

Writing 2101F: Introduction to Expository Writing
September – December 2010

Dr. Theresa Hyland

Tel: 519-438-7224 Ext. 317

Office Hours: Mon: 1:30 – 3:30

Thurs: 1:30 – 2:30

Wednesday 8:30 – 9:30 W 18

Friday : 8:30 –10:30 W18

Rationale & Goals

This course is designed for second-year students and there is no pre-requisite for this course. It aims to help these students (a) understand the assumptions behind academic discourse, (b) critically analyse academic readings and (c) write effectively for a variety of academic discourse communities. In order to achieve these goals, students will read and comment on contemporary readings on controversial topics and write several formal academic assignments such as a summary, a critical review, and a research essay. They will also be encouraged to write more informal assignments like reflective journals, in-class summaries and reaction pieces. Methodology will include webct exercises, group work, lectures, peer responses and portfolio development.

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 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, 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.

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 accommodation is warranted."

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/

Required Texts

Faigley, L., Graves, R. & Graves, H. (2007). *The Brief Penguin Handbook*. Canadian Ed. Toronto: Pearson, Longman.

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

Assignments*

Summary	10%	Oct. 1 st
Critical Review	15%	Oct. 29 th
Persuasive Paper	25%	Nov. 19 th
Research Paper	30%	Dec. 8 th
Peer Reviews	12%	(3 x 4%)
WebCT Discussions	12%	(4 x 3%)

*Please note that the total is 104 with 4 possible bonus marks if all assignments are completed.

CLASS SCHEDULE

September 13-17th

Wed.: Introduction to course

Fri: Chapter 1& 2: Brief Penguin Handbook.

Application: Freewriting on “Manufactured Landscapes”

Sept. 20th - 24th

THE SUMMARY

First Webct Discussion due

Wed: Chapter 3: BPH: Planning and Drafting

Fri: Tips for writing a summary

Application: Ferguson, S. "How Computers Make our Kids Stupid". pp. 195-203.

Sept. 27th – Oct. 1st

Summary (10%) Due: Friday, Oct. 1st

Wed: BPH: Chapt. 4: Composing Paragraphs

Fri: Application: Iyer, P. "Canada: Global Citizen". pp. 273- 281

Oct. 4th - 8th

Wed: BPH: Chapt. 8: Writing to Inform

Fri. Grammar: Sentence Structure **BPH** pp. 450-457

Application: "Intended and Unintended Effects of an Eating Disorder Educational Program: Impact of Presenter Identity". pp. 343- 352.

Oct. 11th – 16th : **THE CRITICAL REVIEW**

Second webct journal response due on Wed. Oct. 13th : Reflection on online Games

Wed: BPH: Chapt 6 : Critical Reading & Viewing

(Handout) Peter Elbow* "Desperation Writing"

Fri: Application: Discussion of "Desperation Writing"

Film TBA

Oct. 18th – 22nd

Wed: BPH: Chapt. 7: Analyzing Verbal & Visual Texts

Fri: Application: The Critical Review

AR Henighan "White Curtains" pp. 279- 281

Oct. 25th – 29th

Wed: **Peer Review of Critical Review (4%)**

Fri: BPH: Chapt. 5: Rewriting, Editing and Proofreading

Grammar: Subject-Verb Agreement pp. 458-462

Critical Review (15%) Due: Friday, Oct. 29th

Nov. 1st – 5th **THE PERSUASIVE ESSAY**

Wed: BPH: Chapt. 9: Writing to Persuade

Fri: Application: Sears, "9/11: The Day the World Changed" pp.397-401
-Creating a Thesis Statement

Nov. 8th -12th

Third webct discussion due: The Medium is the Message

Wed: **BPH:** See Parts 6 & 7: MLA & APA

Documentation Exercise

Fri: **BPH:** Active & Passive Voice pp. 402-406

Application: Creating an Outline for your essay.

AR Gliksman, L., E.L. Adlaf, A. Demers & B. Newton-Taylor.
"Heavy drinking on Canadian campuses" pp. 436-445.

