

ATWP 135

Academic Reading and Writing

Sample Syllabus

Please note that the course outlines for ATWP 135 differ between sections. This is a sample and will not necessarily reflect the syllabus that students receive.

Updated Spring 2026

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge and respect the Ləkʷəŋən (Songhees and Xwsep̓səm/Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

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Course Description and Overview

Calendar Description

Practice of skills needed for successful academic writing in a variety of subject areas. Analysis of rhetorical, stylistic, research, and documentation techniques; development of these techniques through practical writing assignments. Balance of lectures and discussion.

Course and Section Overview

ATWP135 will enable you to build on the reading and writing skills you have developed in the classroom, your communities, and the workplace to progress toward another level of literacy that we hope will help you navigate communication situations more effectively.

ATWP135 will help you develop the core transferable skills in critical thinking, reading, and writing that you will use in your university courses, regardless of your program of studies. Through the analysis of a variety of readings, you will discover the characteristics and conventions used by scholars in different disciplines. You will explore different genres of academic writing and how these reflect different rhetorical purposes. You will practise typical academic writing tasks, including writing a basic research paper, and will learn strategies for reading and writing more effectively as well as for approaching new writing tasks. Through peer review, drafting, revision, and reflection, you will learn that writing is an ongoing process.

Course Delivery

This course is primarily in-person with online components. A portion of this course may be delivered online due to inclement weather, instructor illness, if the university is closed or for other reasons beyond the instructor's control. Please check the course Brightspace site and your email regularly for important messages about the course.

Prerequisites

There are no prerequisites for this course.

Course Goals and Learning Objectives

The course goals state what the course should help students learn; the learning objectives state what you should be able to demonstrate during and at the end of the course.

<p>Goal: To strengthen students' reading skills</p> <p>Learning objectives: You should be able to</p> <ul style="list-style-type: none">• use reading strategies to comprehend challenging texts• identify the main and supporting ideas in what you read	<p>Assignments</p> <ul style="list-style-type: none">• Academic Summary• Persuading Skeptics• Mini Assignments• Final Portfolio Assessment
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<ul style="list-style-type: none"> analyze academic writing in terms of rhetorical purpose, audience, content, genre, dominant pattern of development, and stylistic features 	
<p>Goal: To encourage students to respond critically to ideas</p> <p>Learning objectives: You should be able to</p> <ul style="list-style-type: none"> distinguish between assertion and evidence as well as between fact and opinion analyze the reasoning behind an argument take a critical stance toward ideas, raising questions, examining evidence, and evaluating arguments on the basis of reason 	<p>Assignments</p> <ul style="list-style-type: none"> Persuading Skeptics Mini Assignments Peer Review and Draft Introduction Research Essay Final Portfolio Assessment
<p>Goal: To prepare students for writing in courses across the curriculum</p> <p>Learning objectives: You should be able to</p> <ul style="list-style-type: none"> focus on a purpose for writing write with an awareness of audience use writing as a means of learning approach a writing task as a process of planning, outlining, drafting, revising, and editing summarize and paraphrase effectively incorporate source material into your writing according to standard academic conventions write well-structured sentences and paragraphs in standard English use language that meets the contextual needs of specific communities and is respectful of the diversity of individuals and groups critique your own and others' writing 	<p>Assignments</p> <ul style="list-style-type: none"> Academic Summary Persuading Skeptics Mini Assignments Research Consultations Peer Review and Draft Introduction Research Essay Portfolio Assessment
<p>Goal: To help students develop basic information literacy skills</p> <p>Learning objectives: You should be able to</p> <ul style="list-style-type: none"> develop research questions determine appropriate sources use library resources to locate and retrieve a variety of information sources 	<p>Assignments</p> <ul style="list-style-type: none"> Research Consultation Research Essay Library Mini-Assignment Library Tutorial

