

Brescia University College

Writing 0012F – Section 530, Autumn 2013

Introduction to Advanced Academic Writing for Multilingual Students

Tuesday 10:30-11:30 pm; Thursday 9:30-11:30 (**BRUH26**)
(Half course – 3 hours/week)

Instructor: Joan Ellsworth
Office: St. James
Phone:

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Office Hours: Wednesday 3:30-4:30, Friday 1:30-2:30, or by appointment

Course Description: This course will introduce multilingual students who have a good knowledge of academic essay format to those rhetorical and format-based skills necessary for advanced level writing in the disciplines. The course will discuss the reader-writer-message triangle as it applies to different writing forms within the academy. It is designed to help multilingual students develop the linguistic, rhetorical, and strategic competencies that they will need to succeed in advanced academic courses at the undergraduate level, and incorporates discussion of those issues that are culturally relevant to a Canadian academic community.

Course Antirequisites: Writing 0001F/G, 1011F/G

Course Objectives:

By the end of this course, students will be able to:

1. Enhance their strategies for note-taking of oral and written conversations
2. Evaluate, analyze and integrate primary and secondary sources for academic discourse
3. Develop flexible strategies for generating and revising writing
4. Use academic conventions of format and structure in a research essay
5. Control such surface features as syntax, grammar, punctuation and spelling in their written work
6. Write a persuasive argument that demonstrates knowledge of a Western academic audience's culture

Course Materials – Required Texts:

Two texts are required and available at the UWO bookstore.

1. Clouse, Barbara Fine, and Peter Grevstad. *The Student Writer: Editor and Critic*. Cdn. ed. Toronto: Pearson, 2011.
2. Faigley, Lester, Roger Graves, and Heather Graves. *The Brief Penguin Handbook*, 3rd Cdn. ed.. (with My Canadian Comp Lab) Toronto: Pearson, 2014.

It will also be helpful to have a Canadian dictionary such as the Oxford or Penguin concise paperbacks.

ASSESSMENT:

WRITING 0012F (530) ASSIGNMENT SCHEDULE

Assignment	Due Date	Value (% of final grade)
Visual Arguments: Perspectives Paragraphs	Sept 25	5
Writing Centre Reflections	(min. 3 visits)	5
Posts to Class Forum	(ongoing)	5
Journal Entries	Sept 19, Oct 3, Oct 17, Nov 7, Nov 21	20 (4 selections x 5)
In-class Reflection Essay	Oct. 10	10
Essay Proposal (draft)	Oct. 31	
Essay Proposal (revised)	Nov. 5	20
Peer Review 1	Oct. 31	5
Peer Review 2	Nov. 28	5
Documented Essay (1250 words)	Dec. 5	25

ATTENDANCE AND PARTICIPATION:

Classroom attendance and participation are essential for success in the course. Students are expected to read assigned material before class and to come prepared to participate in classroom activities. The course texts should be brought to every class.

All assignments must be submitted on time during scheduled class hours. It is essential to communicate directly with your professor if you experience any challenges attending class or completing work.

Academic Accommodation Policy

Late submissions worth less than 10% will be considered ONLY on humanitarian or medical grounds in consultation with me.

Late submissions worth 10% or more REQUIRE formal academic accommodation as outlined in the attached Brescia Academic Policies and Regulations document. Please consult the document.

Class Work:

1. Students will complete five journal entries and select four for grading. Journal entries should be typed and posted in the course drop box. They will also prepare a paragraph and short-essay assignment, both of which will be discussed in class. Reflection and analytic work will be encouraged in three assignments: forum postings, peer reviews, and responses to required writing centre visits.

2. Research/Documented Essay:

Students will choose a topic of interest to them (from a list of suggestions) and work through the research and writing process to create a brief researched essay. The work will be completed in stages:

1. Proposal: Annotated Bibliography (MLA format) and draft thesis and outline
2. Draft essay (approximately 1250 words with an appropriate list of relevant and credible sources)
3. Peer Review
4. Final Essay Draft (1250 words in MLA or APA format)

Remember to keep a copy of all work. It is important to develop effective research and record-keeping strategies for success as an academic writer. Please print extra hard copies of your submitted drafts and save each file on an external hard drive or memory stick.

Statement on Academic Offences:

Please consult the Brescia Academic Policies and Regulations document, paying particular attention to the section on plagiarism and academic misconduct.

Brescia Writing Centre: http://www.brescia.uwo.ca/academics/writing_center/



Course Schedule

Readings:

Assigned readings are from Clouse and Frevstad *The Student Writer* (S) and Faigley & Graves *The Brief Penguin Handbook* (P).

