

**COURSE OUTLINE
WRITING 1021G
January - April 2011**

Teresa Flanagan

Office: A304

Office Hours: Fri: 12:30-2:30 p.m.

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Monday: 11:30 a.m. – 12:30 p.m. W17

Friday: 2:30 – 4:30 p.m. W17

While this course continues to develop macro-level planning and composing skills that were introduced in the first course, 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 research essay. In addition, students will be introduced to a variety of readings which explore issues of sexism, culture and business practices 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 one one-hour class and one two-hour class each week for the second term.

Educational Objectives:

1. To expand student repertoire of writing formats to include annotated bibliographies, critical reviews, research essays and newsletters.
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 writing.
4. To encourage a questioning and critical stance in student writing.

Assessment:

Annotated Bibliography	10%	Jan. 21	Proposal & Thesis	10%	March 18
Critical Review	10%	Feb. 18	Research Essay	20%	April 8
Group Presentations	10%	Jan. 10	Participation	06%	
WebCT Summaries	16%	Term			
Inkshedding Exercises	08%	In-class/Term			
Peer Editing	10%	April 1			

TOTAL 100%

Required Texts:

- (1) McGarell, H.M. & P. Brillinger. (2002) *Writing For Results: Academic and Professional Writing Tasks*. St. Laurent: Longman.
- (2) Wilson, W. (2003). *Working Words: A Business-based Reader*. Scarborough, Ontario, Thompson

Additional Reference Text:

Lane, Janet & E. Lange. *Writing Clearly: An Editing Guide*. 2nd ed. Boston: Heinle & Heinle, 1999.

WEEKLY AGENDA:

Jan. 3 – 7:

- Monday:** (a) New term's work, themes, research essay topics
(b) Reviewing Essays: **WR** pp. 9-13
- Friday:** (a) **Writing Workshop:** The Annotated Bibliography **WR** pp. 111-114
Hmwk: Read "Why Canadians Can't Market" **Working Words (WW)** pp. 82-91

Assignment: Annotated Bibliography (10%) Due: Jan. 21

Jan. 10 – 14:

- Monday:** (a) Presentation of "Why Canadians Can't Market"
(b) Inkshedding Exercise
Hmwk: "Creating a Resilient Organization" by P. Doe, **WW** pp. 199-207
- Friday:** (a) Discuss "Creating a Resilient Organization"
(b) **Writing Workshop:** write an Annotated Bibliographic Note
Hmwk: First WebCT summary

Jan 17 – 21:

- Monday:** Video Presentation: "Kitchen Nightmares"
Hmwk: Five critical and five complementary things about this TV show.
- Friday:** *Annotated Bibliography Due*
(a). "Thinking Critically by asking Questions" Handout.
(b) **Writing Workshop:** Use homework to write a critical paragraph about the film.
Hmwk: Second Web CT summary
Read: "Opening Our Eyes to Immigration" pp. 250-257 Steve Frank

Jan. 24–Jan 28:

- Monday:** (a) Discuss: "Opening Our Eyes"
(b) Unit 2: Review of paragraph completeness, consistency and order: **WR:** pp.19-27
- Friday:** (a) Conditional Sentences Exercises
(b) The Critical Review assignment
(c) **Writing Workshop:** Free writing for Critical Review Assignment
Hmwk: Third Web CT summary

Jan 31– Feb 4:

- Monday:** (a) Gender Differences Exercises
Friday: (b) Video Presentation: “The Great Race”
Hmwk: Fourth Web CT Summary

Feb. 7– 11:

- Monday:** (a) Controversial Issues: **WR:** pp. 122-23.
Hmwk: Read “Battle Wary.” by Harvey Schachter pp. 228-237
Friday: (a) Discuss “Battle Wary”
(b) Inkshedding Exercise
(c) **Writing Workshop:** Finding common/ disparate themes.
between film and readings .
Hmwk: Fifth Web CT summary
Bring a controversial editorial or article to class.

