

WRITING 1020
Section 531
Brescia University College
Winter 2017

Dr. Carolyn Weber

cweber43@uwo.ca

Class Meets Tues 1:30-2:30pm and Thurs 12:30-2:30pm

Class Location MRW 152

Office Hours: Tues 12:30-1:30; Tues/Thurs 2:45-3:15 pm or by appt

Office Location: TBA

Course Description

The primary goal of this course is to increase your proficiency in academic research and writing. As a result, you will become a more critical and sophisticated thinker, a more effective and confident writer, and a more articulate and powerful speaker. All of these skills, as you will find, are interlinked through the examination and practice of clear and effective communication. Our class experience will include a wide range of pedagogical styles, including lectures, discussions, workshops, class exercises, and practical research applications. We will address the nuts and bolts of writing, as well as the powerful effect of putting everything together.

Course Antirequisites: Writing 1021F/G; Writing 2101F/G

Course Objectives: Among other things, by the end of the course the successful student will be able to:

1. Write concisely and clearly. (*Communication*)
2. Write without grammatical errors. (*Communication*)
3. Develop ideas and organize them in a logical fashion. (*Critical Thinking; Inquiry and Analysis*)
4. Conduct thorough research in one or more academic fields, and identify worthwhile scholarly sources. (*Critical Thinking; Inquiry and Analysis*)
5. Summarize and respond to a variety of written materials. (*Communication; Critical Thinking*)
6. Use a variety of rhetorical skills in a piece of academic writing. (*Communication*)
7. Accurately cite sources in a recognized academic format. (*Communication*)

(Italicized text in brackets identifies the relevant Brescia competencies.)

Required Texts

Joanne Buckley, *Fit to Print*. 8th ed. (Nelson, 2013).

Jacobus, Lee. *A World of Ideas*. 7th ed. (Bedford/St. Martin's, 2006).

Assignments and Grade Distribution

Assignments are carefully explained, both verbally and in writing, in class. Formal assignments and due dates are established well in advance. A style sheet and a score sheet will be provided for both formal papers. Preparation and review are provided for exams. It is your responsibility to bring any questions or concerns about the assignment to my attention well before the deadline/exam date. Your total grade is evaluated out of 100%. Regular attendance is mandatory as much of the coursework requirement involves efforts in/related to the classroom.

Your portfolio includes quality of class preparation, attendance, presence and contribution as evaluated according to **weekly** written and verbal exercises held in class. Exercises include short writing assignments (such as grammar exercises, thesis formations, abstracts, annotated bibliographies, outlines, drafts, and so forth). Some will be take home, some will be done in class. All will be discussed in class. Participation includes workshops, peer feedback and evaluations, presentations, discussion leadership and short idea papers or analyses. Please keep all graded and recorded exercises and feedback in a folder to submit again at the end of term. You may ask for confirmation of your running participation grade at any point during the term. Please bring a pen and lined paper to class. Assignments done out of class may be typed and printed or legibly handwritten in complete sentences.

Participation Portfolio = 40 %

Formal Paper #1 (approx. 750 words, excluding notes) = 10%

In-Class Essay Exam = 10%

Formal Research Paper #2 (approx. 1500 words, excluding notes and bibliography) = 20%

Final Exam = 20%

Basic Explanation of Course Requirements

How does one judge the “quality” of “Participation”?

“Participation” can appear a nebulous category; therefore, to remove any confusion and to eliminate any seemingly arbitrary and purely subjective judgments, participation, in my classroom, is evaluated along three contingencies: attendance, preparation, and thoughtful engagement. “Thoughtful engagement” has an oral component (class discussion) and a written component (regular discussion papers and exercises).

1. *Attendance*: Attendance is a given – it is assumed that you will be present; you do not receive any extra credit for simply showing up. Gaps in attendance, however, will be detrimental to your overall grade. Poor attendance necessarily affects achievement for the worse. As for being “present but absent” within the classroom, I advise you against an obvious and consistent lack of preparation, repeated tardiness, or persistent apathy/extreme withdrawal. Should you display such behavior, I encourage you to communicate your reasons for it with me. If you are not honest about any challenges or concerns, you leave me no choice but to have such behavior adversely affect your final grade. Consistent, mature participation is expected at the university level. If you are not present, in *both* mind and body, you cannot participate, and if you cannot participate, you are not doing yourself, or your peers, justice in terms of what the full course experience can offer.
2. *Preparation*: You are expected to arrive having already read the assigned reading for that day, *and* to have already given it extensive thought (or perhaps written on it, if an

assignment was previously given). I will occasionally and without notice hold written class exercises requiring preparation. I will approach class time on the assumption that you have already carefully read the texts and that you are now prepared to discuss them in a dynamic manner. I will therefore expect class discussion, exercises and all work to be engaging and sophisticated. This does not mean that you should feel intimidated or concerned if you did not immediately understand a text whilst reading it on your own. On the contrary – frustration can be a healthy element of learning when used to instigate further inquiry and thought! Rather, all questions, big or small, are welcome.

