

BRESCIA UNIVERSITY COLLEGE  
WRITING 1020G 531 BR

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<b>Office Hours:</b>	<b>Wednesdays 12-1 pm, Thursdays, 11-12 am or by appointment</b>

### **Course Description:**

This course will provide students with an introduction to the principles and techniques of successful writing. Through consultation with the instructor and with peers, and through a great deal of practice, students will develop numerous aspects of their writing. Our focus throughout will be on the types of writing skills that are central to academic success, including techniques of paraphrase, summary, description, analysis, and argument; we will incorporate each of these skills into a final research essay. We will discuss the strategies of effective writers and learn to recognize the elements of clear, focused, and organized writing.

### **Course Objectives:**

By the end of the course, you will be expected to:

- \* write clearly and concisely in a variety of styles
- \* demonstrate the ability to improve personal writing through drafting
- \* engage with and responsibly cite other writers' ideas
- \* carefully and generously edit peers' work
- \* learn to become efficient editors of their own work
- \* demonstrate a solid understanding of the basics of grammar

### **Text List**

Faigley, Lester, Roger Graves, and Heather Graves. *The Brief Penguin Handbook*, 2nd Cdn. ed. (with My Canadian Comp Lab) Toronto: Pearson, 2011.

Our textbook can also be found in the Beryl Ivey Library on reserve.

Additional readings will be posted online.

### Composition of Grade

Course Component	Weight	Due Date	Length
<b>SHORT ESSAYS (25%)</b>			
<b>Position papers</b>	5%	Jan. 15	Position paper one: two typed pages
	5%	Mar. 5	Position paper two: in-class essay
	5%	Mar. 19	Position paper three: in-class essay
<b>Revised position paper</b>	5%	Apr. 2	Choose one position paper, revise it extensively, and then re-submit it
<b>Personal Essay</b>	5%	Mar. 12	Approximately three pages
<b>IN-CLASS WORK (20%)</b>			
<b>Quotation Integration Exercise</b>	2.5%	Jan. 15	
<b>Summary/Paraphrase Exercise</b>	2.5%	Jan. 29	
<b>Grammar Quizzes</b>	2.5%	Feb. 5	
<b>Descriptive Writing Exercise</b>	2.5%	Feb. 12	
<b>Peer Editing Work (two sessions)</b>	5% (2 x 2.5%)	Ongoing	Various
<b>Responses to readings (five in total)</b>	5% (5 x 1%)	Ongoing	Informal notes, observations, and questions, no more than one page in length
<b>RESEARCH ESSAY (30%)</b>			
<b>Essay Proposal</b>	5%	Feb. 5	Guidelines provided
<b>Annotated Bibliography</b>	5%	Feb. 26	Guidelines provided
<b>Research Essay: Draft one</b>	-5% if not submitted	Mar. 5	1500 words (excluding the works cited)
<b>Research Essay: Draft two</b>		Mar. 26	
<b>Research Essay: Final</b>	20%	Apr. 2	Substantive revision and edit
<b>FINAL EXAMINATION</b>	<b>25%</b>		

\* **Please note:** late assignments will be penalized 3% per day. Hard copies of the assignments are due at

the end of class. Assignments handed in after class will be considered late. You can, however, post your assignment to OWL after class, provided you do so the same day that it is due. Assignments that are handed in more than one week after the due date will not be accepted without documentation from an academic advisor.

### **Expectations**

Success in this course requires a great deal of dedication. Good writing rarely happens without patience and tremendous effort. In order to develop your skills, you will be expected to draft and to redraft your work. You must plan to attend **ALL** of our classes. Tests and assignment schedules can be altered **ONLY** when a student has met with an academic advisor and can provide the appropriate documentation for academic accommodation.

### **Position Papers**

By the end of the second week of class, you will be responsible for submitting a brief essay (at least two typed pages, but no more than three) that responds to one of the topics that I have provided. You will start this essay in class on the first day of the course. The purpose of this assignment is to give you some preliminary feedback on your writing so that you can target areas for improvement from the outset. On March 5<sup>th</sup> and March 19<sup>th</sup>, you will draft and revise position papers during class time. These exercises are in preparation for the final exam. On the last day of the course, you are responsible for submitting a typed and revised version of one of these position papers.

