

Writing 1025G: Critical Reading and Writing

January to April 2012

Monday: 8:30-10:30
Wednesday: 8:30-9:30

HC V-207
Pre-requisites: none

Instructor: Julian Sonik
Email: jsonik2@uwo.ca
Office Hours: Mondays 10:30-12:30
Office Location: W38

Course Description & Learning Objectives

This course is designed for first-year students. There are no pre-requisites for this course. Objectives include helping students (a) understand the assumptions behind academic discourse, (b) critically analyze academic readings, (c) write effectively across a variety of disciplines, and (d) understand the relationship between critical thinking and cogent argument. Students will be required to read and reflect on contemporary readings and write about them in order to discover and develop their own critical intelligence. These readings are on controversial topics, and the goal is for students to cultivate a critical response and reasoned point of view as a basis for argument. Related in-class discussions on these topics are *not* intended to provide exhaustive nor comprehensive treatment of their subjects; rather, their purpose is to generate thinking as a foundation for a critical line of argument to be made evident in the each student's own written response. Students will also write formal assignments (Summary, Critical Review, Annotated Bibliography, and Research Paper). These assignments aim to develop students' familiarity with current academic forms of discourse as well as develop an understanding of the current assumptions of academic communities. Students will interact in groups to complete in-class exercises as a way to develop collaborative writing skills. Assigned on-line exercises are designed to both re-enforce students' acquired understanding of basic English grammar and to review and test concepts that have been covered in class.

Required Texts

Faigley, L., R. Graves and H. Graves (2010)

The Brief Penguin Handbook, Second
Canadian Edition with
MyCanadianCompLab. Toronto:
Pearson Longman.

Ford, Jon and Marjorie (2010)

Changing Minds: Arguments on
Contemporary and Enduring Issues.
Toronto: Pearson Longman.

Assignments, Weight, and Due Dates

Critical Reflection 1	5%	due on January 23
Critical Reflection 2	5%	due on February 8
Critical Reflection 3	5%	due on March 12
Summary	10%	due on February 1
In-class exercise	5%	in-class on February 6
Critical Review	15%	due on February 15
Annotated Bibliography	20%	due on March 14
Final Essay	25%	due on April 4
Class Participation	10%	

Schedule

Please note: CM = Changing Minds.

BFH = Brief Penguin Handbook

BPH Online = MyCompLab online component for the Brief Penguin Handbook. Register here: <http://www.mycomplab.com/> (Course Name: Critical Reading and Writing WRITING 1025F/G Course ID: Sonik0869730C)

Mondays

Wednesdays

<p>January 9</p> <p>Reading: None</p> <p>Lecture: Introduction to course. Overview of objectives and syllabus. Introduction to The Brief Penguin Handbook online course lab.</p>	<p>January 11</p> <p>Reading: BPH Chapter 1</p> <p>Assignment Due: Complete Grammar Self-Assessment Diagnostic 1 and complete “Pre-Writing” through “Organizing Main Points” BPH Canadian CompLab Online</p> <p>Lecture: Active and Critical Reading</p>
<p>January 16</p> <p>Reading: CM Chapter 1 pp. 1-34</p> <p>Lecture: Arguments and fallacies</p>	<p>January 18</p> <p>Reading: CM pg. 35. In addition, choose one reading from Chapter 2 “Re-creating the Family” and one reading from “Differing Perspectives” section.</p> <p>Assignment Due: Complete Grammar Self-Assessment Diagnostic 2 BPH Online</p> <p>Discussion and In-class Exercise: Changes in the American Family and overview of the readings on Family.</p>
<p>January 23</p> <p>Assignment Due: Critical Response #1--The Family</p> <p>Reading: BPH Chapters 5 and 17</p> <p>Lecture: Active Reading and Analysis in Context. Introduction to Research Planning</p>	<p>January 25</p> <p>Reading:</p> <p>Assignment Due: Complete Grammar Self-Assessment Diagnostic 3 BPH Online</p> <p>Lecture: The Summary</p>

