

## Writing 1025F Section 550: Critical Reading and Writing

Mon: 2:30-3:30  
Wed: 3:30-5:30

Instructor: Julian Sonik  
Email: [jsonik2@uwo.ca](mailto:jsonik2@uwo.ca)

Classroom: HC W-106

Office Hours: Mon 12:30-2:30  
Location: W-15

**Pre-requisites:** None

**Antirequisites:** Writing 1020F/G, Writing 1021F/G, Writing 1022F/G and Writing 2101F/G.

---

### Course Description & Learning Objectives

This course is designed for first-year Huron University 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**

**September 9**  
**Reading:** None  
**Lecture:** Introduction to the Course/A Brief History of Writing

### **Wednesdays**

**September 11**  
**Reading:** BPH Chapter 1  
**Lecture:** Thinking as a Writer

<p><b>September 16</b></p> <p><b>Reading:</b> BPH Chapters 2-3</p> <p><b>Lecture:</b> The Foundation of Argument: Premises in Support of a Claim/Logical Fallacies</p>	<p><b>September 18</b></p> <p><b>Reading:</b> BPH Chapter 4</p> <p><b>Lecture:</b> Planning, Shaping and Proofreading Your Writing</p> <p><b>In-class Exercise:</b> Find the Fallacies</p>
<p><b>September 23</b></p> <p><b>Reading:</b> BPH Chapter 5</p> <p><b>In-class Exercise:</b> Find the Fallacies Part II</p>	<p><b>September 25</b></p> <p><b>Reading:</b> None</p> <p><b>Lecture:</b> What is Critical Reading?</p> <p><b>Reading:</b> Assigned Article #1</p> <p><b>Short Discussion:</b> Ideas for a Critical Response to Assigned Article #1</p>
<p><b>September 30</b></p> <p><b>In-class Exercise:</b> Free Writing/Clustering/Making an Idea Map</p>	<p><b>October 2</b></p> <p><b>Reading:</b> BPH Chapters 6-11</p> <p><b>Lecture:</b> The Summary</p> <p><b>In-class Exercise:</b> Writing a Summary</p> <p><b>Review:</b> Material in BPH Chapters 1-11</p>

<p><b>October 7</b></p> <p><b>Reading:</b> Assigned Article #2</p> <p><b>Short Discussion:</b> Ideas for a Critical Response to Assigned Article #2</p> <p><b>In-class Quiz: Chapters 1-11 of BPH</b></p> <p><b>Assignment Due: Critical Response to Assigned Article #1</b></p>	<p><b>October 9</b></p> <p><b>Lecture:</b> Thinking About the Future of Writing</p> <p><b>Reading:</b> BPH Chapters 12-20</p> <p><b>Assignment Due: Summary</b></p>
<p><b>October 14</b></p> <p><b>Thanksgiving Holiday—no class</b></p>	<p><b>October 16</b></p> <p><b>Reading:</b> Chapters 20-24</p> <p><b>Lecture:</b> The Critical Review</p> <p><b>Part II:</b> Assigned Article #2: Discussion</p>
<p><b>October 21</b></p> <p><b>Lecture:</b> Language, Thought and Culture: The Sapir-Whorf Hypothesis</p> <p><b>Part II:</b> Descriptive vs Prescriptive Grammar and How Understanding Grammar Improves Writing</p>	<p><b>October 23</b></p> <p><b>Lecture:</b> TBA</p> <p><b>Reading:</b> BPH Chapters 25-29</p> <p><b>Review:</b> Material in BPH Chapters 12-29</p>

<p><b>October 28</b></p> <p><b>In-class Quiz: BPH Chapters 12-29</b></p> <p><b>Assignment Due: Critical Response to Assigned Article #2</b></p>	<p><b>October 30</b></p> <p><b>Reading:</b> Chapters 36-39</p> <p><b>Lecture:</b> Purpose and Audience</p> <p><b>Reading:</b> BPH Chapters 45-47</p> <p><b>Lecture:</b> Effective Writing Style—what is it?</p> <p><b>Assignment Due: Critical Response to Assigned Article #3</b></p>
<p><b>November 4</b></p> <p><b>Fall Reading Week—no class</b></p>	<p><b>November 6</b></p> <p><b>Fall Reading Week—no class</b></p>

