

COURSE OUTLINE
WRITING 1021G Section 550
January - April 2011

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W38
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W18: Mon/Wed/Fri. 12:30 – 1:30 p.m.
Office Hours: Mon: 1:30 - 3:30
Thurs.: 1:30 – 2:30

This course introduces the students to genres that are important to disciplinary writing and how those genres are articulated in different disciplines. While it continues to develop macro-level planning and composing skills that were introduced in Writing 0001F, it will also help students refine their writing through a concentration on micro-level skills in syntax, citation conventions and self-editing. This course develops these skills within complex writing projects such as the annotated bibliography, critical review, and the essay proposal and literature review. In addition, students will be introduced to a variety of readings which explore issues of Canadian identity, the knowledge society, media, science and war and aggression within the Canadian context. They will engage in discussions about how these issues inform the basic assumptions underpinning Canadian business, economics, political systems and history. Students will be expected to attend three, 1 hour classes each week for the second term.

Educational Objectives:

1. To expand student repertoire of writing formats to include summaries, annotated bibliographies, critical reviews, essay proposals and literature reviews.
2. To stimulate theoretical discussions about the differences between writing conventions in the Canadian context and the home context.
3. To facilitate the incorporation of multiple sources of research materials into academic writing through rhetorical strategies and synthesizing techniques.
4. To encourage a questioning and critical stance in student writing.

Absences and Late Work:

Because this is a writing course and there are many small pieces of work to be submitted for grading, any work that is more than 7 days overdue will not be graded. Absences for more than 40% of the classes will result in a failure of the course.

For extensions or absences because of a medical emergency, Huron students should take their medical documentation to the Academic Counsellor, at the Academic Services Centre at Huron University College, together with a Request for Relief specifying the nature of the accommodation requested. For work representing 10% or more of the overall grade for the course, a student must present documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. The request and documentation will be assessed and appropriate accommodation will be determined by the Dean's office in consultation with the instructor(s). Academic accommodation will be granted ONLY where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities.

Non-medical absences at either of the peer-review sessions will result in a grade of 0 for these assignments. For non-medical grounds, the student must submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test (or as soon as possible following a non-medical emergency). Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting documentation to the Academic Counsellor who will then make the determination as to whether the accommodation is warranted.

The UWO Student Medical Certificate (SMC)

(https://studentservices.uwo.ca/secure/medical_document.pdf) and Request for Relief

(<http://www.huronuc.ca/pdf/AcademicCounsellingRequestforReliefFormMar08.pdf>

are available at the Student Centre Website

(<https://studentservices.uwo.ca/secure/index.cfm>), the Huron University College Academic Counselling website

(http://www.huronuc.ca/faculty_arts_social_science/academic_counselling/) or from the Academic Services Centre at Huron.

Statement on Academic Offences

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. 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/handbook/appeals/scholoff.pdf> .

Plagiarism is an academic offence and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the *Huron University College Statement on Plagiarism*, available at the reference desk in the HUC Library and at

<http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf>. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library Information about these resources can be found at:

http://www.huronuc.ca/library/research_guides_and_handouts/.

Academic services such as academic counselling, community-based learning, career development, writing services, cross-cultural services, international opportunities are available through the Academic Services Centre: West Wing, Huron University College, and http://huronuc.ca/faculty_arts_social_science/academic_counselling/.

Support Services:

Academic services such as academic counselling, community-based learning, career development, writing services, cross-cultural services, international opportunities

are available through the Academic Services Centre: West Wing, Huron University College, and http://huronuc.ca/faculty_arts_social_science/academic_counselling/.

Assessment:

Summaries on WebCT:	20%	(4 x 5)	Group Presentation	10%
Annotated Bibliography	10%	Jan. 24 th	Peer Reviews	10% (5X2)
Critical Review	15%	Feb. 11 th	Inkshedding	10% (2X5)
Proposal & Lit. Review	25%	April 4 th		
Total:	100%			

Required Texts:

Henderson, E, (2008). *The Active Reader: Strategies for Academic Reading and Writing*. Toronto: Oxford University Press

Faigley, L., Graves, R. & Graves, H. (2009). *The Brief Penguin Handbook*. 2nd Canadian ed. Toronto: Pearson, Longman.

