

COURSE SYLLABUS



COURSE TITLE: ENGL-250: Advanced Composition

CLASS SECTION: B01

TERM: Fall 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): Blended

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](#).

INSTRUCTOR DETAILS

NAME: Kelly Pitman

EMAIL: pitman@camosun.ca

OFFICE: P218

HOURS: Tuesdays, 7:30 to 8:30 in WT 202; Thursdays 7:30 to 8:30 in WT 101

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

This course builds upon the critical writing and reading skills acquired in first-year English courses and is especially relevant to students in humanities, social sciences, and business. Students will read and practice writing a variety of nonfiction forms for specific audiences, such as researched essays, opinion pieces, analytical reviews, cultural commentary, and descriptive and narrative writing, including personal essays and memoir. Students will also learn to revise and edit their work for maximum effect. Topics covered are relevant to multiple disciplines/professions, and readings will explore a variety of cultural perspectives.

PREREQUISITE(S):

One of:

- C in ENGL 151
- C in ENGL 161
- C in ENGL 163
- C in ENGL 164

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. Identify:
 - a) Different types of non-fiction prose (e.g., memoir, personal essay, review, editorial, speech, expository essay, research essay).
 - b) A variety of rhetorical strategies (e.g., description, narration, comparison and contrast, classification, cause and effect, persuasion).
 - c) The relationship among speaker, audience, and material.
2. Outline the structure of a work of non-fiction prose.
3. Evaluate the effectiveness of form, structure, and style (e.g., sentence types, sentence variety, vocabulary, figures of speech) in a range of non-fiction prose, both published and unpublished.
4. Compose different types of non-fiction prose.
5. Compare, select, and employ a variety of structures, rhetorical strategies, and styles.
6. Revise their own writing according to various articulated standards of evaluation (their own, their peers', their instructor's, the marketplace's).

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

All course materials are available on the course D2L site. Students are required to bring print or electronic copies of assigned readings to class.

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 or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1	Course Expectations	
Week 2	Style, on-line discussion assignment	
Week 3	Description, on-line discussion assignment	
Week 4	Evidence, top-five assignment due	
Week 5	Persuasive appeals, on-line discussion assignment	
Week 6	Argument analysis, on-line discussion assignment	
Week 7	Argument analysis, analysis essay assignment due	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 8	Open letters, on-line discussion assignment	
Week 9	Open letters	
Week 10	Personal essays, open letter assignment due	
Week 11	Personal essays	
Week 12	Personal essays	
Week 13	Personal essays, personal essay assignment due	
Week 14	Final exam prep	

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
Top Five Assignment	September 28	10%
Analysis Essay	October 19	15%
Open Letter	November 9	15%
Personal Essay	November 30	20%
Final Exam	TBA	25%
On-line Discussions	Ongoing (see schedule)	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

HOW TO SUCCEED IN THIS CLASS

Get Organized

College requires students to be self-motivated and to organize their time, and courses with an online component require this even more. I cannot stress enough how crucial this is to your survival not just in this course, but in college, maybe in life. I've been teaching for three decades, and I believe organization to be *the single greatest contributor to student success*. Many smart, capable, interesting people fail courses simply because they did not commit early enough to working hard and staying on task.

Any credit course will require 5 to 8 hours a week of concentrated effort, and since life is busy and no one is prodding you, it's easy to put these off. If you're a procrastinator, get over it. Start every assignment at least two weeks before it is due. Ask yourself each week if you have put in the required hours. When you're in between assignments or in a slower period in the class, ask yourself how you can get ahead. This will make your life easier when you have assignments due in the same week in different courses. It will also usually result in higher grades because writing gets better when you can leave it and return to it. For example, I have revised this document many times. Good thing I started early.

Let me put it this way. If you don't do any work in one week, you will need to add that work to another week or risk getting a lower grade than you might have. Those are the choices. I recommend staying **at least one week ahead of schedule**. Then if something happens to get in your way in any given week, you'll be alright.

Figure Out D2L

The first task in the course is to familiarize yourself with the information on the course website. Most of what you need for succeeding in the course is here, and reading the information on the site is your responsibility.

It is crucial that you **check D2L daily** for updates and announcements, which I will publish on the front page of the website in the "News" section. Staying up to date is your responsibility. I also recommend **checking the The question Hub discussion frequently** for helpful tidbits and to ask questions.

