

Writing 0001F : Academic Writing for International Students COURSE OUTLINE

Sept- Dec. 2010

Teresa Flanagan Office: A304 Office Hours: Fri. 12:30-2:30 p.m. teresa.flanagan@uwo.ca	Mon. 11:30 – 12:30. Wed. 11:30 – 12:30 Fri. 11:30 – 12:30 Room: HC W17
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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 academic courses at the undergraduate level at Huron University College. It combines (1) an examination of the practical elements of rhetoric and style of academic writing (2) development of study, note-taking and writing skills through interactive project work (3) discussion of issues that are culturally relevant to a Canadian academic community, based on videos, listening tapes and guest speaker presentations. This course is preliminary to, and designed to complement Writing 1021G.

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 these assignments.** For work representing 10% or more of the overall grade for the course, a student must present documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Huron students should take their medical documentation to the Academic Counsellor, Academic Services Centre at Huron University College, together with a Request for Relief specifying the nature of the accommodation requested. Documentation for non-Huron students must be submitted as soon as possible to the student's Faculty Dean's office. The request and documentation will be assessed and appropriate accommodation will be determined by the Dean's office in consultation with the instructor(s.) Academic accommodation will be granted **ONLY** where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities.

For non-medical grounds, the student must submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following a non-medical emergency) Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting documentation to the Academic Counsellor who will then make the determination as to whether accommodation is warranted."

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, the student must submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following a medical emergency) Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting either medical or non-medical documentation to the Academic Counsellor, who will then make the determination as to whether accommodation is warranted.

The UWO Student Medical Certificate (SMC)

(https://studentservices.uwo.ca/secure/medical_document.pdf) and Request for Relief (<http://www.huronuc.ca/pdf/AcademicCounsellingRequestforReliefFormMar08.pdf>) are available at the Student Centre Website

(<https://studentservices.uwo.ca/secure/index.cfm>), the Huron University College Academic Counselling website

(http://www.huronuc.ca/faculty_arts_social_science/academic_counselling/) or from the Academic Services Centre at Huron.



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.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

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

Plagiarism

Plagiarism is an academic offence and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the Huron University College Statement on Plagiarism, available at the reference desk in the HUC Library and at <http://www.huronuc.ca/library/Citing/>. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library. Information about these resources can be found in LibGuides on the main page:

<http://www.huronuc.ca/library>.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the

clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website.

Accessibility

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

Program and Academic Counselling

Writing students registered at Huron who require advice about modules and courses in Writing should contact Dean Blagrove, mblagrav@huron.uwo.ca. Students should contact Debbie Chadwick or Kent Robinson, Academic Counsellor on other academic matters. See the Academic Counselling website for information on services offered.

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

Assessment:**Assignments:**

Shield Presentation	Sept. 24	5%	Reading Quizzes (5)	Throughout	10%
Personal Statement	Oct. 1	10%	Peer Reviews (2)	Nov./ Dec.	10 %
Thesis Statement	Nov. 1	5%	Journals (5)	Throughout	20%
Essay First Draft	Nov. 15	10%	Note-taking Quiz	Dec. 8	15%
Essay Final Draft	Dec. 8	15%			

Required Texts:

- (1) Williams, J.(2005) *Learning English for Academic Purposes. 2nd Ed.* Saint Laurent, Quebec: Pearson
- (2) Riesen, Szarlan & Singha (2003) *Case Studies : 1st Year Experience Students* Toronto: Thomson/ Wadsworth

COURSE SCHEDULE**Sept. 13-17**

- Mon:** Introduction to the course. & to WebCT
Course Outline
- Wed:** Review of study skills
Introduction to: *Learning English for Academic Purposes (LEAP)*
Introduction to *Case Studies: 1st Year Experience Students (CS)*
- Fri:** **Writing Workshop:** Shield Exercise Introduction
Hmwk: (1) Journal #1: Why I liked/ didn't like the Shield Exercise
(2) Reading: **LEAP:** pp. 3-6

Sept. 20-24

Journal # 1 is due on Monday, Sept.20 on webct.

- Mon:** **Reading Quiz # 1: LEAP** pp 3-6
Getting Information from a reading
- Wed:** Reading pp 7- 9 : "The Drawbacks of Youth Sports"
- Fri:** **Writing Workshop: Shield Presentations (5%)**
- Hmwk: Read cases # 1, 2 and 3 in Case Studies (CS)

Sept. 27 – Oct. 1

- Mon:** **Reading Quiz # 2:** Case Studies 1,2, and 3 .
Teasing out implications of the cases.
- Wed:** From speaking to writing: Planning out the Personal Essay
- Fri:** **Writing Workshop: Personal Statement In-class Essay (10%).**
Hmwk: Journal # 2: Define excellence at Huron College
Reading: "Role Models and Cautionary Tales" pp. 21-23.

Oct. 4-8

Journal # 2 is due on Monday, Oct. 4th on webct.

- Mon:** Discuss Role Models reading.
Handout: “The Land of Excellence”.
- Wed.:** **Reading Quiz #3:** “Land of Excellence”
Read Together Case #26: The Athlete
- Fri:** **Writing Workshop:** Comparing Sources of Information (see model on pg. 43).
Hmwk: Journal #3: Making Connections: Excellence, Athletic Role Models, Case 26

Oct.: 11-15

Mon: THANKSGIVING HOLIDAY ----- no class

Journal # 3 is due on WebCT by Tuesday, Oct. 12th

- Wed:** **Research Essay Assignment: 1st Draft Due Nov. 15th**
Note-taking exercise : **LEAP:** “*Finding out about Risk*” pp. 152-155
- Hmwk: Read **LEAP: Part C:** pp. 156-157
- Fri:** **Writing Workshop:** Group Work: Discussion of research topics
Hmwk: (1) Bring in 3 websites that you might use for your essay
(2) Read LEAP: *The Precautionary Principle* pp. 165-167

Oct. 18 – 22

- Mon:** **Reading Quiz # 4** “The Precautionary Principal”
- Wed:** Developing criteria for evaluating websites
Hmwk: (1) Read Cases 10, 11 and 30.
- Fri:** **Writing Workshop:** Evaluating cases: selecting criteria for evaluation
Hmwk: Journal # 4: Which topic have you chosen and why?

