

**Writing 0012F : Introduction to Advanced Academic Writing for
Multilingual Students
COURSE OUTLINE**

Sept- Dec. 2011

Dr. Theresa Hyland
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Mon. 10:30 – 11:30. Rm. W103
Wed. 10:30 – 11:30 . Rm. W103
Fri. 10:30 – 11:30 Rm. W103

Office Hours: Mon: 1:30 – 3:30
Thurs: 1:30 – 2:30

Course Description and Objectives

This course is preliminary to, and designed to complement either Writing 1021G or (for senior students only) Writing 2023G. This is a course that is designed to help non-native speakers of English develop the linguistic, rhetorical and strategic competencies that they will need to succeed in senior academic courses at the undergraduate level at Huron University College. It combines an examination of the practical elements of rhetoric and style of academic writing with the development of study, note-taking and writing skills through interactive project work. There will also be a discussion of issues that are culturally relevant to a Canadian academic community based on videos, listening tapes and guest speaker presentations. By the end of the course, the students should be able to (1) take notes and study in ways that will enhance their academic experience in the Huron context (2) critically analyse academic articles and essays (4) write an exploratory research paper that incorporates the research in an academically acceptable manner along with a critical analysis of that research, and(5) write a persuasive argument based on a knowledge of the cultural and moral motivations of a Western academic audience.

Assignments:

Photo Presentation	Sept. 23 rd	5%	Reading Quizzes (5)	Throughout	10%
In-class Essay	Sept. 30 th	10%	Peer Reviews (2)	Nov./ Dec.	10%
Thesis Statements	Nov. 1 st / 21 st	10%	Journals (5)	Throughout	15%
Exploratory Essay	Nov. 14 th	20%	Persuasive Essay	Dec. 7 th	20%

Required Texts:

1. Clouse, B. F. & Grevstad, P. (2011). *The Student Writing, Editor and Critic* 1st Canadian Ed. McGraw-Hill Ryerson.
2. Faigley, L. R. Graves, & H. Graves (2008). *The Brief Penguin Handbook* 2nd Canadian Ed. Toronto, ON: Pearson Custom Publishing

COURSE SCHEDULE

Sept. 9th

Fri: Introduction to the course, to WebCT, and to Course Outline

Hmwk: Read: “Our Schedules: Ourselves” *SWEC* pp. 314-317.

Sept. 12th – 16th

Mon: Introduction to *The Student Writing, Editor & Critic* (SWEC)

Review of study skills: reading & note-taking

Wed: SWEC: Analyzing Photos pp.22-24

Hmwk: **BPH:** “Critical Reading and Viewing” pp. 71-75

Fri: Writing Workshop: Writing about Photos

Hmwk: (1) Journal #1: First Impressions of Canada

(2) Reading: Jan Wong, “Ten Things” pp. 16-19

Sept. 19th - 23rd

Journal # 1 is due on Monday, Sept 19th on webct.

Mon: Reading Quiz # 1 “Ten things”

Getting Information from a reading

Wed: Reading into Writing: SWEC p.7-11:

Fri: Photo Presentations (5%)

Hmwk: Read “If We’re so Equal ” SWEC pp 20 – 22.

Sept. 26th – 30th

Mon: Reading Quiz # 2: “If we’re so Equal ”

Teasing out implications of a reading

Wed: From speaking to writing: Planning out the In-class Essay

Fri: Writing Workshop: In-class Essay (10%).

Hmwk: “Women Don’t Matter”.... SWEC pp. 158 – 161.

Oct. 3rd – 7th :

Mon: Reading Quiz # 3: “Women don’t Matter”

SWEC: The Writing Process pp. 29-31

Wed.: Characteristics of the research study

Hmwk: “Decolonizing in the Era of Globalization” SWEC pp. 332-335

Fri: Reading Quiz # 4: “Decolonizing”

Writing Workshop: Create a Table of Sources of Information
(Source/ Purpose/ Audience/ Credibility).

Hmwk: Journal #2: Making Connections: Thanksgiving and Canada’s
Aboriginal Peoples.

Oct.: 10th -14th

Journal # 2 is due on WebCT by Tuesday, Oct. 11th

Mon: THANKSGIVING HOLIDAY ----- no class

Wed: Exploratory Essay Assignment: 1st Draft Due Nov. 11th

Fri: Writing Workshop: Computer Lab: Exploring Websites

Hmwk: (1) Bring in 3 websites that you might use for your essay

(2) BPH: pp. 211- 225 “Find & Evaluate Sources in Databases”

Oct. 17th – 21st :

Mon: Developing criteria for evaluating websites

Wed: “Plan Your Research”: BPH 195-201

Fri: Writing Workshop: Selecting criteria for evaluating an article

Hmwk: Journal # 3: Which topic have you chosen and why?

