

**Brescia University College**

**Writing 2101G – Section 530, Winter 2017  
Introduction to Expository Writing**

Monday 8:30 – 11:30 (BR-UH26)  
(Half course - 3 hours/week)

**Instructor: Joan Ellsworth**

**email: jellswo3@uwo.ca**

Office: St. James 301E

Phone: 519-432-8353 (x28044)

**Office Hours:** Monday 12:00-1:00, and by appointment

**Course Description:** This writing-intensive course introduces students to the basic principles and techniques of good writing. It emphasizes expository writing skills through frequent writing, conversation, and peer responding. Students will be required to participate actively as they experiment with academic genres, audiences, and subjects to enhance their critical thinking and ability to engage in academic discourse. Students will learn to develop scholarly arguments based on evidence acquired through research and discussion.

Antirequisite: Writing 2121F/G

**Course Learning Outcomes and Brescia Competencies ( ):**

By the end of this course, students will have learned the following, which fall within the Brescia competencies noted and listed subsequently. Students will be able to:

1. Find, summarize, evaluate, analyze, and synthesize appropriate primary and secondary sources for academic conversations **(1,2,3,4)**
2. Analyze the writing requirements of academic discourse in a variety of disciplines **(1,2,3,4)**
3. Incorporate effective planning and drafting strategies for expository writing **(1,2,3,4,5)**
4. Adopt genre conventions ranging from structure and paragraphing to tone and mechanics **(1,2,3,4,5,6)**
5. Integrate their own ideas with others' ideas to write effectively for an academic audience **(1,2,3,4,5,6)**
6. Understand writing as an open process with collaborative and social aspects **(1,2,5,6)**
7. Critique their own and others' writing **(1,2,3,4,5,6)**

**Brescia Competencies:**

1. Communication, 2. Critical Thinking, 3. Inquiry and Analysis, 4. Problem Solving,
5. Self Awareness and Development, 6. Social Awareness and Engagement

**Course Materials:**

1. Faigley, Lester, Roger Graves, and Heather Graves. *The Brief Pearson Handbook, 4th Cdn. ed.* Toronto: Pearson, 2017.
2. Graff, Gerald, Cathy Birkenstein, and Russell Durst. *They Say/I Say, with Readings.* 3rd ed. New York: Norton, 2015.
3. It will also be helpful to access to a dictionary such as the Concise Oxford.

**Attendance and Participation:**

Attendance will be taken at each class. Given that weekly writing and student engagement are essential for success in the course, **any student absent for more than 40% of the classes will fail the course.** Students will be expected to arrange individual consultations at the Brescia Writing Centre, as they complete specified assignments, to reinforce the importance of asking questions and seeking audience feedback, which are essential strategies for academic success. Development of self-direction, discipline, monitoring and correcting are foundations for critical thinking and effective communication.

**Assessment:**

<b>WRITING 2101G (530) ASSIGNMENT SCHEDULE</b>		
<b>Assignment</b>	<b>Due Date</b>	<b>Value</b>
Writing Portfolio (e.g., blogs, in-class work)	weekly submissions	10
Reflection Paper (completed in class)	February 6	10
Essay Proposal & Annotated Bibliography (4-6 pages)	February 13	15
Draft Essay (min. 1000 words) Two print copies of draft essay required to participate in Peer Response	March 20	
Peer Response One: Revising	March 20	5
Peer Response Two: Editing	March 27	5
Portfolio Reflection (250-500 words) with portfolio	March 27	5
Term Paper and artifact (1750-2000-word essay, artifact, and cover letter)	April 3	30
Exam	April Exam Schedule	20

**Scheduling your time and submitting your work:**

### **Due Dates**

Late assignments **will not be accepted** unless approved accommodation is granted. It is essential to talk directly with your professor if you experience challenges attending class or completing work.

### **Academic Accommodation Policy**

Late submissions worth less than 10% will be considered only on humanitarian grounds in consultation with the professor.

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.

### **Submissions**

All assignments must be submitted at the start of class, unless otherwise specified. Students will be expected to create a portfolio of their weekly writing in the course. Most portfolio writing will be submitted at the end of class, but some tasks may require out of class work and modified submission requirements. Weekly work will be assessed individually, and the completed portfolio will be submitted with a reflection paper as indicated above.

Specific guidelines will be provided in class for each writing task. Students are also expected to check the course OWL page before and after class for additional assignment and course information.

### **Format**

Submitted assignments should be double-spaced, typed in 12-point font with 2.5 cm (1 in.) margins, and consecutively numbered with pages securely fastened together. Please include your name, the course number, instructor's name, assignment title, and date on your work. Documentation styles will be specified when required.

**Remember to keep a copy of all work.** It is important to develop effective research and record-keeping strategies. Please save your drafts and retain copies of typed work on an external hard drive or memory stick. You will be responsible for submitting a copy of your work should any copies go astray.

**Statement on Academic Offences:** Please consult the Brescia Academic Policies and Regulations document, paying particular attention to the section on academic integrity (plagiarism) and academic misconduct.

**Statement on Use of Electronic Devices:** Students are expected to refrain from inappropriate use of technology in the classroom. Cell phones should be silenced.

## Course Schedule:

**Readings:** Assigned readings are from the course texts: *They Say/I Say* (T) and *The Brief Pearson Handbook* (P).

Students are expected to read the *They Say/I Say* selections and review the *Pearson* pre-readings before class. The schedule may be slightly modified to match classroom progress.