<ul style="list-style-type: none"> • evaluate sources for authority, relevance, timeliness, and other criteria 	
<p>Goal: To help students develop awareness of their progress as readers and writers</p> <p>Learning objectives: You should be able to</p> <ul style="list-style-type: none"> • appreciate the importance of strong academic reading and writing skills to your undergraduate studies and your career • reflect on your progress as a reader and writer and set goals for yourself • make use of appropriate resources to support your academic reading and writing, including dictionaries; spelling, usage, grammar, and style guides; and EAL resources • effectively manage your reading and writing tasks 	<p>Assignments</p> <ul style="list-style-type: none"> • Academic Summary • Persuading Skeptics • Mini-Assignments • Final Portfolio Assessment
<p>Goal: To help students cultivate a sense of belonging at UVic and as members of the broader academic community</p> <p>Learning objectives: You should be able to</p> <ul style="list-style-type: none"> • Understand and appreciate the importance of academic integrity for the production of academic knowledge; apply current standards of academic integrity; and demonstrate ethical practices of research and documentation, including within digital learning spaces • Access academic and university resources such as the library, office hours, librarians, and the Center for Academic Communication, and seek out online and in-person campus resources to support your learning • Recognize that academic knowledge is produced by people across gender, race, ethnicity, ability, sexual orientation, geographic and economic backgrounds, and use language that is respectful of this diversity • Understand that academic knowing is one way of knowing, appreciate that you bring your own ways of knowing into the classroom, and 	<p>Assignments</p> <ul style="list-style-type: none"> • Self-location • Library workshop (and any related mini-assignment) • Research Consultation & Questions • Peer Review and Draft Introduction • Research Essay • Persuading Skeptics • Academic Summary • Final Portfolio Assessment

incorporate your ways of knowing into your reading and writing tasks	
<p>Goal: To build students' digital literacy</p> <p>Learning objectives: You should be able to</p> <ul style="list-style-type: none"> • Identify, differentiate, and appropriately use different types of online information including scholarly information and non-academic online sources • Evaluate online sources and take a critical stance towards viral and sensationalized content and misinformation • Work respectfully with others in digital spaces and contribute to safe, positive online networks 	<p>Assignments</p> <ul style="list-style-type: none"> • Persuading Skeptics • Research consultation • Peer Review and Draft Introduction (if peer review is online) • Final Portfolio Assessment

Course Texts and Materials

Please note that many of your assigned readings will be chapters in the open access textbook **Why Write: A Guide for Students in Canada**. It is freely available here:

<https://pressbooks.bccampus.ca/whywriteguide2e/>

I will also post readings in our Brightspace site, and they are also listed below in the class schedule. Note, there is one required reading for the Personal Literacy Statement that is not listed below. The link for that reading is in the Personal Literacy Statement assignment description.

Booth, Wayne C. "The Rhetorical Stance." *College Composition and Communication*, Vol. 14, No.3, Annual Meeting, Los Angeles, 1963: Toward a New Rhetoric., pp. 139-145.

https://search.library.uvic.ca/permalink/01VIC_INST/1ohem39/cdi_crossref_primary_10_58680_ccc196321218

Booth, Wayne C. "Introductions and Conclusions," *The Craft of Research*. University of Chicago Press, 2016: 209-220. *ProQuest Ebook Central*,

<https://ebookcentral.proquest.com/lib/uvic/reader.action?docID=31597372&ppg=209&c=RVBVQg>

Booth, Wayne C. "Planning and Drafting," *The Craft of Research*. University of Chicago Press, 2016: 162-172.

<https://ebookcentral.proquest.com/lib/uvic/reader.action?docID=31597372&ppg=162&c=RVBVQg>

Howard, Rebecca Moore, Tanya K. Rodrigue, and Tricia C. Serviss. "Writing from Sources, Writing from Sentences." *Writing and Pedagogy* Vol. 14, No. 2, 2010, pp. 177-192. <http://www.citationproject.net/wp-content/uploads/2018/03/HowardServissRodrigue-2010-writing-from-sentences.pdf>

Lamott, Anne. "Shitty First Drafts." *Language Awareness: Readings for College Writers*. Ed. by Paul Eschholz, Alfred Rosa, and Virginia Clark. 9th ed. Boston: Bedford/St. Martin's, 2005, pp. 93-96. <https://wrd.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf>

Recommended Reading

MacLeod, Lorisia. "More Than Personal Communication: Templates for Citing Indigenous Elders and Knowledge Keepers." *KULA: Knowledge Creation, Dissemination, and Preservation Studies*, Vol. 5, No. 1, 2021. <https://www.erudit.org/en/journals/kula/2021-v5-n1-kula06185/1079235ar>

Course Expectations

You can expect me to

- be present and prepared for our scheduled class meetings except in case of illness or emergency (in which case I will communicate with you via email);
- 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 "drop-in" office hours or, if necessary, arrange an alternative time to meet;
- evaluate students fairly and constructively, based on criteria made clear to students;
- return assignments in a timely manner;
- give useful feedback.

