

COURSE SYLLABUS



COURSE TITLE: ENGL-151-Academic Writing Strategies

CLASS SECTION: D18

TERM: 2025W

COURSE CREDITS: 3

DELIVERY METHOD(S): D2L Asynchronous

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Dr Callin

EMAIL: callint@camosun.ca; emails will be returned within 48hrs; I answer emails Monday – Friday between 9:00 am and 5:00 pm; please do not send emails on weekends; please do not send emails after 5:00 pm weekdays.

OFFICE: Paul 322; Lansdowne

HOURS: Mondays and Fridays via email: 9:00 am-10:00 am; Tuesdays and Wednesdays face to face: 9:00 am-10:00 am; no office hours Thursdays

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 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 English 12 Camosun Alternative

B in ENGL 170

CO-REQUISITE(S):

EQUIVALENCIES:

ENGL 150

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course a student will be able to:

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.

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.

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.

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.

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

ONE: TEXTBOOK INFORMATION:

- There are **NO** required textbooks for the course.
- Supplemental (not required) textbooks are *Essay Essentials* 7th edition and *The Broadview Pocket Guide to Writing*; both are available through the Camosun College Bookstore in print or digital format.

TWO: GENERAL COURSE INFORMATION:

First: Weekly Course Information:

- There are **Five Units** in the course which can be seen in the Course Schedule information below and in the D2L Table of Contents.
- Course content pertaining to each Unit will be released weekly each **Monday at 9:00 am PT**. Course information is not released earlier under any circumstances.

Second: Course Content (Please read the following carefully):

- This is an introduction to post-secondary level standards of composition, revision, editing, research, and documentation. This is **Not** a formal grammar course.
- Students are expected to be competent in all basic levels of language and punctuation.
- The primary focus of the course is rhetorical devices and appeals in several academic writing contexts to promote persuasive writing augmented, at the end of term, with additional research methods.

Third: Accessing Course Content (Please read the following carefully):

- Each week information concerning course content can be found here in the **Course Schedule**, in the **Table of Contents** located below this **Overview**, or in the **"Contents"** of the D2L site.
- It is important to stay up to date with readings each week.

- This is **not** a self-paced course. Late assignments will receive compounding late penalties (see specific information below).
- Check the **News on the Course Homepage** at least twice a week for any updates/changes posted there (this is the responsibility of the student).

Fourth: Email Communication (please read the following carefully):

- My email office hours and face to face office hours are provided on the course homepage.
- **I answer other general emails between 9-5 each weekday.**
- I do not check/answer emails over weekends or holidays; please do not send communications during these times.
- I respond to emails in a timely fashion, but since I receive many messages a day, I ask that you use email prudently and expect 24-48 hours for a reply.

Fifth: Email guidelines and Student Email Conduct (please read the following carefully):

- Please reference your **course and section number** in the **Subject Line** when sending an email.
- Do not email assignments (upload to corresponding Assignment Folder).
- Please do not email whole or parts of assignments in emails.
- Please make email questions specific. First check course information for answers. Emails should be brief and to the point.
- **Please visit the college policy for information concerning student conduct.**

[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.

SCHEDULE:

- **Please Note:** I reserve the right to make changes to the material in the case of exceptional circumstances; any changes to course content will be promptly communicated directly through the “News” located on the course Homepage.

I. UNIT ONE (January 6– January 17): Comprehensive Summary

WEEK ONE (begins January 6): Comprehensive Summary, Context, and Rhetoric

- **Read:** Summary Lecture **One:** *Rhetoric and Comprehensive Summary Assignment Information*
- **Read:** Summary Lecture **Two:** *The Required Rhetorical Strategies for Comprehensive Summary*
- **Practice Article:** *David Suzuki: "Nuclear Weapons, Culpability, Subjectivity, and Loss of Control"*
- **Comparing Examples** of the Context and the First Main Point of the Suzuki Article
- **Read:** Document: **Plagiarism:** Definition and Consequences
- **Read:** Document: Arts and Science **Academic Honesty Guidelines**
- **Optional View:** Video Link: *How to Write an Effective Summary*
- **Read:** Practice Article "Why is Flying So Awful?"

