

Writing 0001F : Academic Writing for International Students COURSE OUTLINE

Sept- Dec. 2010

Dr. Theresa Hyland	Mon. 12:30 – 1:30. Rm. W103
Writing Centre	Wed. 12:30 – 1:30 . Rm. W103
Tel. 438-7224 Ext. 317	Fri. 12:30 – 1:30 Rm. W103
thyland@huron.uwo.ca	

Office Hours: Mon: 1:30 – 3:30
Thurs: 1:30 – 2:30

This is a course that is designed to help non-native speakers of English develop the linguistic, rhetorical and strategic competencies that they will need to succeed in academic courses at the undergraduate level at Huron University College. It combines (1) an examination of the practical elements of rhetoric and style of academic writing (2) development of study, note-taking and writing skills through interactive project work (3) discussion of issues that are culturally relevant to a Canadian academic community, based on videos, listening tapes and guest speaker presentations. This course is preliminary to, and designed to complement Writing 1021G.

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 5 days overdue without permission will not be graded. There will be a **late penalty** of 2% per day up to a maximum of 10%. **Requests for extensions** will be granted on a case-by-case basis and will only be considered if made before the assignment due date.

Absences for more than 40% of the classes will result in a failure of the course.

Non-medical absences at either of the peer-review sessions will result in a grade of 0 for these assignments. 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. Huron students should take their medical documentation to the Academic Counsellor, Academic Services Centre at Huron University College, together with a Request for Relief specifying the nature of the accommodation requested. Documentation for non-Huron students must be submitted as soon as possible to the student's Faculty Dean's office. 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.

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.

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.

Additional Policies

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.

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.

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 Dean Blagrave, mblagrav@huron.uwo.ca. Students should contact Debbie Chadwick or Kent Robinson, Academic Counsellor on other academic matters. See the Academic Counselling website for information on services offered.

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

Assessment:

Shield Presentation	Sept. 24 th	5%	Reading Quizzes (5)	Throughout	15%
Personal Statement	Oct. 1 st	10%	Peer Reviews (2)	Nov./ Dec.	10%
Thesis Statements	Nov. 1 st / 29 th	10%	Journals (5)	Throughout	20%
Exploratory Essay	Nov. 15 th	15%	Persuasive Essay	Dec. 8 th	15%

Required Texts:

- (1) Soles, D. (2010) *The essentials of academic writing*, 2nd Ed. Boston, MA: Wadsworth
- (2) Faigley, L. R. Graves, & H. Graves (2008). *The brief Penguin handbook* Toronto, ON: Pearson Custom Publishing

COURSE SCHEDULE**Sept. 13th – 17th**

Mon: Introduction to the course. & to WebCT
Course Outline

Wed : Review of study skills
Introduction to: *The Essentials of Academic Writing (EAW)*

Fri: Writing Workshop: Shield Exercise Introduction
Free Writing: The Canadian Experience

Hmwk: (1) Journal #1: Canadians do some strange things
(2) Reading: EAW: “Is Chocolate Good For You?” pp 178-181

Sept. 20th - 24th

Journal # 1 is due on Monday, Sept 20th on webct.

Mon: Reading Quiz # 1 “Is Chocolate Good for You?”
Getting Information from a reading

Wed: Reading: EAW: What is an Academic Essay? pp. 6- 10

Fri: Writing Workshop: Shield Presentations (5%)

Hmwk: **EAW:** “The Qualities of a Grade A Essay” pp. 166-169.

Sept. 27th – Oct. 1st

Mon: Reading Quiz # 2: “The Qualities of a Grade A Essay”
Teasing out implications of a reading

Wed: From speaking to writing: Planning out the Personal Essay

Fri: Writing Workshop: Personal Statement In-class Essay (10%).

Hmwk: (1) Reading: Handout: “The Land of Excellence”.
(2) Journal # 2: Define excellence at Huron University College

Oct. 4th – 8th :

Journal # 2 is due on Monday, Oct 4th on webct.

Mon: Reading Quiz #3: “Land of Excellence” Definitions

Hmwk: **BPH:** “Critical Reading and Viewing” pp. 71-75

Wed.: Characteristics of the research study

Hmwk: **EAW:** “What Predicts Adjustment Among College Students?” pp. 197-203

Fri: Writing Workshop: Create a Table of Sources of Information
(Source/ Purpose/ Audience/ Credibility.

Hmwk: (1) “What Predicts Adjustment Among College Students?” pp. 203 – 221
(2) Journal #3: Making Connections: Thanksgiving & Adjustment Among Huron College Students.

Oct.: 11th -15th

Mon: THANKSGIVING HOLIDAY ----- no class

Journal # 3 is due on WebCT by Tuesday, Oct. 12th

Wed: Exploratory Essay Assignment: 1st Draft Due Nov. 13th

Note-taking Quiz # 4 “What Predicts...?”

Fri: Writing Workshop: Computer Lab: Exploring Websites

Hmwk: (1) Bring in 3 websites that you might use for your essay

Oct. 18th – 22nd :

Mon: Developing criteria for evaluating websites

Hmwk: EAW: “Getting Inked: Tattoos and College Students” pp. 267 -281

Wed: Reading Quiz # 5: “Getting Inked”

Fri: Writing Workshop: Selecting criteria for evaluating an article

Hmwk: Journal # 4: Which topic have you chosen and why?

Oct. 25th – 29th :

Journal # 4 is due on webct by Monday, Oct. 25th.

Mon.: The Thesis Statement: Lecture & Exercise

Creating your Essay Thesis: Refining the Topic

Wed: Lecture: From thesis statement to essay map: brainstorming, free writing and journaling.

