

Writing 1025G Section 550: Critical Reading and Writing

Mon: 11:30-12:30

Wed: 11:30-1:30

Instructor: Julian Sonik

Email: jsonik2@uwo.ca

Classroom: HC-W18

Office Hours: Mon 12:30-2:30

Location: A-18

Antirequisite(s): [Writing 1020F/G](#), [Writing 1021F/G](#), [Writing 1022F/G](#) and [Writing 2101F/G](#).

Prerequisite(s): None

Course Description & Learning Objectives

This course is designed for first-year students. There are no pre-requisites for this course. The course aims to help students (a) understand the underlying assumptions of what may be referred to as *academic writing*, (b) develop critical thinking by analyzing and reflecting upon selected readings to uncover their implicit arguments and purpose, (c) practice writing effectively across a variety of disciplines, and (d) understand the relationship between critical reading, critical thinking and critical writing. Assigned articles will provide the basis for short written responses with an emphasis on cogent argument and clear purpose. Students are expected to participate in discussions of articles, sharing ideas to develop reasonable interpretations and foster the skills necessary for critical analysis. Four formal pieces of writing (Summary, Critical Review, Annotated Bibliography, and Research Paper) are required. These formal assignments aim to develop familiarity with (a) present academic forms of writing (b) their historical development, and (c) the rapidly evolving contexts in which they appear.

In-class exercises, quizzes and discussion are key components of this course, and help to illumine and define the current expectations placed upon academic writers by their diverse communities. Due to the integrated nature of the assignments and in-class work, attendance is mandatory.

Required Text

Faigley, Graves & Graves (2016)

The Brief Pearson Handbook, Fourth
Canadian Edition
Toronto: Pearson Longman.

Grading

Participation, Assignments and Quizzes: Weight

Critical Response 1	5%
Critical Response 2	5%
Critical Response 3	5%

In-class quiz #1	5%
In-class quiz #2	5%
In-class quiz #3	5%

Class Participation **10%** ****YOU MUST BE PRESENT TO PARTICIPATE!****

Summary	10%
Critical Review	15%
Annotated Bibliography	15%
Final Research Essay	20%

Schedule

Mondays

<p>January 7</p> <p>Reading: None</p> <p>Lecture: Introduction to the Course/A Brief History of Writing</p>	<p>Wednesdays</p> <p>January 9</p> <p>Reading: BPH Chapter 1</p> <p>Lecture: Thinking as a Writer</p>
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Wednesdays

<p>January 14</p> <p>Reading: BPH Chapters 2-3</p> <p>Lecture: The Foundation of Argument: Premises in Support of a Claim/Logical Fallacies</p>	<p>January 16</p> <p>Reading: BPH Chapter 4</p> <p>In-class Exercise: Find the Fallacies</p>
<p>January 21</p> <p>Reading: BPH Chapter 5</p> <p>Lecture: Planning, Shaping and Proofreading Your Writing</p> <p>In-class Exercise: Find the Fallacies Part II</p>	<p>January 23</p> <p>Reading: None</p> <p>Lecture: What is Critical Reading?</p>
<p>January 28</p> <p>Reading: BPH Chapters 6-11</p> <p>Lecture: The Summary</p> <p>In-class Exercise: Writing a Summary</p>	<p>January 30</p> <p>Reading: Assigned Article #1</p> <p>Short Discussion: Ideas for a Critical Response to Assigned Article #1</p> <p>In-class Exercise: Free Writing/Clustering/Making an Idea Map</p>

February 4

Reading: Assigned Article #2

Short Discussion: Ideas for a Critical Response to Assigned Article #2

Lecture: Language, Thought and Culture: The Sapir-Whorf Hypothesis

Review: Material in BPH Chapters 1-11

Assignment Due: Critical Response to Assigned Article #1

February 6

Reading: BPH Chapters 12-20

In-class Quiz: Chapters 1-11 of BPH

Assignment Due: Summary

February 11

Reading: BPH Chapters 20-24

Lecture: The Critical Review

Part II: Descriptive vs Prescriptive Grammar and How Understanding Grammar Improves Writing

