

Brescia University College

**Writing 2101F – Section 530, Fall 2017
Introduction to Expository Writing**

Thursday 12:30 – 3:30 (Mother St. James Rm. 304)
(Half course - 3 hours/week)

Instructor: Joan Ellsworth

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Office Hours: Friday 12:00-1:00, and by appointment

Course Description: This writing-intensive course introduces students to the basic principles and techniques of good writing. The course emphasizes practical work and the development of writing skills for a variety of subjects and disciplines.

Antirequisite: Writing 2121F/G

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

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:

COURSE LEARNING OUTCOMES

1. Adopt genre conventions ranging from structure and paragraphing to tone and mechanics. (*Communication*)
2. Apply effective planning and drafting strategies to present written information. (*Communication; Critical Thinking; Self Awareness and Development*)
3. Find, summarize, evaluate, analyze, and synthesize appropriate secondary sources for academic conversations. (*Communication; Critical Thinking; Inquiry and Analysis; Problem Solving*)
4. Analyze the writing requirements of academic discourse in a variety of disciplines and appreciate the collaborative and social nature of that writing. (*Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Self Awareness and Development*)
5. Critique their own and peer writing samples using appropriate social conventions. (*Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Self Awareness and Development*)

BRESCIA COMPETENCIES

- **COMMUNICATION:** The ability to exchange information and meaning across cultures, space, and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
- **CRITICAL THINKING:** The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
- **INQUIRY AND ANALYSIS:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.
- **PROBLEM SOLVING:** The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
- **SELF AWARENESS AND DEVELOPMENT:** The ability to draw meaning, knowledge, and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.

Course Materials:

1. Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*, 3rd ed. New York: Norton, 2017.
2. Graff, Gerald and Cathy Birkenstein. *They Say/I Say*, 3rd ed. New York: Norton, 2017.

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.

WRITING 2101F (530) ASSIGNMENT SCHEDULE and ASSESSMENT
(indicating Course Learning Outcomes and Brescia Competencies)

Assignment	Due Date	Weight	Course Learning Outcomes	Brescia Competencies
Writing Portfolio work (blogs, in-class work)	Weekly submissions	10	1,2,3,4,5	Communication; Critical Thinking; Inquiry & Analysis; Problem Solving; Self Awareness and Development
Summary & Reflection	October 5	10	1,2,3	Communication; Critical Thinking; Inquiry & Analysis; Problem Solving; Self Awareness and Development
Sample Paper Analysis, Group Presentation, and Reflection	TBA Oct. 26 - Nov. 9	10	1,2,3,4	Communication; Critical Thinking; Inquiry & Analysis; Problem Solving; Self Awareness and Development
Essay Proposal & Annotated Bibliography (4-6 pp)	October 19	15	1,2,3,4	Communication; Critical Thinking; Inquiry & Analysis; Problem Solving; Self Awareness and Development
Draft Essay (min. 1000 words)	Due: November 16 Not graded. 2 print copies required to participate in peer response activity			
Peer Response One: Revising	November 16	5	1,2,3,4,5	Communication; Critical Thinking; Inquiry & Analysis; Problem Solving; Self Awareness and Development
Peer Response Two: Editing	November 30	5	1,2,3,4,5	Communication; Critical Thinking; Inquiry & Analysis; Problem Solving; Self Awareness and Development
Portfolio with Reflection (250-500 words)	November 30	15	1,2,3,4,5	Communication; Critical Thinking; Inquiry & Analysis; Problem Solving; Self Awareness and Development
Term Paper (1750-2000 words with cover letter)	December 7	30	1,2,3,4,5	Communication; Critical Thinking; Inquiry & Analysis; Problem Solving; Self Awareness and Development

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 a course 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 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 Little Seagull Handbook* (S).

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

DATE	TOPIC	READINGS
Week 1 September 7	Introductions <ul style="list-style-type: none"> • Academic Conversations • Grammar Diagnostic • Observing & Describing Stylish Academic Writing: Voice	(T) <i>Introduction: Entering the Conversation</i> , 1-15 (S) 2-16; 83-88
Week 2 September 14	Academic Integrity: Summarizing and Paraphrasing Introducing Research Proposals: Term Paper Grammar Basics	(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 (S) 66-69; 74-78; 105-118
Week 3 September 21	Analysis <ul style="list-style-type: none"> • Quoting • Annotating Writing in the disciplines <ul style="list-style-type: none"> • Set up groups for Presentations Working with Sentences	(T) <i>Yes/No/Okay, But: Three Ways to Respond</i> , 55-67; <i>What's Motivating this Writer?: Reading for the Conversation</i> , 173-181; <i>Analyze This?: Writing in the Social Sciences</i> , 184-201 (S) 43-53; 268-281
Week 4 September 28	Research Paper: Finding a Topic Research Strategies	(T) <i>And Yet: Distinguishing What You Say from What They Say</i> , 68-77 (S) 90-105; 322-339

DATE	TOPIC	READINGS
Week 5 October 5 In class assignment: Summary & Reflection	Reflecting Proposal Workshop	(T) <i>Skeptics May Object: Planting a Naysayer in Your Text</i> , 78-91; <i>IMHO: Is Digital Communication Good or Bad—or Both?</i> 167-72 (S) 70-73; 339-345
READING WEEK – NO CLASSES THIS WEEK (October 12)		
Week 6 October 19 Essay Proposal & AB (Bring source to class)	Thesis Statements & Outlines Design & Presentations	(T) <i>So What? Who Cares?: Saying Why It Matters</i> , 92-100 (S) 30-42
Week 7 October 26 Presentation Group 1 and 2	Paragraphs 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; <i>On Closer Examination: Entering Conversations about Literature</i> , 184-201 Reading for class discussion to be assigned (S) 17-29; 345-350; 355-360
Week 8 November 2 Presentation Group 3 and 4	Academic Conversations: Arguments, Logic, and Persuasion	(T) <i>I Take Your Point: Entering Class Discussions</i> , 163-166
Week 9 November 9 Presentation Group 5 and 6	Voice: Clarity & Style	(T) <i>Ain't So/Is Not: Academic Writing Doesn't Always Mean Setting Aside Your Own Voice</i> , 121-128; <i>The Data Suggest: Writing in the Sciences</i> , 202-220 (S) 351-354; 361-385

DATE	TOPIC	READINGS
Week 10 November 16 Draft Essay required	Revising Strategies Peer Response One	(T) <i>He Says/Contends</i> : Using the Templates to Revise, 139-159
Week 11 November 23	Editing Strategies: Grammar, Punctuation, and Mechanics	(S) 386-416
Week 12 November 30 Draft Essay required Portfolio and Reflection due	Peer Response Two	
Week 13 December 7 Term Paper Due	Course Reflections	

Writing Support: You are encouraged to visit the Brescia Writing Centre

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



2017-18 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.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. 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://westerncalendar.uwo.ca/2017/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, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). 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://westerncalendar.uwo.ca/2017/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.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 (<http://www.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://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

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).

7. SUPPORT

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 <http://www.sdc.uwo.ca/>.

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. 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.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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.