

# Writing 1020F

BRESCIA UNIVERSITY COLLEGE WRITING 1020F  
Syllabus 1.0

## Overview

This course will introduce students 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 writing techniques. 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. To be clear, these will also serve as the foundation for successful writing and argumentation after graduation.

## Goals

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

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Fall 2016  
Wednesdays 1330H –1420H  
Fridays 1230H –1420H

Instructor: M.A. Ramsay  
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Office: Room 216 Ursuline Hall  
Office Hours: Tuesdays 1230 – 1330H  
Wednesdays 1430 –1530H

**Please do not use OWL to e-mail me. OWL is reserved for my use to address the entire class. Messages sent by OWL will not be answered.**

## Materials

Given the structure of this course the following textbook is mandatory:

Faigley, Lester, Roger Graves, and Heather Graves. *The Brief Penguin Handbook*, 3<sup>rd</sup> 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.

Other reading assignments, as identified and assigned during the course, will be provided on-line.

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## Milestones

September 16, 2016  
Last day for late registration

Last day to add a full course, a first-term half course, a first-term full course, or a full-year half course on campus and Distance Studies.

November 5, 2016  
Last day to drop a first-term half course or a first-term full course (Fall/Winter Term) without academic penalty.

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- Carefully and generously edit peers' work
- Learn to become efficient editors of their own work
- Demonstrate a solid understanding of the basics of grammar

## Requirements

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.

## General criteria for writing

There are several factors by which any essay answer or analytical work is assessed by a reader. These are:

Essay Structure (thesis, paragraph usage etc.)

Essay Mechanics (word usage, grammar, etc.)

Recognizes Complexities and Contradictions

Recognizes Bias and Viewpoint

## Notice

If necessary, this syllabus may be amended at the instructor's discretion after appropriate notice and discussion.

Any extension of assignment deadlines, provision for make-up assignments or any other exception to the policies described in this syllabus requested for reasons not explicitly addressed by university policy will be made only at the instructor's discretion. **Conditions regarding acceptable submissions of written work are not negotiable. Failure to meet the requirements laid out in this syllabus will result in a zero for the exercise.**

**Please note:** late assignments will be penalized 3% *per day*. That means that some exercises cannot be handed in late without authorization. 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.

## Evaluation

Course Component	Weight	Due Date	Length
<b>SHORT ESSAYS (20%)</b>			
Position papers	3% 5% 7%	September 16	Position paper one: (650 words)
		November 9	Position paper two (begin in class)
		November 23	Position paper three (begin in class)
Revised Position Paper	5%	December 2	Choose one position paper, <b>revise it extensively</b> , and then <b>re-submit it with the original and my comments</b>
Personal Essay		November 14	Approximately 750 words
<b>IN-CLASS WORK (25%)</b>			
Quotation Integration Exercise	2.5%	September 30	
Summary/Paraphrase Exercise	2.5%	October 14	
Grammar Quiz	2.5%	October 26	
Descriptive Writing Exercise	2.5%	November 30	
Argumentation Quiz	5%	November 16	
Peer Editing Work (two sessions)	10% (2 x 5%)	October 28	Various
		November 25	
<b>RESEARCH ESSAY (55%)</b>			
Research Essay Proposal	5%	October 12	Guidelines provided
Revised Research Essay Proposal	10%	October 21	Guidelines provided
Annotated Bibliography	15%	October 21	Guidelines provided
Research Essay: Draft one	-5% if not submitted	November 4,	1500 words (excluding the title page, references, and works cited)
Research Essay: Draft two		November 25	
Research Essay: Final	25%	December 7	Substantive revision and edit

## Techniques to use in each assignment

### Expectations

Success in this course requires a great deal of thoughtful dedication. Good writing rarely emerges from the author's thoughts 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. Failure to meet the minimum standards for an exercise as described will result in a zero.**

### Position Papers

By the end of the second week of class, you will be responsible for submitting a brief essay (650 words  $\pm 10\%$ ) 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. In two other days (as given in the course schedule), you will begin to draft and revise position papers during class time. These exercises will be submitted at the beginning of class on the date due. On the second-last day of the course, you are responsible for submitting a typed and revised version of one of these position papers. **Such a revision must include the original paper and attached rubric.**

