

**Writing 2101G: Introduction to Expository Writing  
January - April 2018**

**Teresa Flanagan**

**Monday: 8:30am – 10:30am W103**

**Wednesday: 8:30am -- 9:30 am W103**

Office Hours:

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**Course Description & Learning Objectives**

This is a three hour half-course designed for senior students and there is no pre-requisite. It is the Introduction to the Writing Certificate Program and therefore introduces those generic academic writing skills and genres that are regularly required in most academic disciplines. By the end of the course students should be able to (a) analyse the writing requirements of academic discourse as it is manifested in different disciplines, (b) critically analyse academic readings and (c) write effectively in a variety of academic genres. 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, reaction pieces and a presentation of a reading. Methodology will include OWL 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. Late work will be penalized at the rate of 2% per day to a total of 10%. Absences for more than 40% of the classes will result in a failure of the course. There are two peer reviews worth 5% each, which must be completed in class on the dates specified.

**Required Text:**

Henderson, E. (2015) *The Active Reader: Strategies for Academic Reading and Writing. Third Edition.* Toronto: Oxford UP

**Assignments**

|                        |     |            |
|------------------------|-----|------------|
| Summary                | 10% | Jan 31     |
| Critical Review        | 20% | Feb 28     |
| Presentations          | 15% | Throughout |
| Research Paper         | 25% | April 9    |
| Peer Reviews           | 10% | (2 x 5%)   |
| OWL Journals           | 10% | (2 x 5%)   |
| In-class Participation | 10% | Throughout |

## CLASS SCHEDULE

Jan 8- 10

Mon: Introduction to Course

Wed: Procrastination and Writing

### THE SUMMARY

Jan. 15 – 17

*First OWL Journal (5%) due on Wednesday, Jan 17: Procrastination and Writing*

Mon: Tips for writing a summary

Chapter 7,8: Summaries and Rhetorical Analyses

Writing Lab: McMurtry, J. "University wars: The corporate administration vs. the vocation of learning" **AR** pp. 166-170

Wed: Writing Lab: Young, S. "Universities, governments and industry: Can the essential nature of universities survive the drive to commercialize" **AR** pp. 171-175

Jan. 22 - 24

Mon: **Presentation 1**: Saul, J.R. "Listen to the North" **AR** pp. 216-222

**Presentation 2**: Toope, S.J. "Of hockey, Medicare and Canadian dreams" **AR** pp. 223-226

Wed: Composing Paragraphs

Sentence Structure

Structural Model of Writing **AR** pp. 72-8

Writing Lab: Attaran, A. "The ugly Canadian" **AR** pp. 192-198

### THE CRITICAL REVIEW

Jan 29-31:

*Summary Due on Wednesday, Jan 31 (10%)*

Mon: **Presentation 3**: Devine, J.W. "Doping is a threat to sporting excellence". **AR** pp. 358-362

**Presentation 4**: Sabella, R.A., Patchin, J.W, and Hinduja, S. "Cyberbullying myths and realities" **AR** pp. 337-348

Wed. Chapter 4: Critical Thinking

Feb 5-7

Mon: **Presentation 5:** Phillips, N. "Advice to Teens" **AR** pp.269-272

**Presentation 6:** Gillam, K., Wooden, S. "Post-princess models of gender: The new man in Disney/Pixar" **AR** pp. 290-298

Wed: Chapter 3: Three Common Kinds of Academic Essays

Feb 12-14

Mon: **Presentation 7:** Wilson, R. "In defence of the iGeneration" **AR** pp. 273-276

**Presentation 8:** Hasan Y. et al. "The more you play, the more aggressive you become" **AR** pp: 313-319

Wed: Read and View with a Critical Eye

Feb 26-Feb 28

***Critical Review (20%) due Feb 28***

Mon: Read and View with a Critical Eye

Writing Lab: Foote, J. "Speed that kills" **AR** pp: 370-374

Wed: **Critical Review + Peer Review of Critical Review (25%)**

Mar 5-7

Mon: **Presentation 9:** Krahn, T. "Where are we going with pre-implantation genetic diagnosis"? **AR** pp. 366-369

