



Western Arts&Humanities

Department of English and Writing Studies

Writing 2101: Introduction to Expository Writing Fall 2013 (September 9—December 6)

Instructor



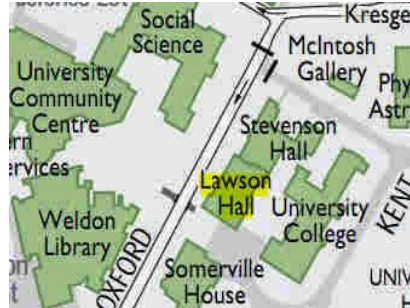
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Textbook



Title: *The Canadian Writer's Handbook*
Author: Messenger, de Bruyn, et al.
Publisher: Oxford
Edition: First
ISBN: 978-0-19-543039-4

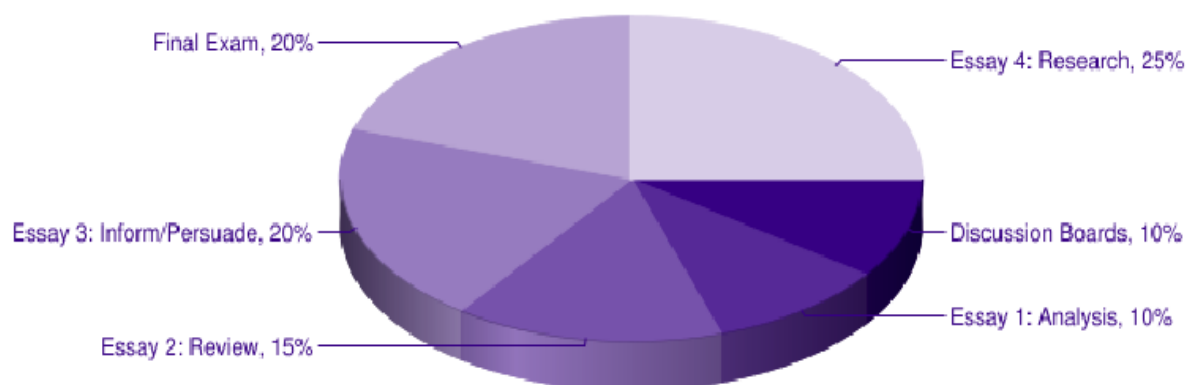
Course Objectives

"An introduction to the basic principles and techniques of good writing, the course will emphasize practical work and the development of writing skills for a variety of subjects and disciplines." By "practical work" this course description from the calendar means to indicate that you will spend much of your time in this course writing, responding to the writing of others, and revising your work in light of the responses you receive to it. The focus in this course will be to have you engage in both the production of written texts and also develop a critical eye for examining the written texts of others, both professionally written and written by others in the class you are in.

The course description from the calendar also points to the development of writing skills in "a variety of subjects and disciplines." While it would simply not be possible to study and write in all the genres that are used across a complex university such as Western, you will be asked to write in more than one genre. When you do so, pay attention to the rules/constraints of that genre and study how those rules give you clues to what is regarded as "good writing" for the genre you are writing in. Try to develop a conscious awareness (metaknowledge) about the rules for writing well and how they shift depending of the context for writing.

More generally, the course aims to contribute to your development of an "ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences" (Ontario Council of Academic Vice-Presidents' statement on 'University Undergraduate Degree Level Expectations,' 24 October 2005).

Course Requirements



Assignment	Due Date
Essay 1: Analysis of Image and Text	Rough Draft: Sept 15 Final Draft: Sept 29
Essay 2: Rhetorical Analysis	Rough Draft: Oct Final Draft: June 16
Essay 3: Inform or Persuade (Paper, Job Packet, or Brochure)	Rough Draft: June 22 Final Draft: July 6
Essay 4: Researched Argument	Rough Draft: July 13 Final Draft: July 26
Final Exam	Exam Period (July 29 - Aug 1)
Discussion Boards	Ongoing

In addition to handing in final drafts on the due date for each assignment, you are required to submit a rough draft of each writing assignment for peer review sessions as noted on the syllabus. I will assess these drafts for completeness; students who do not submit a complete draft to peer review classes will **lose 10%** from the earned grade for that assignment. If you do the reviewing in our online discussion but don't submit your own draft, the deduction is **5%**. The benefits of the peer review are having another reader and getting to read how someone else has approached the assignment. Peer review will be accomplished on the discussion forum.

