

# COURSE SYLLABUS



COURSE TITLE: ENGL-151: Academic Writing Strategies

CLASS SECTION: 026

TERM: F2021

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture

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](#).

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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: Alexis Martfeld

EMAIL: [martfelda@camosun.ca](mailto:martfelda@camosun.ca)

OFFICE: LACC 119B

HOURS: Monday and Tuesday 6:30-7:30 via Collaborate

Wednesday 1:00-2:00 and Thursday 10:00-11:00

AND by request

*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

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

Course Pack available on D2L

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	Monday 12:30-1:50 CBA 211	Wednesday 3:30-4:50 CBA 120
Week 1 Sept. 6 & 8	<b>HOLIDAY: COLLEGE CLOSED</b>	Introduction to English 151 Academic Writing Strategies: Welcome!!!
Week 2 Sept. 13 & 15	<b>Topics</b> Critical Reading Analysis vs. Summary  Due: ENGL 151 Entrance Assessment/Diagnostic (Monday, Sept. 13 by noon) (C/I)	<b>Topics</b> Purpose and Audience  <b>Readings</b> Atwood, "Letter to America"  CPA Due: "Letter to America" Analysis Paragraph and Discussion Question (APDQ)  <i>Thursday, Sept. 16 Add/Drop Deadline</i>
Week 3 Sept. 20 & 22	<b>Topics</b> Research Sources Thinking Critically  <b>Readings</b> TBD	<b>Topics</b> Building Paragraphs Fact vs. Opinion  <b>Readings</b> King, "Borders"  CPA Due: "Borders" DQ
Week 4 Sept. 27 & Sept. 29	<b>Topics</b> Constructing Thesis Statements Rhetorical Appeals  <b>Readings</b> James, "Green Winter"  MA Due: Summary Assignment and Additions (15%)	<b>Topics</b> Rhetorical Appeals  <b>Readings</b> Dimaline, "Why John A. Macdonald's name doesn't belong on Canada's schools" Geddes, "Why Sir John A. Macdonald's name should stay on our schools"  CPA Due: Dimaline or Geddes article APDQ
Week 5 Oct. 4 & 6	<b>Topics</b> Research Questions Research Paper Preparatory Assignment	<b>Research Librarian Visit: Finding Authoritative Sources</b>  Researching & Evaluating Research Material  CPA Due: Research Session Worksheet

Week 6 Oct. 11 & 13	<b>HOLIDAY: COLLEGE CLOSED</b>	<b>Topics</b> Essay Anatomy  <b>Readings</b> Student Sample Paper
Week 7 Oct. 18 & 20	<b>Topics</b> Review for In-class Assessment #1 <b>CPA Due: In-class Assessment #1 Outline</b>	<b>Due</b> <b>MA Due: In-class Assessment #1</b>
Week 8 Oct. 25 & 27	<b>Topics</b> Reading Academic Essays Documenting and Integrating Sources  <b>Readings</b> “Using Sources in the Composing Process” Sample Student Research Papers <ul style="list-style-type: none"> <li>• MLA Sample</li> <li>• APA Sample</li> </ul>	<b>Topics</b> Argument  <b>Readings</b> Suzuki, “Genetics after Auschwitz”  <b>CPA Due: “Genetics after Auschwitz” DQ</b>
Week 9 Nov. 1 & 3	<b>Topics</b> Outlines Methods of Development  <b>Readings</b> Dryden, “The Game” Stephens-Davidowitz “Don’t Let Facebook Make you Miserable”  <b>CPA Due: “The Game” and “Don’t Let Facebook Make You Miserable” DQs</b>	<b>Topics</b> Roundtable Discussion  <b>MA Due: Argumentative Research Paper Preparatory Assignment (15%)</b>
Week 10 Nov. 8 & 10	<b>Topics</b> Introductions and Conclusions  <i>Tuesday, Nov. 9 Last Day to Drop/Audit without Academic Penalty</i>	<b>Topics</b> Logical Fallacies Counterarguments  <b>Readings</b> Hancock, “Neither left nor right, but ahead” Wudrick, “What Will Canadians Gain from a Carbon Tax?”
Week 11 Nov. 15 & 17	<b>Topics</b> TBD  <b>CPA Due: TBD</b>	<b>Due: Grammar Quiz #1 (5%)</b>
Week 12 Nov. 22 & 24	<b>Topics</b> Review for In-class Assessment #2	<b>MA Due: In-class Assessment #2 (15%)</b>
Week 13 Nov. 29 & Dec. 1	<b>Due: Research Paper Extensions—Roundtables and Mini-Projects (5%)</b>	<b>Due: Research Paper Extensions—Roundtables and Mini-Projects (5%)</b>