I will expect you to

- be present and prepared for our scheduled class meetings except in case of illness or emergency (in which case you will communicate with me via email);
- prepare for class by completing readings and assigned work in a timely manner;
- actively participate in online discussions and other class activities;
- ask questions if you do not understand something;
- submit all assignments according to instructions, complete, and on time;
- 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;
- put focused and disciplined effort into the course assignments.

Assignments, Grades, and Deadlines

MINI-ASSIGNMENTS (15% of total course grade)

Note: You will not receive extensive feedback on these mini-assignments.

	Description	Learning outcome/purpose	Value (%)	Due Date
Self-Location	This short assignment (250 words or so) asks you to consider your relationship to place and reflect on how you came to UVic	Sometimes called a “diagnostic,” this short paper helps me to measure your writing level and determine the topics that we might need to cover in the class.	5%	Jan 14
In-class or online writing practice	These mini-assignments will be completed online or in-class	These are practice assignments for you to prepare for major assignments.	10%	Throughout the term (see below)
	Practice Summary	Helps you to practice summary conventions		Jan 15
	Practice Rhetorical Analysis	Helps you to practice rhetorical analysis		Feb 5
	Freewriting Exercise- Picking a Topic	Helps to brainstorm a topic and teach a new writing skill		Feb 23
	Belonging in the Library	Helps you make connections with a librarian and use resources available to you		Mar 19

READING & WRITING PERSUASIVELY (25% of total course grade)

	Description	Learning outcome/purpose	Value (%)	Due Date
Academic Summary	The summary should be about 200-250 words. Building on the lessons learned about genres and conventions of source use, you will summarize a short academic article (chosen from the options provided).	You will summarize an article using reading and writing skills learned in class. You will also practice proper documentation.	10%	Jan 28
Persuading Skeptics	Building on the lessons learned about rhetoric and persuasive writing, you’ll write a short	Your paper will need to analyze and assess the chosen article’s rhetorical	15%	Feb 23

	<p>paper of 500–700 words that advocates for the article you summarized previously in Assign. #1 and, in turn, attempts to persuade a potential naysayer to appreciate how and why it is both rhetorically effective and trustworthy.</p>	<p>construction and situation. The goal is to “teach” your skeptical audience why it is an authoritative, reliable source of information.</p> <p>As well, you must attach a brief audience description that explains why you imagine your readers would be opposed or ambivalent in the first place.</p>		
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RESEARCH PAPER: DRAFTING & PROCESS (40% of total course grade)

	Description	Learning outcome/purpose	Value (%)	Due Date
<p>Research Consultation</p>	<p>You will sign up for a Zoom or in-person meeting to discuss your ideas and proposed topic for the final research paper. This consultation will be between 15-30 minutes and you will need to answer a set of prompt questions in advance of this meeting. After your consultation, submit your completed questions for grading.</p>	<p>The meeting will allow you to start planning your final research paper for the course. It will require you to practice persuasively articulating and supporting your ideas for an audience. At the same time, you will share and receive constructive feedback. Participating in the meeting is key to completing the final research essay.</p>	<p>10%</p>	<p>March 2-9</p>
<p>Peer Review & Draft Introduction</p>	<p>Building on the Research Consultation, you will post a draft introduction</p>	<p>This activity helps you practice the skills of working collaboratively with others. You will learn to provide useful</p>	<p>10%</p>	<p>Draft Intro Posted: Mar 16 11:30am</p>

	paragraph that you intend to use for your research essay. You will provide a peer with feedback on their draft work, in addition to receiving feedback of your own.	and supportive feedback as well as to incorporate others' feedback into your own work.		Peer Reviews Completed: Mar 17 11:30am Revised Draft Intro and summary of comments: Mar 19 11:59pm
Final Research Essay	The Final Research Essay is your formal argument about or analysis of a research topic of your choice. This assignment is about 1000-1500 words long (about 4-5 double-spaced pages), and needs to include at least 3-4 secondary sources.	Your research essay will synthesize all the skills and concepts learned in the term. You are not only expected to demonstrate research skills, but also to bring analytical and rhetorical skills to bear on your project to defend an arguable position.	20%	Between March 25 and 29

