

# Writing 0012

## Writing for Multilingual Students Syllabus 1.0

### Overview

This course will introduce multilingual students who have a good knowledge of academic essay format to those rhetorical and format-based skills necessary for advanced level writing in the disciplines. The course will discuss the reader-writer-message triangle as it applies to different writing forms within the academy. It is designed to help multilingual students develop the linguistic, rhetorical, and strategic competencies that they will need to succeed in advanced academic courses at the undergraduate level, and incorporates discussion of those issues that are culturally relevant to a Canadian academic community.

### Goals

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

- Enhance their strategies for note-taking of oral and written conversations
- Evaluate, analyze and integrate primary and secondary sources for academic discourse
- Develop flexible strategies for generating and revising writing
- Use academic conventions of format and structure in a research essay
- Control such surface features as syntax, grammar, punctuation and spelling in their written work

Fall 2014

BR-202

Monday, Tuesday, Thursday  
0830H –0920H

Instructor: M.A. Ramsay

E-Mail: [mramsay3@uwo.ca](mailto:mramsay3@uwo.ca)

Phone: TBA

Office: Room 216 Ursuline Hall

Office Hours: Monday, Tuesday, Thursday  
0930H –1100H OR BY APPOINTMENT

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 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.

It will also be helpful to have a Canadian dictionary such as the Oxford or Penguin concise paperbacks.

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

### Milestones

September 13, 2013

Last day for late registration

- Write a persuasive argument that demonstrates knowledge of a Western academic audience's culture

## Requirements

Classes will be held Thursdays. 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.

**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.

September 17, 2013

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, 2014

Last day to drop a first-term half course or a first-term full course (2014-145Fall/Winter Term) without academic penalty.

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### 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.

## 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

Frequent Reference to the Question

Proper Citations

Combines/Juxtaposes Evidence

Chronology and Context

## Evaluation

Course Component	Weight	Due Date	Length
<b>SHORT ESSAYS (25%)</b>			
<b>Position papers</b>	5% 5% 5%	September 11 November 6 November 20	Position paper one: two typed pages Position paper two: in-class essay Position paper three: in-class essay
<b>Revised position paper</b>	5%	December 2	Choose one position paper, revise it extensively, and then re-submit it
<b>Personal Essay</b>	5%	November 13	Approximately three pages
<b>IN-CLASS WORK (25%)</b>			
<b>Quotation Integration Exercise</b>	2.5%	September 18	
<b>Argumentation Quiz</b>	5%	October 2	
<b>Summary/Paraphrase Exercise</b>	2.5%	October 9	
<b>Grammar Quiz</b>	2.5%	October 20	
<b>Descriptive Writing Exercise</b>	2.5%	October 23	
<b>Peer Editing Work (two sessions)</b>	10% (2 x 5%)	Ongoing	Various
<b>RESEARCH ESSAY (50%)</b>			
<b>Essay Proposal</b>	5%	October 15	Guidelines provided
<b>Revised Essay Proposal</b>	10%	October 28	
<b>Annotated Bibliography</b>	15%	October 28	Guidelines provided
<b>Research Essay: Draft one</b>	-5% if not submitted	November 3,	1500 words (excluding the works cited)
<b>Research Essay: Draft two</b>		November 24	
<b>Research Essay: Final</b>	20%	December 2	Substantive revision and edit

## Techniques to use in each assignment

### Expectations

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.

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.

For help outside class or office hours, use the Writing Centre as much as possible. Their job is to help students improve their writing. See: [http://www.brescia.uwo.ca/academics/writing\\_center/](http://www.brescia.uwo.ca/academics/writing_center/).

### 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 November 7 and November 28, 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 collected and archived in the portfolio folders. 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 will not receive a passing grade.

## 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 3</b>
Second draft:	Due <b>November 24</b>
Final draft:	Due <b>December 2</b>

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 November 7, 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*.)

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.

### 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.***

## Final Grades

I do not give out final grades by e-mail. You will have to wait until the grades are posted.

