

**Brescia University College**

**Writing 2101G – Section 530, Winter 2014  
Introduction to Expository Writing**

Thursday 2:30 – 5:30 (BR-UH26)  
(Half course - 3 hours/week)

**Instructor: Professor Joan Ellsworth**

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Office: St. James

Phone:

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

**Course Description:** This writing-intensive course introduces students to the basic principles and techniques of good writing. It emphasizes expository writing skills through frequent writing, conversation, and peer workshops. Students will be required to attend all classes and participate actively as they experiment with academic genres, audiences and subjects to enhance their thinking and communication skills and ability to engage in academic discourse. Antirequisite: Writing 2121F/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
2. Analyze the writing requirements of academic discourse in a variety of disciplines
3. Incorporate effective planning and drafting strategies to write an expository essay
4. Adopt genre conventions ranging from structure and paragraphing to tone and mechanics
5. Integrate their own ideas with others' to write effectively for an academic audience
6. Understand writing as an open process with collaborative and social aspects
7. Critique their own and others' writing

**Course Materials:**

1. Faigley, Lester, Roger Graves, and Heather Graves. *The Brief Penguin Handbook, 3rd Cdn. ed.* (with My Canadian Comp Lab) Toronto: Pearson, 2014.
2. Graff, Gerald, Cathy Birkenstein, and Russell Durst. *They Say/I Say, with Readings.* 2<sup>nd</sup> ed. New York: Norton, 2012.
3. It will also be helpful to have a Canadian dictionary such as the Concise Oxford.  
Please bring both texts and a dictionary to class.

**Attendance:**

Attendance will be taken at each class. It will be very important to arrange individual consultations with your professor or writing centre tutors as you complete specified assignments. Initiative to ask questions and seek audience feedback is essential for academic success.

## Assessment:

### WRITING 2101G (530) ASSIGNMENT SCHEDULE

Assignment	Due Date	Value
Summary	Jan. 23	10
Journal Entries (4)	Jan. 16, 30, Feb.13, Mar. 13	10
Presentation and Reflection	Jan. 30-Mar. 27	10
Analysis Essay draft	Feb. 6	
Analysis Essay (with cover letter)	Feb. 13	15
Research Proposal & Annotated Bibliography	Feb. 27	10
Research Essay draft (2 copies)	Mar. 20: required to participate in Peer Responses	
Peer Response Exercises	Mar. 20, 27	10
Research Essay (with cover letter)	Apr. 3	25
Course Portfolio and Reflection	Apr. 3	10

## Due Dates, deadlines, and scheduling your time:

All essays must be submitted at the start of class. Journal entries must be submitted to the course drop box by midnight on the due date. In-class work will be submitted at the end of class as specified in class. Late assignments **will not be accepted** unless approved accommodation is arranged with the professor in advance. It is essential to talk directly with your professor if you experience challenges attending class or completing work. Absences for more than 40% of the classes will result in failure of the course.

### Academic Accommodation Policy

Late submissions worth less than 10% will be considered only on humanitarian grounds in consultation with the professor.

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.

## Assignment Details:

Students will be expected to create a portfolio of their writing in the course. Elements of the portfolio will be assessed individually, including a final reflective exercise completed in class. Specific instructions will be provided in class for all assignments.

**Please note:** All work should be double-spaced and include your name, the course code, and date on the first page. Essays should be typed (unless specified) and stapled.

**Remember to keep a copy of all work.** It is important to develop effective research and record-keeping strategies. Please save your drafts and retain copies of typed work 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.

**Statement on Use of Electronic Devices:** Students are expected to refrain from inappropriate use of technology in the classroom. Cell phones should be turned off.

## Course Schedule:

**Readings:** Assigned readings are from *They Say/I Say* (T) and *The Brief Penguin Handbook* (P). Students are expected to read the *They Say/I Say* selections and review the *Penguin* pre-readings before class. Additional material may be assigned in class.