### The Annotated Bibliography

The annotated bibliography assignment is in support of your final research paper. As such, you are looking for at least two scholarly books (see below for discussion on monographs) and two scholarly 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. A handout will be provided. 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 Research Essay Proposal and the Revised 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. **The revised proposal must include your original first proposal as graded or else the revision will not be accepted.**

## 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 collected and archived in the portfolio folders. These portfolios will consist of both in-class writing assignments and at-home writing. **More than one exercise will require you to re-submit materials in order to qualify for the “revision” exercise, so keep everything.**

## Research Essay

The general topics for the research paper will be 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 <b>November 4</b>
Second draft:	Due <b>November 25</b>
Final draft:	Due <b>December 7</b>

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

- At least two book-length monographs\*
- At least two articles from academic journals/ periodicals

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

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*.)

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\* From [Wikipedia](#): “Unlike a textbook, which surveys the state of knowledge in a field, the main purpose of a monograph is to present primary research and original scholarship. This research is presented at length, distinguishing a monograph from an article. For these reasons, publication of a monograph is commonly regarded as vital for career progression in many academic disciplines. Intended for other researchers and bought primarily by libraries, monographs are generally published as individual volumes in a short print run.”

Refer to the rubric at the back of the syllabus to see how your research essays will be evaluated.

***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 collaborating on developing 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.

***Please note that peer review sessions will start at the beginning of class. Any student absent when drafts are circulated for peer review will be considered absent for the class. Penalties for non-submission will then apply.***

### 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 turned off.*** We agree that students may use computers to work on course assignment only (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. ***If you are in trouble in the course, come and see me about it. Little problems that are readily resolved at first soon grow to be insurmountable difficulties.***

### 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. Please note: ***I do not release grades over email.***

## Schedule

Date	Topic	Please Read	Assignment(s)
<b>Week One</b> Sept. 9	Course overview; Assignments, topics, and resources Position paper one (start in class)	Course outline	
<b>Week Two</b> Sept. 14	Thinking about audiences; Citing and incorporating other voices; signal phrases Prewriting; Brainstorming; Topic development	Research essay topics Think as a Writer, <i>The Brief Penguin Handbook</i> , 1-6	<b>September 16: Position paper one due (3%)</b>
<b>Week Three</b> Sept. 21	Asking a research question; Proposal writing workshop <b>September 23: 12:30-14:20 Room 206 (Searching Part I)</b>	<i>The Brief Penguin Handbook</i> : Read and View with a Critical Eye, 47-56 <i>The Brief Penguin Handbook</i> : Plan Your Research, 245-256	<b>Please have a research topic in mind</b>
<b>Week Four</b> Sept. 28	<b>September 28: 13:30-14:20 in the computer lab (Searching Part II)</b> <b>September 30: from 13:30-14:20 in the computer lab (Citation)</b> Quotations: The Basics	<i>The Brief Penguin Handbook</i> : Find Sources 212–233; Documenting, 269–276	
<b>Week Five</b> Oct. 5	Paraphrase, summary, and works cited <b>October 7: 12:30-14:20 in the computer lab (Evaluation and Annotated Bibliographies)</b>	<i>The Brief Penguin Handbook</i> : Evaluate sources, 234–43	<b>September 30: Quotation Integration Exercise (2.5%)</b>
<b>Week Six</b> Oct. 12	Types of sentences; The language of transition	<i>The Brief Penguin Handbook</i> : Understanding Grammar, 453-488 Review Understanding Punctuation and Mechanics, 489-550 <i>The Brief Penguin Handbook</i> : Grammar Basics, 433-452	<b>October 12: Essay proposal due (5%)</b> <b>October 14: Summary/Paraphrase Exercise (2.5%)</b>
<b>Week Seven</b> Oct. 19	Punctuation review; Commas, semi-colons, and dashes	<i>The Brief Penguin Handbook</i> : Understanding Grammar, 453-488 Review Understanding Punctuation and Mechanics, 489-550	<b>October 21: Revised Research Essay Proposal due (10%)</b> <b>Annotated Bibliography due (15%)</b>

