



Course ID:	Course Title:	Winter 2022
HUM 101-2	Reading and Writing for University (<i>Collapse and the Apocalyptic Imagination</i>)	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class (online for January)	Instructor:	Dr. Ryan Wilkinson, Ph.D.	First Day of Classes:	January 10, 2022
Days:	Wed/Fri	Email:	ryan.wilkinson@ambrose.edu	Last Day to Add/Drop:	January 23, 2022
Time:	11:45-1:00	Phone:	-6936	Last Day to Withdraw:	March 18, 2022
Room:	RE rm 112	Office:	L2074	Last Day to Apply for Extension:	March 28, 2022
Lab/Tutorial:	N/A	Office Hours:	Fri., 10:30-11:30, or by appt.	Last Day of Classes:	April 14, 2022
Final Exam:	No final exam				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

A themed introduction to critical reading and writing for university students. This course combines a systematic consideration of the elements of expository and argumentative writing, training in active reading strategies that facilitate that writing, and instruction in the fundamentals of English grammar and sentence structure.

The course is divided into two units. Students will be presented, in Unit 1, with the basic concepts of thesis statements, evidence, interpretation, argumentation, and audience, and in Unit 2, with ideas relating to structure, organization, and citation. This course also illustrates the importance of revising written drafts and offers strategies for doing so.

To provide a context for student writing, each section of HUM 101 will explore at an introductory level a different theme reflecting conversations across the Humanities. The thematic focus for this section is *Collapse and the Apocalyptic Imagination*. Despite these different themes, all sections' primary emphasis will be on core writing skills training— not only critical reading and writing but skills that will help students manage the requirements of a university education.

Expected Learning Outcomes

- Identify, restate, and evaluate basic arguments from academic literature in the Humanities.
- Formulate argumentative thesis statements.
- Practice basic skills of argumentation, including responsible selection of supporting evidence, analysis and interpretation of that evidence, and formulation of appropriate counter-arguments.
- Use the different parts of an essay effectively and appropriately when writing (including introduction, body paragraphs, conclusion, and bibliographic apparatus).
- Organize an argumentative essay, both at the level of overall structure and through use of internal transitions.
- Practice basic university-level procedures for source use and citation.
- Practice basic strategies for revising a written draft.
- Apply the fundamentals of English grammar to written composition, particularly with reference to proper sentence structure.

Textbooks (required)

Vitto, Cindy L. *Grammar by Diagram*, 2nd ed. (Broadview: ISBN-13 9781551117782)

Vitto, Cindy L. *Grammar by Diagram*, 2nd ed. Workbook (Broadview: ISBN-13 9781551119014)

Course Schedule

Jan 12	Course Intro
Jan 14	Grammar / Apocalyptic imagination READ for this class: Wilkinson, "Signs of the Times" (see Moodle) <i>Independent progress in grammar workbook this week: Ch 1</i>
Jan 19	Thesis statements
Jan 21	On writing abstracts <i>Independent progress in grammar workbook this week: Ch 2</i>
Jan 26	Analysis/use of evidence
Jan 28	Argument/counter-argument "DRAFT" ABSTRACT DUE to Moodle by 7:00 pm <i>Independent progress in grammar workbook this week: Ch 3</i>
Feb 2	Sampling the Apocalypse READ for this class: Martin, "Tunnels" and Bear, "And the Deep Blue Sea" (see Moodle)
Feb 4	Stakes, Introductions/Conclusions, Orienting the Reader <i>Independent progress in grammar workbook this week: Ch 4</i>

- Feb 9 Revisit Theses & Argumentation; discuss Paper 1 assignment
GRADED ABSTRACT DUE IN CLASS
- Feb 11 Grammar focus / Revisit Theses & Argumentation
GRAMMAR “Check Your Progress” 1A/1B DUE in class
Independent progress in grammar workbook this week: Ch 5
- Feb 16 Introduction to editing and proofreading
- Feb 18 Paper 1 draft workshop
DRAFT PAPER 1 DUE IN CLASS
Independent progress in grammar workbook this week: Ch 6
- Feb 23 **NO CLASS – WINTER READING WEEK**
Feb 25 **NO CLASS – WINTER READING WEEK**
- Mar 2 Intro to Unit 2 / Grammar catch-up
REVISED PAPER 1 DUE IN CLASS
- Mar 4 Macro-Structure & paper organization
Independent progress in grammar workbook this week: Ch 7
- Mar 9 Environment and Collapse: rival views
READ for this class: Middleton, “Nothing Lasts Forever,” pp. 1-17 and 29-30; Harper, *The Fate of Rome* pp. 1-22 (see Moodle)
- Mar 11 Environment, Collapse, and Rapa Nui
READ for this class: Rainbird, “Message for Our Future” (see Moodle)
Independent progress in grammar workbook this week: Ch 8
- Mar 16 Micro-Structure/internal transitions
GRAMMAR “CHECK YOUR PROGRESS” 2A/2B DUE IN CLASS
- Mar 18 Incorporating Sources A
Independent progress in grammar workbook this week: Ch 9-10
- Mar 23 Incorporating Sources B / Orienting Readers
- Mar 25 Library research orientation / tips on public speaking
GRAMMAR “CHECK YOUR PROGRESS” 3A/3B DUE IN CLASS
Independent progress in grammar workbook this week: Ch 11
- Mar 30 **NO CLASS - AMBROSE RESEARCH CONFERENCE**
- Apr 1 On reading for research / draft paper workshop
DRAFT PAPER 2 DUE IN CLASS
Independent progress in grammar workbook this week: Ch 12