Feb. 14– 18:

- Monday:** (a) Discuss the articles you’ve brought to class
(b) **Writing Workshop:** Peer Review: The Critical Review
Friday: **Critical Review is due in class.**
(a) The Argumentative Essay: **WR** pp. 119-120
(b) Review the requirements of the Research Essay.

Feb 28– March 4:

- Monday:** (a) Essay Proposal & Thesis **WR:** 159-162
Friday: (a) Subject/Verb Agreement
(b) **Writing Workshop:** Brainstorming for Research Essay
Hmwk: “Welcome to Canada: Please Buy Something” by ShoWei Chu
pp. 261-266

March 7– 11

- Monday:** (a) Discuss “Welcome to Canada” & Inkshedding Exercise
(b) The Great Debate: Multiple viewpoints in your essay.
Friday: (a) **WR** pp. 153-156 Practical applications of theory
(b) **Writing Workshop:** Writing up controversial topics
Hmwk: Sixth WebCT Summary
Read “Arch Enemy” by Konrad Yakabuski pp. 288-304.

March 14– 18:

Research Essay Proposal & Thesis Due March 18 (10%)

- Monday:** a) Discussion for “Arch Enemy”
(b) Inkshedding Exercise
Hmwk: Seventh Web CT Summary
Friday: (a) Word Order Exercises
(b) **Writing Workshop:** Arguing from Written Material **WR:** p.
157. (use “Arch Enemy” to create your own argument)
Hmwk: “Skills that Go to Waste” by Ruth Abramson, pp 257-261

March 21 – 25:

- Monday:** (a) Discussion of “Skills that Go to Waste”
(b) Inkshedding Exercise
(c) Supporting a Proposition p. 121

- Friday:** (a) Word Choice. Practice Exercises
(b) **Writing Workshop:** Incorporating Reading into Writing by using three articles.

Hmwk: Eighth WebCT Summary

Read: “Food Fright” by Michael Smith, pp 98-111.

March 28– April 1:

- Monday:** (a) Discussion: “Food Fright”
(b) Beyond Grammar -- Writing Clearly.

- Friday:** **Peer Editing : The Research Essay (10%)**

April 4- 8

- Monday:** Feedback and Final Questions

- Friday:** **Research Essay Due (20%)**

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 off required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting medical or non-medical documentation to the Academic counselor, 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.

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/

Research Essay Topics
Writing 1021G
Due: April 8, 2011

1. Discuss one aspect of globalization and how it affects Canadian business practices. You may choose any aspect of Canadian business practice (marketing, product development, production), but you must use at least 2 of the readings we have done this term as well as at least one of the two videos we have seen.
2. In Canadian business there are still some practices and attitudes held by older managers that show a sexist bias. Using at least two of the articles we have read and one of the two videos, discuss how that sexism could affect women in the business world.
3. Some social critics believe that we are what we eat. There is a culture of food in Canadian society, as evidenced by the video “Kitchen Nightmares” which we watched in class. Discuss the values inherent in this culture of food by looking at 2 of the articles we have read and the video “Kitchen Nightmares”.
4. Values create motivation to act in a certain way. Discuss at least two common values displayed in the films “The Great Race” and “Kitchen Nightmares” and show how these values are also inherent in at least 2 of the readings we have done in class this term.

Specifications for the Research Essay

You have now done a search for materials, which you have documented in your Annotated Bibliography, and some critical thinking about at least two of the entries from your Annotated Bibliography in your Critical Review. It is time to expand your thinking a little further and write a whole 1200 word research paper on the topic you have chosen.

1. The proposal and thesis statement for your Research Paper will be handed in by March 18th 2011. The essay will be 1200 words long, typed, double-spaced, and will use the APA documentation format.

2. The essay will contain quotes and specific information from the texts you have used in your research. These should all be appropriately documented with parenthetical documentation.
3. You will have a **References** page at the end of the essay. This list can only contain 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.
4. You should have at least 6 references in your **References** list.
5. You will be required to bring to class on April 1 a rough draft of your essay which will be subject to a **Peer Review**.
6. Your essay will be worth 20% of your final mark for the course. It will be marked for grammatical accuracy as well as for content and format.