### **The Annotated Bibliography**

The annotated bibliography assignment is in support of your final research paper. As such, you are looking for two scholarly books and articles that address your topic, either directly or indirectly. You do not need to provide an introductory or concluding paragraph for this assignment. It will consist instead of four brief paragraphs that describe and evaluate the source in question. Each paragraph is preceded by a works cited entry in either APA or MLA format. The entries that address your books may be slightly longer than those that address your articles, but approximately 150 words for each paragraph should be sufficient. There are no extra marks for writing more than this; in fact, brevity is a part of the challenge. It is essential that you format the APA or MLA entries properly. Feel free to consult these websites for more information:

<http://www.lib.uwo.ca/tutorials/annotatedbibliographies>

<http://olinuris.library.cornell.edu/ref/research/skill28.htm>

### **The Essay Proposal**

An effective essay proposal lays the groundwork for your research and your writing. This document identifies the subject of your paper, provides some sense of what is already known about the topic, and establishes a preliminary argument that you can later refine. It does involve some research (essay proposals typically cite at least one secondary source, sometimes two). A template will be provided to help you complete this assignment.

### **Reading Responses**

In addition to the assigned readings from *The Brief Penguin Handbook*, we will also read a selection of creative non-fiction for this course. I ask that you make a few informal notes and observations as you work through these; you can also use this space to ask questions, or to jot down favourite images or

lines. The point of these responses is to develop active reading skills and to ensure that you are getting the most out of the readings. Each entry should be hand-written and no more a page in length (double-spaced). When I review your entries, I am looking for clear signs of engagement and some indication that you have read the material carefully. You are only required to respond to five of the selections posted.

### **The Personal Essay**

While each of the prose works that we read in this class are – in one way or another – personal, their authors still manage to speak to themes and ideas that transcend their own lives. They achieve, in other words, a broader truth to which others can easily relate. The personal essay assignment is an opportunity to channel your own experiences towards some greater end. Tell a story about yourself, or about someone close to you, which you consider meaningful. The point is to convince your reader that they should care as much as you do about the story that you are telling. The tone can be informal, but the prose itself should be polished.

### **Portfolio**

Each student will be responsible for ensuring that all assignments and drafts are submitted to the portfolio folders that I will bring to class. These portfolios will consist of both in-class writing assignments and at-home writing. Please note that I will be checking for completion of assignments each time that I collect the portfolios: incomplete portfolios may not receive a passing grade.

### **Research Essay**

The general topics for the research paper have been posted to OWL; your job is to choose one and to narrow it down. Your research essay must be 1500 words in length, not including the works cited. Much of the work that you will do in this course will be related to this essay, so be sure to choose a topic that holds your interest.

First draft:                      Due    **March 5th**

Second draft:                    Due    **March 26th**

Final draft:                      Due    **April 2nd**

You **MUST** include the following sources as part of your research:

- \*at least two books
- \*at least two articles from academic journals/ periodicals

If you choose not to bring a first draft on March 5th, you will lose 5% of your final grade; failure to bring completed drafts will also prevent you from participating in the peer review exercise.

Each draft of your research essay must include a complete bibliography that complies with the citation style that is acceptable to your home faculty, which may be either MLA or APA. (There are brief style guides available in *A Canadian Writer's Reference*.)

Please keep an electronic copy of each draft of your essay until you have received your final grade.

### Peer Editing and Workshops

Good writers must also be good editors. To practice our editing skills, we will on occasion be workshopping elements of our writing. This will happen in pairs and in small groups. Because you will be relying on each other a great deal, regular attendance and punctuality are essential. It is also very important that you bring the required work with you to class.

### Civility Statement

Together as a class, we agree to encourage each other to participate during discussion by listening to all contributions without judgement and without interruption. Any cell phones in the class should always be set to silent mode; they must also be turned off entirely during in-class writing assignments or peer-editing sessions. We agree that students may use computers (as long as they do so quietly and respectfully) and that we may eat and drink during class. Above all, we agree to treat each other with respect.

### Office Hours

I have scheduled two office hours per week, and I welcome you to stop by. Office hours can be a great place to discuss various aspects of the course: if you find you are particularly excited about a certain assignment, I can recommend directions for further reading, and if you are frustrated with a particular topic, I can listen and offer assistance. If my scheduled hours do not work for you, you are welcome to make an appointment.