If I have important information for individuals or the whole class, I may communicate it via D2L email. You should check every day, just in case. If you prefer to use another email address, you can link it to your D2L email so that D2L messages are automatically forwarded to another email address.

Know the Standards

Please read "Expectations: Discussions" and "Expectations: Written Assignments" by week 2 of the course. Each assignment also has a grading rubric attached, giving you more detailed information about requirements.

In this course, you will not have to use formal citations, though you will have to indicate where you've learned things if and when you do research. For formatting assignments, please use MLA Style. You will find links to websites on this on the D2L site.

Come to Class

In our weekly in-person sessions, I will provide information and answer questions, and we will discuss readings to enrich your understanding and help prepare you for online discussions and for written assignments. I will try to make class meetings interesting, interactive, and relevant. In particular, you will find the discussion assignments easier if you attend class, since their subject matter will be linked.

Participate in Online Discussions

Online discussions are key to your learning because in them you will practice the critical thinking skills that are the foundation for strong arguments. Writing and critical thinking are virtually synonymous, and neither can be learned from lectures or books alone. Learning to write well is like learning to play the piano--you must listen, and you must practice. That's what the discussion groups are for. In addition, however many great ideas we might have on our own, we all benefit from hearing what other people think. That is one of the reasons that universities exist: to create the possibility of collaboration and exchange and therefore to increase the sum total of the knowledge in the world. Therefore, stay on top of discussions.

You can tell that the discussions are important because they are worth 15% of your final grade in the course. The course is designed to make room for you to do this work by reducing your in-class time to one 80-minute class weekly. On a week when we have a graded discussion, check in **every day** to see what's new and to participate.

Do the Readings

First, learning to read with attention is one of the key skills necessary to succeeding in post-secondary education. Second, analyzing the techniques of other writers helps you learn how to argue well. Discussions will usually be based on particular readings, and if you haven't done them, you won't benefit much from the discussions and you'll be letting down your colleagues. I try not to overwhelm you with written material because I know how much time you need to spend on your writing assignments, but no one ever became a good writer without being a good reader, so the readings matter.

Respect Deadlines

Written assignments are scheduled so that you can respond to feedback and improve your work before handing in the next assignment. Therefore, due dates matter to you. In addition, marking is a significant part of my workload, and I must organize my time around it. Therefore, due dates matter to me. However, instead of setting out penalties for lateness, I prefer that we work together on the basis of mutual respect. I respect your desire to do well, which sometimes means giving you an extra day or two to finish an assignment. I ask that you respect that I am a person, not a machine, and receiving twenty late essays is going to burden me with a heavy workload. If you cannot hand in an assignment on time, please talk to me about it. Treat it like work--you wouldn't just not show up to a shift without telling anyone, would you? I will grade late papers but I may not get to them quickly, and I may not make comments on them, depending upon the situation.

Discussions, on the other hand, cannot be completed after the due date as they are integral to your progression in the course and to your participation in the class community. These assignments are frequent, but relatively short, and designed to help you learn.

Talk to Me

Feel free to contact me about any aspect of the course. So often, problems can be avoided or solved through a chat, and I will always make time to talk to you. For quick questions, use [The Question Hub](#) or email me. I will also have drop-in office hours directly after class (in the classroom) for questions about assignments, readings, grammar, research, and hey, even the meaning of life. If you can't come during that time, send me an email, and we'll set something up. If you email me on a weekday and I don't get back to you in 24 hours, it may be

that I didn't get the message, so try again. I don't get paid to work on weekends, so if you email me then, I cannot guarantee a response before Monday.

Remember that We Are a Community

When you're studying alone, maybe curled up on the couch in your pajamas or sipping a cappuccino at Habit Coffee, it's easy to feel you're on your own. You're not. All courses should offer the opportunity for people to work together to expand their knowledge, and English courses depend on this more than most. Trust me, I've been at this for years. Learning to think and to write requires interaction with other people. You will do better in the course if you engage with other people.

But it's not all about you. Your ideas, your perspective, your questions--these all contribute to *other* people's learning. And this is important, for if learning to reason better and to work together better isn't going to change the world, what is? That is why I've emphasized attendance and participation. I hope you will find this interaction interesting and motivating.

SCHOOL OR DEPARTMENTAL INFORMATION

N/A

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.