<b>Week Eight</b> Oct. 26 <b>No Class on</b> <b>October 28</b>	Paragraph structure; Illustrating ideas with examples; Making sense of images	<i>The Brief Penguin Handbook: Shape Your Paragraphs</i> , 21-37	<b>October 26: Grammar Quiz (2.5%)</b>
<b>Week Nine</b> Nov. 2	Effective introductions and conclusions; Types of thesis statements  <b>Peer Review</b>	<i>The Brief Penguin Handbook: Write and Revise the Research Project</i> , 257-268; <i>Write with Power</i> , 399-405  <i>The Brief Penguin Handbook: Rewrite, Edit and Proofread</i> , 37-46	<b>November 2: Start Second Position Paper in class</b>  <b>November 4: Peer Review</b>
<b>Week Ten</b> Nov. 9	The importance of clarity; logic and persuasion		<b>November 9: Second Position Paper due (5%)</b>
<b>Week Eleven</b> Nov. 16	The Poetics of Prose	George Orwell, <i>The Road to Wigan Pier</i> <b>and another selection to be announced later</b>	<b>November 16: Argumentation Quiz (5%)</b>  <b>November 18: Start Third Position Paper in class</b>
<b>Week Twelve</b> Nov. 23	“Show, Don’t Tell:” Descriptive Writing  <b>Peer Review</b>	<i>The Brief Penguin Handbook: Part 4: Designing and Presenting</i>	<b>November 23: Third Position Paper due (7%)</b>  <b>November 25: Peer Review</b>
<b>Week Thirteen</b> Nov. 30	Effective introductions and conclusions; Types of thesis statements		<b>November 30: Descriptive writing exercise due (2.5%)</b>  <b>December 2: Revised position paper (5%)</b>
<b>Week Fourteen</b> Dec. 7			<b>Research essay: final draft (20%)</b>

### Rubric for Research Essays

	1	3	5	Your mark
<b>Mechanics</b>	Many errors in grammar and spelling.	Three errors in grammar and spelling.	Correct grammar and spelling <b>throughout</b> .	
<b>Clarity and Organization</b>	Required elements missing from the paper. Writing is unclear. No topic sentences.	All elements present in correct order. Ideas are unclear. Writing may be confusing at times. Some topic sentences may be missing.	All elements present in correct order. Topic sentences identify key points. Ideas are <i>clearly</i> stated and easy to follow.	
<b>Methodology</b>	Disconnected listing of events. Research techniques not described. No discussion of paper's thesis.	Actions are described, but little or no discussion of research techniques. Short, inadequate presentation of paper's thesis.	The actions and the research techniques used in the paper are clearly identified and justified, and the paper's thesis <b>thoroughly</b> discussed and supported.	
<b>Academic Apparatus</b>	No bibliography, no references.	Bibliography and references included, but improperly formatted or citations occasionally not provided when required.	Complete bibliography and references, <b>properly</b> formatted.	
<b>Evidence</b>	Supporting evidence for the author's argument not offered.	Supporting evidence identified only generally. Links between argument and supporting evidence not made <b>explicitly</b> .	Supporting evidence and connections to the argument are <b>complete</b> and related to the thesis as a whole.	
<b>Analysis (x2)</b>	Appropriateness of supporting evidence to argument is questionable.	Supporting evidence is correctly identified and used, but some important connections with the argument are omitted.	Supporting evidence is for the paper's argument used and <i>all</i> of the important connections are noted <b>precisely</b> and <b>explicitly</b> .	
<b>Total</b>				/35
				%

**Other comments:**

## 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 for illness 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. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student’s Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming 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 from: <http://www.westerncalendar.uwo.ca/2016/pg117.html>. 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.

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 policy on requesting accommodation due to illness can be viewed at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

## 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 (<http://www.westerncalendar.uwo.ca/2016/pg130.html> )

### 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

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
<http://www.westerncalendar.uwo.ca/2016/pg113.html>

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 Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html> )

### **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 prerequisite(s).

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 is at

<http://brescia.uwo.ca/academics/registrar-services/> . 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://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for information including 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.