February 13

Reading: Chapters 25-29

Lecture: Structuring the Final Essay

In-class Exercise: Choosing a Final Essay Topic

February 18

NO CLASS—FAMILY DAY

February 20

NO CLASS—SPRING READING WEEK

<p>February 25</p> <p>Reading: Chapters 30-35</p> <p>Lecture: Review of Material in BPH Chapters 12-29</p> <p>Part II: The Annotated Bibliography</p> <p>Assignment Due: Critical Response to Assigned Article #2</p>	<p>February 27</p> <p>In-class Quiz: BPH Chapters 12-29</p>
<p>March 4</p> <p>Reading: Chapters 36-39</p> <p>Lecture: Purpose and Audience</p> <p>In-Class Exercise: Name the Writing Audience and Determine Purpose</p>	<p>March 6</p> <p>Reading: Assigned Article #3</p> <p>Discussion: Assigned Article #3</p>
<p>March 11</p> <p>Reading: Chapters 40-44</p> <p>Lecture: Vocabulary and Linguistic Register</p> <p>In-class Exercise: Vocabulary and Linguistic Register</p> <p>Assignment Due: Critical Review</p>	<p>March 13</p> <p>Reading: BPH Chapters 45-47</p> <p>Lecture: Effective Writing Style—what is it?</p> <p>Assignment Due: Critical Response to Assigned Article #3</p>

<p>March 18</p> <p>Reading: BPH Chapters 48-49</p> <p>Lecture: Review of Material in BPH Chapters 31-49</p> <p>Part II: The Writing of Different Cultures: Form and Technique</p>	<p>March 20</p> <p>In-Class Quiz: BPH Chapters 31-49</p>
<p>March 25</p> <p>Reading: none</p> <p>Lecture: The English Language and Linguistic Change</p> <p>Assignment Due: Annotated Bibliography</p>	<p>March 27</p> <p>Reading: None</p> <p>Lecture: Making a Final Essay Checklist</p>

<p>April 1</p> <p>Reading: None</p> <p>Lecture: Punctuation: Formal vs Informal Contexts</p> <p>In-class Exercise: Punctuation, Part I</p> <p>Reading: None</p> <p>Lecture: Making a Final Essay Checklist</p>	<p>April 3</p> <p>Reading: None</p> <p>Lecture: Punctuation—Continued</p> <p>In-class Exercise: Punctuation, Part II</p>
<p>April 8</p> <p>Reading: None</p> <p>Lecture: Recent Research and Practical Applications of the Writing Process</p> <p>Lecture: Course Review</p> <p>Major Assignment Due: Final Research Paper</p>	<p>April 10</p> <p>NO CLASS—STUDY DAY</p>

SPECIAL INSTRUCTIONS—IMPORTANT. PLEASE READ!

Absences and Late Work

Students are expected to come to every class. Absences in class will affect the class participation mark, and may indirectly affect assignment marks, as much of the learning for this course occurs in the classroom. Late assignments will be evaluated minus 2% per day submitted after deadlines. Such assignments will only be marked if a valid argument for the late submission is presented. Non-medical absences will result in the forfeiting or reducing of the class participation mark worth 10% of the final grade. It is clearly to the student's advantage to attend class—attendance is expected and monitored.



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

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 Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

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

- (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,

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.

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 Dean. The instructor’s decision is appealable to the 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 Dean. The instructor’s decision is appealable to the 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 Dean. The instructor’s decision is appealable to the 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

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 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, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

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). An outline of the range of services offered is found on the Huron website at:

<https://huronuc.ca/student-life-campus/student-services/academic-advising>

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:

<https://huronuc.ca/student-life-campus/art-social-science>