## Schedule

Date		Topic	Please Read
<b>Week 1</b> <b>September</b> 5	Course overview; Assignments, topics, and resources	Course outline	
<b>Week 2</b> <b>September</b> 8	Position paper one (start in-class)	Research essay topics Think as a Writer, <i>The Brief Penguin Handbook</i> , 1-6	<b>First Position paper due September 11 (5%)</b>
<b>Week 3</b> <b>September</b> 15	Thinking about audiences; Citing and incorporating other voices; signal phrases  Prewriting; Brainstorming; Topic development;	<i>The Brief Penguin Handbook: Read and View with a Critical Eye</i> , 47-56	<b>Quotation Integration Exercise September 18 (2.5%)</b>
<b>Week 4</b> <b>September</b> 22	Asking a research question; Proposal writing workshop Library visit #1  <b>September 23: 8:30-9:20 in the computer lab (Searching I)</b>  <b>September 25 - 8:30-9:20 in the computer lab (Searching II)</b>	<i>The Brief Penguin Handbook: Avoiding Plagiarism</i> , 245-256; <i>Documenting</i> , 269-276	<b>Please have a research topic in mind</b>
<b>Week 5</b> <b>September</b> 29	The importance of clarity; logic and persuasion; exam preparation; course review		<b>Argumentation Quiz October 2 (5%)</b>

<p><b>Week 6</b> <b>October 6</b></p>	<p>Paraphrase, summary, and works cited <b>October 7 – 8:30-9:20 in the computer lab (Citation)</b></p>	<p><i>The Brief Penguin Handbook: Grammar Basics, 433-452</i> Reading to be announced (OWL)</p>	<p><b>Summary/ Paraphrase Exercise October 9 (2.5%)</b></p>
<p><b>Week 7</b> <b>October 15</b> <b>NOTE: No class on Monday</b></p>	<p><b>October 16 –8:30-9:20 in the computer lab (Evaluation and Annotated Bibliographies)</b></p>		<p><b>Essay proposal due October 15 (5%)</b></p>
<p><b>Week 8</b> <b>October 20</b></p>	<p>Punctuation review; Commas, semicolons, and dashes.</p>	<p><i>The Brief Penguin Handbook: Understanding Grammar, 453-488</i> Review Understanding Punctuation and Mechanics, 489-550 Reading to be announced (OWL)</p>	<p><b>Grammar quiz October 20 (2.5%)</b> <b>Descriptive Writing Exercise October 23 (2.5%)</b></p>
<p><b>Week 8</b> <b>October 27</b> <b>NOTE: No class on Thursday</b></p>	<p>Paragraph structure; Illustrating ideas with examples; Making sense of images</p>	<p><i>The Brief Penguin Handbook: Shape Your Paragraphs, 21-37</i> Reading to be announced (OWL)</p>	<p><b>Revised Essay Proposal due October 28 (10%)</b> <b>Annotated bibliography due October 28 (15%)</b></p>
<p><b>Week 9</b> <b>November 3</b></p>	<p>Peer Review</p>	<p><i>The Brief Penguin Handbook: Rewrite, Edit and Proofread, 37-46</i></p>	<p><b>Second position paper (5%) (written in class November 6)</b> <b>Peer review workshop one (2.5%)</b> <b>Research essay: Draft 1 (-5% if not completed) November 3</b></p>
<p><b>Week 10</b> <b>November 10</b></p>	<p>Effective introductions and conclusions; Types of thesis statements</p>	<p><i>The Brief Penguin Handbook: Write and Revise the Research Project, 257-268; Write with Power, 399-405</i></p>	<p><b>Personal essay (5%) Due November 13</b></p>



<b>Week 11</b> <b>November</b> 17	Paragraph structure; Illustrating ideas with examples; Making sense of images	<i>The Brief Penguin Handbook: Shape Your Paragraphs, 21-37</i> Reading to be announced (OWL)	<b>Third position paper (5%) (written in class November 20)</b>
<b>Week 12</b> <b>November</b> 24	Peer review workshop two	Reading to be announced (OWL)	<b>Peer review workshop two 5%)</b> <b>Research essay: Draft 2 (-5% if not completed) November 24</b>
<b>Week 13</b> <b>December</b> 1	The Poetics of Prose	George Orwell, <i>The Road to Wigan Pier</i>  Stephen Fry, <i>The Ode Less Travelled</i>	<b>Research essay: final draft (20%)</b> <b>AND Revised position paper (5%)</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.	<i>Complete</i> 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:**

# 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/2014/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 workload 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

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.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

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.