

Brescia University College

Writing 1020G – Section 530, Winter 2014

Introduction to University Essay Writing

Tuesday 10:30-11:30 pm; Thursday 9:30-11:30 (**BR202**)
(Half course – 3 hours/week, January 6 – April 8, 2014)

Instructor: Joan Ellsworth
Office: St. James (Room 301E)
Phone: 519-432-8353 (x28044)

email: jellswo3@uwo.ca

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

Course Description: This course introduces students to academic writing conventions. It is intended for first-year students in all disciplines. A variety of strategies will be considered to help students become stronger writers and thinkers. Discussions and workshops will cover the writing process, scholarly research and argument, sentence structure, paragraphs, grammar, and clarity and style.

Course Antirequisites: Writing 0002F/G, 1021F/G, 1022F/G, 2101F/G

Course Objectives:

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

1. Find, evaluate, analyze, and synthesize appropriate primary and secondary sources for academic discourse
2. Integrate their own ideas with those of others
3. Develop flexible strategies for generating, revising, editing, and proof-reading
4. Use conventions of format and structure appropriate to the rhetorical situation
5. Adopt appropriate voice, tone, and level of formality to achieve a purpose for an academic audience
6. Control such surface features as syntax, grammar, punctuation and spelling in their written work
7. Understand the collaborative and social aspects of writing processes
8. Critique their own and others' work, orally and in writing, using specific examples to highlight ideas

Course Materials – Required Texts:

Two texts are required and available at the UWO bookstore.

1. Flachmann, Kim, Michael Flachmann, Alexandra MacLennan, and Jamie Zeppa. *Reader's Choice. 7th Cdn. ed.* Toronto: Pearson, 2013.
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 1020G (530) ASSIGNMENT SCHEDULE

| Assignment | Value | Due Date |
|--|-------|-------------------|
| Portfolio 1 | 10% | Thurs. Feb. 6 |
| Annotated Bibliography & Outline | 10% | Thurs. Feb. 13 |
| Portfolio 2 | 15% | Tues. Apr. 1 |
| Term Paper (Essay): Draft 1 (2 copies) (Required to participate in Peer Response exercises) | | Tues. Mar. 18 |
| Peer Response 1: Revising | 5% | Thurs. Mar. 20 |
| Peer Response 2: Editing | 5% | Thurs. Apr. 3 |
| Term Paper (Essay): Final Draft (1250-1500 words) | 25% | Tues. Apr. 8 |
| <hr/> | | |
| TERM WORK | 70% | |
| FINAL EXAM | 30% | April exam period |

Note: Students must pass both the term work and the final exam to pass the course.

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 and a dictionary should be brought to every class.

All assignments must be submitted on time during scheduled class hours. It is essential to communicate directly with me (the 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.

Portfolios:

Students will complete weekly in-class writing assignments and at home journal entries. In-class writing assignments must be handed in by the end of class, unless otherwise specified. Journal entries should be typed and submitted to me at the beginning of class on specified portfolio due dates.

Students will submit all completed work and select one journal and one in-class assignment for assessment in each of the first two portfolios. The selections must include two different rhetorical patterns. In the third portfolio, students will submit in-class work and a reflection about their work. The reflection, revisions, and portfolio completeness will be assessed.

Research Essay (Annotated Bibliography, Outline and Drafts):

Students will choose a topic of interest to them (from assigned categories) and work through the research and writing process to create a brief researched essay. The work will be completed in stages over the course of the semester as follows:

1. Annotated Bibliography (MLA format) and draft outline
2. Draft essay (1500 words with an appropriate list of relevant and reliable sources)
3. Two Peer Responses
4. Final Essay Draft (1500 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.

Writing Support: You are welcome to visit the Brescia Writing Centre
Contact - http://www.brescia.uwo.ca/academics/writing_center/location_hours.html



Course Schedule

This is a tentative schedule that may be revised in response to student writing skills.

Readings:

Assigned readings are from Flachmann et al. *Reader's Choice* (F) and Faigley & Graves *The Brief Penguin Handbook* (P).

Students are expected to read the *Reader's Choice* selections and review the *Penguin* pre-readings before class. Additional material may be assigned in class.

| DATE | TOPIC | PRE-READINGS |
|---|--|---|
| WEEK 1 Tues. Jan. 7 Thurs. Jan. 9 | Course Outline and Introductions <ul style="list-style-type: none">• Diagnostic• Purpose, Audience, Subject and Perspective• Reading: Listening, Note-Taking & Responding J1: About Reading | (F)1-11 (P) <i>Planning, Drafting and Revising</i> , 1-38 |
| WEEK 2 Tues. Jan. 14 Thurs. Jan. 16 | Academic Integrity <ul style="list-style-type: none">• Conventions• Summarizing The Writing Process <ul style="list-style-type: none">• Research ANNOTATED BIBLIOGRAPHIES Documentation and Citations | (F)12-42; 471-475 (P) <i>Planning Research and Finding Sources</i> , 196-243 |

