

Brescia University College

Writing 1020G – Section 530, Winter 2016

Introduction to University Essay Writing

Monday 2:30-4:30 pm (**MRW152**); Wednesday 2:30-3:30 (**BR302A**)

(Half course – 3 hours/week, January 4 – April 6, 2016)

Instructor: Joan Ellsworth
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Office Hours: Friday 12:00-1:00, or by appointment

Course Description: This course introduces students to academic writing conventions. It is intended for first-year students in all disciplines. A variety of strategies will be considered to help students become stronger writers and thinkers. Discussions and workshops will explore reading and writing processes, scholarly argument and research, sentence structure, paragraphing, grammar, clarity, style, and voice.

Course Antirequisites: Writing 0002F/G, 1021F/G, 1022F/G, 2101F/G

Course Objectives:

By the end of this course, students will be able to:

1. Find, evaluate, analyze, and synthesize appropriate primary and secondary sources for academic discourse
2. Integrate their own ideas with those of others, using appropriate academic conventions
3. Develop flexible strategies for generating, revising, editing, and proof-reading
4. Use conventions of format and structure appropriate to the rhetorical situation
5. Adopt appropriate voice, tone, and level of formality to achieve a purpose for an academic audience
6. Control such surface features as syntax, grammar, punctuation and spelling in their written work
7. Understand the collaborative and social aspects of writing processes
8. Critique their own and others' work, orally and in writing, using specific examples to highlight ideas

Course Materials – Required Texts:

Two texts are required and available at the UWO bookstore.

1. Flachmann, Kim, Michael Flachmann, Alexandra MacLennan, and Jamie Zeppa. *Reader's Choice. 7th Cdn. ed.* Toronto: Pearson, 2013.
2. Faigley, Lester, Roger Graves, and Heather Graves. *The Brief Penguin Handbook, 3rd Cdn. ed.* (with My Canadian Comp Lab), Toronto: Pearson, 2015.

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

ASSESSMENT:

Methods of Evaluation

1. Each student will prepare a **Portfolio** of weekly in-class writing assignments and at home journal entries. One typed journal entry and one in-class entry, representing different rhetorical modes, will be selected by the student for assessment in each of **two portfolio submissions**. Each portfolio submission will include a reflection explaining the choices for assessment. All entries should be submitted in an organized portfolio at the beginning of class on specified portfolio due dates.

1. **Portfolio One:** one in-class assignment and one journal entry (Description and/or Narration) each grade value = 4%, one reflection grade value = 2%
2. **Portfolio Two:** one in-class assignment and one journal entry (Process Analysis, Comparison and/or Cause & Effect), one reflection each grade value = 5%

2. Each student will select a topic (from assigned categories) and work through the research and writing processes to create a **term paper (documented personal essay)**. The definition paper, completed and submitted in stages, will include the following:

1. **Annotated Bibliography** (MLA format)
2. **Draft Essay** (approximately 1500 words, incorporating relevant and credible sources)
3. **Two Peer Responses**
4. **Final Term Paper:** Definition Essay (1500 words & list of sources, in MLA or APA format)

WRITING 1020G (530) ASSIGNMENT SCHEDULE

Assignment	Value	Due Date
Portfolio 1	10%	Wed. Feb. 3
Annotated Bibliography	10%	Wed. Feb. 10
Portfolio 2	15%	Mon. Mar. 7
Term Paper (Essay): Draft 1 (2 copies) Required to participate in Peer Response exercises		Mon. Mar. 14
Peer Response 1: Revising	5%	Mon. Mar. 14
Peer Response 2: Editing	5%	Mon. Mar. 28
Term Paper (Definition Essay): 1500 words	25%	Mon. Apr. 4
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TERM WORK	70%	
FINAL EXAM	30%	April exam period

Note: Students must pass both the term work and the final exam to pass the course.

ATTENDANCE AND PARTICIPATION:

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 at the start of the class. Some in-class work will be collected at the end of a class. It is essential to communicate directly with me (your professor) if you experience any challenges attending class or completing work.

Academic Accommodation Policy

Late submissions worth less than 10% will be considered ONLY on humanitarian or medical grounds in consultation with me.

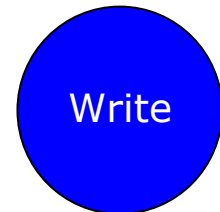
Late submissions worth 10% or more REQUIRE formal academic accommodation as outlined in the attached Brescia Academic Policies and Regulations document. Please consult the document.

Remember to keep a copy of all work. It is important to develop effective research and record-keeping strategies for success as an academic writer. Please save your writing course files on an external hard drive or memory stick in addition to a saved copy on your computer/tablet.

Statement on Academic Offences:

Please consult the Brescia Academic Policies and Regulations document, paying particular attention to the section on plagiarism and academic misconduct.

Writing Support: You are welcome and encouraged to visit the Brescia Writing Centre to discuss your writing in this or any other course. Contact - <http://writing.bresciauc.ca/>



Writing 1020G-530, Winter 2016

Course Schedule

This is a tentative schedule that may be revised in response to student writing skills.

Readings:

Assigned readings are from Flachmann et al. *Reader's Choice* (F) and Faigley & Graves *The Brief Penguin Handbook* (P).

Students are expected to read the *Reader's Choice* selections and review the *Penguin* pre-readings before class. Additional material may be assigned in class.