WEEKLY AGENDA:

Jan. 3rd – 7th :

- Monday:** New term's work, themes, & essay proposal topics
- Wednesday:** “Writing in the Disciplines” (BPH pp. 101 – 105)
- Friday:** Write in Specific Genres: Case studies, letter of application & resumes (BPH pp. 118 – 120)

Jan. 10th – 14th :

- Monday:** Summary-writing: *The Active Reader* (AR): pp. 146-154
- Wednesday:** **Writing Workshop:** *Writing the summary*
Hmwk: Read “Wikipedia Grows Up” Binkley, pp. 203 - 205
- Friday:** Writing Wkshp: Group summary of “Wikipedia”

Hmwk: First WebCT summary on one reading from the section of the book entitled “The Knowledge Society”

Jan 17th – 21st :

- Monday:** **Lecture: Annotated Bibliography**
- Wednesday:** **Writing Workshop:** write an Annotated Bibliographic Note
Hmwk: Read “How Computers Make Our Kids Stupid” Sue Ferguson, pp.195- 201
- Friday:** Presentation: “How computers”
Inkshedding Exercise

Jan. 24th –Jan 28th :

Friday , Jan 28th: *Annotated Bibliography Due (10%)*

- Monday:** **Video Analysis: Dragon’s Den**
- Wednesday:** (a). Five critical and five complementary things about this TV show.
- Friday:** (b) **Writing Workshop:** Use handout to write a critical paragraph about the film or the article.

Hmwk: (a) Second Web CT summary: “Defining Canadians”

Assignment: The Critical Review. Due Feb. 11th (15%)

Jan. 31st – Feb. 4th :

- Monday:** The Critical Review *AR* pp.136-145
Hmwk: Read “Universities, Governments and Industry: Can the Essential Nature of Universities Survive the Drive to Commercialize?” Simon N. Young pp. 216-222
- Wednesday:** Presentation: “Universities, Governments...”
- Friday:** Video Presentation: *Being Erica*
Hmwk: (a) Read “Canada: Global Citizen” Pico Iyer, pp. 273- 279
(b) Third Web CT Summary: Media and Image

Feb.7th – 11th :

- Monday:** Presentation: “Canada: Global Citizen”
- Wednesday:** **Claims:** Choose one claim made by Iyer and critique it.
- Friday:** Peer Review # 1: Critical Review

February 14th – 18th :

The Critical Review is Due on Monday, Feb. 14th : 15%

- Monday :** “What Do Students Need to Know about Statistics? pp 505-508
Hmwk: “ A Box Full of History: TV and our Sense of the Past” Robert Fulford pp. 315-320
- Wednesday:** (a) Presentation: “A Box Full of History”
 (b) Inkshedding
- Friday:** **Wkshp:** Introducing Graphs & Tables into your writing
Hmwk: Fourth Web CT summary: The Challenges of Science

Feb. 21st – 25th : CONFERENCE WEEK**Feb. 28th – March 4th :**

- Monday:** (a) Essay Proposal & Lit Review
- Wednesday:** **Writing Wkshp:** Using the Bibliography in your proposal
- Friday:** (a) Subject/Verb Agreement
Hmwk: “Sulfur Island” P.J. O’Rourke pp. 354- 359.
Thesis (5%) Due: March 14th

March 7th – 11th

- Monday:** (a) Presentation: “Sulfur Island”
 (b) Inkshedding Exercise
- Wednesday** Using Credible Sources: *AR*: pp. 121-136
- Friday:** (a) **Writing Workshop:** Writing up controversial topics
Hmwk: “Dozens of Words for Snow, None for Pollution” Marla Cone, pp. 475-482

March 14th – 18th:

Monday March 14th: Thesis Due

- Monday:** (a) Presentation of “Dozens of Words”
 (b) Inkshedding Exercise
- Wednesday :** (a) Word Order Exercises
- Friday: Writing Workshop:** Critique of sample student essay pp 184-188.

Hmwk: "In Search of the Ivory Gull" Kevin Krajick, pp. 483- 486

March 21st – 25th :

- Monday:** (a) Presentation of "Ivory Gull"
(b) Inkshedding Exercise
- Wednesday:** (a) Word Choice. Practice Exercises
- Friday:** **Writing Workshop:** Synthesizing sources in writing

March 28th – April 1st :

- Monday:** Plagiarism Checkup: Paraphrasing techniques
- Wednesday:** Problem-solving in essay writing
- Friday:** Beyond Grammar -- Writing Clearly

April 4th – 6th :

Essay Proposal & Lit Review Due (25%)

- Monday:** Peer Review # 2: The Proposal & Lit Review
- Wednesday:** Feedback and Final Questions.