| DATE | TOPIC | PRE-READINGS |
|---|--|---|
| <p>WEEK 3 Tues. Jan. 21</p> <p>Thurs. Jan. 23</p> | <p>Description</p> <ul style="list-style-type: none"> • Seeing, Thinking & Writing • Observation Skills <p>Parts of Speech</p> <ul style="list-style-type: none"> • Figurative Language: Metaphors <p>J2: About a Book</p> | <p>(F)43-54; <i>What a Certain Visionary Once Said</i> TOMSON HIGHWAY, 55-58; OR <i>Halmonee</i>, JEAN YOON, 59-66</p> <p>(P) <i>Learn to Write in Academic Disciplines</i>, 93-106</p> |
| <p>WEEK 4 Tues. Jan. 28 AB: Identify Topic</p> <p>Thurs. Jan. 30</p> | <p>Library Visit (tentative)</p> <p>Narration</p> <ul style="list-style-type: none"> • Telling a Story • Incorporating sources: Direct quotes & summaries <p>Sentences</p> | <p>(F)83-93; <i>Between the Highs and the Lows, Life Happens</i>, K'NAAN, 102-106</p> <p>(P) <i>Effective Style and Language</i>, 399-431</p> |
| <p>WEEK 5 Tues. Feb. 4</p> <p>Thurs. Feb. 6 Portfolio 1 Due</p> | <p>Definition</p> <ul style="list-style-type: none"> • Limiting the Frame of Reference • Outlines <p>Thesis Statements</p> <p>J3: Definition</p> | <p>(F) 300-309; <i>The Search for Mandela's Gun</i>, SIMON BLACK, 335-338</p> |
| <p>WEEK 6 Tues. Feb. 11</p> <p>Thurs. Feb. 13 AB & Outline Due</p> | <p>Process Analysis</p> <ul style="list-style-type: none"> • Explaining Step by Step • Transitions <p>J4: Process Analysis</p> | <p>(F)129-138; 175-184; <i>How to Mummify a Pharaoh</i>, ADAM GOODHEART, 212-215</p> <p>(P) <i>Write to Analyze</i>, 39-59</p> |
| Feb. 17-21 | READING WEEK – NO CLASSES | |
| <p>WEEK 7 Tues. Feb. 25</p> <p>Thurs. Feb. 27</p> | <p>Examples</p> <p>Paragraphs</p> <ul style="list-style-type: none"> • Organizing: Outlines & more <p>Division/Classification</p> <p>Creating Categories</p> <p>J5: Categories</p> | <p>(F) 129-138, <i>Co-opting Dissent</i>, NAOMI KELIN, 164-168</p> <p>(F) 216-225; <i>In Defense of Graffiti</i>, ALEX BOYD, 256-261</p> |

| DATE | TOPIC | PRE-READINGS |
|---|---|--|
| <p>WEEK 8 Tues. Mar. 4</p> <p>Thurs. Mar. 6</p> | <p>Cause/Effect • Thinking about Reasons and Results</p> <p>Paraphrasing</p> <p>J6: Cause & Effect</p> | <p>((F) 344-355; <i>Why We Crave Horror Movies</i>, STEPHEN KING, 356-361</p> <p>(P) <i>Write to Persuade</i>, 77-91</p> |
| <p>WEEK 9 Tues. Mar. 11</p> <p>Thurs. Mar. 13</p> | <p>Comparison/Contrast • Similarities and Differences</p> <p>Clarity and Style</p> <p>J7: Comparison</p> | <p>F) 262-273; <i>A Passion for the Environment: Two Accounts</i>, MONTE HUMMEL, 274-277</p> |
| <p>WEEK 10 Tues. Mar. 18 Term Paper Draft Due – 2 copies</p> <p>Thurs. Mar. 20</p> | <p>Revising Strategies • Evaluating and Synthesizing</p> <p>Peer Response 1: Revising</p> | <p>(P) <i>Grammar Basics</i>, 433-488</p> |
| <p>WEEK 11 Tues. Mar. 25</p> <p>Thurs. Mar. 27</p> | <p>Argument/Persuasion • Thoughts and Actions</p> <p>Portfolio Reflection</p> <p>• Logical Fallacies</p> | <p>(F) 407-420; <i>Shootings</i>, ADAM GOPNIK, 457-461</p> |
| <p>WEEK 12 Tues. Apr. 1 Portfolio 2 Due</p> <p>Thurs. Apr. 3</p> | <p>Editing and Proofreading • Strategies</p> <p>Peer Response 2: Editing</p> | <p>(P) <i>Understanding Punctuation and Mechanics</i>, 489-550</p> |
| <p>WEEK 13 Tues. Apr. 8</p> <p>Term Paper Due</p> | <p>Punctuation Review</p> <p>The Academic Community Course Review and Reflections</p> | <p>(F) <i>Essays on Thinking, Reading, and Writing</i>, 518-531</p> |

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.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.