WEEK TWO (begins January 13): Student Summary Example, Two Article Choices, and Folder for Assignment Upload

- **The Assignment is due no later than Friday, January 17, 2025, BEFORE 5:00 pm PT.** Late papers will be subject to late penalties as per the course outline.
- **Read:** *Student Summary Example: "Why is Flying So Awful?"*
- **Read:** *Comprehensive Summary Checklist*
- **Read:** *Summary of Requirements for Comprehensive Summary PowerPoint*
- **Optional View:** *Information for Paraphrasing*
- **Article Summary Option One:** "TBA" (Article will be included in "Content")
- **Article Summary Option Two:** "TBA" (Article will be included in "Content")
- **Assignment Upload Folder: On the D2L site, click to go to the assignment folder and upload.**
- **Review: Link:** Camosun College Writing Centre

II. UNIT TWO (January 20- January 31): The *Directional Process Paragraph Writing Assignment*

WEEK THREE (begins January 20): Summary Review and Assignment One

- **Read:** *Directional Process Paragraph Assignment Instructions*
- **Read:** Process Lecture **One:** *Choosing a Topic for the Directional Process Paragraph Assignment*

- **Read:** Process Lecture **Two:** *Rhetorical Strategies to Introduce your Topic and the Mapping Thesis Statement*
- **Read:** Process Lecture **Three:** *Additional Student Examples: Rhetorical Context, Mapping Thesis, and Concluding Sentences*
- **Read:** Lecture **Four:** *After the Mapping Thesis: Requirements for the Three Topic Sentences and Supporting “How To” Steps*
- **Example:** *Optional Process Point Form Document*
- **Link:** Camosun College Writing Centre

WEEK FOUR (begins January 27) Transitions and Repetition (looking back to look forward) a Checklist, and the **Assignment Folder**

- **Assignment Due:** *Directional Process Assignment* **due on/before January 31, 2025, before 5:00 pm PT.** Late papers will be subject to late penalties as per the course outline.
- **Review:** *Memorial University Transitional Words and Phrases*
- **Read:** *Developing the Smaller Chronological “How to” Steps: Transitions, Repetition, and Teachable Moments*
- **View:** *Process Assignment Checklist PowerPoint*
- **View:** *Optional Process Video Link*
- **Assignment Upload Folder:** **On the D2L site, click to go to the assignment folder and upload.**

UNIT THREE (February 3 – February 28) Extended Definition Assignment

WEEK FIVE (begins February 3): Extended Definition Assignment Information

- **Read:** *Extended Definition Assignment Outline*
- **Read:** Lecture **One:** *Extended Definition Prewriting: Research and the Preliminary Organization of Information*
- **Read:** Lecture **Two:** *Basic Schematic for Extended Definition Assignment*
- **View:** *Extended Definition Point Form Sheet*
- **View:** *Glossary of Figurative Language and Rhetorical Devices (2 pages)*
- **Read Example:** *Weakest Definition Student Example*
- **Read Example:** *Weak Definition Student Example*
- **Read Example:** *Strong Extended Definition Student Example: “Dependence”*
- **Link:** Camosun College Writing Centre

WEEK SIX (begins February 10): Extended Definition, Structure, Rhetoric, and Figurative Language

- **Read:** *Extended Definition Lecture One and Annotated Extended Definition*
- **Read Example:** *Strongest Extended Definition Student Example: “Rhythm”*
- **Read Example:** *Annotation of Strongest Student Definition Example*
- **View:** *“APE” Detailed Rhetorical Devices Glossary*

