



Course Outline – Introduction to University Essay Writing

School of Humanities

General Information

Course #: Writing 1020G

Section #: 532

Term:

Summer

Year: 2022

Course Day and Time: Tuesday, 6 p.m. – 9 p.m. and Thursday, 6 p.m. – 9 p.m.

Course Location: **ONLINE SYNCHRONOUS**

Instructor Information

Name: Sharon

Lindenburger

E-mail: slinden@uwo.ca

Office hours for students: by request

Course Description

This course is for first-year students in all disciplines. The course is designed to develop successful writing skills combined with familiarity with the requirements of academic writing and formatting. We will cover choosing a topic, researching it, making an argument, engaging the reader, as well as grammar, sentence structure, paragraphs, editing and revising. We will also cover editing skills, particularly self-editing skills and a process I developed known as “Triage Editing” that will help students easily polish their essays for maximum impact. I will also use insights from neuroscience that apply to how your brain works to construct narratives (when you work with your brain’s own neuroscientific nature, writing is much easier and flows better). I will also provide tools to help students understand the level of audience students are writing for (this tool will assist you throughout your university years and later in your chosen career fields).

Recommended Course Materials

NOTE: I WILL BE PROVIDING POWER POINT PRESENTATIONS FROM EACH OF THE BOOKS LISTED BELOW, SO YOU’LL BE ABLE TO GET THE RELEVANT INFORMATION FROM THE POWER POINT LECTURES. HOWEVER, THE THREE BOOKS ARE AMAZING RESOURCES FOR WRITING SKILLS AND I RECOMMEND GETTING THEM AS THEY WILL SERVE YOU WELL THROUGHOUT YOUR UNIVERSITY YEARS. ALL THREE ARE READILY AVAILABLE ON AMAZON.CA. THE UWO BOOKSTORE MAY ALSO HAVE SOME COPIES.

Graff, Gerald, Cathy Birkenstein, and Russell Durst. *They Say, I Say: The Moves that Matter in Academic Writing*. W.W.Norton, 2012.

Starkey, David. *Academic Writing Now: A Brief Guide for Busy Students*. Broadview, 2017

Casson, Leslie, ed. *A Writer's Handbook: Developing Writing Skills for University Students*. Broadview, 2018.

Learning Outcomes

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1. Plan a written viewpoint and develop a plan that leads to impactful writing that clearly delineates major points (communication and problem-solving).
2. Develop research methods and skills suitable to the chosen essay topic and discipline; demonstrate critical thinking and some principles from neuroscience that help gain insight in how to make writing more effective (critical thinking, inquiry and analysis).
3. Present scholarly research in a variety of ways and utilizing various types of academic sources (valuing, communication, social awareness and engagement)
4. Avoid the most common grammar, spelling, and style errors to ensure writing is polished and clear (communication)
5. Learn the easily usable process of “triage editing” to emphasize the power of expression in the essay (communication, problem-solving)
6. Give useful feedback in peer review and peer consultation, providing constructive feedback that contributes to improvement in the essay’s style, structure, and argument (self-awareness and development)

Teaching Methodology and Expectations of Students

Students will write an essay on a topic they are interested in and care about. Classes will involve lecture content, slides, interactive activities, and class participation.

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.

Evaluation

Participation: (attendance, interaction in class) 10%

Personal Reflection (10%)

Students will submit an initial short reflection of 500 words on why they have chosen their topic (why it is important to them, what they hope to explore. This gives the student (and me) an indicator of students' initial writing style and insights into the underlying structure of what students want to write about. You will receive feedback from me and from other students.

Essay Proposal – Draft outline (10%)

Students will write a brief, one -page essay proposal that will address their view on an issue of their choosing from within one of the broad themes. This topic will develop into their term paper. With the brief proposal, students do not need to use secondary sources at this point.

The purpose of the assignment is solidify a good essay topic and generate ideas for later research.

Annotated Bibliography (5%)

The term essay must include a minimum of 6 scholarly sources. Students will complete an annotated bibliography in reference to two of these sources. It must include a citation style of either APA or MLA, both of which will be covered in class. The annotation summarizes the source's main topic, and then summarizes the main argument of the author. Each annotated bibliography piece should be approx. 150 words.

The goal is to demonstrate the ability to identify and understand scholarly sources.

Updated Essay Proposal (10%)

Students will correct their earlier essay proposal based on the instructor's feedback and will include at least one reference to a scholarly source that relates to their research.

The goal is to show how students' work can improve and how to include a secondary source into their writing.

Essay Outline (5%)

Students will complete an essay outline on a template sheet provided by the instructor. This is the "road map" of the essay.

