

ADVANCED WRITING 2023G
January - April 2012
Mon/Wed/Fri. 8:30 – 9:30 a.m. W6

Dr. Theresa Hyland
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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 at an advanced level and how those genres are articulated in different disciplines. This course develops these skills within complex writing projects such as the annotated bibliography, the critical review, the essay proposal and literature review. In addition, students will be introduced to a variety of readings which explore issues of Canadian identity, the university, media, consumerism, science and sexuality 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. The course will also help students refine their writing through a concentration on micro-level skills in syntax, citation conventions and self-editing. Students will be expected to attend three, 1 hour classes each week for the winter 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.

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/.

Antirequisite(s): [Writing 1020F/G](#), [1021F/G](#).

Prerequisite(s): [Writing 0011F/G](#) or [0012F/G](#) or [0002F/G](#).

Assessment:

Summaries on WebCT:	20%	(4 x 5)	Group Presentation	10%
Annotated Bibliography	10%	Feb. 3 rd	Peer Reviews	10% (5X2)
Critical Review	15%	March 2 nd	Inkshedding	10% (2X5)
Proposal & Lit. Review	25%	April 11 th	Thesis Statement	5%
Total:	105%			

Required Texts:

Henderson, E. (2012). *The Active Reader: Strategies for Academic Reading and Writing*. Toronto: Oxford University Press 2nd Edition

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

WEEKLY AGENDA:**Jan. 9th to 13th :**

Monday: Hand back essays,
New term's work,/presentation themes/ essay proposal topics

Wednesday: "Writing in the Disciplines" (BPH pp. 101 – 105)

Friday: Workshop: Writing Genres: The Case Study in Business

Hmwk: Read "Wikipedia Grows Up" Binkley,P., pp. 363-366.

Jan. 16th – 20th :

Monday: Summary-writing: *The Active Reader* (AR): pp. 96-104

Wednesday: **Writing Workshop:** Writing the summary: "Wikipedia"

Friday: Peer review of the summary.

Hmwk: First WebCT summary on one reading from the section of the book entitled "University Issues"

Jan. 23rd – 27th :

Monday: **Lecture:** Annotated Bibliography

Wednesday: **Writing Workshop:** write an Annotated Bibliographic Note on "Wikipedia"

Hmwk: Read "Did the Banks go Crazy?" Heath, J. pp.400-406

Friday: Presentation: "Did the Banks Go Crazy"
Inkshedding Exercise

Jan. 30th –Feb. 3rd : Fri. Feb. 3rd : *Annotated Bibliography Due (10%)*

Monday: Video Analysis: Dragon's Den (Worst & Memory)

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.

Hmwk: (a) *Second Web CT summary:* "Canada in the World"

Assignment: The Critical Review. Due March 2nd (15%)

Feb. 7th – 11th :

Monday: The Rhetorical Analysis *AR* pp.104-108

Hmwk: Read "Enhancing democratic citizenship" Gidengil, E., Blais, A. Nadeau, R. & Nevitte N. pp. 282-292.

Wednesday: Presentation: "Enhancing democratic citizenship"

Friday: *Video Presentation: Big Bang Theory*

Hmwk: Third Web CT Summary: "Identity and Citizenship"

Feb.13th – 17th :

Monday: Making critical claims

Hmwk: Read "Intended and unintended effects of an eating disorder educational program: Impact of presenter identity" Schwartz, M., Thomas, J. Bohan, K., & Vartanian, L. pp. 367-375

Wednesday: Presentation: "Intended and unintended effects"

Friday: Writing Workshop: Choose one claim made by Schwartz et al and write it up in a paragraph.

Feb. 20th –24th : CONFERENCE WEEK

Feb. 27th - March 2nd *The Critical Review is Due on Friday, March 2nd : (15%)*

Monday: Grammar Class

Wednesday: Peer Review of Critical Review

Friday: Preparing for final assignment.

March 5th –9th :

Monday : "What Do Students Need to Know about Statistics? Appendix A

Hmwk: "Moral panic and the nasty girl". Barron, C. & Lacombe, D. pp.327-341.