Oct. 24th – 28th :

Journal #3 is due on webct by Monday, Oct. 24th.

Mon.: The Thesis Statement: BPH pp. 202-205

Creating your Essay Thesis: Refining the Topic

Wed: Presenter: Dawn Easton Merritt. Researching Huron's Library

Fri: Writing Workshop: Creating an essay map

Hmwk: Exploratory Essay Thesis Statement

Oct. 31st - Nov. 4th

Hand in Thesis Statement on webct on Monday, Oct. 31st

Mon: Lecture: From thesis statement to essay map: brainstorming, free writing and journaling

Hmwk: Read "Most Dangerous Cities in Canada" SWEC: pp 290-293

Wed: Reading Quiz # 5: "Most Dangerous...."

Introductions: & Outlining Lecture

Application: Developing an outline SWEC: pp 64-71

Fri: Writing Workshop: The paragraph: lecture. SWEC pp. 76-82

Hmwk: **Journal # 4:** Write a reflection on "Most Dangerous"

Nov. 7th – 11th

Journal # 4 is due on webct by Monday, Nov. 7th

Mon: Plagiarism: Definition & Identification Exercises

Documentation exercise using readings

Wed: The Conclusion. SWEC pp. 83-85

Fri: Writing Workshop: Peer Review of 1st Draft

Nov. 14th – 18th :

Monday Nov. 14th : Exploratory Essay Due with Revisions from Peer Editing 20% +5%

Mon: Planning the Argument: Lecture & Essay Assignment

Hmwk: Read "Is Torture Ever Justified" SWEC pp. 363-366

Wed: Make-up Quiz # 6: Is Torture?

Analysis of persuasiveness of "Is Torture..."

Fri: Writing Workshop: Using research to be persuasive.

Nov. 21st – 25th :

Monday Nov. 21st: Thesis for Persuasive Essay is due on webCT. (5%).

Mon: Transitions: Words, phrases & paragraphs: Turning random thoughts into a coherent essay

Wed: Argumentation in Images SWEC pp. 370-376

Fri: Writing Workshop; Writing about information from tables

Hmwk: (1) Read SWEC "Media Stereotyping" pp. 195-196.

(2) **Journal # 5:** Does the Media have too much power?

Nov. 28th – Dec. 2nd

Monday, Nov. 28th Journal # 5 is due on WebCT

Mon: Debate: TBA

Free Writing: Characteristics of persuasiveness.

Wed: Clarifying what you write: Modifiers: *SWEC* pp. 492-494

Fri: Peer Review # 2: Persuasive Essay

Dec. 5th – 7th :

Wed. Dec.7th : *Submit Final Draft of Essay with Peer Review(20% +5%)*

Mon: How to Write Essay Exams

Wed: Class wrap-up: Essay Due

CLASSES END ----- EXAMS BEGIN

Reading & Writing Themes

Reflecting on ourselves

1. Walljasper, J. “Our Schedule, Ourselves.” *SWEC* pp. 314- 317
2. Accawi, A. “The Telephone” *SWEC*. pp. 180 – 185.
3. Spirtos, G. “The Human and the Superhuman: Two Very Different Heroes.” *SWEC* pp. 285- 287

Men and Women

1. Wentz, M. “If We’re So Equal, Why Aren’t We Happy?” *SWEC*. pp 20- 22.
2. Mallick, H. “Women Don’t Matter”. *SWEC* pp. 158- 161.
3. Tyre, P. “Boy Brains, Girl Brains.” *SWEC* pp. 336- 337.

Intercultural Concerns

1. Wong, J. “Ten Things the Chinese Do Much Better Than We do.” *SWEC* pp. 16- 19.
2. Baird, T. “Media Stereotyping of Muslims as Terrorists” *SWEC* pp. 195- 197.
3. MacQueen, K. & Treble, P. “The Most Dangerous Cities in Canada.” *SWEC* pp. 290-293.
4. Green, J. “Decolonizing in the Era of Globalization”. *SWEC* pp. 332- 334.
5. The Economist. “Is Torture Ever Justified? Terrorism and Civil Liberty.” *SWEC*. pp. 363-366.

Writing Assignments: Writing 0012F
Sept. – Dec. 2011

I. Exploratory Essay Topics (20%)

Choose one of these 3 topics and write an exploratory essay of 1,000 words (about 4 pages) to be handed in on Monday, Nov. 14th. This essay is worth 20% of your final mark. Use the websites you have already chosen and the readings we have done in class, and extra research as indicated in the questions. Use APA Documentation format for this essay.