<p><b>November 11</b></p> <p><b>Lecture:</b> Structuring the Final Essay</p> <p><b>Reading:</b> Chapters 30-35</p> <p><b>Assignment Due: Critical Review</b></p> <p><b>Lecture:</b> Vocabulary and Linguistic Register</p> <p><b>In-class Exercise:</b> Vocabulary and Linguistic Register</p>	<p><b>November 13</b></p> <p><b>Lecture:</b> The Annotated Bibliography</p> <p><b>Reading:</b> Chapters 36-39</p> <p><b>Review:</b> Material in BPH Chapters 31-49</p>
<p><b>November 18</b></p> <p><b>In-Class Quiz: BPH Chapters 31-49</b></p> <p><b>Reading:</b> None</p>	<p><b>November 20</b></p> <p><b>Lecture:</b> Annotations Part II</p> <p><b>In-class Exercise:</b> Writing Annotations</p>
<p><b>November 25</b></p> <p><b>Reading:</b> none</p> <p><b>Lecture:</b> The English Language and Linguistic Change</p> <p><b>Assignment Due: Annotated Bibliography</b></p>	<p><b>November 27</b></p> <p><b>Reading:</b> None</p> <p><b>Lecture:</b> Making a Final Essay Checklist</p>

<p><b>December 2</b></p> <p><b>Reading:</b> None</p> <p><b>Lecture:</b> Punctuation: Formal vs Informal Contexts</p> <p><b>In-class Exercises:</b> Punctuation, Part I</p>	<p><b>December 4</b></p> <p><b>Reading:</b> None</p> <p><b>In-class Exercise:</b> Punctuation, Part II</p> <p><b>Lecture:</b> Recent Research and Practical Applications of the Writing Process and Course Review</p> <p><b>Major Assignment Due: Final Research Paper</b></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: Academic Policies & Regulations 2019/2020**

### **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 Western University 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:

[www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf](http://www.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.

### **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.

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:  
[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal>, and on the Huron website at [www.huronuc.on.ca/about/accessibility](http://www.huronuc.on.ca/about/accessibility) .

### **Academic Student Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: [www.huronuc.ca/student-life-campus/student-services/academic-advising](http://www.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: [www.huronuc.ca/student-life-campus/art-social-science](http://www.huronuc.ca/student-life-campus/art-social-science) and at [www.huronuc.ca/student-life-campus/management-and-organizational-studies](http://www.huronuc.ca/student-life-campus/management-and-organizational-studies) .

### **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, [huronuc.ca/student-life-campus/student-services/academic-advising](http://huronuc.ca/student-life-campus/student-services/academic-advising) or review the list of official Sessional

Dates on the Academic Calendar, available here:  
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

### **Mental Health & Wellness Support at Huron and at Western**

Students who are stressed, emotionally distressed or in mental health crisis please refer to: [huronuc.ca/student-life-campus/student-services/health-wellness](http://huronuc.ca/student-life-campus/student-services/health-wellness) for a complete list of options about how to obtain help, or email [Huronwellness@huron.uwo.ca](mailto:Huronwellness@huron.uwo.ca) to access your wellness staff directly.

Additional supports for Health and Wellness may be found and accessed at Western through [www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/).

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: [sert.uwo.ca/about-sert/about-sert/](http://sert.uwo.ca/about-sert/about-sert/).

### **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.**

### **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, as per the Academic Calendar: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading\\_189](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189) .

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a 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 Western University and Turnitin.com.

### **Computer-Marked Tests/exams**

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.

### **Clickers**

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" Accommodation**

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/index.html> .

### **Policy on "Academic" Accommodation - Medical / Non-Medical Grounds**

Students who require academic 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/index.html> .

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://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:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 your 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.

**Requests for Academic Consideration Using the Self-Reported Absence Form**

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf) .

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a.** students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b.** any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.

- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

### **Important Dates and Directory at Huron and Western**

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>