COURSE PORTFOLIO (20% of total course grade)

Portfolio	Description	Learning outcome/purpose	Value (%)	Due Date
Major Assignment 5: Course Portfolio	The <u>Course Portfolio</u> requires you to assemble the key assignments and documents that helped you to shape you as a writer, reader and researcher this term.	The <u>Course Portfolio</u> showcases all that you have worked towards and achieved in ATWP 135—skills in summary, argumentation, and research.	20%	The <u>Course Portfolio</u> is an online final assessment and will be scheduled over the final exam period. Please note that it is

	A full description of the assignment will be released near the end of term.			your responsibility to be available over the final exam period to complete this assessment
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Course Schedule

Important Dates:

Jan 18 – Last day to drop with 100% reduction of second term fees

Jan 21 – Last day to add courses that begin in the second term

Feb 8 – Last day to drop with 50% reduction of tuition fees

Feb 28 – Last day for withdrawing without penalty of failure

Remember! All major assignments must be submitted to pass the course!

	Topic	Assignments, Instructions, or other information	Readings (to be completed before class)
Mon Jan 5	Introduction and Introductions	<ul style="list-style-type: none"> ▪ Contact me if you are unable to attend class ▪ Read the syllabus 	
Thurs Jan 8	Academic writing as Genre		Read Chapter One from <i>Why Write?</i>
Mon Jan 12	Conventions of Academic Writing: Paraphrasing, Quoting & Summarizing	<ul style="list-style-type: none"> ▪ Self Location Statement due Jan 14 ▪ Read the Summary Assignment description 	Chapter Two from <i>Why Write?</i>
Thurs Jan 15	Conventions of Academic Writing: Paraphrasing, Quoting & Summarizing (Cont'd)	<ul style="list-style-type: none"> ▪ Practice Summary (mini-assignment, in class) 	Howard, Rebecca Moore, Tanya K. Rodrigue, and Tricia C. Serviss. " Writing from Sources, Writing from Sentences. " <i>Writing and Pedagogy</i> Vol. 14, No. 2, 2010, pp. 177-192.
Mon Jan 19	Academic Integrity		
Thurs Jan 22	AI Workshop	<ul style="list-style-type: none"> ▪ Please bring a computer or device to class 	
Mon Jan 26	Peer Review	<ul style="list-style-type: none"> ▪ Please bring a draft of your summary assignment to class for peer review 	
Summary Assignment Due Jan 28			
Thurs Jan 29	Intro to Rhetoric		Chapter Three from <i>Why Write?</i>

Mon Feb 2	Intro to Rhetoric	<ul style="list-style-type: none"> Please read the Persuading Skeptics Assignment and bring questions to class 	
Thurs Feb 5	Writing Persuasively	Practice Rhetorical Analysis (mini assignment, in class)	Booth “ The Rhetorical Stance ”
Mon Feb 9	Writing persuasively cont’d		
Thurs Feb 12	Writing Persuasively cont’d	<ul style="list-style-type: none"> Please bring a draft of your persuading skeptics essay to class for read aloud think aloud 	
Mon Feb 16 Thurs Feb 19	Reading Week – No Class		
Mon Feb 23	Introduction to Research	Picking a Topic: Freewriting Exercise (mini assignment, in class) Persuading Skeptics Essay Due Feb 23	
Thurs Feb 26	Library Tutorial	<ul style="list-style-type: none"> Class will be held in McPherson Library Classroom 130 	
Mon Mar 2	Research Consultations	<ul style="list-style-type: none"> Instead of meeting as a class, these classes will be dedicated to small-group research consultations. You will sign up for one of these days (instructions will be provided). Please use the rest of the class time to work on your papers and read the assigned readings (see next column) 	Chapter Four of <i>Why Write?</i> MacLeod, Lorisia. “ More Than Personal Communication: Templates for Citing Indigenous Elders and Knowledge Keepers. ” <i>KULA: Knowledge Creation, Dissemination, and Preservation Studies</i> , Vol. 5, No. 1, 2021.
Thurs Mar 5	Research Consultations		
Mon Mar 9	Research Consultations		
Thurs Mar 12	Drafting	Remember to start your Belonging in the library assignment!	Booth, Wayne C. <i>The Craft of Research</i> . Introductions and Conclusions and Planning and Drafting .