Assignment Format

Essays are to be typed and double-spaced. All assignments must have your name on the first page and be submitted as .doc, .docx, or .rtf format. Do not use a cover page, as these are particularly unnecessary for online submissions. When using sources in Essay 4, you will be expected to follow MLA, APA, or Chicago-style citations, which will be discussed in class and which are detailed in The *Canadian Writer's Handbook* section 37.

Submitting Assignments

Assignments are due on the dates specified on the schedule. Late essays will be penalized by **2.5% per day** unless I have permitted an extension on the due date. You must speak to me ahead of time for an extension and provide a suitable reason. Weekly class sessions will run from Monday to Sunday, so writing assignments for a particular week are due by Sunday night at 11:59PM, Eastern Time. If they're submitted a little past midnight, say before I wake up the next morning, there won't be any penalty. All this is designed to help last-minute, weekend editors.

You must also submit each of your final drafts to [Turnitin.com](https://turnitin.com) for plagiarism checking. This is done automatically in the **Assignments** area of our home page. Turnitin will generate a report for you, detailing the percentage of your paper that has been taken from sources, which I will also look at. I will not grade any essay until I see the report on Turnitin.com.



You are responsible for keeping copies of all assignments submitted in case we need to discuss your writing and if you want to submit it for the annual Marie Smibert Writing Program Student Achievement Prizes in April.

Attendance/Participation

Obviously, we do not meet formally in a Distance Studies course. Therefore, attendance and participation on the Discussion Board are intertwined. While online classes are generally asynchronous, they are not correspondence or self-paced. You must attend class (defined as logging into our Sakai section and interacting, posting questions and thoughts). I will assign a weekly number grade from 0-8 over twelve weeks based on whether you have fulfilled the posting requirements described in further detail below—1) **quality of posting**, 2) **frequency and number of posts made**, and 3) **number of posts read**. Over twelve weeks, the maximum will thus be 96. I will then add 4 marks to all posts to get a score out of 100, which will be weighed as 10% of your final grade. No participation for a given week will earn a zero. Fewer than the requirement will earn 1-5 marks. Doing the minimum required will earn a 6 (adding up to a "B"). More than the minimum will earn an 7-8 (adding up to an A/A+).

1) Quality of Posting

All posts on the Discussion Board must

- ✓ Contribute something meaningful to the board.
- ✓ Support your opinion with sufficient reasons or evidence.
- ✓ Display good grammar and organization.

Postings should not

- ⊗ Contain disrespectful, insulting, or offensive language.
- ⊗ Be excessively long (more than one screen length) or excessively short.
- ⊗ Be unrelated to the forum topic.
- ⊗ Only say things like "I agree with you" or "Nice comment!" that do not contribute any substance.

2) Frequency and Number of Posts

To earn a 6 or “B” you must post on **three separate days covering both discussion topics if there are two**. This means **at least three posts per week**, which is defined as running from Monday to Sunday. At least **one post must be a reply** to another student. Anything more than this puts you in 7-8 or A/A+ territory.

Topic	Author	Date
Travel	Christopher Lee	September 16, 2010 10:50 AM
Re: Travel	Shefali	September 17, 2010 11:48 AM
Re: Something Interesting About Me	Daniel	September 13, 2010 11:02 PM
Cars	Christopher Lee	September 16, 2010 10:52 AM
Re: Cars	Daniel	September 18, 2010 1:16 PM
Re: Something Interesting About Me	Daniel	September 13, 2010 11:02 PM
Re: Something Interesting About Me	Lindsay	September 14, 2010 2:21 PM
Arts	Christopher Lee	September 16, 2010 10:53 AM
Re: Something Interesting About Me	Daniel	September 14, 2010 7:40 PM
Motorcycles	Christopher Lee	September 16, 2010 10:54 AM

3) Number of Posts Read

Finally, I will look at the number of posts read. For instance, if the class has posted 100 times in total and you read only 10 during the week, your mark will be downgraded.