Outlines that are handed in complete and on time will receive mark of 100%. Outlines that are partly complete or needing significant revision will receive a mark of 50%. Assignments that are late without

accommodation will receive a mark of 0%.

Sample exam essay question (10%)

In their university career, students will have to undergo exams that quite possibly require a short essay in response to an exam question. Students will have practice in writing an exam-type essay response as a way to practice writing under time pressure (as exams require). Students can choose from five questions provided by the instructor, and will write their answers in class.

Research Log (5%)

Each student will complete and hand in a research log that lists 10 activities they engaged in to prepare and write their essays. The instructor will provide the form.

Peer review of draft essay (10%)

Students will team up with another classmate to exchange drafts of their essays and will give each other feedback. The draft essays should also be sent to the instructor as well as the peer feedback.

Final version of Essay (25%)

Students will write an academic research essay suitable to expectations for first year undergraduates. Essays must be 8-10 pages double-spaced, not including the title page or bibliography. The essay must cite at least 6 scholarly sources. Essays must also be submitted to Turnitin through the link on OWL.

Late assignments without accommodation or permission from the instructor will be penalized 3% per day. Assignments handed in more than one week after the due date will not be accepted without documentation from an academic advisor.

Academic Accommodation

If you cannot complete most assignments on time, please contact the course instructor as soon as possible. The instructor has discretion granting extensions for these assignments. For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

Weekly Schedule:

Week	Dates	Description	Readings	Assignments Due
1	June 21	Introduction, followed by Power Point presentation on “Why Write?” (from Starkey, <i>Academic Writing Now</i>) Introduction to the Principles of “Wired for Story” (how your brain helps you write) Neurotips 1,2,3	course outline; introductions; thinking about what you want to write about.	
1	June 23	Power Point presentation on “The Point Is” and “The Need to Read”	From Graff et al, <i>They Say, I Say</i> and Starkey, <i>Academic Writing Now</i> ”	500-word reflection on why you want to write about your topic. Submit through OWL.
2	June 28	Power Point presentation “I say: Yes/No/OK/But” “Ideas into Text” Neurotips 4,5,6	From Graff, et al, <i>They Say, I Say</i> From Starkey, <i>Academic Writing Now</i>	
2	June 30	Arguments and Organization “Saying Why It Matters” Analysis of Article “Escape from the Western Diet”	From Starkey, <i>Academic Writing Now</i> From Graff, <i>They Say, I Say</i>	1-page essay proposal – Submit through OWL
3	July 5	Research Your Topic Annotated bibliography learning session Citing Your Sources Neurotips 7, 8, 9	From Starkey, <i>Academic Writing Now</i> From Casson, <i>A Writer’s Handbook</i>	
3	July 7	Hooking Your Reader “And I ought to keep reading because....?”	From Starkey, <i>Academic Writing Now</i>	Annotated bibliography due
4	July 12	Grammar/Spelling/Bootcamp I	From Casson, <i>A writer’s</i>	Sample exam question submitted as

		(essentials) Sample exam question Neurotips 10,11,12	<i>handbook</i> <i>Time given to write answer and immediately submit</i>	soon as written, submit
4	July 14	Grammar/Spelling/Bootcamp II “What’s motivating this writer?”	Casson, A Writer’s Handbook From Starkey, <i>Academic Writing Now</i>	Updated essay proposal due
5	July 19	Grammar/Spelling/Syntax bootcamp III Stylistic decisions, Levels of Language (informal, semi-formal, formal) Most common word usage mistakes	From Casson, and instructor’s own materials	Essay outline sheet due from template supplied by instructor
5	July 21	Editing “Taking Another Look” Intro to Triage Editing (writing to a deadline) Using the FOG Index Tool	Starkey, <i>Academic Writing Now</i>	Complete your draft essay and submit to instructor and your peer reviewer – peer reviewer report back by July 24, send to professor also by July 24
6	July 26	Discussion and examples of peer feedback, instructor feedback		
6	July 28	Different types of writing that use the skills you’ve learned here: Business, Case Notes, Resume, Cover letter for interview, etc.		FINAL VERSION OF ESSAY DUE With the essay, submit also your research log

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

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 (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&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.

Requests 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 are in place for self-reporting of medical or extenuating circumstances:

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 http://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 (makeups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The full policy on requesting accommodation due to illness can be viewed at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

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 workload is not manageable, you should consult your Academic Advisor (https://www.brescia.uwo.ca/enrolment_services/adademic_advising/index.php).

If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic

Calendar. (<http://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 may be different that 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.

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_68

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:

http://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 (<http://www.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

http://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 Skills Services 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) and **Health and Wellness at Western** (http://uwo.ca/health/mental_wellbeing/index.html).

Sexual Violence

All members of the Brescia University College community have a right to work and student in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention 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.

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.
