



Writing 2101G 650: Introduction to Expository Writing Winter 2022 (January 9-April 10, 2023)

Professor



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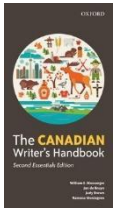
Office

Floating in cyber-space

Office hours

Email anytime; online chat or Skype by appointment

Textbook



Title: *The Canadian Writer's Handbook*
Author: Messenger, de Bruyn, et al.
Publisher: Oxford
Edition: 2nd Essential (2017)
ISBN: 9780199025572

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: Rhetorical Analysis (20%) | Rough Draft: End of Week 2 Final Draft: End of Week 4 |
| Essay 2: Inform or Persuade (30%) | Rough Draft: End of Week 6 Final Draft: End of Week 9 |
| Essay 3: Researched Argument (40%) | Rough Draft (partial if need be): End of Week 10 Final Draft: Last day of class |
| Discussion Boards (10%) | Ongoing |

Class Schedule

| Dates | Topic | Readings |
|-------------------------------------|--|---|
| Week 1 (Jan 9-15) | Introduction to the course Go over syllabus | The Writing Process: Planning, Writing, and Revising the Whole Essay Chapter 1a-1g |
| Week 2 (Jan 16-22) | Rough Draft for Assignment 1 due January 22 in the discussion board | Rhetorical Analysis (Lecture Material) Chapter 26: Formatting an Essay Chapter 29: Titles |
| Week 3 (Jan 23-29) | Peer review workshop for Essay 1 in the discussion board | Chapter 1h-1i: Revising, Editing, and Final Draft Preparation Chapter 2: Paragraphs |
| Week 4 (Jan 30-Feb 6) | Assignment 1 Final Draft due: February 6 | Writing Effectively: Verb Choice, Agents Chapter 8: Verbs Chapter 15: The Comma |
| Week 5 (Feb 7-12) | | 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 13-17) SHORT WEEK | Rough Draft for Assignment 2 due February 17 in the discussion board. (Can be posted by February 27, the day after Reading Week ends) | Writing to Inform (Lecture Notes) Chapter 14: Diction |
| Week 7 (Feb 27-Mar 5) | Peer review workshop for Assignment 2 during the week | Writing to be Inclusive (stereotypes, gender bias, race and ethnicity, etc.) (Chapter 7e) Chapters 5d-5e: Modifier Problems Chapter 5f-5g: Mixed Constructions; Shifts |

| Dates | Topic | Readings |
|----------------------------|---|--|
| Week 8 (Mar 6-12) | Punctuation | Other punctuation: Chapters 18-24 Chapter 25: Avoiding Common Errors in Punctuation |
| Week 9 (Mar 13-19) | Final Draft of Assignment 2 due March 19 | Chapter 33: The Research Plan Chapter 9: Agreement Between Subject and Verb |
| Week 10 (Mar 20-26) | Rough Draft for Assignment 3 due March 26 in the discussion board | Chapter 35: Acknowledging Sources Chapter 36: Quotation, Paraphrase, Summary and Academic Integrity |
| Week 11/12 (Mar 27-Apr 10) | Documentation Systems Peer review workshop for Assignment 4 | Chapter 37: Documentation |
| | Final Draft of Assignment 3 due on the last day of class, April 10 | |

Assignment Format

Essays are to be typed and double-spaced in a standard serif font such as Times New Roman. 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. Note that OWL is often down during Sunday mornings for regular system updates.



Each of your final drafts is automatically submitted to [Turnitin.com](https://www.turnitin.com) for plagiarism checking when you submit it for grading through the **Assignments** area of our course. 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.

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 in the Course Schedule above. 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. 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 do the reviewing in our online discussion but don't submit your own draft, **the deduction is 5%. Doing only 1 of the 2 peer reviews is -2.5% from the score of the assignment.** 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 where instructions will also be provided.

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 Prize 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 OWL section and interacting, posting questions and thoughts to the set discussion topics) and are expected to contribute a **minimum two postings per week** (defined as running from Monday to Sunday) in the discussion forums, **at least one of which must be a reply to another student and at least one of which must be a 'new' post responding to the main discussion topic**. Posting must be distributed so that at least one post is made **by Thursday**.

I will assign a weekly participation grade based on whether you have fulfilled the posting requirements described in further detail below in terms of **1) frequency and number of posts made** and **2) quality of posting**.

1) Frequency and Number of Posts Made

- ✓ At least two posts have been made during the week, and at least one is made by Thursday and at least one after Thursday.

2) 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 substantially to the discussion.

Absence Policies

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

Note that 'attendance' as defined in this section is mandatory in this course. Failure to meet the minimum posting requirements for three weeks where there is Discussion will result in your final grade in this course being reduced by 10%. Failure to meet the minimum posting requirements for four or more weeks where there is Discussion will result in your final grade being reduced by 15%.

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.

Academic Accommodations

Senate language requires all requests for accommodation for a grade component of **10% or more** to go to academic counselling. That same section, however, allows for (and encourages) instructors to deal directly with accommodation requests for grade components less than 10%. Here's the relevant Senate language:

Accommodation by Instructor for work worth less than 10% of the overall grade in a course:

Instructors are encouraged, in the first instance, to arrange participation requirements and multiple small assignments in such a way as to allow students some flexibility. A student seeking academic accommodation for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline.

Medical Accommodation Policy

"The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic accommodation shall 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 their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.")

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner."

Documentation from Family Physicians/Nurse Practitioners and Walk-In Clinics

A Western Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. An SMC can be downloaded at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Documentation from Student Health Services

At the time of illness, students should make an appointment with a physician/nurse practitioner at Student Health Services. During this appointment, request a Student Medical Certificate from the Physician/Nurse Practitioner.

Documentation from Hospital Urgent Care Centres or Emergency Departments

Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that their ability to meet their academic responsibilities was seriously affected."

Please note that individual instructors **will not under any circumstances** accept or read medical documentation directly offered by a student, whether in support of an application for accommodation on medical grounds or for related 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 or Undergraduate office of a student's home Faculty.**

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:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Students who are in emotional/mental distress should refer to MentalHealth@Western: (<https://www.uwo.ca/health/psych/index.html>) 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.

Religious Accommodation

Students should consult the University's list of recognized religious holidays and should give reasonable notice in writing (email), 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](#).

Other Student 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/>

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/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>).”

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.”