To give you a sense of my scoring, here is a rubric identifying the combination of criteria that can result in a particular score:

0	No responses or posts read.
1-2	Posting on only one day; posting on two days, but one or more posts may not contribute to the discussion, may not answer a classmate, or may contain poor grammar or unclear expression. Student may read only a few of the posts on the boards.
3-5	Posting on only two days; posting on three days, but one or more posts may not contribute to the discussion, may not answer a classmate, or may contain poor grammar/unclear expression. Student reads less than the average number of posts.
6	Posting relevant and useful content on all three required days including a response to a classmate and using good grammar. Student reads around the average number of posts.
7-8	Posting relevant and useful content on more beyond the required minimum of three posts on three days. Student reads more than the average number of posts.

Extended absences, defined as failure to post into the Sakai classroom for more than five days, must be coordinated with the instructor. Thus, if you plan to be offline for an extended period, please contact me in advance by email or else you will lose participation marks for missing class.

Absence Policy

Attendance is required to do well. If you miss more than two weeks your final grade will be penalized a full letter grade (an earned grade of 80% would be reported as a 70%); if you miss more than 3 weeks you will not be given a passing grade for the course. This policy will only be waived for medical or compassionate reasons as explained in the [Medical Accomodation Policy](#) on page 5.

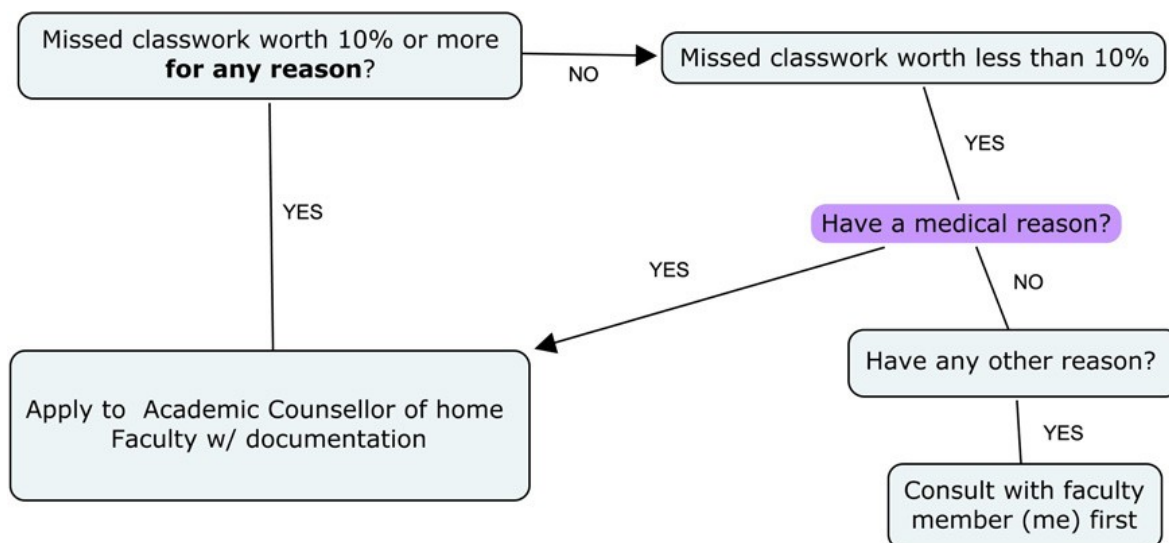
Medical Accommodation Policy

For UWO Policy on Accommodation For Medical Illness, see http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf. To download a Student Medical Certificate (SMC), go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>.

Students seeking academic accommodation **on medical or other 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 on medical grounds cannot be granted by the instructor or the Program in Writing, Rhetoric, and Professional Communication, and the Program requires students in these circumstances to follow the same procedure when seeking academic accommodation on non-medical (i.e. non-medical compassionate or other) grounds.