DATE	TOPIC	READINGS
Week 1 January 9	<b>Introductions</b> <ul style="list-style-type: none"> <li>• Academic Conversations</li> <li>• Grammar Diagnostic</li> <li>• Observing &amp; Describing (Journal1)</li> </ul> <b>Writing in the disciplines</b>	(T) <i>Introduction: Entering the Conversation</i> , 1-15; <i>Entering Class Discussions</i> , 141-144  (P) 1-13, 93-106
Week 2 January 16	<b>Research Proposal</b> <b>Academic Integrity: Summarizing and Paraphrasing</b> <ul style="list-style-type: none"> <li>• Checklist: Grammar Basics</li> </ul>	(T) <i>They Say: Starting with What Others are Saying</i> , 19-29; <i>Her Point Is: The Art of Summarizing</i> , 30-41;  (P) 41-42, 250-271
Week 3 January 23	<b>Analysis</b> <ul style="list-style-type: none"> <li>• Quoting</li> <li>• Annotating</li> <li>• Nouns &amp; Pronouns</li> </ul> <b>Writing in the disciplines</b> <ul style="list-style-type: none"> <li>• Set up groups for Presentations (Journal 2)</li> </ul>	(T) <i>As He Himself Puts It: The Art of Quoting</i> , 42-51; <i>"Analyze This": Writing in the Social Sciences</i> , 156-173  (P) 48-59, 123-149, 467-476
Week 4 January 30	<b>Research Topics</b> <ul style="list-style-type: none"> <li>• Verbs</li> <li>• Working with sentences</li> </ul>	(T) <i>Yes/No/Okay, But: Three Ways to Respond</i> , 55-67  (P) 65-91, 433-467
Week 5 February 6	<b>Research strategies:</b>  <b>Workshop: Analysis papers</b> (Journal 3)  <b>Presentation 2</b>	(T) <i>And Yet: Distinguishing What You Say from What They Say</i> , 68-77  (P) 30-38

DATE	TOPIC	READINGS
Week 6 February 13 <b>Analysis Paper</b> <b>Journal 3</b>	<b>Thesis Statements &amp; Outlines</b>  <b>Presentation 3</b>	(T) <i>Skeptics May Object: Planting a Naysayer in Your Text</i> , 78-91  (P) 195-244
February 20	READING WEEK – NO CLASS	
Week 7 February 27 <b>Research Proposal &amp; AB</b> <b>(Bring sources to class)</b>	<b>Paragraphs</b> Unity, Coherence and Development <b>Comparisons</b> <b>Presentation 4</b>	(T) <i>As A Result: Connecting the Parts</i> , 105-120  (P) 20-29
Week 8 March 6	<b>Voice: Clarity &amp; Style</b> (Journal 4)  <b>Presentation 5</b>	(T) <i>Ain't So/Is Not: Academic Writing Doesn't Always Mean Setting Aside Your Own Voice</i> , 121-128  (P) 399-431, 477-488
Week 9 March 13  <b>Journal 4</b>	<b>Academic Conversations Arguments, Logic and Metacommentary</b>  <b>Presentation 6</b>	(T) <i>So What? Who Cares?: Saying Why It Matters</i> , 92-101 (T) <i>But Don't Get Me Wrong: The Art of Metacommentary</i> , 129-138  (P) 42-48, 271-276
Week 10 March 20  <b>Research draft – 2 copies</b>	<b>Revising Strategies</b> <b>Workshop: Research papers</b> • Titles • Peer Response 1 <b>Presentation 7</b>	(T) <i>What's Motivating this Writer?: Reading for the Conversation</i> , 145-155
Week 11 March 27	<b>Editing Strategies</b> <b>Workshop: Research papers</b> • Peer Response 2 <b>Presentation 8</b>	(P) 489-550
Week 12 April 3 <b>Research Paper</b>	<b>Portfolio Reflection</b>	

# 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](http://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](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.

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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.