			Anne Lamott. "Shitty First Drafts."
Mon Mar 16	Drafting and Revising	PEER REVIEW AND DRAFT INTRODUCTION (Mar 16) <ul style="list-style-type: none"> ▪ Post your Draft Introduction to Brightspace by the beginning of class! ▪ Complete your Peer Reviews by 11:30 am on Mar 17 ▪ Submit your Revised Draft and Peer review summary by 11:59pm on Mar 19 	
Thurs Mar 19	Revising, and editing	<ul style="list-style-type: none"> ▪ Belonging in the Library (mini assignment) Due 	
Mon Mar 23	Reverse Outlines	Please bring a draft of your final paper to class!	Review Chapter One, especially 1.6 Drafting and 1.7 No One Writes Alone
Final Research Paper and Grading Reflection Due Between Mar 25 and Mar 29			
Thurs Mar 26	Portfolios: Introduction		Read the assignment description and come with questions.
Mon Mar 30	Portfolios – Reflections and CRAP	Time to work on your portfolios, ask questions, and wrap up the term.	
Thurs April 2	Portfolios Continued		

Course and University Policies

Statement on Generative AI

The use of ChatGPT or any other AI (specifically Large Language Models or LLM) or tools is strictly prohibited in this course (except for MS Editor, which is part of MS 365). This is a writing class. If you are not performing the thinking, research, reading, and writing, then you aren't learning.

There are many AI research tools out there, but if you are not well-trained in the area you are researching, you will end up with research that could lead to a mishandling of sources, which is a violation of Academic Integrity. You are learning to research, so please ask for assistance from a trained professional, such as me or, even better, a librarian. They can advise which tools to use and even help you find sources.

Attendance

ATWP 135 course activities and assignments are designed in a scaffolded way, so missing class sessions will result in lack of preparation for important, marked projects. Regular attendance, coupled with informed and active participation during class, is a crucial factor in student success. It is also an important way to uphold your responsibility to your academic community, as we learn and produce knowledge together. Missing further classes puts you at risk of not passing the course. Therefore, I urge you to come to each class meeting.

To avoid being dropped for non-attendance during the add/drop period, you must do at least one of the following:

- Attend an in-person class session during the first week of scheduled classes
- Send an email to your instructor indicating your intention to complete the course

If you do miss class for any reason, know that it is your responsibility to catch up. Your first step should be to access the course materials available on our BrightSpace course site. You might also ask another student in the class to share their notes. If you still have questions at that point, please send them to me by email, or stop by during my office hours. There are sometimes issues that make it impossible for a student to get to class, but there are ways to stay engaged even if you can't attend every session. However, it is important to stress that missing a lot of class sessions is correlated with difficulty completing assignments successfully.

Late Work and Extensions

All assignments—with the exception of the Final Portfolio—have a 24-hour, no-questions-asked, grace period. This means that you may hand in any assignment up to 24 hours late without any explanation, communication, or penalty.

Because we are emerging from a pandemic, we recognize the need for flexibility and accessibility. If you are unable to complete an assignment by the required due date (plus grace period), please reach out to me by email as soon as possible and we can discuss options. **Students who do not communicate with me about late work will have a penalty of 2% per day applied to the assignment grade for all major assignments (such as the Academic Summary, Persuading Skeptics Essay, or elements of the Research Paper).** In other words, if an assignment 4 days late, that means 8% taken off. If the original grade was a B [75%], then the adjusted grade would

be 67%. **Students who do not communicate with me about late work will be unable to submit late mini-assignments.**