Oct. 25 – 29

Journal # 4 is due on webct by Monday, Oct. 25th.

- Monday:** The Thesis Statement: Lecture & Exercise
Creating your Essay Thesis: Refining the Topic
- Wed:** **Lecture:** From thesis statement to essay map: brainstorming, free writing and journaling.
- Fri:** **Writing Workshop:** Creating an essay map
Hmwk: Thesis Statement

Nov. 1 – 5

Hand in Thesis Statement on webct on Monday, Nov. 1

- Mon:** Introductions: Lecture
“Characteristics Affecting Consumer Behaviour” **LEAP** pp.49-55
- Wed:** Plagiarism: Definition & Identification Exercises. **LEAP 114-15**
- Fri:** **Writing Workshop:** Documentation exercise using readings
Hmwk: (1) Journal # 5: Write a reflection on Case # 36.
(2) Introduction to “Econographics” pp. 61-62

Nov. 8 – 12**Journal # 5 is due on webct by Monday, Nov. 8**

- Monday:** The paragraph: Lecture & application to reading
Wed: Application: Developing an outline
Friday : **Writing Workshop:** Peer Review of 1st Draft

Nov. 15– 19**Monday Nov. 15:** *1st Draft of Essay Due with Peer Editing Form (10% +5%)*

- Mon:** **Research Guest Speakers:** Pam Mackay & Dawn Easton-Merritt
Wed: **Incorporating Research in your Essay**
Fri: **Writing Workshop:** Writing Conclusions.

Hmwk: “Alternative Medicine Joins the Mainstream” pp.96- 105

Nov. 22–26

- Mon:** **Reading Quiz # 5** “Alternative Medicine”
Comparing criteria.
Wed: Turning random thoughts into a coherent essay
Grammar: Using Transition Words
Fri: Writing about information from tables: pp. 123-125
Hmwk: Reading: Are vaccines safe? pp. 126-130.

Nov. 29- Dec. 3

- Mon:** Debate: Pros and cons of vaccines.
Wed: Clarifying what you write: Be Your Own Best Critic
Fri: **Peer Review # 2:** Draft # 2 of your essay

Dec. 6 – 8**Wed. Dec.8** *Submit Final Draft of Essay with Peer Review(15% +5%)*

- Mon:** How to Write Essay Exams
Wed: Note-Taking Test (15%)

CLASSES END ----- EXAMS BEGIN

Writing Assignments: Writing 0001F
Sept. – Dec. 2010

1. Draft Essay Topics

Choose one of these 4 topics and write the first draft of a 1,000 word essay (about 4 pages) to be handed in on Monday, Nov. 15th. Use only the websites you have already chosen and the readings and case studies we have done in class. Use APA Documentation format for this essay.

1. Write an essay in which you explore the health benefits of something that many people like to eat or drink, but that could be bad for your health (eg. Red wine, garlic, green tea, red meat, dairy products). You should include information from at least 5 different websites in your essay.
2. Compare Chinese and Canadian college students' attitudes towards body tattoos. Use information from at least 3 Canadian websites and 3 Chinese websites that have been written in English. Indicate the popularity of tattoos in each society, who principally gets these tattoos and what society thinks about people who have tattoos.
3. In today's society, parents face many obstacles when they try to keep their children safe. Compare the risks that children face in China and Canada and the things that parents do to protect their children. Give examples of child athletes, the use of vaccines to prevent disease, and children's freedom to use the internet when you are writing this essay.

2. Final Essay

The final essay will be due on Dec. 8 2010 in class and is worth 15% of your final mark. It will be a revised version of the Draft Essay, but will also include 3 references that you have found on your own. These references will include at least 1 journal article and 1 book. You also may include additional websites if you feel that they help support your argument. You will refer to these references in your essay and they will be added to your list of References at the end of the paper.

3. Journal Entries

You will write 5 journal entries this term. Each entry will be about 100 – 200 words long and will be worth 4 marks. Journal entries will be done on webct and will be due the Monday after the assignment is given. Late assignments 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 0001F.

1. Journal # 1: "Why I liked/ didn't like the Shield Exercise" Write a reflection on how this assignment will affect what you write and how you approach your personal statement writing assignment next week. Will you do a different kind of thinking for the personal statement than you did for the Shield exercise? What

- did you use for evidence in the Shield exercise? How will you use this evidence for the Personal Statement?
2. Journal # 2: Define excellence at Huron University College. You must, by now, have realized that the study skills you need and the planning you have to do at Huron are very different from what they were in your home country. What are the main differences, and how do you plan to change your study habits to achieve excellence here?
 3. Journal # 3: Making connections. Sometimes it is difficult to see how different articles fit together. See if you can make any connections between the articles on “Athletic Role Models” ; “The Land of Excellence” and Case Study # 26.
 4. Journal # 4: 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?
 5. Journal #5: Read about Lonely Louie (Case # 36) and write a short, reflective piece on what Louie could do to help himself feel less lonely. How did this case study make you feel? Do you have anything in common with Lonely Louie?

4. Peer Reviews

There are two Peer Reviews due this term, one on Friday, November 12 and one on Friday, Dec. 3. 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).