

2101G: Introduction to Expository Writing
Winter 2022 / Section 650**Instructor: Professor Tim Freeborn****Contact: Please use OWL Message****Course Description and 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: Informative Essay	30%
Essay 3: Researched Argument	40%

Assignment Format

You must submit an electronic version of the final draft of each essay, in a doc or docx format. Essays must be double-spaced in a standard serif font (e.g., Times New Roman), and they must follow MLA format (see Appendix B of *The Canadian Writer's Handbook* for an example of this style of formatting). When using sources in an essay, you will be expected to follow MLA standards for documentation, detailed in chapter 37a of *The Canadian Writer's Handbook*.

Submitting Assignments

Assignments are due on the date specified on the schedule. Weekly class sessions will run from Monday to Sunday, so writing assignments for a particular week are due by Sunday night at 11:55 p.m. Eastern Standard Time.

Late essays will be penalized 2.5% per day and will not receive comments unless your instructor has emailed you to grant an extension. You must apply for extensions ahead of the due date; they are not automatic.

In this course, you will be required to submit the final version of each of your essays electronically, through OWL, to turnitin.com. I will not grade any essay until I see the report.

Emailed assignments are not acceptable. You must also keep copies of all assignments submitted.

In addition to submitting final drafts on the due date for each assignment, you are required to submit a rough draft of each assignment for the scheduled peer-review sessions. Failure to submit a sufficiently complete (in your instructor's opinion) assignment or to participate in a scheduled 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). If you review the draft of another student but do not submit your own draft, the deduction is 5%.

Attendance/Participation Policy

Obviously, we do not meet formally as a class in a Distance Studies course. Therefore, attendance and participation on the Discussion Board are intertwined. While Distance Studies classes are generally asynchronous, they are not self-paced. You must attend class (defined as logging into our OWL section) and participate by introducing yourself and posting questions and thoughts during the first week, and by posting (by participating in a given week's set discussion topic) in subsequent weeks where a Discussion topic is indicated on this syllabus. During such weeks (a week is defined *for this purpose* as running from Monday to Sunday), you must contribute on three separate days, at least three separate posts, **at least one of which must be a response to another student, and at least one of which must be a new post.** Extended absences, defined as a failure to post into the OWL classroom for more than five consecutive days, must be coordinated with the instructor.

Postings on the Discussion Board must have the following characteristics:

- They must contribute something meaningful to the Board.
- They must support your opinion with sufficient reasons or evidence.
- They must display good grammar and organization.

Postings should not

- contain disrespectful, insulting, or offensive language;
- be excessively long or excessively short (three to six well-developed sentences is an appropriate range, unless instructions specify otherwise);
- be unrelated to the week's topic; or
- say things that do not contribute anything (e.g. "I agree with you" or "nice comment").

Note that attendance as defined in this section is **mandatory** in this course. Failure to meet the minimum posting requirements as defined above for **any week where there is Discussion** *will* result in your earned final grade in this course being reduced by 3%. That penalty is cumulative to a maximum of five weeks. Failure to meet the minimum posting requirements for **five or more weeks where there is Discussion** *will* result in your earned final grade being reduced by 15%.

Email Policy

When you contact me using OWL Message, you can expect a response within twenty-four hours. If you email 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.

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/pdf/academic_policies/appeals/scholastic_discipline_undergrad.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>.

Academic Accommodation and Consideration

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation. All requests for consideration for assessments worth more than 30% of a final grade must be directed to the Academic Counselling office of a student's Home Faculty.

In this course, all requests for academic consideration must be directed to the Academic Counselling office of the student's Home Faculty if a SRA will not be used.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see

[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

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.

Students who are in emotional/mental distress should refer to Health and Wellness <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. Immediate help in the event of a crisis can be had by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Academic Support and Engagement <http://www.sdc.uwo.ca/>

Class Schedule

Dates	Topic	Readings
Week 1 January 10-16	Introduction to the course Go over syllabus Essay 1: Rhetorical Analysis assigned	Purpose and Audience Grammar Review: Chapters 3, 6-8, 10-13
Week 2 January 17-23	Draft for Essay 1 due January 23	The Writing Process: Planning, Writing, and Revising the Whole Essay Chapter 1a-1g Rhetorical Analysis (Lecture Material) Chapter 26: Formatting an Essay Chapter 29: Titles

Week 3 January 24-30	Peer-review workshop for Essay 1	Chapter 1h-1i: Revising, Editing, and Final Draft Preparation Chapter 2: Paragraphs
Week 4 January 31- February 6	Essay 1 Final Draft due: February 6 Quiz 1: Parts of Speech (2.5%)	Writing Effectively: Verb Choice, Agents Chapter 8: Verbs Chapter 15: The Comma
Week 5 February 7-13	Essay 2: Informative Essay assigned	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 February 14-18	Draft for Essay 2 due February 28	Writing to Inform (Lecture Notes) Chapter 14: Diction
February 19-27	READING WEEK	
Week 7 February 28-March 6	Peer-review workshop for Essay 2	Writing to be Inclusive (Chapter 7e) Chapters 5d-5e: Modifier Problems Chapter 5f-5g: Mixed Constructions; Shifts
Week 8 March 7-13	Final Draft of Essay 2 due March 13 Punctuation Quiz (2.5%) Essay 3: Research Essay assigned	Other punctuation: Chapters 18-24 Chapter 25: Avoiding Common Errors in Punctuation
Week 9 March 14-20	Quiz 3: Editing Exercise (5%)	Chapter 33: The Research Plan Chapter 9: Agreement Between Subject and Verb
Week 10 March 21-27	Draft for Essay 3 due March 27	Chapter 35: Acknowledging Sources Chapter 36: Quotation, Paraphrase, Summary and Academic Integrity
Week 11 March 28- April 3	Documentation Systems Peer-review workshop for Essay 3	Chapter 37: Documentation
Week 12 April 4-8	Final Draft of Essay 3 due on last day of class, April 8	