Week 14 Dec. 6 & 8	<b>Topics</b> <b>Due: Grammar Quiz #2 (5%)</b>	<b>Topics</b> Editing  <b>Due: Research Paper for Peer Edit</b>  <b>Due: ENGL 151 Exit Assessment &amp; Course Reflection (Due: Dec. 10 at noon) (C/I)</b>  <b>MA Due: Argumentative Research Papers (20%) (Due: Dec. 10 at noon)</b>
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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 scan 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

Assessment Piece	Weight	Due Date
Diagnostic/Entrance Assessment	C/I*	Monday, September 13 by noon
Professionalism	2%	Ongoing
Class Preparation Assignments**	5%	Ongoing
Summary Assignment and Additions	15%	Monday, September 27
In-Class Assessment #1 (ICA#1)	30% (or 15% in combination with ICA#2)	Wednesday, October 20
Research Paper Preparatory Assignment (RPPA)	15%	Wednesday, November 3
Grammar Quiz #1	8% (or 4% in combination with GQ#2)	Wednesday, November 17
In-Class Assessment #2 (ICA#2) (optional)	15% (optional)	Wednesday, November 24
Research Paper Extensions: Roundtables and Mini-Projects***	5%	Nov. 29—Dec. 1
Grammar Quiz #2	4%	Monday, December 6
Research Paper Peer Edit	---	Wednesday, December 8
Research Paper (RP)	20%	Friday, Dec. 10 at noon
Exit Assessment/Course Reflection*	(C/I)*	Friday, Dec. 10 at noon

\*Tied to professionalism grade (2%).

\*\* You may opt out of these assignments. The 5% will then be added, at 1% each, to your remaining major assignments: Summary, ICA#1, RPPA, ICA#2, RP.

\*\*\* You may opt out of this component of the course. The 5% will then be added to your final research paper.

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>

### 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
- regularly check and be available by email

### Your instructor will expect you to

- Keep up with course material and announcements
- 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
- regularly check email

### Guidelines for Preparing, Completing, and Submitting Written Assignments

All major assignments are mandatory. Students must complete all assignments to pass the course.

All in-class assessments, quizzes, and presentations must be completed in class on the day they are due or they will receive a grade of zero. If you have an emergency and are unable to attend class to complete the assessment, quiz, or presentation, notify me as soon as possible to explain your absence.

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. Additionally, if you desire in-line feedback, you must submit a **.doc or .docx version** of your assignment through D2L Assignments with the required notes, as directed.

Please do not email assignments unless directed to do so.

Students should keep copies of all assignments and draft documents related to the assignments until the end of the term. In the event of a computer failure or a grade discrepancy, these documents will be critical. Always, always back up your files. If you don't already have cloud-based file storage, consider using one of the many file storage platforms available. See me if you'd like more information.

### 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 < 7 days after the due date and will lose 40% if submitted >7days after the due date. Late assignments will receive a grade only (no comments).

### 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 honesty and plagiarism, which you can find here: <http://camosun.ca/learn/school/arts-science/images/Arts%20and%20Science%20Academic%20Honesty%20Guidelines.pdf>.

### Professionalism & Participation

Students are expected to treat all class members with respect and dignity. Try to be fully present for class by shutting off other programs and not checking your cell phone.

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

In addition to negatively impacting your course Professionalism grade (2%), poor participation may affect your grade as a natural consequence through poor performance on assignments due to missed class work.

### Additional Notes

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.

Please contact me with any concerns or questions regarding the course. The easiest way to reach me is by email ([martfelda@camosun.bc.ca](mailto:martfelda@camosun.bc.ca)) or during my office hours.

### 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/>.

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Academic Advising

<http://camosun.ca/advising>

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Accessible Learning

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

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Counselling

<http://camosun.ca/counselling>

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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.

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## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### 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 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.