Nov. 15th – 19th

Persuasive Essay due: Friday, Nov. 19th

Wed: ***Peer Review of Persuasive Essay (4%)***

Fri: Comparing & synthesizing articles:

(a) **AR:** “Kyoto, Mother of Invention” pp. 462-463

(b) **AR:** “In Search of the Ivory Gull” pp. 483-486

Nov. 23rd – 27th **THE RESEARCH ESSAY**

Wed: Researching an Essay: BPH Chapters 16-19

Fri: Plagiarism BPH: Chapt. 20

Application: Referencing Exercise

Nov. 29th – Dec. 3rd **EDITING, REVISING AND PROOFREADING**

Thesis Due on webct on Monday, Nov. 29th

Wed: Grammar: BPH, Chapt. 37: Modifiers

Be Your Own Best Critic

Fri: ***Peer Review of Research Essay (4%)***

Dec. 6th - 8th

Wed: ***Final essay due (30%)*** .

ASSIGNMENTS FOR WRITING 2101F
Sept. – Dec. 2010

Assignment #1: The Summary (10%: Due: Friday, Oct. 1st)

Format: Please have it typed and double-spaced with the **MLA information** in the upper right-hand corner of the assignment.

Content: Choose one of the following articles for which you will do an 8-10 sentence summary.

1. Binkley: "Wikipedia Grows Up" pp. 203-205.
2. Ralston-Saul: "Anti-Heroism" pp. 248-251
3. Poplak "Fear and Loathing in Toontown" pp. 321-323
4. Fiske, Harris & Cuddy "Why Ordinary People Torture Enemy Prisoners" pp.360-363
5. Kerr, "Safer injection facility use and syringe sharing in injection drug users" pp. 432-435.

Assignment # 2: The Critical Review (15%: Due Friday, Oct. 29th)

This is a 750 word critique of one of the articles from the topic section of your choice. The research topics are the headings in the recommended text from this course, *The Active Reader*. There are copies of this text in the library on reserve, if you do not have a copy of your own. You should choose one of these topics or themes to write your critical review, persuasive/ informative essay and research paper. For this assignment, you need only choose one of the articles from one of these themes to write your critical review on. You **MAY NOT** choose the article that you wrote your summary on for this piece.

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

Format: MLA, APA or Chicago documentation style for your paper. Choose the style that you use most frequently in your other papers. Be consistent! (in your title page, in-text citations and Bibliography/Works Cited/ References)

- 1.) **Restrictions:** You must do the critical review on the topic that you have chosen for your research essay. You may not use the same article that you did your summary for.
- 2.) **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.
- 3.) **Peer Review:** A first draft of this assignment must be presented in class on Wednesday, Oct. 27th for the Peer Review exercise.

Assignment # 3: The Persuasive Essay (25%: Due Friday, Nov. 19th , 2010)

This is to be a 1,000 word essay on the topic of your Critical Review. It is to be handed in for Peer Review on Wednesday, Nov. 17th 2010 .

Assignment # 4: The Research Essay (30%: Due: Wednesday, Dec. 8th).

- 1) **Format:** This may be the same documentation style that you used on your Persuasive Essay (MLA, APA or Chicago).
- 2) **Thesis Statement:** This should be more focused than the topic statement you presented in your Annotated Bibliography and should have an arguable point of view. It is due on Webct on Monday, Nov. 29th.
- 3) **Research:** You may find that you need to do some extra research other than what you have already done for the Persuasive Essay and the Critical Review.
- 4) **Peer Review:** A first draft of the essay must be presented in class on Monday, Dec. 6th for Peer Review.

Assignment #5: Peer Reviews (4% each, in-class: Wednesday, Oct. 27th ; Wed. Nov. 17th and Friday, Dec. 3rd)

- 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: WebCT Discussions (3% each to a total of 12%)

All discussion pieces are to be put on Webct on the dates indicated. Please note that due dates for these are not necessarily class days.

- 1) **September 20th** : Reflection on Manufactured Landscapes
- 2) **October 13th** : Reflection on online games
- 3) **Nov. 8th** : Persuasion: Is the Medium the Message with Terrorism?
- 4) **Nov. 29th** : Research Essay thesis due.
- 5) **Dec. 6th** : **Make-up assignment:** Have a look at the Yan Martel website: <http://www.whatisstephenharperreading.ca/> Take one letter from 2010 and comment on it. How do Martel's comments relate to Stephen Harper's job as Prime Minister of Canada? Have you read this book? Would you read it after reading Martel's letter?