

Brief Course Outline

Course Title: Critical Reading & Writing in English

Course Number and Section:

WRITING

1021G 550

Instructor Name(s): Jeremy Greenway

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Disclaimer: Information in the brief course outline is subject to change. The syllabus posted on OWL is the official and authoritative source of information for the course.

Course Description:

Designed for students unaccustomed to writing in English, this course follows Writing 1011F/G, and develops research and writing skills for more complex writing projects. Readings that explore questions of identity and relationships will stimulate assignments, such as critical summaries, annotated bibliographies, and a research essay.

Learning Outcomes:

Students will be able to critically analyze and respond to a variety of writings in diverse academic and popular genres. This includes understanding the unique features and conventions of each genre.

Students will hone and develop their own scholarly writing voices, learning to effectively articulate their ideas and arguments in written form.

Students will learn to identify key rhetorical moves and strategies used in various discourse communities, enhancing their ability to read and write critically.

Students will develop the skill to recognize embedded assumptions, biases, and rhetorical fallacies in texts, fostering a deeper understanding of critical reading and thinking.

Students will understand how critical reading informs critical writing and vice versa, enhancing their ability to engage with texts both as readers and writers.

Students will demonstrate knowledge of the principles of argumentation, applying these principles in their own writing and in critiquing the work of others.

Students will actively engage in small group discussions and facilitate large group debates, practicing collaborative learning and critical discussion skills.

Students will develop skills in offering formal peer critiques, contributing constructively to the development of their peers' writing.

Students will conduct scholarly research, demonstrating the ability to source, evaluate, and integrate information into their own arguments.

Students will write a major essay that showcases their proficiency in constructing a well-reasoned argument and demonstrates their developing rhetorical skills.

Through their work, students will actively engage with and provide answers to the course's driving questions regarding the nature of critical thinking, the purpose and methods of argumentation, and the relationship between critical thinking and effective writing.

Textbooks and Course Materials:

Michael Gilbert, *Arguing with People*. Broadview, 2014.

Available here: [https://bookstore.uwo.ca/textbook-search?](https://bookstore.uwo.ca/textbook-search?campus=HC&term=W2023B&courses%5B0%5D=550_HC/WRI1021G)

[campus=HC&term=W2023B&courses%5B0%5D=550_HC/WRI1021G](https://bookstore.uwo.ca/textbook-search?campus=HC&term=W2023B&courses%5B0%5D=550_HC/WRI1021G) All other readings are posted on OWL under "Course Content"

Methods Of Evaluation:

Assignment	Due Date mm/dd/yy	Weight - %
Essay Proposal	01/24/24	10
Three Quizzes (2 Argument, 1 Grammar)	01/31, 02/14, 02/28	15
Article Summary	02/07/24	10
Community Engagement Critique	03/13/24	20
Peer Critique	03/20/24	15
Research Essay	04/08/24	20
Attendance/Class Contributions	ongoing	10

In solidarity with the Anishinaabe, Haudenosaunee, Lu̓naapéewak, and Chonnonton peoples on whose traditional treaty and unceded territories this course is shared.

Sunday, December 10, 2023