CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-151-D03
Academic Writing Strategies
Summer 2021

COURSE OUTLINE

The course description is online @ http://camosun.ca/learn/calendar/current/web/engl.html

Ω *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

(a)	**Instructor**	Thomas Stuart
(b)	**Office hours**	In lieu of an on-campus meeting, I will be available for video conference (over Zoom) and chat (through Brightspace's Virtual Classroom). Regular hours: Monday from 10am - 12pm (Pacific Time) Zoom link: https://camosun-ca.zoom.us/j/61389164610 Meeting ID: 613 8916 4610 By appointment: If you are unable to attend these office hours, you may email me requesting a Zoom or Chat appointment at a different time. Please keep in mind that I may need at least 12-24 hours' notice.
(c)	**Location**	Online
(d)	**Phone**	**Alternative:**
(e)	**E-mail**	stuartt@camosun.bc.ca I will respond to emails regularly on weekdays, but I check my email less frequently on weekends. If you have an emergency (e.g., illness, injury, bereavement, late withdrawal from the course), please begin the subject of your email with "URGENT:" and I will get to you as soon as possible.
(f)	**Website**	

2. Intended Learning Outcomes

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.
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3. Required Materials

All assigned readings in this course can be found in the course's D2L site. They are all available through the Camosun Library website or taken from online textbooks and resources known as Open Educational Resources (OERs). OER materials are freely available for download or to read via web browser. Readings will be organized by module.

Most of the assigned readings will be chapters or sections from the following OER textbooks:

- *Technical Writing Essentials*
  https://pressbooks.bccampus.ca/technicalwriting/

- *Writing for Success*
  https://open.lib.umn.edu/writingforsuccess/front-matter/publisher-information/

- *Why Write: A Guide for Students in Canada*
  https://pressbooks.bccampus.ca/whywriteguide/

Scheduled readings can be found in each week's module on D2L, as well as in the course schedule below.

4. Course Content and Schedule

TERRITORIAL ACKNOWLEDGMENT

Please note that Camosun College *serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Lekwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and W̱SÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples.*

COURSE SCHEDULE

Module 1: What is Academic Writing? (starting Monday, May 3)
Summary:
In this first module we will discuss the idea of academic writing. What is its purpose? Why is the essay so important? We will also discuss your place within a broader community of scholars and writers.

To Do:
- Review the Introduction to the Course;
- Watch the Intro to the Module video;
- Watch the provided mini-lectures;
- Read through the linked readings;
- Post in the discussion module.

To Write:
- Write and submit a [Writing Reflection.](#)

Module 2: Writing in a Community (starting Monday, **May 10**)
Summary:
This week, we will dive into navigating our position as writers within the academic community. How do we define our own ideas against others? How do we draw on other thinkers' and researchers' ideas in a respectful manner? Here, we will discuss summary, paraphrase, and quotation, and you will have a chance to develop a summary of your own.

To Do:
- Watch the Intro to the Module video, and read through the learning objectives;
- Watch the provided mini-lectures;
- Read through the linked readings;
- Post in the discussion module.

To Write:
- Write and submit a [Summary](#), based on a provided article.

Module 3: Research and Curiosity (starting Monday, May 17)
Summary:
In the third module, we will turn to research practices. Now that you know how to navigate references in your writing, it is time to start thinking critically about how to develop your curiosities into a specific research area.

To Do:
- Watch the Intro to the Module video, and read through the learning objectives;
- Watch the provided mini-lectures;
- Read through the linked readings;
- Post in the discussion module;

   o Work through the short [Research Quiz.](#)

Module 4: Developing an Idea (starting Monday, May 24)

Summary:

Module 4 builds on the previous research module. This week focuses on developing your research into a position on a topic and, ultimately, a structured thesis for your final paper. We will discuss tools to develop your ideas even when your inspiration has dried up. In this module, you will build an annotated bibliography from your research into your final paper.

To Do:

   o Watch the Intro to the Module video, and read through the learning objectives;
   o Watch the provided mini-lectures;
   o Read through the linked readings;
   o Post in the discussion module.