Requests for Academic Concession

Students who cannot complete the Research Essay and/or the Portfolio (Final Assessment) by the end of term are advised to apply for an Academic Concession. Students who have not completed other required course work (Personal Literacy Narrative, Academic Summary, and Persuading Skeptics Assignment), in addition to the Research Essay and Portfolio, will need to apply for a late withdrawal. The course assignments are scaffolded and develop the skills and habits of mind necessary to be successful in postsecondary writing, and to meet course learning objectives; therefore, not completing assignments over the term means you have not gained these habits and not demonstrated achievement of learning objectives required to pass the course. If you have questions or concerns about this policy, please speak with your instructor, or contact the ATWP Director (atwpdir@uvic.ca).

Missing Assignment Policy

Not submitting a required formal assignment at all will result in a grade of “N” or “incomplete” for the course; this is equivalent to a failing grade.

For ATWP135, these required formal assignments include:

- Academic Summary
- Persuading Skeptics Essay
- Research Consultation
- Peer Review and Draft Introduction
- Research Paper
- Final Assessment: Portfolio

In other words, you must complete all of the above to pass the course.

That said, these are challenging and unusual times we are living in. If something comes up and you become ill, have to care for others, or get overwhelmed with work (school or other), please communicate your situation with me as soon as possible.

Syllabus Modifications

The course syllabus, encompassing both policies and procedures as well as the outline and schedule below, is a general plan for the course. Deviations may be necessary and will be announced to the class and distributed in writing by me. If I become ill over the term, the course will be covered by another instructor or the course coordinator.

Grading

The writing you do in ATWP135 will be evaluated according to the [*Academic and Technical Writing Program's*](#) grading standards for first-year academic writing.

Your work will also be evaluated in terms of how well it meets the requirements of the assignment and your achievement of the learning objectives of the course.

The following table shows how the letter grade or percentage score you receive on an assignment corresponds to the university's standard grading system.

Letter Grade	Grade Point Value	%	Description (from the University of Victoria Undergraduate Calendar)
A+	9	90–100	An A+, A, or A- is earned by work that is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85-89	
A-	7	80-84	
B+	6	77-79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73-76	
B-	4	70-72	
C+	3	65-69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60-64	
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	0	0–49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.

Grade Appeals

If you believe that an assignment you submitted has been unfairly evaluated, your first step is to discuss your concerns with the instructor. Since I am using the grading standards for first-year writing, be prepared to show me how your work matches the standards for the letter grade you think you should have received. If you are not satisfied with this discussion, then [you may apply for a formal grade review](#).

Standards for Professional Behaviour

Professionalism is expected from all students enrolled in courses in the Faculty of Humanities. As part of professionalism, students, faculty and staff are expected to be familiar with University policies, including the [Tri-Faculty's Standards for Professional Behaviour](#).

Academic Honesty and Integrity Policy

The writing you do and submit for this class must be your own. Presenting the work of others as your own violates the university's policy on academic integrity. This includes:

- using work without proper attribution (plagiarism),
- submitting work written by someone else (cheating),
- or producing work with inappropriate help (unauthorized editing).

The university has prepared several documents and resources to help you understand what constitutes plagiarism, cheating, and unauthorized editing; to help you comprehend this key policy; and to help you avoid any violations thereof.

- [Plagiarism](#) from the UVic Libraries website explains what plagiarism is and how to avoid it.
- The University of Victoria's Policy on Academic Integrity, from the [academic calendar](#), defines plagiarism and describes the university's procedures for dealing with allegations of plagiarism and the penalties.
- The [University Ombudsperson](#) offers an excellent discussion of how to prevent plagiarism.
- [Integrity Matters](#) on Brightspace is a highly recommended series of self-paced modules that equips UVic undergraduates with the most relevant information.

Here are a few points about plagiarism to keep in mind when you write:

- The best way to avoid inadvertent plagiarism is to ask your instructor or a Centre for Academic Communication tutor for guidance when it comes to giving proper credit to your sources. Some students end up plagiarizing because they aren't sure how to correctly incorporate the work of others into their writing. Your instructor can help you learn how to quote, paraphrase, summarize, and cite your sources correctly.
- Students who are found guilty of plagiarism or cheating face serious consequences. According to the university policy, "A largely or fully plagiarized assignment should result in a grade of F for the course."
- If a student is found guilty of violating the university's policy on academic integrity, the offence will be added to the student's record and will remain there for four years after the student graduates.

