

Writing 1025G Section 551: Critical Reading and Writing

Tues: 10:30-11:30

Thurs: 9:30-11:30

Instructor: Julian Sonik

Email: jsonik2@uwo.ca

Location: HC W-6

Office Hours: Wednesdays 11:30-1:30

Pre-requisites: None

Antirequisites: Writing 1020F/G, Writing 1021F/G, Writing 1022F/G and Writing 2101F/G.

Course Description & Learning Objectives

This first-year course is designed for Huron University students. My aim is to help students (a) understand the underlying assumptions of what may be referred to as *academic writing*, (b) develop critical thinking by analyzing and reflecting upon selected readings to uncover their implicit arguments and purpose, (c) through practice, understand how effective writing both shapes and reflects knowledge and understanding across a variety of disciplines, and (d) examine the relationship between critical reading, critical thinking and critical writing. Assigned articles will provide the basis for short written responses with an emphasis on cogent argument and clear purpose. Students are expected to participate in discussions of articles, sharing ideas to develop reasonable interpretations and foster the skills necessary for critical analysis. Four formal pieces of writing (Summary, Critical Review, Annotated Bibliography, and Research Paper) are required. These formal assignments aim to develop familiarity with (a) present academic forms of writing (b) their historical development, and (c) the rapidly evolving contexts in which they appear.

Participation and discussion are key components of this course, and will help illumine and define current expectations placed upon academic writers by their diverse communities.

Required Text

Faigley, Graves & Graves (2016)

The Brief Pearson Handbook, Fourth Canadian Edition (MLA Update) Plus MyWritingLab with Pearson e-text. Toronto: Pearson Longman.

Grading

Participation, Assignments and Quizzes: Weight

Critical Response 1	5%
Critical Response 2	5%
Critical Response 3	5%

Quiz #1	5%
Quiz #2	5%
Quiz #3	5%

Class Participation 10%

Summary	10%
Critical Review	15%
Annotated Bibliography	15%
Final Research Essay	20%

Schedule

Tuesdays

January 10 Lecture: Introduction to the Course and Text
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January 17 Reading: BPH Chapters 2-3 Lecture: The Foundation of Argument: Premises in Support of a Claim/Logical Fallacies

Thursdays

January 12 Reading: BPH Chapter 1 Lecture: A Brief History of Writing
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January 19 Reading: BPH Chapter 4 Lecture: Think Like a Writer/ Planning, Shaping and Proofreading In-class Exercise: Find the Fallacies

<p>January 24</p> <p>Reading: BPH Chapter 5</p> <p>Lecture: Logical Fallacies Part II</p> <p>In-class Exercise: Find the Fallacies Part II</p>	<p>January 26</p> <p>Reading: None</p> <p>Lecture: What is Critical Reading?</p> <p>Reading: Assigned Article #1</p> <p>Short Discussion: Ideas for a Critical Response to Assigned Article #1</p>
<p>January 31</p> <p>In-class Exercise & Discussion:</p> <p>Free Writing/Clustering/Making an Idea Map</p>	<p>February 2</p> <p>Reading: BPH Chapters 6-11</p> <p>Lecture: The Summary</p> <p>In-class Exercise: Writing a Summary</p>

<p>February 7</p> <p>Reading: Assigned Article #2</p> <p>Short Discussion: Ideas for a Critical Response to Assigned Article #2</p> <p>Review: Material in BPH Chapters 1-11</p> <p>Assignment Due: Critical Response to Assigned Article #1</p>	<p>February 9</p> <p>Lecture: Thinking About the Future of Writing</p> <p>Reading: BPH Chapters 12-20</p> <p>Quiz: Chapters 1-11 of BPH</p>
<p>February 14</p> <p>Reading: None</p> <p>Lecture: The Critical Review</p> <p>Assignment Due: Summary</p>	<p>February 16</p> <p>Reading: Review the guidebook material in chapters 21-24 and familiarize yourself well with the content; look for basic differences between the citation systems illustrated. Do we need citation systems? Why?</p> <p>Lecture: The Critical Review Part II</p>

<p>February 21</p> <p>NO CLASS—READING WEEK</p>	<p>February 23</p> <p>NO CLASS—READING WEEK</p>
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<p>February 28</p> <p>Assignment Due: Critical Response to Assigned Article #2</p> <p>Review: Material in BPH Chapters 12-29</p>	<p>March 2</p> <p>Lecture: TBA</p> <p>Reading: BPH Chapters 25-29</p> <p>Quiz: BPH Chapters 12-29</p>
<p>March 7</p> <p>Lecture: Language, Thought and Culture: The Sapir-Whorf Hypothesis</p> <p>Part II: Descriptive vs Prescriptive Grammar and How Understanding Grammar Improves Writing</p>	<p>March 9</p> <p>Discussion: Assigned Article #2</p> <p>Reading: BPH Chapters 25-29</p>

<p>March 14</p> <p>Reading: Chapters 30-39</p> <p>Assignment Due: Critical Review</p> <p>Lecture: Vocabulary and Linguistic Register</p> <p>In-class Exercise: Vocabulary and Linguistic Register</p> <p>Review: Material in all chapters of BPH</p>	<p>March 16</p> <p>Lecture: The Annotated Bibliography</p> <p>Reading: Chapters 45-47 BPH</p> <p>Quiz: BPH All Chapters</p>
<p>March 21</p> <p>Reading: None</p>	<p>March 23</p> <p>In-class Exercise: Writing Annotations</p> <p>Assignment Due: Critical Response to Assigned Article #3</p>
<p>March 28</p> <p>Reading: none</p> <p>Lecture: The English Language and Linguistic Change/ Punctuation</p> <p>In-class Exercise: Punctuation</p> <p>Assignment Due: Annotated Bibliography</p>	<p>March 30</p> <p>Reading: none</p> <p>Lecture: Parts of a research paper: Final decisions</p>

<p>April 4</p> <p>Reading: None</p> <p>Lecture: Assembling your Final Research Project and Making a Final Essay Checklist</p>	<p>April 6</p> <p>Reading: None</p> <p>Lecture: Recent Research and Practical Applications of the Writing Process</p> <p>Major Assignment Due: Final Research Paper</p>
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SPECIAL INSTRUCTIONS—IMPORTANT. PLEASE READ!

Absences and Late Work

Students are expected to come to every class. Absences in class will affect the class participation mark, and may indirectly affect assignment marks, as much of the learning for this course occurs in the classroom. Late assignments will be evaluated minus 2% per day submitted after deadlines. Such assignments will only be marked if a valid argument for the late submission is presented. Non-medical absences will result in the forfeiting or reducing of the class participation mark worth 10% of the final grade. It is clearly to the student's advantage to attend class—attendance is expected and monitored.



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. 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.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic 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 the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academiccalendar/) . The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade:
Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](http://www.uwo.ca/academic_calendar/academic_consideration_medical.pdf). Consult **Huron Academic Advising** at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

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. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

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 and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

huronwellness@huron.uwo.ca Community

Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -
[Academic Calendar - Western University \(uwo.ca\)](#)