

2101G: Introduction to Expository Writing

Winter 2018

Section: 001**Time/Room: Tu 12:30-3:30, UCC 59****Instructor: Tim Freeborn****Email: Please use OWL Message****Office: Lawson Hall 3270****Office hours: Tuesday and Thursday, 3:30-4:30,
or by appointment****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. Consequently, in this course you will not only produce written texts, but also develop a critical eye for examining the written texts of others, both professionally-written and written by others in your class.

The calendar course description 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 on 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).

Required Text

Messenger, William E., Jan de Bruyn, Judy Brown, and Ramona Montagnes. *The Canadian Writer’s Handbook*. Second Essentials Edition. Oxford University Press: Don Mills, 2017.

Course Requirements

Quizzes (2 x 2.5%, 1 x 5%)	10%
Essay 1: Rhetorical Analysis	20%
Essay 2: Writing to Inform or Persuade	30%
Essay 3: Researched Argument	40%

In addition to submitting final drafts on the due date for each assignment, you are required to bring a draft of each assignment to class for each of the scheduled peer-review sessions. Failure to attend a scheduled peer-review session with a draft sufficiently complete (in your instructor's opinion) to permit meaningful review, or to participate actively in the peer-review session, **will** result in a 10% penalty being applied to the earned grade for that assignment. In other words, an assignment that would have earned a 78, for example, will receive instead a recorded grade of 70. This penalty will be applied in addition to any other penalties incurred (e.g., for late submission).

Assignment Format

If essays are submitted on paper, they are to be typed, double-spaced, and stapled. All assignments must have your name, course name, section number, and instructor's name on the first page. When using sources in a paper, you will be expected to follow MLA, APA, or CMS standards for documentation, detailed in *The Canadian Writer's Handbook*, sections 37a, 37b, and 37c.

Submitting Assignments

Assignments are due in-class on the date specified on the schedule. Late essays will be penalized a full letter grade unless your instructor has emailed you to grant an extension. You must apply for extensions ahead of the due date; they are not automatic.

Your instructor will advise you at the beginning of term of her/his preferences as to assignment submission (paper, electronic, or both) for grading purposes. ***Note, however, that in this course you will be required to submit the final version of each of your essays electronically, through Sakai, to turnitin.com.***

If necessary, please submit essays to the Writing Studies Drop Box outside Lawson Hall Room 3270, making sure you include your instructor's name and your section number. However, do not

- fax assignments
- e-mail assignments

Keep copies (electronic, paper, or both) of all assignments submitted.

Attendance policies

Attendance at class is required to improve as a writer. Here is the Writing Studies attendance policy in this class:

- You may miss up to three hours (the equivalent of one week of class) of class meetings during the term without explanation: that means that the first three class hours you miss will be recorded as absences but *excused provided you don't miss any more*.
- However, if you miss a total of four to nine class hours (the equivalent of up to three full weeks of class), your final grade will be reduced by 10% (e.g. an earned final grade of 80% will be reported as a final grade of 72).
- If you miss a total of more than nine hours of class meetings (the equivalent of more than three weeks of class meetings) your final grade will be reduced by 15% (e.g. an earned final grade of 80% will be reported as a final grade of 68).

This policy will be waived only for medical or compassionate reasons. If you have good reasons for waiving an absence of one class meeting (e.g. if you've missed three hours, and need or want to miss another class meeting) discuss these reasons with your instructor within one week of that absence. If your absence is extended and prolonged (over one week of continuous non-attendance), then you should discuss it with your academic advisor in your home faculty, who may require documentation. That advisor may then contact all of your instructors. See also: '**Medical Accommodation Policy**' below.

Note: a class meeting missed in order to write a test, exam, or other form of ‘make-up class’ in another course **will** count as non-attendance, and **will** attract penalties as defined above if applicable. Instructors at Western University **shall not require** a student to write a make-up test or similar at times which conflict with that student’s other scheduled class times. If you are asked or ‘required’ to do this, you should immediately contact an academic counsellor in your Dean’s office. If you elect to miss a Writing class in order to write such a test in another class, that is **your** choice; your absence will not be excused.

Attendance also extends to tardiness. If you are more than 20 minutes late, you will be penalized an hour of attendance. Please make every effort to be on time as late entry can disrupt the flow of discussion in our class. Early departures from class, which have not been previously arranged with the instructor, will also be counted as an absence. If you leave during the break, you will be docked an hour of attendance.

Classroom Policy

You will be expected to read the chapters assigned from your textbook before coming to class. I will not summarize the required reading. Instead, I will explain the salient issues arising from a particular chapter. Also, expect intermittent lessons on unassigned topics in response to repeated writing errors.