Also, remember that all course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).

Accessibility Statement

Each student brings to this course diverse interests, learning styles, and needs. Accordingly, the assignments and activities in ATWP135 have been designed to draw upon a variety of different aptitudes and strengths.

Ideally, the course aims for accessibility over accommodation. “Accommodation” means that you have to show or prove that you need something, and then an instructor tries to make sure that you get enough of what you need, whereas “accessibility” means that the course is designed to make it so that you don’t need to ask in the first place. That being said, communicating your personal learning needs early on in the term is immensely valuable and helps me to support you in many different ways.

The sooner you discuss your learning needs in a way you’re comfortable doing so, the sooner I can assist you in achieving your learning goals in ways you can be proud of. So, if at any point in the term you find yourself prevented from fully accessing our online course or not getting the support you need, you are encouraged – though not required – to contact me by e-mail or to visit me during office hours to discuss ways to improve accessibility. As well, expect multiple anonymous opportunities for you to provide me with this kind of feedback as the term progresses (i.e. not only at the end of the course).

If you are a person with a permanent disability, temporary disability, or health consideration that may require accommodations, you may approach me and/or the [Centre for Accessible Learning \(CAL\)](#). Note that CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. To be clear, an accommodation is not the same as students needing “more” support; rather, it’s a matter of students needing different kinds of support.

UVic takes ***student mental health*** very seriously. Please review [UVic’s Mental Health website](#) for more information. Available services for students include crisis and emergency mental health consultation and confidential assessment, counselling services (individual and small group), and referrals. Find out more information and book consultations directly via UVic’s [Counselling services website](#). As of Fall 2020, UVic is offering free, confidential mental health support for students via a 24/7 service called Support Connect (<https://www.uvic.ca/student-wellness/wellness-resources/supportconnect/index.php> Get connected by phone and/or online with qualified counsellors, consultants, and life coaches anytime, anywhere. The province of British Columbia is now offering students free, 24/7 support through a program called [Here2Talk](#). To be very clear, I am not a counsellor; however, I’m always happy to get you more information and resources.

Any student who has difficulty affording groceries or **accessing sufficient food** to eat every day, or who lacks a **safe and stable place to live**, and believes this may affect their performance in ATWP135, is strongly encouraged to contact me. Resources you may find helpful include:

- UVic's campus [Food Bank and Free Store](#) is now offering students in need food hampers for pick-up.
- [The Women in Need](#) website keeps an extensive, up-to-date list of places where anyone can get meals or groceries at no or low cost in the greater Victoria area.
- The [UVSS "Rent with Rights" campaign](#) offers information about housing issues and resources.

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

Student Experience of Learning (SEL)

As the instructor, I value your feedback on this course. Towards the end of term, you will have the opportunity to complete a confidential Student Experience of Learning (SEL) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching as well as to help improve the overall program for students in the future.

When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to your SEL dashboard. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind of this survey near the time when it becomes available, but please be thinking about this important activity, especially the following three questions, throughout the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

Additional Resources

In addition to any materials I provide, a number of resources are available to support your learning in ATWP135. The two you're likely to consult most often are:

- **The Academic Skills Centre:** The [Academic Skills Centre](#) (ASC) provides free one-on-one tutoring to help students build their writing skills and proficiency in English. The ASC also runs workshops that address common problems in academic writing. This term, those services are available online. You can [book tutoring appointments through the ASC website](#).
- **UVic Libraries:** [UVic Libraries](#) staff members offer students help with their research, writing papers, locating resources, and identifying people to ask for more help. The [Research and Learning](#) page provides access to your research needs and offers helpful tutorials. You can also [contact librarians by chat, phone](#) and other methods.

Check out the “Student Resources” section of our Brightspace site for links to more resources (both on campus and online).

Other key policies that you might want or need to know about are listed on the [Student Services website](#). The goal is to make your experience at UVic safer, easier, and more enjoyable. Only some are directly related to ATWP135, but they're all important.