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

http://www.huronuc.ca/students/student_life/student_policies

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell

phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/accessibility> (“Postings of Service Disruptions”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/accessibility>

Program and Academic Counselling

Writing students registered at Huron who require advice about modules and courses in Writing should contact Dr. T. Hyland, Coordinator, Writing Services - thyland@huron.uwo.ca. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

http://www.huronuc.ca/students/service_centre/academic_counselling/

LIST OF ASSIGNMENTS FOR WRITING 1021G

Assignment # 1: Four WebCT Summaries:

*You will be asked to write four summaries on webct. These summaries are to be about 6 sentences long, and must be from 4 different sections of **The Active Reader**. You MAY NOT choose any of the readings on the presentations list. Please check the **Course Outline** for due dates and sections of the text for the readings.*

Assignment # 2: Class Presentations (Due: Throughout the term 10%):

*In groups of three, you will be asked to present a reading to class in a 15 minute presentation. You will be expected to give some background information about the author and the article, summarize the main ideas, and critically analyze the effectiveness of the piece. Please choose one of these readings from **The Active Reader** to present to the class:*

1. "How Computers Make Our Kids Stupid" Sue Ferguson, pp.195- 201
2. "Universities, Governments and Industry: Can the Essential Nature of Universities Survive the Drive to Commercialize?" Simon N. Young pp. 216-222
3. "Canada: Global Citizen" Pico Iyer, pp. 273- 279
4. "A Box Full of History: TV and our Sense of the Past" Robert Fulford pp. 315-320
5. "Sulfur Island" P.J. O'Rourke pp. 354- 359.
6. "Dozens of Words for Snow, None for Pollution" Marla Cone, pp. 475-482
7. "In Search of the Ivory Gull" Kevin Krajick, pp. 483- 486

Assignment # 3: The Annotated Bibliography Due: Friday, Jan. 28th

Format:

- 1) You must provide a statement of your working topic, purpose and scope of the project
- 2) Use APA documentation format for the Bibliographic entries.
- 3) You must have at least 7 entries of which
 - 2 are from the book *The Active Reader: Strategies for Academic Reading and Writing*,
 - 1 (at least) is a book
 - 2 are from peer-reviewed journals
 - 2 other sources from: films, TV, Blogs, Interviews, U-Tube, web pages etc.
- 4) You may use **one** of the readings that have been covered in class and you may use **one or two** readings you have used in the Summary Assignment.

Content:

Here are the research topics that you may use for your research essay proposal, annotated bibliography and critical review:

1. The Knowledge Society
2. Defining Canadians: Identity and Citizenship
3. Media and Image
4. War and Aggression
5. The Challenges of Science

Assignment # 4: The Critical Review (15%): Due: Monday, Feb. 14th

You must take one reading from your Annotated Bibliography and write a 750 word critical review on it.

- 1.) **Format:** APA documentation style for your paper. Be consistent! (in your title page, in-text citations and References)
- 2.) **Restrictions:** You must do the critical review on the topic that you have chosen for the Annotated Bibliography. Therefore the reading must be one that appears on your Annotated Bibliography.
- 3.) **Research:** You must do some research on the source that you are critiquing. This may be in the form of another article or essay written by the author, or another article on the issues raised by the author or a review of the author's work. You need only 2 or 3 sources for this assignment.
- 4.) **Peer Review:** A first draft of this assignment must be presented in class on Feb. 11th for the Peer Review exercise.

Assignment # 5: Peer Review (5% each; in-class on Feb. 11th and April 1st)

- 1) **Format:** Students will, in pairs, read each others' drafts and complete the comment form that Dr. Hyland will distribute at the beginning of the class.
- 2) **Sharing:** These forms will be signed by the Peer Reviewer and handed to the student whose essay is being critiqued. That student will hand in the Peer Review with his/her final draft of the essay.
- 3) **Restrictions:** Peer reviews that are not completed within the classes on these dates will not be graded. If a student has no draft assignment to use for the peer review exercise, that student will not receive a grade for the peer review exercise.

Assignment # 6: Essay Proposal & Literature Review (25%) Due: April 4th 2011

Take the work you have done on the Proposal and turn it into a 1200 word research paper on the topic you have chosen.

1. The proposal & literature review will be 1200 words long, typed, double-spaced, and will use the APA documentation format including a **Title page** and a list of **References** at the end of the paper.
2. Your thesis should be complex: it should not take a stand and defend that stand, but rather explore the issues in a balanced, logical manner.
3. Your proposal should not only review the issues around your topic, but should also indicate what the implications of these issues are, in terms of planning an essay based on this research.
4. The literature review will contain quotes and specific information from the texts you have used in your research. These should all be appropriately documented with parenthetical documentation.
5. You should have at least 3 pieces of evidence for every source that you make reference to in the literature review.

6. Your literature review should also acknowledge contradictory evidence from your research.
7. Your **References** page at the end of the essay will list the names of articles, movies, books that you have directly referred to in your essay, through a quote, a paraphrase or a summary of an idea from these texts.
8. You should have at least 7 references in your **References** list.
9. You will be required to bring to class on Friday, April 1st a rough draft of your essay which will be subject to a **Peer Review**.
10. Your essay proposal and literature review will be worth 25% of your final mark for the course. It will be marked for grammatical accuracy as well as for content and format.