DATE	TOPIC	PRE-READINGS
WEEK 1 Mon. Jan. 4 Wed. Jan. 6	Course Outline and Introductions <ul style="list-style-type: none"> • Diagnostic • Purpose, Audience, Subject and Perspective • Reading: Listening, Note-Taking & Responding J1: About Academic Reading	(F) 1-11 (P) <i>Planning, Drafting and Revising</i> , 1-38
WEEK 2 Mon. Jan. 11 Wed. Jan. 13 Bring a sample academic journal article to class	Academic Integrity <ul style="list-style-type: none"> • Conventions • Voice The Writing Process <ul style="list-style-type: none"> • Research ANNOTATED BIBLIOGRAPHIES Documentation and Citations	(F) 12-42; 471-475 (P) <i>Planning Research and Finding Sources</i> , 196-243
WEEK 3 Mon. Jan. 18 Wed. Jan. 20	Description <ul style="list-style-type: none"> • Seeing, Thinking & Writing • Observation Skills Parts of Speech Sentences Figurative Language: Metaphors J2: About a Book	(F) 43-54; <i>What a Certain Visionary Once Said</i> TOMSON HIGHWAY, 55-58; (P) <i>Learn to Write in Academic Disciplines</i> , 93-106

DATE	TOPIC	PRE-READINGS
<p>WEEK 4 Mon. Jan. 25</p> <p>Wed. Jan. 27</p>	<p>Narration</p> <ul style="list-style-type: none"> • Telling a Story <p>Incorporating sources: Direct quotes & summaries</p> <p>Reflections</p> <p>Library Visit (tentative)</p>	<p>(F) 83-93; <i>Between the Highs and the Lows, Life Happens</i>, K'NAAN, 102-106</p> <p>(P) <i>Effective Style and Language</i>, 399-431</p>
<p>WEEK 5 Mon. Feb. 1</p> <p>AB: Identify Definition Paper Topic</p> <p>Wed. Feb. 3 Portfolio 1 Due</p>	<p>Definition</p> <ul style="list-style-type: none"> • Limiting the Frame of Reference • Outlines <p>Thesis Statements</p>	<p>(F) 300-309; <i>The Search for Mandela's Gun</i>, SIMON BLACK, 335-338</p>
<p>WEEK 6 Mon. Feb. 8</p> <p>Wed. Feb. 10 Annotated Bibliography Due</p>	<p>Process Analysis</p> <ul style="list-style-type: none"> • Explaining Step by Step • Transitions <p>J3: Process Analysis</p>	<p>(F) 129-138; 175-184; <i>How to Mummify a Pharaoh</i>, ADAM GOODHEART, 212-215</p> <p>(P) <i>Write to Analyze</i>, 39-59</p>
February 15-19 READING WEEK – NO CLASSES		
<p>WEEK 7 Mon. Feb. 22</p> <p>Wed. Feb. 24</p>	<p>Examples</p> <p>Paragraphs</p> <ul style="list-style-type: none"> • Unity, Development, Coherence <p>Comparison/Contrast</p> <ul style="list-style-type: none"> • Similarities and Differences <p>J4: A Comparison</p>	<p>(F) 129-138, <i>Co-opting Dissent</i>, NAOMI KELIN, 164-168</p> <p>F) 262-273; <i>A Passion for the Environment: Two Accounts</i>, MONTE HUMMEL, 274-277</p>
<p>WEEK 8 Mon. Feb. 29</p> <p>Wed. Mar. 2</p>	<p>Cause/Effect</p> <ul style="list-style-type: none"> • Thinking about Reasons and Results <p>Paraphrasing</p> <p>J5: Exploring Cause & Effect</p>	<p>((F) 344-355; <i>Why We Crave Horror Movies</i>, STEPHEN KING, 356-361</p> <p>(P) <i>Write to Persuade</i>, 77-91</p>

DATE	TOPIC	PRE-READINGS
<p>WEEK 9 Mon. Mar. 7 Portfolio 2 Due</p> <p>Wed. Mar. 9</p>	<p>Division/Classification Creating Categories</p> <p>Clarity and Style</p>	<p>(F) 216-225; <i>In Defense of Graffiti</i>, ALEX BOYD, 256-261</p>
<p>WEEK 10 Mon. Mar. 14 Term Paper Draft Due – 2 copies</p> <p>Wed. Mar. 16</p>	<p>Revising Strategies • Evaluating and Synthesizing</p> <p>Peer Response 1: Revising</p>	<p>(P) <i>Grammar Basics</i>, 433-488</p>
<p>WEEK 11 Mon. Mar. 21</p> <p>Wed. Mar. 23</p>	<p>Argument/Persuasion • Thoughts and Actions • Logical Fallacies</p>	<p>(F) 407-420; <i>Shootings</i>, ADAM GOPNIK, 457-461</p>
<p>WEEK 12 Mon. Mar. 28 Bring Draft Term Paper hard copy to class</p> <p>Wed. Mar. 30</p>	<p>Editing and Proofreading • Strategies</p> <p>Peer Response 2: Editing</p>	<p>(P) <i>Understanding Punctuation and Mechanics</i>, 489-550</p>
<p>WEEK 13 Mon. Apr. 4 Term Paper Due</p> <p>Wed. Apr. 6</p>	<p>Punctuation Review</p> <p>The Academic Community Course Review and Reflections</p>	<p>(F) <i>Essays on Thinking, Reading, and Writing</i>, 518-531</p>

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 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.

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.

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 . 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.