Annotated Bibliography Worksheet	Open
10 (July 3-9)	Argumentation and logic	TBA	Annotated Bibliography (15%)	Open
11 (July 10-16)	Drafting and revision	"The Ghost in the Machine," <i>This American Life</i> (podcast episode)	Rough Draft Worksheet	Open
12 (July 17-23)	Editing and proofreading	From "Suppose a Sentence" (Dillon)	Research Essay (20%)	Editing feedback
13 (July 24-30)	Infographics, representing knowledge, audience	Infographic resources	Grammar and Citation Review Worksheet	Open
14 (July 31-Aug 6)	Giving useful feedback; course wrap-up		Infographic (5%)	Infographic feedback

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
Introductory Email	5%
Discussion Posts	15%
Worksheets	10%
Personal Essay	10%
Rhetorical Analysis	10%
Knowledge Inventory	5%
Research Proposal	5%
Annotated Bibliography	15%
Research Essay	20%
Infographic	5%
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](#) policy for more information.

COURSE GUIDELINES & EXPECTATIONS

How the Course Works

Every week on Monday, I will post a list of tasks to complete for that week. If you don't see the list or find a task confusing in any way, please ask me about it! Email me and I will post to the course FAQ.

This course is online and asynchronous. You can do your tasks whenever it works for you, so long as everything is submitted by Sunday at 11:59 pm.

Tasks usually consist of the following:

- Readings (or sometimes podcasts or videos)
- Discussion posts (both making them and responding to them)
- Completing worksheets
- Turning in longer assignments

If you want to talk to a real live instructor, I'm available on my Zoom link every Wednesday morning from 9am to 10am, and in person at my office every Tuesday from 10am to 11am. We can also arrange a meeting outside of office hours if those times don't work for you.

The Course FAQ

This course has a FAQ, a Frequently Asked Questions area. This is where I will post the answers to general questions you ask about the course, assignments, timelines, readings, and anything else to do with how this all works.

Extensions and Due Dates

All assignments are due by 11:59 pm on Sunday.

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 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. The only exception is the Introductory Email.

Discussion Posts

Look at the "Discussion Posts" column in the course schedule above.

If a specific topic is listed, then the post for that week is **required**.

If the schedule just says “open,” then the discussion for that week is an open topic and participation is optional. You are not required to post to those discussions, but you’re welcome to do so if you have a question or comment you’d like to open up for discussion.

Make sure your discussion post answers the question set for that week. Full marks are earned by posts that clearly engage with the topic and with other students’ posts.

Always be adding something to the conversation; say more than “I agree.” Answer in complete sentences.

If you feel like there’s nothing left to say, make a connection to another reading for the course, or to something you read, heard, or saw during the week.

Late discussion posts don’t count; the whole point is to participate in an academic conversation. The earlier you post, the better.

All posts should be courteous, respectful, encouraging of other students’ work, and appropriate to the academic context. However, obnoxious behaviour like posting “FIRST!” at the top of your post is highly encouraged.

Plagiarism

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

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.

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.

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](http://camosun.ca/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.