

## Course Outline – Expository Writing

### School of Humanities



#### General Information

**Course #:** Writing 2101G

**Section #:** 530

**Term:** Winter

**Year:** 2022

**Course Day and Time:** Tuesday, 2:30 pm – 4:30 pm

Thursday, 2:30 pm – 3:30 pm

**Location:** BR-203

#### Instructor Information

**Name:** Dr. Andrew Chater

**E-mail:** [achater@uwo.ca](mailto:achater@uwo.ca)

**Office hours:** Monday, 3:30 pm – 4:30 pm, in person

Wednesday; 2:00 pm – 3:00 pm, via Zoom

#### Course Description

This course builds writing skills. It helps develop research and thinking skills, designed to help students in all courses of study achieve academic and career goals. A key goal is to enhance exposition skills. Topics include planning research, academic research, argument structure, grammar, expository style and revision.

#### Required Course Materials

Required readings are found below in the weekly outline section. The textbook for the optional readings is an open access textbook, available for download from the class OWL website:

**Tara Horkoff. *Writing For Success: 1<sup>st</sup> Canadian Edition*. Toronto: eCampus Ontario, 2015.**

#### Learning Outcomes

By the end of the course, students will be able to:

- Develop logical writing supported by quality academic research and critical thinking (critical thinking, inquiry and analysis)
- Plan and structure writing to enhance its maximum impact and ensure major points are compelling (communication, problem solving)
- Avoid common grammar and style errors to ensure writing is as easy to read as possible (communication)
- Present scholarly research in a variety of styles and drawing on a variety of academic sources (communication, social awareness and engagement, valuing)
- Construct useful feedback on writing by peers and deliver constructive criticisms that lead to measureable improvement (self-awareness and development)

## Brescia Competencies

Competency	Goal for the Term
1. Communication	Develops a compelling, thoughtful and developed argument or message that targets a specific audience and incorporates others' perspectives; consistently follows the conventions and techniques of the discipline and medium (level 3)
2. Critical Thinking	Detects ambiguity and weak support for conclusions, and questions premises (level 2)
3. Inquiry and Analysis	Develops a focused subject of inquiry that considers a wide variety of relevant sources and/or methods. Analyzes evidence to find patterns, limitation, etc., and draw a conclusion (level 3)
4. Problem Solving	Recognize when a problem exists and apply appropriate problem-solving framework to develop multiple solutions; implement a solution that addresses a problem statement and reflects on results and outcomes (level 2)
5. Self-Awareness and Development	Monitor progress toward goals; feelings of self-worth are not damaged by reflecting on and analyzing failures (level 3)
6. Social Awareness and Engagement	Demonstrates surface understanding of, and interest in, different cultures and social issues, although receptive o interactions with diverse others (level 1)
7. Valuing	Identifies ethical or spiritual concepts and issues, and the various contexts where they may appear; starts to articulate own values (level 1)

## Teaching Methodology and Expectations of Students

This class will take place in-person, during our scheduled class time. Each week, students will:

- Read a text reading before coming to class;
- Download the weekly materials from our class OWL;
- Take part in a lecture with participation, and;
- Work on class assignments.

Students should come to class ready to participate, having read the assigned reading for the week. Class may take place on Zoom if necessary (for example, the instructor is ill).

## Evaluation Breakdown

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Writing Portfolio	50%	Ongoing	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7
Essay	35%	April 22	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
Participation	15%	Ongoing	4, 5	1, 4, 6, 7

## Evaluation

### *Writing Portfolio (5 x 10% = 50% total)*

Students will submit short, typed reflections that describe their research process. It must answer a question or complete a task given by the professor, below. The reflection must be between one and two pages, double-spaced. The goal is for the instructor to give you feedback on your writing and grammar. A good reflection will be thoughtful and clear, showing evidence of editing.

Reflection	Question or Task	Due
1	What is your greatest weakness as a writer, and why? What is your greatest strength as a writer, and why?	Jan. 19
2	What is your essay research question? Why do you think it will be a good research question?	Feb. 2
3	Provide citations for two of your sources. For each source, state the thesis, provide a summary and state the method.	Feb. 16
4	Write an outline of your essay thesis, arguments and counter-arguments.	Mar. 9
5	What is one thing you are not happy with in your essay?	Mar. 23

Here is the rubric I will use to mark each reflection:

10/10	- The reflection is interesting, and analytical - There are one or two small grammar issues, but overall it is written very clearly, as well as concisely, and is thus easy to understand
8/10	- The reflection is interesting and analytical, though perhaps one point could use elaboration - There are three or four small grammar issues, but overall it is easy to understand
6/10	- The reflection is fairly interesting and analytical, though a couple of points could use elaboration - There are five or six grammar issues, and overall a few portions are confusing
4/10	- The reflection is somewhat interesting and analytical, though several points could use elaboration - There is some good writing in the reflection, though several portions are confusing; there are seven or more grammatical errors and typos
2/10	- The reflection is confused, inconsistent or unreasonable - The writing style is confusing; there are many grammatical errors and typos

### *Final Essay (35%)*

Students will write an expository essay in response to a topic of their choice approved by the professor. Essays must be as long as necessary to make a compelling argument, but at least eight pages (not including references). The essay must include a minimum of eight scholarly sources. A good-quality essay will deliver an interesting and well-written argument in response to the essay topic.

### *Class Participation (15%)*

Students will be evaluated based on the quality and quantity of their participation. The participation mark also includes taking part in an in-class peer review session. The goal is to create a lively and supportive classroom environment.

### **Assignment Submission**

Essays are due by 4:00 pm on the due date via the class OWL website. The late penalty for the written assignments is 3% per day. Assignments will no longer be accepted one week after the due date.

### **Academic Accommodation and Extensions**

To receive an extension or accommodation for all assignments, documentation from an academic advisor is required. Make an appointment with your academic advisor. For more information, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

### **Statement on Course Changes**

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. Detailed information about the impact on this course will be communicated by the Office of the Provost and by the course instructor.

### **Statement on Audio/Video Recording or Streaming of Classes**

If necessary, some or all of the classes for this course may be recorded and streamed. The data captured may include your image, voice recordings, and for online participants chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings or streaming. Participants in this course are not permitted to privately record the sessions, except where recording is an approved accommodation, or the student has the prior written permission of the instructor.

### **Statement on Copyright and Intellectual Property**

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

## Class Schedule

Week	Dates	Description	Required Reading	Optional Reading	Assignments Due
1	Jan. 10 and 12	Introduction	Course outline	Horkoff, chapter 1	
2	Jan. 17 and 19	Grammar I	Notopoulos - Why Am I Sp Bad At Typign	Horkoff, chapter 2	Writing Portfolio #1
3	Jan. 24 and 26	Topics	Goethals - The 2020 Election and Its Aftermath	Horkoff, chapter 10	
4	Jan. 31 and Feb. 2	Planning	Lalancette and Small - Justin Trudeau: I Don't Know Her	Horkoff, chapter 5	Writing Portfolio #2
5	Feb. 7 and 9	Research	Hølge-Hazelton et. al - Health Professional Frontline Leaders' Experience During the COVID-19 Pandemic	Horkoff, chapter 7	
6	Feb. 14 and 16	Citing	Liu, Wang and Zheng - Effects of COVID-19 Lockdown on Global Air Quality and Health	Horkoff, chapter 9	Writing Portfolio #3
<b><i>No class Feb. 21 and 23 due to reading week</i></b>					
7	Feb. 28 and Mar. 2	Argumentation	King - Letter From A Birmingham Jail	Horkoff, chapter 8	
8	Mar. 7 and 9	Structure	Moro - Minority Student Clubs: Segregation or Integration	Horkoff, chapter 11	Writing Portfolio #4
9	Mar. 14 and 16	Grammar II	White-Farnham - Resisting "Let's Eat Grandma"	Horkoff, chapter 3	

<b>10</b>	Mar. 21 and 23	Grammar III	King - Battling the Six Evil Geniuses of Essay Writing	Horkoff, chapter 4	Writing Portfolio #5
<b>11</b>	Mar. 28 and 30	Perfecting	Febos - I Spent My Life Consenting To Touch I Didn't Want	Horkoff, chapter 6	
<b>12</b>	Apr. 4 and 6	Peer Review	None	Horkoff, chapter 12	First draft of essay

**Final Essay due April 22**

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## 2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_135](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135)

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_10](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10)).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

#### Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if 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. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf);
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;



4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor ([https://brescia.uwo.ca/enrolment\\_services/academic\\_advising/book\\_an\\_appointment.php](https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php)). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

## 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page\\_64](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64)).

## 4. SCHOLASTIC 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:

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage 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.

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 Tests/exams:**

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. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## 6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the 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 prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, [https://brescia.uwo.ca/student\\_life/health\\_and\\_wellness/index.php](https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html).

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at [https://brescia.uwo.ca/safe\\_campus/sexual\\_violence/index.php](https://brescia.uwo.ca/safe_campus/sexual_violence/index.php).

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

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