Wednesday: (a) Presentation: "Moral Panic"
(b) Inkshedding

Friday: Wkshp: Introducing Graphs & Tables into your writing

Hmwk: Fourth Web CT summary: Gender and Sexuality

March 12th – 16th

Monday: (a) Essay Proposal & Lit Review

Wednesday: Writing Wkshp: Using the Bibliography in your proposal

Friday: (a) Subject/Verb Agreement

Hmwk: "Tarmageddon: Dirty oil is turning Canada into a corrupt petro-state" Andrew Nikiforuk pp. 211-215

March 19th – 23rd : *Wednesday March 21st : Thesis Due(5%)*

Monday: (a) Presentation: “Tarmageddon: Dirty Oil”
(b) Inkshedding Exercise

Wednesday Using Credible Sources: AR: pp. 121-136

Friday: (a) **Writing Workshop:** Writing up controversial topics

Hmwk: “Heavy drinking on Canadian campuses” Gliksman, L. Adlaf, E. Demers, A. & Newton-Taylor, B. pp. 202-211.

March 26th – 30th :

Monday: (a) Presentation of “Heavy drinking on Canadian campuses”
(b) Inkshedding Exercise

Wednesday : (a) Word Order Exercises

Friday: Writing Workshop: Critique of sample student proposal pp 137-138.

Hmwk: “Climate change, health, and vulnerability in Canadian northern aboriginal communities”. Furgal, C. & Seguin, J. pp. 468-482..

April 2nd – April 6th :

Monday: (a) Presentation of “Climate change, health and vulnerability in Canadian northern aboriginal communities”
(b) Inkshedding Exercise

Wednesday: Plagiarism Checkup: Paraphrasing techniques

Friday: HOLIDAY: GOOD FRIDAY

April 9th – 11th : *Essay Proposal & Lit Review Due (25%)*

Monday: Peer Review # 2: The Proposal & Lit Review

Wednesday: Feedback and Final Questions.
Hand in Proposal and Lit. Review.

LIST OF ASSIGNMENTS FOR WRITING 2023G

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. "Did the banks go crazy?| Heath, J. pp.400-407.
1. "Enhancing democratic citizenship" Gidengil, E., Blais, A. Nadeau, R. & Nevitte N. pp. 262-271.
2. "Intended and unintended effects of an eating disorder educational program: Impact of presenter identity" pp. 367-375.
3. "Moral panic and the nasty girl". Barron, C. & Lacombe, D. pp.327-241.
4. "Tarmageddon: Dirty oil is turning Canada into a corrupt petro-state" Andrew Nikiforuk pp. 211-215
5. "Heavy Drinking on Canadian Campuses" Gliksman, L. Adlaf, E. Demers, A. & Newton-Taylor, B. pp. 202-211
6. "Climate change, health, and vulnerability in Canadian northern aboriginal communities". Furgal, C. & Seguin, J. pp. 468-482

Assignment # 3: The Annotated Bibliography (Due: Friday, Feb. 3rd 10%)

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. University Issues
2. Canada in the World
3. Identity and Citizenship

4. Gender and Sexuality
5. Media and Image
6. Society of Excess
7. Science: Its Human Face

Assignment # 4: The Critical Review (15%): Due: Friday, March 2nd

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. 29th for the Peer Review exercise.

Assignment # 5: Peer Review (5% each; in-class on Feb. 29th and April 9th)

- 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 11th 2012

Take the work you have done on an Annotated Bibliography and Critical Review and use these to create an Essay Proposal and Literature Review.

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 from 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 Monday, April 9th 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.



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.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, 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 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 either medical or non-medical documentation to the Academic Counsellor, who will then make the determination as to whether accommodation is warranted.

Statement on Academic Offences

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/scholastic_discipline_undergrad.pdf .

Plagiarism

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.ca/library/Citing/>. 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 in LibGuides on the main page:

<http://www.huronuc.ca/library>.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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 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.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

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 Centre – thyland@huron.uwo.ca or Dean M. Blagrove – mblagrav@huron.uwo.ca for more information. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

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