To Write:

   o Write and submit a two-entry [Annotated Bibliography](#).

Module 5: Writing Persuasively (starting Monday, May 31)

Summary:

This module provides tips on writing persuasively. We will discuss a set of basic rhetorical appeals that underlie all persuasive writing so that you can assess any article (or any other text) and gauge its credibility. In this module, you will develop a thesis statement and build an outline for your final paper.

To Do:

   o Watch the Intro to the Module video, and read through the learning objectives;
   o Watch the provided mini-lectures;
   o Read through the linked readings;
   o Post in the discussion module;

To Write:

   o Write and submit a [Thesis Statement and Paper Outline](#).

Module 6: Revising and Editing (starting Monday, June 7)

Summary:

In the final two weeks of the course, we will be focusing on writing and revising. I will take you through a checklist of common issues to watch for in your papers. We will also delve into the academic paragraph, enabling you to write punchy, thoughtful, well-developed paragraphs. In this module, you will spend a few days reading through your peers' draft work and offering advice. You will then complete and submit your final paper.

To Do:

   o Watch the Intro to the Module video, and read through the learning objectives;
   o Watch the provided mini-lectures;
   o Read through the linked readings;
   o Post in the discussion module.

To Write:

   o Write and submit your [Peer Review and Draftwork](#);
   o Write and submit your [Final Paper](#).

Final Exam: (Exam Period stretches from June 21 to 23)
Final Exam guidelines and date to be determined

5. Basis of Student Assessment (Weighting)

English 151 follows Camosun College's Standard Grading format. The grade will be broken up according to the following weights for each assignment.

Assignment grade weight:

Participation	5%	
Writing Reflection	5%	Due: May 7, 2021
Summary Assignment	10%	Due: May 14, 2021
Research Quiz	5%	Due: May 21, 2021
Annotated Bibliography	10%	Due: May 28, 2021
Thesis Statement and Outline Assignment	10%	Due: June 4, 2021
Draft Writing and Peer Review	10%	Due: June 11, 2021
Final Research Paper	20%	Due: June 18, 2021
Final Exam	25%	Due: TBD

6. Grading System

X	Standard Grading System (GPA)

	Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

LATE ASSIGNMENT POLICY

As an asynchronous course, English 151 has been designed to allow you to complete readings, tasks, and assignments on a flexible weekly schedule. Even so, deadlines are necessary to keep your work on track and to enable your instructor to give you timely feedback on assignments.

If you anticipate that you cannot meet a deadline for a major assignment, please let me know. I am very open to arranging an extension (normally of a few days, but each case is different). To request an extension, please send an email indicating the assignment, the original deadline, a reason you need more time, and a proposal for a new deadline. (Extensions are definitely warranted if you are ill or dealing with a personal emergency, but note that your reason can simply be "I think I can make this assignment better if I work on it for two more days.")

If you submit an assignment after the posted deadline without having negotiated an extension, however, your work (1) will not receive a full set of comments and (2) your assignment grade will be lowered by 5% for every day it is late.

PLAGIARISM POLICY

Camosun College adheres to the six tenets of **academic integrity**: honesty, trust, fairness, respect, responsibility, and courage. Students are responsible for understanding and practicing **academic integrity**.

One violation of academic integrity includes **plagiarism**:

Plagiarism is the **intentional or unintentional** presentation of work, ideas, and expression of ideas that is other than one's own. This includes presenting someone's published work, either in part or in full, **without proper citations** or **without referencing the original source**. Students have a responsibility to ensure that any work they submit for evaluation is their own and that any part of that work that is not their own is appropriately cited.

Violations of academic integrity also include, but are not limited to, the following:

- Acting unethically/dishonestly in a test or examination
- Cheating
- Falsifying, misrepresenting, and/or withholding information
- Fraud or fabrication
- Impersonation
- Improper access
- Obstruction and interference
- Unauthorised co-operation or collaboration/collusion
- Unauthorised resubmission of work

Camosun recognizes the multiple and nuanced understandings of academic integrity that are prevalent across cultures. Camosun College students are strongly encouraged to inform themselves of the standards of academic integrity articulated in this policy, and the College is committed to providing supports and services to assist students in understanding the principles set out in this policy.