Email Policy

When you contact me using OWL Message, you can expect a response within twenty-four hours. If you e-mail me using Outlook/Western email, you can expect a response within one week. If you email me using a non-UWO account, you will not receive a response. If I foresee that I cannot respond to emails within times listed above, I will post an announcement on OWL. Please keep in mind that you should use e-mail to arrange appointments, to inform me that you will miss a class, and to ask relatively simple questions (i.e., questions that I can answer in one or two sentences).

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/scholoff.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>).”

Note: *In this course, you will be required to submit an electronic copy of the final version of each of your essays to turnitin.com through your section’s Sakai HomePage.*

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.”

Medical Accommodation Policy

For UWO Policy on Accommodation For Medical Illness, see:

<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

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

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 Writing Studies, and Writing Studies 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, Incomplete Standing, Aegrotat Standing

Please refer to the “Information for All Students in a Writing Course” for more detailed information.

Briefly, remember that your instructor does not have the discretion to initiate, consider, or grant (or not) such requests; you must go directly to the Dean’s office of your home faculty.

Class Schedule

Dates	Focus	Readings/Topics
Week 1 (Jan. 9)	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to the course <input type="checkbox"/> Go over syllabus <input type="checkbox"/> Essay 1 assigned: Rhetorical Analysis 	The Writing Process: Planning, Writing, and Revising the Whole Essay Chapter 1a-1d
Week 2 (Jan. 16)	<ul style="list-style-type: none"> <input type="checkbox"/> Critical Reading and Viewing <input type="checkbox"/> Rhetorical Analysis 	Critical Reading and Viewing, and Rhetorical Analysis (Lecture) Chapter 26: Formatting an Essay Chapter 29: Titles
Week 3 (Jan. 23)	<ul style="list-style-type: none"> <input type="checkbox"/> Draft for Essay 1 due in class <input type="checkbox"/> Peer-review workshop for Essay 1 	Chapter 1h-1i: Revising, Editing, and Final Draft Preparation Chapter 2: Paragraphs
Week 4 (Jan. 30)	<ul style="list-style-type: none"> <input type="checkbox"/> Essay 1 Final Draft due in class <input type="checkbox"/> Sentence grammar, structure, and punctuation 	Writing Effectively: Verb Choice, Agents (Lecture) Chapter 8: Verbs Chapter 15: The Comma
Week 5 (Feb. 6)	<ul style="list-style-type: none"> <input type="checkbox"/> Sentence grammar, structure, and punctuation <input type="checkbox"/> Essay 2 assigned: Writing to Inform or Persuade <input type="checkbox"/> Quiz 1: Parts of Speech 	Chapter 4: Working with Sentence Elements to Create Variety and Emphasis Chapter 5a-5c Sentence Fragments, Comma Splices, and Run-ons Chapters 16-17: Semicolons and Colons
Week 6 (Feb. 13)	<ul style="list-style-type: none"> <input type="checkbox"/> Writing to Inform or Persuade <input type="checkbox"/> Choosing the right word (diction) 	Writing to Inform (Lecture) Chapter 14: Diction

Week 7 (Feb. 27)	<input type="checkbox"/> Draft for Essay 2 due in class <input type="checkbox"/> Peer-review workshop for Essay 2 <input type="checkbox"/> Quiz 2: Punctuation	Writing to be Inclusive (stereotypes, gender bias, race and ethnicity, etc.) (Chapter 7e) Chapters 5d-5e: Modifier Problems Chapter 5f-5g: Mixed Constructions; Shifts
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Week 8 (March 6)	<input type="checkbox"/> Final Draft of Essay 2 due in class <input type="checkbox"/> Writing and Design <input type="checkbox"/> Focus on the way visuals can improve the effectiveness of your writing	Writing and Design Other punctuation: Chapters 18-24 Chapter 25: Avoiding Common Errors in Punctuation
Week 9 (March 13)	<input type="checkbox"/> Essay 3 assigned: Researched Argument <input type="checkbox"/> Quiz 3: Editing Exercise	Chapter 33: The Research Plan Chapter 9: Agreement Between Subject and Verb
Week 10 (March 20)	<input type="checkbox"/> Research: Using the Library	Research: Using the Library Chapter 35: Acknowledging Sources Chapter 36: Quotation, Paraphrase, Summary and Academic Integrity
Week 11 (March 27)	<input type="checkbox"/> Documentation Systems	Chapter 37: Documentation
Week 12 (April 3)	<input type="checkbox"/> Draft for Essay 3 due in class <input type="checkbox"/> Peer-review workshop for Assignment 3	
Week 13 (April 10)	<input type="checkbox"/> Final Draft of Assignment 3	