### Email Policy

I am happy to communicate with students through email. I respond to emails that I receive during the week within 24 hours; emails received on weekends will not receive a response until the following Monday. I ask that email be used to address specific concerns. For questions that require a detailed response, please come to my office hours. Note well: I do not release grades over email.

### Final Grades

**IMPORTANT:** A student must receive a passing grade for both the term work and the final examination in order to receive a passing grade for the course.

### Class Schedule (tentative)

Date	Topic	Please Read	Please Bring
Week One Jan. 8th	Course overview; Assignments, topics, and resources  Position paper one (start in-class)	Course outline	

<p>Week Two</p> <p>Jan. 15</p>	<p>Thinking about audiences; Citing and incorporating other voices; signal phrases</p> <p><b>Quotation Integration Exercise (2.5%)</b></p> <p>Library visit #1</p>	<p>Research essay topics</p> <p>Think as a Writer, <i>The Brief Penguin Handbook</i>, 1-6</p>	<p><b>Position paper one due (5%)</b></p>
<p>Week Three</p> <p>Jan. 22</p>	<p>Prewriting; Brainstorming; Topic development; Asking a research question; Proposal writing workshop</p> <p>Library visit #2</p>	<p><i>The Brief Penguin Handbook:</i> Read and View with a Critical Eye, 47-56</p>	<p>Please have a research topic in mind</p>
<p>Week Four</p> <p>Jan. 29</p>	<p>Paraphrase, summary, and works cited</p> <p><b>Summary/Paraphrase Exercise (2.5%)</b></p> <p>Library visit #3</p>	<p><i>The Brief Penguin Handbook:</i> Avoiding Plagiarism, 245-256; Documenting, 269-276</p>	
<p>Week Five</p> <p>Feb. 5</p>	<p>Punctuation review; Commas, semi-colons, and dashes; <b>Comma and word choice quiz (2.5%)</b></p>	<p><i>The Brief Penguin Handbook:</i> Understanding Grammar, 453-488 Review Understanding Punctuation and Mechanics, 489-550</p> <p>Rebecca Elson, "From Stones to Stars" (OWL)</p>	<p>Essay proposal due (5%)</p> <p>Reading response (1%)</p>
<p>Week Six</p> <p>Feb. 12</p>	<p>Types of sentences; The language of transition; <b>Descriptive writing exercise (2.5%)</b></p>	<p><i>The Brief Penguin Handbook:</i> Grammar Basics, 433-452</p> <p>John Glassco, <i>Memoirs of Montparnasse</i> (OWL)</p>	<p>Reading response (1%)</p>
<p>Week Seven</p>	<p>Reading Week</p>		

Week Eight Feb. 26	Paragraph structure; Illustrating ideas with examples; Making sense of images	<i>The Brief Penguin Handbook:</i> Shape Your Paragraphs, 21-37  Ricki-Lee Gerbrandt in <i>Refereeing Identity: The Cultural Work of Canadian Hockey Novels</i> (OWL)	Annotated bibliography due <b>(5%)</b>  Reading response <b>(1%)</b>
Week Nine Mar. 5	<b>Second position paper (5%) (written in-class)</b>  <b>Peer review workshop one (2.5%)</b>	<i>The Brief Penguin Handbook:</i> Rewrite, Edit and Proofread, 37-46	Research essay: Draft 1  <b>(-5% if not completed)</b>
Week Ten Mar. 12	Effective introductions and conclusions; Types of thesis statements	<i>The Brief Penguin Handbook:</i> Write and Revise the Research Project, 257-268; Write with Power, 399-405	Personal essay <b>(5%)</b>
Week Eleven Mar. 19	<b>Third position paper (5%) (written in-class)</b>	Craig Davidson, "Precious Cargo: Lessons of a School Bus Driver" (OWL)	Reading response <b>(1%)</b>
Week Twelve Mar. 26	The Poetics of Prose  <b>Peer review workshop two (2.5%)</b>	Stephen Frye, <i>The Ode Not Taken</i>	Reading response <b>(1%)</b>  Research essay: Draft 2
Week Thirteen Apr. 2	The importance of clarity; logic and persuasion; exam preparation; course review		Research essay: final draft <b>(20%)</b> <b>AND</b> Revised position paper <b>(5%)</b>
	<b>Final exam (25%)</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.