3. *Thoughtful Engagement*: If throughout term your attendance has been solid, you meet your writing requirements, and your class participation has been moderate, your overall participation grade will be average. You can greatly improve your participation grade, however, if your classroom involvement is consistently informed and lively, and if your written work is of high quality.

- i. *Class Discussion*: Excellent class discussion benefits everyone present. Consider the following questions as you evaluate the quality of your verbal contribution to our class experience: Are you contributing to the class's development in a meaningful way, or are you simply speaking just to hear your own voice and fill the air with noise? Are you willing to engage in debate, or do you prefer to sit back and let others do the work for you? Are you willing to work on overcoming shyness within the safe and respectful environment of our classroom to do your ideas justice, or is it easier to be reticent? Do you engage others, or are you always dominating the conversation? Are you willing to ask a question that might help a peer's understanding as well as your own, or do you feel questions are a sign of weakness/stupidity? Is your presence in the class raising the caliber of the course experience, or hindering it? If you were an objective voyeur within our class, how would *you* evaluate your class presence and contribution?
- ii. *Response papers and engaged class exercises*: These assignments offer a place where you can also "participate." Use them to develop your own personal writing style and voice, to complicate a text, and to spur on your discussion leadership. While I expect thoughtful, sophisticated responses from all my students, if you are quiet in class, you are especially encouraged to use these papers to your advantage. Such responses allow me to gauge your thoughtful interaction with course readings and ideas.

Essay Exams

Learning how to write coherently and thoughtfully under pressure is a priceless skill. We will discuss study skills as well as exam preparation skills for maximum confidence and performance. We will then practice these skills in exam situations. I will offer additional informal opportunities for exam review. We will also "debrief" after the midterm exam, examining carefully as a class what strengths you should keep and what else you could do to hone your skills and enhance your future performance.

The Preliminary Paper (Essay #1)

Earlier in term, you will produce a brief formal argumentative paper that concentrates on your ability to work with a particular text(s) and develop a line of inquiry. This exercise gives you some practice before the final formal paper, and provides feedback on your writing skills.

The Final Paper (Essay #2)

In this assignment, you will formulate and explore your own thesis topic resulting from themes and ideas we have examined throughout term. As the culmination of your course work and thought process, you will be expected to prepare a sophisticated argument demonstrating an introductory handling of research skills. You will be introduced to research methodologies, as well as avenues of support on campus (such as the library, the writing center, etc.). You will have ample opportunity for revision and discussion of your topic through preliminary workshop and preparatory steps.

Course Policies:

All work must be your own original work. All campus guidelines regarding plagiarism and other forms of academic misconduct will be followed. Please familiarize yourself with campus policy on Academic Misconduct for more information. Note that papers may be submitted to a plagiarism review service. (We will discuss things like Google in class. See *A Note on Plagiarism* below.)

- **All work must conform to assignment guidelines.** All formal reports and papers must be typed, double-spaced on white paper with black ink in 11 or 12 point font and 1 inch margins in the MLA style (unless another style related to your discipline, such as APA or Chicago, is agreed upon ahead of time). Improper use of the required style as well as incorrect spelling, syntax, and grammar may account for up to 75% of the grade for any written assignment (depending on the severity – if I can't make sense of your work, I can't read it properly, let alone grade it).
- **Take full responsibility for your work, the first time around.** Other than with drafts for workshops, obviously, I do not accept re-writes or offer extra-credit incentives/work. An important part of handing in your work is actually *handing in your work*. It is your responsibility to edit, print and ensure the receipt of your work *on time* and in *professional stylistic form*.
- **Attendance Policy:** The participation component of this course is significant due what we are learning and how we are learning it. Therefore commitment to attendance is expected and necessary. After the third unexcused absence, your participation grade will be docked 5% for each subsequent undocumented absence.
- **I have no late policy, in that I do not accept late work.** Unless there is a situation deemed extenuating circumstances at my discretion, all formal assignments are due at the beginning of class on the designated date. Honouring a deadline offers many life skills which complement the academic ones offered by this course. Negotiating different due dates is unfair to your peers who have managed their time and commitments to make the original deadline. For tests and assignments worth 5% or more, students must meet with an academic advisor to provide documentation for accommodation. ***Do not slip your paper under my office door.*** Except by prior arrangement or due to extenuating circumstances, ***email submissions are not accepted.***

- **This is an unplugged classroom:** With the exception of art, music or film supplementation, this is an “unplugged” classroom. Use of electronic devices such as laptops, cell phones or iPads are prohibited in class without prior consent of the professor. Students are expected to pay full attention to class discussion and lectures, and to use pen and lined paper for class exercises unless otherwise directed. Electronic devices may not be referred to unless by instructor permission during an in-class exercise. Please bring hard copies (printed books) to class, unless the in-class use of digital versions has been approved by the professor.
- **Responsible Communication:** Life happens, and while I hold high expectations for my students, I also aim to be fair. The more we can practice responsible and proactive communication, the more we can work out viable and just solutions in a way that is also fair to your peers. Accountability, involvement, interest, integrity, communication, responsibility and respect are key elements in my classroom. Such an environment ensures a rich learning experience for all. *Enjoy!*