Fri: Writing Workshop: Creating an essay map

Hmwk: Exploratory Essay Thesis Statement

Nov. 1st – 5th

Hand in Thesis Statement on webct on Monday, Nov. 1st

Mon: Introductions: Lecture

Hmwk: “Some Social and Psychological Effects of Celebrity Worship” 102- 106

Wed: Plagiarism: Definition & Identification Exercises.

Fri: Writing Workshop: Documentation exercise using readings

Hmwk: (1) Journal # 5: Write a reflection on Celebrity Worship

Nov. 8rd – 12th

Journal # 5 is due on webct by Monday, Nov. 8th

Mon: The paragraph: lecture & application to reading

Wed: Application: Developing an outline

Fri: Writing Workshop: Peer Review of 1st Draft

Nov. 15th – 19th :

Monday Nov. 15th : Exploratory Essay Due with Revisions from Peer Editing (15% +5%)

Mon: Planning the Argument: EAW pp. 58-67

Wed: Presenter: Dawn Easton Merritt. Incorporating Research

Fri: Writing Workshop: Using research to be persuasive.

Nov. 22nd –26th :

Mon: Transitions: Words, phrases & paragraphs: Turning random thoughts into a coherent essay

Hmwk: EAW: “Is the U.S. Losing its Productivity Advantage?” pp.245-257

Wed: Writing the Conclusion: **EAW** pp. 68-69

Fri: **Writing Workshop;** Writing about information from tables

Hmwk: “Is the U.S. Losing its Productivity Advantage?” pp. 257-265.

Nov. 29th – Dec. 3rd

Monday, Nov. 29th Persuasive Essay Thesis is due on webct (5%)

Mon: Debate: Who has the productivity advantage: U.S. OR Canada?

Free Writing: Characteristics of persuasiveness.

Wed: Clarifying what you write: Be Your Own Best Critic

Fri: **Peer Review # 2:** Persuasive Essay

Dec. 6th – 8th :

Wed. Dec. 8th : Submit Final Draft of Essay with Peer Review(15% +5%)

Mon: How to Write Essay Exams

Wed: Class wrap-up

CLASSES END ----- EXAMS BEGIN

**Writing Assignments: Writing 0001F
Sept. – Dec. 2010**

1. Exploratory Essay Topics

Choose one of these 3 topics and write an exploratory essay of 1,000 words (about 4 pages) to be handed in on Monday, Nov. 15th. Use only the websites you have already chosen and the readings we have done in class. Use APA Documentation format for this essay.

1. Write an essay in which you explore the health benefits of something that many people like to eat or drink, but that could be bad for your health (e.g. red wine, garlic, green tea, red meat, dairy products). You should include information from at least 5 different websites in your essay.
2. Compare Chinese and Canadian college students' attitudes towards body tattoos. Use information from at least 3 Canadian websites and 3 Chinese websites that have been written in English. Indicate the popularity of tattoos in each society, who principally gets these tattoos and what society thinks about people who have tattoos.
3. Since the economic downturn, there has been much discussion about the productivity of various economies. Write an essay in which you develop criteria with which to compare the productivity of the Canadian and the American economies. You must refer to at least 5 different websites in your essay and explain why you have chosen these criteria to compare productivity in the U.S. and Canada.

2. Persuasive Essay

The persuasive essay will be due on Dec. 8th 2010 in class and is worth 15% of your final mark. It will be a revised version of the Exploratory Essay, but will also include a revised, persuasive, thesis and will aim to persuade the audience to agree with a particular point of view. You will need to provide two additional journal articles that you have found to support this point of view. You will refer to these new references in your essay and they will be added to your list of References at the end of the paper.

3. Journal Entries

You will write 5 journal entries this term. Each entry will be about 150 words long and will be worth 4 marks. Journal entries will be done on webct and will be due the Monday after the assignment is given. Assignments handed in 4 days late will not be marked. Here are the topics for these assignments. These topics will also appear on the webct site under the course heading Writing 0001F.

- a. Journal # 1: "Canadians do some strange things." Write a reflection on some behaviour that you have noticed in your time at Huron that strikes you as very strange. Do you think that this behavior is typical of most

Canadians, or do you think it is not typical? What do you think are the reasons for this behavior?

- b. Journal # 2: Define excellence at Huron University College. You must, by now, have realized that the study skills you need and the planning you have to do at Huron are very different from what they were in your home country. What are the main differences, and how do you plan to change your study habits to achieve excellence here?
- c. Journal # 3: Making connections. Thanksgiving and Adjustment to College of Huron students. Sometimes it is difficult to see how different articles and what you see around you fit together. See if you can make any connections between the article "What predicts Adjustment among College Students" and how students at Huron choose to celebrate their first trip home at Thanksgiving.
- d. Journal # 4: Discuss the process you went through to choose your topic for your essay. Which topic did you choose? Did the websites help you choose? Did you change your mind before making your final decision? What factors influenced this decision?
- e. Journal # 5: Write a reflection on "Celebrity Worship". Do you have any favourite celebrities? Pick two and reflect on the criteria you have used to choose those two celebrities. Would you say that you "worship" them? Why or why not?

4. Peer Reviews

There are two Peer Reviews due this term, one on Friday, November 12th and one on Friday, Dec. 3rd. These peer reviews **MUST** be done in class and you **MUST** bring at least one page of your revised essay to each of these review sessions. If you are absent, or you fail to bring your work to class that day, you will lose the entire mark assigned to the Peer Review (5% of the final mark).