1. Compare Chinese and Canadian university students' attitudes towards the balance between work, entertainment, and voluntary activities in the community. Use at least two of the articles we have read in class and 2 websites you have found to support your exploration of the issue. If you wish to create a survey and ask some Canadian students about this issue, that will count as part of your research.
 2. Do you think that men and women should be treated differently in the workplace? Does research support the idea that there are social, psychological and intellectual differences between men and women? Using at least two of the readings we have done in class and 2 websites you have found, write a "cause and effect" essay exploring the idea of gender differences in North American society. You should interview (in person, or on line) at least one business person connected to the Huron community and use this interview as part of your research.
- I.** Canada has a multicultural society, with many different religions, cultures and races living close together. Such a mix can potentially lead to violent situations. Do you think that Canada is a violent society? Using at least 3 of the articles we have read in this course, and at least 3 websites, write an exploratory essay about violence in Canada.

II. Persuasive Essay (20%)

The persuasive essay will be due on Dec. 7th 2011 in class, should be about 1200 words long and is worth 20% of your final mark. It will be a revised version of the Exploratory Essay, but will include a persuasive thesis and will aim to persuade the audience to agree with a particular point of view. You will need to provide **two additional journal articles** that you have found to support this point of view. You will refer to these new references in your essay and they will be added to your list of References at the end of the paper.

III. Journal Entries (5 x 3%)

You will write 5 journal entries this term. Each entry will be about 150 words long and will be worth 3 marks. Journal entries will be done on webct and will be due the Monday after the assignment is given. Assignments handed in 4 days late will not be marked. Here are the topics for these assignments. These topics will also appear on the webct site under the course heading Writing 0012F.

- a. Journal # 1: "First Impressions of Canada." Write a reflection on some aspect of Canadian life that you have noticed in your time at Huron that strikes you as different from what would happen in China. What do you

- think are the reasons for this difference? Is this aspect better or worse than what you would encounter in China?
- b. Journal # 2: Making Connections: Thanksgiving and Canada's Aboriginal Peoples. From what you have learned through your experience of the pow-wow on Sept. 17th, and your reading of the article "Decolonizing" think about Canada's celebration of Thanksgiving. How much of our traditions are a result of our contact with Aboriginal people?
 - c. Journal # 3: "Which topic have you chosen and why?" Discuss the process you went through to choose your topic for your essay. Which topic did you choose? Did the websites help you choose? Did you change your mind before making your final decision? What factors influenced this decision?
 - d. Journal # 4: Write a reflection on "Most Dangerous City". What are the reasons stated in the article for violence in a Canadian city? Does this article make you feel safer in London, or less safe? Why?
 - e. Journal # 5: Does the media have too much power in a democratic society? This is a question that we might ask ourselves after the hacking scandals with Rupert Murdoch in Britain. Write a reflection on the article that you have just read about media stereotyping of Muslims and the implications that this type of stereotyping could have on violence in society.

IV. Peer Reviews (2 x 5%)

There are two Peer Reviews due this term: one on Friday, November 11th and one on Friday, Dec. 2nd. These peer reviews **MUST** be done in class and you **MUST** bring at least one page of your revised essay to each of these review sessions. If you are absent, or you fail to bring your work to class that day, you will lose the entire mark assigned to the Peer Review (5% of the final mark).

V. Reading Quizzes (5x 2%)

You will have a reading quiz on the day following the assignment of a reading. If a reading is assigned as homework on Friday, you will have the quiz on Monday. Each quiz is worth 2%. Please do these readings carefully so that you can do your best on the quiz. Each quiz will help you learn to critically analyse the readings that you do. If you miss a quiz, there is no possibility of doing it at another time as the answers will be taken up immediately after the quiz. There will be **one** make-up quiz only, to be held on Wednesday, Nov. 16th.

Special Instructions:

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 without permission will not be graded. There will be a **late penalty** of 2% per day up to a maximum of 10%. **Requests for extensions** will be granted on a case-by-case basis and will only be considered if made before the assignment due date. Absences for more than 40% of the classes will result in a failure of the course. **Non-medical absences at either of the peer-review sessions will result in a grade of 0 for the peer review.**



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

http://www.huronuc.ca/students/student_life/student_policies

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, the student must submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following a medical emergency) Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time 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.

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, <http://www.huronuc.ca/accessibility> (“Postings of Service Disruptions”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/accessibility>

Program and Academic Counselling

Writing students registered at Huron who require advice about modules and courses in Writing should contact Dr. T. Hyland, Coordinator, Writing Centre – thyland@huron.uwo.ca or Dean M. Blagrave – mblagrav@huron.uwo.ca for more information. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

http://huronuc.ca/students/service_centre/academic_counselling/