- Apr 6 Editing for style and concision / Rapa Nui again
- Apr 8 Revisit key Unit 2 elements / Grammar catch-up
GRAMMAR “CHECK YOUR PROGRESS” 4A/4B DUE IN CLASS
Independent progress in grammar workbook this week: Ch 13
- Apr 13 Final class meeting / wrap-up / course evaluations
REVISED PAPER 2 DUE IN CLASS

Requirements:

- 16% Grammar Exercises (4 x 4%)**
- 15% Graded Abstract**
- 25% Graded Revised Paper 1**
- 35% Graded Revised Paper 2**
- 9% Attendance & Participation**

For the abstract and two paper assignments, students must first write a practice/draft version, then respond to my feedback by writing a revised or second version. **In each case, the “draft” assignment must be turned in for credit and will receive feedback, but will not receive a grade. Instead, no revised assignment will receive higher than a C+ if the student did not submit a draft, or if the draft submitted was not of passing quality** (in the instructor’s opinion). I will provide additional information on each assignment over the course of the semester. For now, please review the short comments below.

4 Grammar Exercises (16%, 4% each, Feb 11, Mar 16, Mar 25, Apr 8): We will regularly devote a fraction of our class meeting-times to discussion of English grammar. Students should keep up independently in the required grammar workbook, using the schedule provided above. Four times during the semester, students must submit a “Check Your Progress” exercise from the workbook.

Graded Abstract (15%, Feb 9): An abstract is a short summary of a piece of argumentative writing. This assignment develops and tests skill in careful reading of college-level arguments and begins work on concise written articulation. Students will write one such abstract early on for submission credit but without a grade, and then this one for credit with a grade. **Length: 200-250 words.**

Graded Revised Paper 1 (30%, Mar 2): Your first paper will analyze a single work of post-apocalyptic science fiction, in light of scholarly ideas discussed earlier in the semester. In this single-source paper, students are offered an extended opportunity to further develop and test skills in close reading, as well as initial engagement with argumentative writing at some length. Because the whole paper must address one source, citation should be simpler and is not yet a key focus of evaluation. Students first submit a draft for credit but not a grade. The revised paper alone receives a grade. **Length: 3-4 pages.**

Graded Revised Paper 2 (39%, Apr 13): Your last assignment of the semester engages historical/archaeological debates about the environment’s role in collapse. In this comparative paper, students must carefully read, compare, and synthesize ideas from several sources provided by the instructor. The more complex set of sources also allows

development/testing of competency in written organization and structure. Along with a larger number of sources come added expectations, chiefly full compliance with citation formatting requirements. Students first submit a draft for credit but not a grade. The revised paper alone receives a grade. **Length: 4-6 pages.**

IMPORTANT NOTE ON LATE WORK: Assignments are due immediately at the beginning of class (if described as ‘due in class’) or by the precise time listed in the syllabus/assignment prompt (if described as due online/via Moodle). Assignments turned in late will automatically incur a full-grade penalty (e.g., “A-” to “B-”). Furthermore, I will only accept late work up to 72 hours following the initial deadline, after which point the assignment will earn an “F.” The only exception to this policy will be in cases of medical or family emergency in coordination with the instructor. If you expect to have trouble completing an assignment on time, please contact me as soon as possible to discuss options, and to identify ways I can best help you complete the assignment. If you have a completed assignment but are having trouble turning it in (for example: problems uploading to Moodle, flat car-tire, missed bus, etc.) then send me the assignment as a document (in .doc or .pdf format) via my faculty email address. An assignment received this way before the deadline will count as an on-time submission.

Attendance:

Students must attend each class, come on time, and be prepared to discuss each day’s assignments and readings. In class, students should be attentive, engaged, and respectful of each other and of me. To promote engagement during any online course meetings, I expect each student to remain present and to keep their camera-view on regularly (very short moments away from the camera are acceptable, just as a quick washroom break is acceptable during in-class lectures).

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic

dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.