A Note on Plagiarism

Plagiarism occurs when a person falsely presents someone else’s ideas as his/her own work. This misrepresentation constitutes theft. It is unethical, dishonest, and ultimately destructive – it shows disrespect toward your peers, your instructor, your institution, and the intellectual community with which you are in dialogue. But most significantly, it whittles away at your own integrity and self-worth. Earning a degree is an achievement of the whole person – it reflects a development in spiritual, intellectual and ethical maturity. If you are tempted to breach the premise of trust on which our academic conversation and growth are based, you will suffer severe professional as well as personal consequences. Plagiarism will be addressed thoroughly in class; it is also outlined in detail in such places as the MLA handbook or university catalogue. If any doubts remain, however, please see me *before* you hand in a piece about which you are confused.

2016-17 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 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

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 (<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.

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 <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/ for information including 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.

SCHEDULE OF CLASSES AND ASSIGNMENTS

Week One: Introduction

Thursday, 5 January

- Introduction to course and writing
- Breaking of Bread together
- assignment of personal statements

Week Two:— Rhetorical Strategies, Audience, Sentence Structure, Voice, Sense

Tuesday, 10 January

- read: Part Seven of *Fit to Print*
- read: Jefferson, “The Declaration of Independence”
- close analysis of Declaration

Thursday, 12 January

- discussion of the personal statement
- writing exercises in relation to Part Seven of *Fit to Print* (focus on grammar, parts of speech, sentence structure and common problems)

Week Three: Writing/Righting the Political and Personal

Tuesday, 17 January

- read: Part One of *Fit to Print* (focus on thesis formation)
- read: Martin Luther King Jr., “Letter from Birmingham Jail”
- close analysis of Letter

Thursday, 19 January

- sentence structure and thesis formation exercise
- consideration of figures of speech; literary devices; grammar and syntax

Week Four: Governing Mindfully

Tuesday, 24 January

- read: Part Two of *Fit to Print* (focus on outline and draft)
- read: Lao-Tzu, “Thoughts from the Tao-te Ching” and Machiavelli, “The Qualities of the Prince”

Thursday, 26 January

- class debate
- outlines and drafts addressed in detail: preparation of drafts for next week

Week Five: The Nature of “Reality”

Tuesday, 31 January

- read: Plato, “Allegory of the Cave” and Descartes, “Discourse Four”
- read: Part Four of *Fit to Print* (focus on draft and revision)

Thursday, 2 February

- intense in-class workshop for essay #1 – bring working thesis and outline

Week Six: The Essay

Tuesday, 7 February

- **DRAFT OF ESSAY #1 due in class**
- discussion of drafts and peer feedback

Thursday, 9 February

- **FORMAL ESSAY #1 DUE IN CLASS (Final, polished version)**
- **Presentation of essays**

Week Seven: The Exam Essay

Tuesday, 14 February

- Read Part Five of *Fit to Print* (focus on The Essay Examination)
- preparation for in-class essay exam

Thursday, 16 February

- **MIDTERM IN-CLASS ESSAY EXAM**

Week Eight: READING WEEK: FEBRUARY 20-24 NO CLASSES

Week Nine: Feedback and Preparation

Tuesday, 28 February

- read: Part Three of *Fit to Print* (understanding the Research paper)
- debriefing of midterm exams and tips for final exam
- in-depth discussion of Essay #1 feedback
- taking stock of strengths and weaknesses

Thursday, 2 March

- read: Part Six of *Fit to Print* (focus on documentation and delivery)
- preparing for the final research paper
- research methodologies including: proper citation, incorporation of quotations, entering the academic conversation, professionalism

Week Ten: Psychological Perspectives

Tuesday, 7 March

- read: Freud, “The Oedipus Complex” and Jung, “The Personal and the Collective Unconscious”

Thursday, 9 March

- argumentation, line of thought, point of view

Week Eleven: Gender Constructions and Repercussions

Tuesday, 14 March

- read: Woolf, “Shakespeare’s Sister” and de Beauvoir, “Woman: Myth and Reality”

Thursday, 16 March

- incorporating research, responding to critics, sophisticated analysis and synthesis
- assignment of annotated bibliography and the abstract

Week Twelve: Social Justice and Education

Tuesday, 21 March

- read: Galbraith, “The Position of Poverty” and Montessori, “The Montessori Method”
- working outlines for final papers approved

Thursday, 23 March

- writing with confidence: summation of *Fit to Print* topics

Week Thirteen: Research Focus

Tuesday, 28 March

- research methodologies and draft revision
- presentation of drafts
- **draft of annotated bibliography and abstract due in class**

Thursday, 30 March

- research methodologies and draft revision
- presentation of drafts
- **final version of annotated bibliography and abstract due in class**

Week Fourteen: Magnum Opus

Tuesday, 4 April

- Final draft consultations

Thursday, 6 April – LAST DAY OF CLASS

- **FINAL RESEARCH PAPER DUE IN CLASS**
- round table discussion and preparation for final exam