Students seeking academic accommodation **on medical grounds** for any missed tests, exams, participation components and/or assignments **worth less than 10% of their final grade** must also apply to the Academic Counselling office of their home Faculty and provide documentation. Where in these circumstances the accommodation is being sought on **non-medical grounds**, students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counselling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from class which may result in a grade penalty under an 'Attendance' policy in the course). All medical documentation must be submitted to the Academic Counselling office of a student's home Faculty.



Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help."

Special Requests: Special Examinations, Incompletes, Aegrotat Standing

Please refer to the "Information for All Students in a Writing Course" for more detailed information. Briefly, remember that I do not have the discretion to initiate, consider, and grant (or deny) such requests; you must go directly to the Dean's office of your home faculty.

Scholastic Offences, including Plagiarism

The University Senate requires the following statements, and Web site references, to appear on course outlines:

“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/schloff.pdf>.

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy as above).

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 (<http://www.turnitin.com>).

Prerequisites

The University Senate requires the following statement to appear on course outlines:

“Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.”

Term Schedule

TOPIC	READING	WEEK	WRITING DUE
THE WRITING SITUATION	<u>LECTURE READINGS TO BE PROVIDED</u>	1 (SEPT 9– SEPT 15)	ROUGH DRAFT OF ESSAY 1 (ANALYSIS) DUE SEPT 15
ANALYSIS OF IMAGE + TEXT	<u>LECTURE READINGS TO BE PROVIDED</u>		
DRAFTING	<u>CHAPTERS 1A-1G: THE WRITING PROCESS</u>	2 (SEPT 16– SEPT 22)	
REVISING	<u>CHAPTER 1H-1I: REVISING, EDITING, AND FINAL DRAFT PREPARATION</u>	3 (SEPT 23– SEPT 29)	FINAL VERSION OF ESSAY 1 DUE SEPT 29
ORGANISING	<u>CHAPTER 2: PARAGRAPHS</u>		
SENTENCE STRUCTURE	<u>CHAPTERS 5A-5C: FRAGMENTS, COMMA SPLICES, AND RUN-ON SENTENCES</u>	4 (MAY 27-JUN 2)	ROUGH DRAFT OF ESSAY 2 (REVIEW) DUE JUN 2
RHETORICAL ANALYSIS	<u>LECTURE READINGS TO BE PROVIDED</u>		
PUNCTUATION	<u>CHAPTER 15-24: COMMAS, SEMICOLONS AND COLONS , ETC.</u>	5 (JUN 3– JUN 9)	

TOPIC	READING	WEEK	WRITING DUE
WORD CHOICE	CHAPTER 14: DICTION WRITING TO BE INCLUSIVE (STEREOTYPES, GENDER BIAS, RACE AND ETHNICITY, ETC.) CHAPTER 5F-5G: MIXED CONSTRUCTIONS; SHIFTS	6 (JUN 10– JUN 16)	FINAL VERSION OF ESSAY 2 DUE JUN 16
INFORMING	LECTURE READINGS TO BE PROVIDED	7 (JUN 17 – JUN 22)	ROUGH DRAFT OF ESSAY 3 (INFORMATIVE) DUE JUN 22
DESIGN + PERSUADING	LECTURE READINGS TO BE PROVIDED	8 (JUN 23—JUN 29)	
THE RESEARCH PAPER	CHAPTER 33A, B, D, E: THE RESEARCH PLAN	9 (JUN 30—JUL 6)	FINAL VERSION OF ESSAY 3 DUE JUL 6
EVALUATING SOURCES	CHAPTER 33C: IDENTIFYING AND EVALUATING SOURCES	10 (JUL 7—JUL 13)	ROUGH DRAFT OF ESSAY 4 (RESEARCHED ARGUMENT) DUE JUL 13
QUOTING	CHAPTER 35-36: ACKNOWLEDGING AND INCORPORATING SOURCES	11 (JUL 14– JUL 20)	
CITING SOURCES	CHAPTER 37: DOCUMENTATION	12 (JUL 21—JUL 26)	FINAL VERSION OF ESSAY 4 DUE JUL 26