WEEK SEVEN (begins February 17): Reading Break

WEEK EIGHT (begins February 24): Review, Basic Quotation, and Assignment Folder

- **Assignment Due:** *Extended Definition Assignment* **Due before 5:00 pm PT February 28, 2025** in the submission folder. Late papers will be subject to late penalties as per the course outline.
- **Read:** *Extended Definition Assignment Review*
- **Read:** *Basic Approaches to Quotation*
- **Assignment Upload Folder:** **On the D2L site, click to go to the assignment folder and upload.**

UNIT FOUR (March 3 – March 14): Reactionary Summary: Rhetorical Analysis of Public Speaking

WEEK NINE (begins March 3): Rhetorical Analysis of Persuasive Speaking

- **Read: Lecture One:** *Assignment for Reactionary Summary*
- **Read:** *Reactionary Summary Assignment*
- **View:** *Julian Treasure Ted-Talk: “How to Speak So That People Want to Listen”*
- **Read:** *“How to Speak So That People Want to Listen” Transcript*
- **View:** *Reactionary Summary Point Form Sheet*
- **Read:** *Logos, Pathos, Ethos Definition Document*
- **Link:** *Camosun College Writing Centre*

WEEK TEN (begins March 10): Readings: Assignment Due

- **Read:** *Definition of Pathos, Ethos, Logos*
- **Read:** *Link to Public Speaking Ethos, Pathos, Logos*
- **Read:** *Ethos, Pathos, Logos: Three Pillars of Public Speaking*
- **Read:** *Reactionary Summary: Identifying Rhetorical Strategies Checklist*

- **View:** Ted-Ed Article and Instructional Video
- **Reactionary Summary Assignment due before 5:00 pm PT March 14, 2025.**
- Late papers will be subject to late penalties as per the course outline.
- **Assignment Folder for Upload: On the D2L site, click to go to the assignment folder and upload.**

UNIT FIVE (March 17 - April 11): Research Argument Essay Assignment

WEEK ELEVEN (begins March 17): Assignment Outline, Outline Lecture, Format, Introduction, and the Mapping Thesis

- **Link:** Ask-away Link for Research Questions
- **Read:** *Research Argument Assignment*
- **Read: Lecture One:** *Research Argument Essay Information*
- **Read: Lecture Two:** *Research Argument Essay Format, Introduction, Mapping Thesis*
- **Read:** *Research Essay Wind Power Introduction*
- **Link:** Camosun College Writing Centre

WEEK TWELVE (begins March 24): Research Essay Quotation Examples, Citation Help Guide

- **Read: Lecture One:** *Research Essay Exploratory Thesis, Body Paragraph, and Conclusion Paragraph*
- **Read: Lecture Two:** *Quotation and Citation*
- **Read:** *How to Integrate Quotations*
- **Read:** *Parenthetical References*
- **Link:** *Camosun College Citation Help Guide*
- **Link:** *Camosun College Library Databases: Finding Articles and Publications*

WEEK THIRTEEN (begins March 31): Research Essay, Body, Conclusion, Citation

- **Link:** Camosun College Library MLA Formatting
- **Link:** Camosun College Library APA Formatting
- **Link:** CBC Digital Archive

WEEK FOURTEEN (begins April 7): Research Essay Submission

- **Assignment:** Research Essay Submission Folder **due before 5:00 pm PT on April 11, 2025**. Information concerning late assignments is included in the course outline.

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](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

LIST OF ASSIGNMENTS: Total number of MARKS in course = 90 MARKS

- **Unit One:** *Comprehensive Summary Assignment: 15 marks*; Due Date: January 17, 2025, **before 5:00 pm PT**.
- **Unit Two:** *Directional Process Assignment: 20 marks*; Due Date: January 31, 2025, **before 5:00 pm PT**.
- **Unit Three:** *Extended Definition Assignment: 20 marks*; Due Date: February 28, 2025, **before 5:00 pm PT**.
- **Unit Four:** *Reactionary Summary Assignment: 10 marks*; Due Date: March 14, 2025, **before 5:00 pm PT**.
- **Unit Five:** *Research Argument Assignment: 25 marks*; Due Date: April 11, 2025, **before 5:00 pm PT**.
- **Please Note:** There is **no final exam**. The *Research Argument Assignment* is the final assignment.
- **Please Note:** Traditionally, the class average in my first-year composition courses is a B-/B.
- **Please Note:** Expect 1-2 weeks for feedback for graded assignments.