Please read the full academic integrity policy here:
https://legacy.camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf

STUDENT CONDUCT POLICY

Students have the right to learn in a safe environment, free from harassment, violence, intimidation, bullying, hazing, and coercion, whether the conduct occurs in person or through the use of technology.

Whenever possible, students are encouraged to engage in informal conflict resolution to foster a culture of effective conflict management that emphasizes honest discussion and collaborative problem solving. When informal conflict resolution is not possible, is unsuccessful, or is otherwise inappropriate, complaints and allegations may be dealt with through the formal Student Misconduct Process.

Students also have obligations not to engage in conduct that causes harm to persons or property that violates College policies and Procedures, or that otherwise contravenes federal, provincial or local laws.

Prohibited student conduct:

- Misconduct against persons, including:
    - Assault and threatening conduct
    - Endangering the health, safety, or well-being of others
    - Discrimination

- o Harassment

- o Disrespectful or demeaning conduct

- Misconduct against property, including:

  - o Failure to comply with lawful directions of College employees

  - o Disruptive conduct/disorderly conduct

  - o Unauthorized entry or presence

  - o False information or identifiers

  - o Misuse of College technology

  - o Making false, frivolous, or vexatious complaints

  - o Aiding or abetting the breach of College policy

  - o Violating federal, provincial, or local laws

Any conduct on the part of a Student that has, or might reasonably be seen to have, a negative effect on the College or the College community, or that affects the health, safety, rights or property of the College or the College community may be subject to discipline under this Policy.

Please read the full Student Conduct Policy here:
https://legacy.camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf

HOW TO SUCCEED IN THIS ONLINE COURSE

Online learning is a unique experience with its own advantages and challenges. Here are a few things you can do to get the most out of this online summer course:

Demonstrate your participation

Online spaces are heavily mediated. Unlike in a physical classroom, there are many more steps to showing your engagement in an online learning space. However, participation is still crucial to an online class.

To participate in this course, you should:

- **Check** and **answer** your Camosun email regularly.
- **Read** *all* **announcements** sent out by your instructor (and make sure that you enable email notifications on your D2L settings).
- Go through the syllabus *right away* and **write down** *all* **assignment due dates** in a planner or a sheet of paper.
  - o Look ahead in a calendar and mark down the days when you need to start each assignment.
  - o Keep checking your planner/calendar/sheet of paper.
- **Contribute** to any discussion forums posted on our D2L site.

Know when and how to ask for help

It can be challenging to find all of the information you need in an online course. However, there are many places where you can look for answers, too.

Before you email your instructor with a question, try first to find the answer yourself in the following places:

- The course syllabus
- The assignment instructions

- The D2L course page
- The Camosun Student Services website (https://camosun.ca/services)

Use all available resources

For additional tips and help with how to learn effectively in an online environment, consult the *Learning to Learn Online* (https://kpu.pressbooks.pub/learningtolearnonline/) textbook.

RESOURCES

- Student Success Centre (Learning Skills): https://legacy.camosun.ca/services/writing-centre/learning-skills.html
- Student Learning Success Guides: https://camosun.libguides.com/CSSCHome/Images_HOME?preview=8c8156761f510434e998e6240e396088
- Writing Centre: https://legacy.camosun.ca/services/writing-centre/
- Library/Research Help: https://legacy.camosun.ca/services/library/ask-a-librarian.html
- Office of Student Support: https://legacy.camosun.ca/services/student-support/

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support
If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ http://camosun.ca/about/mental-health/emergency.html or http://camosun.ca/services/sexual-violence/get-support.html#urgent

College Services
Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at http://camosun.ca/

College Policies
Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at http://camosun.ca/about/policies/. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS *http://camosun.ca/about/policies/index.html*

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9

85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at http://camosun.ca/about/policies/index.html for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	*In progress*: A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	*Compulsory Withdrawal*: A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.