DATE	TOPIC	PRE-READINGS
WEEK 1 Tues. Sept. 10 Thurs. Sept. 12	Course Outline and Introductions <ul style="list-style-type: none"> • Diagnostic • Perspective • Reading: Listening, Note-Taking & Responding J1: First Impressions	
WEEK 2 Tues. Sept. 17 Thurs. Sept. 19 Journal 1	Reading and Note-taking Strategies Visual Arguments <ul style="list-style-type: none"> • Purpose and Audience 	(S) <i>Our Schedules: Ourselves</i> , 314-317 (S) <i>Analyzing Visual Content</i> , 22-24 (P) <i>Read and View with a Critical Eye</i> , 39-48
WEEK 3 Tues. Sept. 24 Thurs. Sept. 25 Paragraphs	Analytical Reading Presentation: Images & Perspectives J2: Comparison Intro: Essay Proposal	(S) <i>Reading Analytically 2-7, If We're So Equal, Why Aren't We Happy?</i> 20-22 (P) <i>Write to Analyze</i> , 48-59

DATE	TOPIC	PRE-READINGS
<p>WEEK 4 Tues. Oct. 1</p> <p>Thurs. Oct. 3</p> <p>Journal 2</p>	<p>Reflective Writing</p> <ul style="list-style-type: none"> • The Writing Process • Summaries <p>Planning the Reflective Essay</p> <ul style="list-style-type: none"> • Generating Ideas • Developing an Outline 	<p>(S) <i>School is Bad for Children</i>, 7-11; <i>Writing in Response to Reading</i>, 11-15</p> <p>(S) <i>The Writing Process</i>, 29-31, (P) <i>Write to Reflect</i>, 59-64</p>
<p>WEEK 5 Tues. Oct. 8</p> <p>Thurs. Oct. 10</p> <p>Reflection Essay</p>	<p>Research Strategies</p> <p>In-class essay writing</p> <p>Journal 3: On Thanksgiving</p>	
<p>WEEK 6 Tues. Oct. 15</p> <p>Thurs. Oct. 17</p> <p>Bring potential sources to class</p> <p>Journal 3</p>	<p>Essay Proposal</p> <p>Academic Integrity</p> <ul style="list-style-type: none"> • Assessing Sources and Conversations 	<p>(P) <i>Evaluate Sources</i>, 234 - 242, <i>Plan your Research</i>, 198-204</p>
<p>WEEK 7 Tues. Oct. 22</p> <p>Thurs. Oct. 24</p>	<p>Thesis Statements</p> <p>Essay Structure</p> <p>Paragraph Development</p>	<p>(P) <i>Draft a Working Thesis</i>, 204-205</p> <p>(S) <i>Develop a Preliminary Thesis</i>, 51-56; <i>Better to Try than to Simply Ask Why</i>, 177-179</p>
<p>WEEK 8 Tues. Oct. 29</p> <p>Thesis Statement</p> <p>Thurs. Oct. 31</p> <p>Essay Proposal (draft)</p>	<p>Academic Integrity</p> <ul style="list-style-type: none"> • Documentation strategies • Paraphrases and Direct Quotes • Identifying Plagiarism <p>Peer Review: the proposal</p> <p>Journal 4: On Sharing</p>	<p>(P) <i>Understand and Avoid Plagiarism</i>, 252-260</p> <p>(S) <i>The Daughter Deficit</i>, 246-249</p>

DATE	TOPIC	PRE-READINGS
<p>WEEK 9 Tues. Nov. 5</p> <p>Revised Proposal</p> <p>Thurs. Nov. 7 Journal 4</p>	<p>Argument and Persuasion</p> <ul style="list-style-type: none"> • Thoughts and actions • Logical fallacies <p>Paragraphs</p> <ul style="list-style-type: none"> • Introductions • Conclusions 	<p>(S) <i>The Human and the Superhuman: Two Very Different Heroes</i>, 285-286; <i>Argumentation</i>, 374-376</p> <p>(P) <i>Write to Persuade</i>, 77-82; <i>Use Sources Effectively</i>, 260-264</p>
<p>WEEK 10 Thurs. Nov. 12</p> <p>Thurs. Nov. 14</p> <p>Bring article to class</p>	<p>Paragraphs</p> <ul style="list-style-type: none"> • Unity and Coherence <p>Journal 5: In my discipline</p>	<p>(S) <i>Decolonizing in the Era of Globalization</i>, 332-335</p>
<p>WEEK 11 Tues. Nov. 19</p> <p>Thurs. Nov. 21</p> <p>Journal 5</p> <p>Final day to submit essay draft to professor for written feedback</p>	<p>Clarity and Style</p> <ul style="list-style-type: none"> • Modifiers <p>Revisiting the Thesis: Titles</p> <p>Class Discussion: Taking a Stance</p>	<p>(S) <i>Boys Brains, Girls Brains</i>, 336-338; <i>Modifiers</i>, 492-497</p>
<p>WEEK 12 Tues. Nov. 26</p> <p>Thurs. Nov. 28</p> <p>Essay draft</p>	<p>Editing and Proofreading</p> <ul style="list-style-type: none"> • Strategies <p>Peer review 2: the essay</p>	
<p>WEEK 13 Tues. Dec. 3</p> <p>Thurs. Dec. 5</p> <p>Term Paper Due</p>	<p>Preparing for Essay Exams</p> <p>The Academic Community</p> <ul style="list-style-type: none"> • Course Review and Reflections 	

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent

assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.