**Presentation 10:** Gifford, R. "Psychology's essential role in alleviating the impacts of climate change" **AR** pp. 376-385

Wed: Chapter 10: Writing Research Papers

March 12-14

Mon: **Presentation 11:** Cusimano, M. "Trends in North American newspaper reporting of brain injury in ice hockey" **AR** pp. 320-328

Wed: Evaluating Sources

Creating criteria for evaluating websites  
 Creating a Thesis Statement

### **THE RESEARCH ESSAY**

March 19-21

- Mon: **Presentation 12**: Miyagawa, M. "A sorry state" **AR** pp. 231-238
- Wed: Writing the Research Project  
 Incorporation of Quotations, Summaries and Paraphrases

### **EDITING REVISING AND PROOFREADING**

March 26-28

- Mon: **Presentation 13**: Healey et al. "Community perspectives on the impact of climate change on health in Nunavut, Canada"  
**AR pp.** 388-398  
 2<sup>nd</sup> *OWL assignment due – Thesis statement*

Wed: Chapter 10: Review of Writing Research Papers

April 2-4

Mon: Tutorial Day

Wed: Tutorial Day

April 9-11

Mon: **Final Research Essay + Peer Review (30%)**

Wed: Wrap up

### **Themes & Readings for the Course**

**University Issues**

**Canada in the World**

**Voices within Canada**

**Media and Image**

**Aggression and Society**

## Intersections with Science

### ASSIGNMENTS FOR WRITING 2101G January – April 2018

#### **Assignment #1: The Summary (10%) Due: Wednesday, Jan 31**

Please have it typed and double-spaced.

*\*Please note that hard copies of assignments must be handed in class. Anything received after that time will be deemed late and penalized accordingly.*

**Content:** Write a 500 word summary of an article TBA

#### **Assignment # 2: The Critical Review (20%) Due: Wednesday, Feb. 28**

*\*See Note Above.*

This is a 850 word critique of an article TBA.

1. **Format:**, APA documentation style for your title page, in-text citations and Bibliography/Works Cited/ References
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 3 sources for this assignment.
3. **Peer Review:** This assignment must be presented in class on Wednesday, Feb 28 for the **Peer Review exercise worth 5%.**

#### **Assignment # 3: Rhetorical Analysis Presentation (15%) Throughout the Term.**

Each week groups of two students will do a 15-20 minute analytic presentation of the designated reading. In the presentation, students will summarize the reading, give some background on either the content of the reading or on the author, analyse the structure of the reading and evaluate the overall effectiveness of the reading. The presentation must also include an exercise to engage the class with the content of the reading. The class, in turn, will Inkshed a response to the presentation.

#### **Assignment # 4: The Research Essay (25%) Due: Monday, April 9**

- 1) **Format:** This essay will be 1200 words in length - APA documentation style
- 2) **Thesis Statement:** This should have an arguable and researchable point of view. It is due on OWL on Thursday, March 23 for grading and feedback.
- 3) **Research:** You will need to do some research for this essay. You will choose **one article** from *The Active Reader*, on which to base your essay. **Do not pick the same article you used for either your group rhetorical analysis or your critical review.** In total, you will need at least 7 pieces of research (the article from the *Active Reader*, at least 2 journal articles, 2 books from the university library and no more than 2 websites). Please note that online journal articles from peer reviewed academic journals do not count as websites, but rather as journal articles.
- 4) **Peer Review:** The essay must be presented in class on Monday, April 9 for Peer Review.

**Assignment #5: Peer Reviews (5% each, in-class: Wednesday, Feb 28 and Monday, April 9)**

- 1) **Format:** Students will, in pairs, read each others' drafts and complete the comment form that I 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: OWL assignments ( 5% each to a total of 10%)**

All discussion pieces are to be put on OWL on the dates indicated.

- 1) **January 17:** Procrastination and Writing.
- 2) **March 26:** Thesis Statement



**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 Provost and 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/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

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

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](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

#### **(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where

appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) **Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**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/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

**Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.



In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and 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](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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and 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/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at:

<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>