<p>January 30</p> <p>Reading: BPH Chapters 6, 7 and 19</p> <p>Lecture: Thinking and Writing—the Critical Process. Conclusion of Research Planning. Rhetorical Frames for Analysis and Argument</p>	<p>February 1</p> <p>Major Assignment Due: Summary</p> <p>Reading: CM pg. 93 and 146. In addition, choose one reading from either Chapter 3 “Educating a Nation” or Chapter 4 “Revisioning Education” and one reading from the corresponding “Differing Perspectives” section at the end of each chapter</p> <p>Discussion: Education—its relationship to Media, Critical Thinking, Teaching, Learning and other broad ideas. Immigration—melting pot or Mosaic?</p>
<p>February 6</p> <p>Reading: BPH Chapter 3</p> <p>In-class Exercise worth 5% of final grade</p>	<p>February 8</p> <p>Assignment Due: Critical Response #2—Education OR Immigration</p> <p>Reading: BPH Chapter 2</p> <p>Lecture: The Critical Review</p>
<p>February 13</p> <p>Guest Lecture: Dawn Easton-Merrit provides an overview of library services and demonstrates Ref-Works, an electronic aid to citation.</p>	<p>February 15</p> <p>Major Assignment Due: Critical Review</p> <p>Lecture: Sentences as Building Blocks: How to Write Paragraphs</p> <p>Reading: BPH Chapters 18, 20, 21</p>

<p>February 20</p> <p>Family Day—no class</p>	<p>February 22</p> <p>Reading Week—no class</p>
<p>February 27</p> <p>Reading: BPH Chapter 4</p> <p>Lecture: Writing Introductions and Conclusions and Writing about Literature</p> <p>In-class Exercise: Appositives, Cumulative Sentences and Clauses</p>	<p>February 29</p> <p>Reading: CM pg. 211 and pg. 261. In addition, choose one reading from either Chapter 5 “Engaging Work” or Chapter 6 “Censoring Extreme Speech” and one reading from the corresponding “Differing Perspectives” section at the end of each chapter</p> <p>Discussion: How is the nature of “work” changing? What is censorship and what is its impact? Does Media create more social violence?</p>
<p>March 5</p> <p>Assignment Due: Critical Response #3—The Meaning of Work OR Censorship OR The Media and Violence OR Pop Music and Politics OR Privacy OR The Environment</p> <p>Reading: BPH Chapter 24 (also, please review Chapters 25-28)</p> <p>Lecture: Citations and Annotations: The Annotated Bibliography.</p>	<p>March 7</p> <p>Major Assignment Due: Long Critical Review</p> <p>Reading: none</p> <p>In-class Exercise: Collaborative Writing</p>
<p>March 12</p> <p>Reading: BPH Chapters 22 and 23</p> <p>Lecture: The Research Essay and Plagiarism</p> <p>In-class Exercise: Infinitives, Periodic Sentences and Phrases</p>	<p>March 14</p> <p>Reading: CM pg. 317 and pg. 378. In addition, choose one reading from either Chapter 7 “Blaming the Media for Youth Violence” or Chapter 8 “Speaking Out Against Pop Music” and one reading from the corresponding “Different Perspectives” section at the end of each chapter.</p> <p>Discussion: What is the relationship between</p>

	<p>“The Media” and violence? How can music influence our political world?</p>
<p>March 19</p> <p>Reading: BPH Chapters 8, 9</p> <p>Lecture: Expository Writing: Genre, Audience and Context.</p>	<p>March 21</p> <p>Major Assignment Due: Annotated Bibliography</p> <p>Reading: BPH Chapter 10</p> <p>Lecture: Writing About Arguments</p>
<p>March 26</p> <p>Reading: BPH Chapters 12 and 13</p> <p>Lecture: Writing about Comparisons, Problem-centered writing and Cause/Effect Essays.</p>	<p>March 28</p> <p>Reading: CM pg. 428 and pg. 476. In addition, choose one reading from either Chapter 9 “Spying and Privacy” or Chapter 10 “Changing Nature” and one reading from the corresponding “Different Perspectives” section at the end of each chapter</p> <p>Discussion: Is spying ever legitimate? How are we changing our environment, and what are the risks?</p>
<p>April 2</p> <p>Reading: none</p> <p>Film: I, Curmudgeon</p> <p>Discussion: Is there a link between being critical of one’s society and academic critical thinking?</p>	<p>April 4</p> <p>Reading: BPH Chapter 14</p> <p>Lecture: The Sapir-Whorf Hypothesis: The relationship between thought, language and culture.</p>
<p>April 9</p> <p>Reading: none</p> <p>Lecture: The Future of the Essay: Emerging Patterns. Video: Stanford University invites scholars to discuss the future of the essay.</p>	<p>April 11</p> <p>Major Assignment Due: Final Research Paper</p> <p>Reading: none</p> <p>Lecture: PowerPoint summary of course</p>

Special Instructions:

Absences and Late Work

Students are expected to come to class. 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. Assignments submitted late for non-medical reasons more than one week after their due dates will not be graded. 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.

Students who cannot meet their academic responsibilities for medical reasons must submit appropriate documentation. Huron students should present this documentation to the Academic Counselor, Academic Services Center at Huron University College with a Request for Relief specifying the nature of the requested accommodation. Only where documentation indicates that the onset, duration and/or severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities will academic accommodation be granted.



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/