GRADING SYSTEM; BASICS OF ASSESSMENT:

- Please note that I **do not** change grades to advance a student because of program requirements.
- Assignments are submitted to the corresponding **Assignment Folder** made available in the week the assignment is due. Students should familiarize themselves early with the basic upload procedure to the Assignment Folder.

- **F:** basic requirements not met; contains multiple issues with structure and content requirements; is not the assignment; does not use the requirements that are the basis for evaluating the assignment; serious issues with language and sentence level clarity and meaning; compounding basic grammatical errors with compounding incoherence; can contain example/s of plagiarism.
- **D:** basic requirements not met; weakness in expression; basic material is not understood; compounding errors in spelling, punctuation, and/or language; compounding issues with expression; assignment and requirements not convincingly understood or used; does not use the requirements of the assignment used for evaluation.
- **C:** basic requirements met; occasional weakness in expression; basic material is understood; compounding errors in spelling, punctuation, and/or language; compounding issues with expression; requirements not convincingly understood or used with consistency; can contain format issues.
- **C+:** basic requirements met; basic material is understood; attempts at sentence variety and original expression are demonstrated; infrequent issues with grammar or sentence structure; overall coherence; sense of writing for audience; greater development of assignment requirements needed to develop rhetorical approach to academic writing.
- **B (range):** all requirements met; writing for audience; correct level of language and sentence structure; coherent structure; clarity of expression; grammatical errors, inconsistencies with requirements, and other general and specific issues of communication are infrequent.
- **A (range):** all requirements met; writing for audience; attention to detail; development and clarity of ideas and expression; elevated mechanics of structure and development of requirements; elevated use of rhetorical approaches and appeals; exceptional, and historically the exception.

COURSE GUIDELINES & EXPECTATIONS

GUIDELINES (please read the following carefully):

- Assignments must be **submitted following the correct format on/before the due date BEFORE 5:00 pm PT. This is the responsibility of the student. No exceptions: late penalties will apply for a late assignment.**
- Excluding exceptional circumstances, an **extension** inquiry must be made at least **one week in advance** of the due date.

- Note that problems with online access, software, printing issues, travel issues, etc., will **NOT** be accepted as reasons for extensions or the avoidance of a late penalty. **A late assignment on D2L will be considered late.**
- All assignments **must** be uploaded to the **Assignment Folder** as a **WORD Document or PDF**; twelve (12) font size; Times New Roman or Ariel double space.
- Save a **copy of each assignment**.
- **There are no rewrites; there are no additional assignments; no additional assignments will be provided to augment a grade.**
- **10% penalty** for each day or portion of each day late including weekends and holidays. Access to the Assignment Dropbox ends 72 hours (3 days) after the assignment due date and time.
- **A late assignment will not receive feedback.**
- No credit will be assigned for any of the following examples of academic misconduct: the use of AI; plagiarism; cheating through the copying of material from another student; making up fictitious information and presenting it as factual; altering records for the purpose of misrepresentation; helping another student to cheat, plagiarize, or falsify information.
- Assignments are due on or before the due date, **before 5:00 pm PT (Pacific Time)**. If a student is in another time zone, the student is responsible for submitting the assignment by the time specified in PT. **A late paper according to D2L is a late paper.**
- **I cannot proofread and/or edit papers.** The Camosun College Writing Centre is a useful and available resource open to all students. A link is provided in each Unit of the course.
- Please be advised that, historically speaking, the **average final grade** in my first-year composition classes is a **B-/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.
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

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 camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

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 Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

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 (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

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 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 Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.