DATE	TOPIC	READINGS
Week 1 January 9	<b>Introductions</b> <ul style="list-style-type: none"> <li>• Academic Conversations</li> <li>• Grammar Diagnostic</li> <li>• Observing &amp; Describing</li> </ul> <b>Stylish Academic Writing: Voice</b>	(T) <i>Introduction: Entering the Conversation</i> , 1-15  (P) 88-98
Week 2 January 16	<b>Academic Integrity: Summarizing and Paraphrasing</b>  <b>Introducing Research Proposals: Term Paper</b>  <b>Grammar Basics</b>	(T) <i>They Say: Starting with What Others are Saying</i> , 19-29; <i>Her Point Is: The Art of Summarizing</i> , 30-41; <i>As He Himself Puts It: The Art of Quoting</i> , 42-51  (P) 200-216; 373-383
Week 3 January 23	<b>Analysis</b> <ul style="list-style-type: none"> <li>• Quoting</li> <li>• Annotating</li> </ul> <b>Working with Sentences</b>	(T) <i>Yes/No/Okay, But: Three Ways to Respond</i> , 55-67; <i>I Take Your Point: Entering Class Discussions</i> , 163-166; <i>“Analyze This”</i> : <i>Writing in the Social Sciences</i> , 184-201  (P) 35-48; 75-85; 383-392
Week 4 January 30	<b>Research: Finding a Topic</b>  <b>Research Strategies</b>	(T) <i>What’s Motivating this Writer?: Reading for the Conversation</i> , 173-181; <i>And Yet: Distinguishing What You Say from What They Say</i> , 68-77  (P) 55-74; 148-153; 392-407

DATE	TOPIC	READINGS
Week 5 February 6  <b>In class assignment</b>	<b>Reflecting</b>  <b>Proposal Workshop</b>	(T) <i>IMHO: Is Digital Communication Good or Bad—or Both?</i> 167-72; <i>Does Texting Affect Writing?</i> , (Michaela Cullington) 361-371; (T) <i>Skeptics May Object: Planting a Naysayer in Your Text</i> , 78-91  (P) 49-55; 154-199; 407-416
Week 6 February 13  <b>Essay Proposal &amp; AB (Bring sources to class)</b>	<b>Thesis Statements &amp; Outlines</b>	(T) <i>So What? Who Cares?: Saying Why It Matters</i> , 92-100  (P) 104-111
READING WEEK – NO CLASSES THIS WEEK (February 20)		
Week 7 February 27	<b>Paragraphs</b> Unity, Coherence and Development	(T) <i>As A Result: Connecting the Parts</i> , 105-120; <i>But Don't Get Me Wrong: The Art of Metacommentary</i> , 129-138  (P) 15-25
Week 8 March 6	<b>Academic Conversations: Arguments, Logic, and Persuasion</b>	(T) <i>Why Women Still Can't Have It All</i> (Anne-Marie Slaughter) 676-696; <i>Why Men Still Can't Have It All</i> (Richard Dorment) 697-716
Week 9 March 13	<b>Voice: Clarity &amp; Style</b>  <b>Multimodal Communication</b>	(T) <i>Ain't So/Is Not: Academic Writing Doesn't Always Mean Setting Aside Your Own Voice</i> , 121-128  (P) 113-145; 341-371; 417-425
Week 10 March 20  <b>Essay draft – 2 copies due</b>	<b>Revising Strategies</b> <b>Peer Response One</b>	(T) <i>He Says/Contends: Using the Templates to Revise</i> , 139-159  (P) 25-31; 217-225

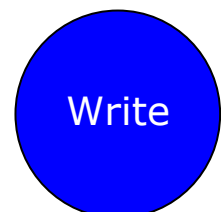
DATE	TOPIC	READINGS
Week 11 March 27  <b>Portfolio Reflection due &amp; Draft essay required</b>	<b>Editing Strategies: Grammar, Punctuation, and Mechanics</b> <b>Peer Response Two</b>	(P) 429-490
Week 12 April 3  <b>Term Project Due</b>	<b>Exam Review and Course Reflections</b>	(P) 86-87

The Brief Pearson Handbook (4<sup>th</sup> Cdn ed.) Reading Headings for old editions

Week 1	88-98: Write in the Sciences and Social Sciences
Week 2	200-216: Incorporating and Documenting Sources - Use Sources Effectively and Avoid Plagiarism
	373-383: Understanding Grammar - Grammar Basics
Week 3	35-48: Read and Analyze with a Critical Eye
	75-85: Write About Literature and the Humanities
	383-392: Fragments, Run-Ons, and Comma Splices
Week 4	55-74: Write to Inform & Write to Persuade
	148-153: Plan Your Research; Find a Topic
	392-407: Subject-Verb Agreement; Verbs
Week 5	49-55: Write to Reflect
	154-199: Plan Your Research (Thesis & Annotated Bibliography); Find Sources; Evaluate Sources
	407-416: Pronouns
Week 6	104-111: Compose for the Workplace
Week 7	15-25: Compose a Draft; Compose Paragraphs
Week 8	
Week 9	113-145: Compose Using Standard Designs
	341-371: Effective Style and Language - Write with Power; Write Concisely; Write with Emphasis; Write to Be Inclusive
	417-425: Modifiers
Week 10	25-31: Rewrite, Edit, and Proofread
	217-225: Write and Revise the Research Project
Week 11	
Week 12	86-87: Write an Essay Exam

**Writing Support:** You are welcome to visit the Brescia Writing Centre

Online bookings - <http://writing.bresciauc.ca/>



## 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](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 <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.