

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2021</b>
	<b>HUM 101 – 1: Reading and Writing for University (Empires and Nations)</b>	<b>Prerequisite:</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In-Class	<b>Instructor:</b>	Aaron Peters, MA	<b>First Day of Classes:</b>	September 8, 2021
<b>Days:</b>	Tuesday and Thursday	<b>Email:</b>	Aaron.Peters@ambrose.edu	<b>Last Day to Add/Drop:</b>	September 19, 2021
<b>Time:</b>	8:15-9:30AM	<b>Phone:</b>	403-410-2000 ext. 6929	<b>Last Day to Withdraw:</b>	November 22, 2021
<b>Room:</b>	A2131	<b>Office:</b>	L2062	<b>Last Day to Apply for Extension:</b>	November 23, 2021
<b>Lab/Tutorial:</b>	N/A	<b>Office Hours:</b>	Tues/Thurs 9:30-10:30AM	<b>Last Day of Classes:</b>	December 13, 2021
<b>Final Exam:</b>	Paper II, Due Dec. 13				

### 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 Empires and Nations. Students will read and engage with primary source documents and journal articles that explore the interconnections between nationalism and imperialism. Emphasis will be placed on the context of the Asia-Pacific region and will introduce topics such as early modern trade boundaries between empires and the varied uses of Orientalism by both the colonizer and the colonized. 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

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

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

## Articles and Primary Texts (posted on Moodle):

Perdue, Peter C. "Boundaries and Trade in the Early Modern World: Negotiations at Nerchinsk and Beijing." *Eighteenth-Century Studies* 43, no. 3 (2010): 341-56.

Kumar, Krishan. "Empire and English Nationalism." *Nations and Nationalism* 12, no. 1 (2006): 1–13.

Dilip M. Menon. "An Eminent Victorian: Gandhi, Hind Swaraj and the Crisis of Liberal Democracy in the Nineteenth Century." *History of the Present (Champaign, Ill.)* 7, no. 1 (2017): 33-58.

Saaler Sven and Christopher W.A. Szpilman, "Pan-Asianism as an Ideal of Asian Identity and Solidarity, 1850–Present" *The Asia-Pacific Journal: Japan Focus* (April 2011):1-27 <https://apjif.org/2011/9/17/Christopher-W.-A.-Szpilman/3519/article.html>

Joseph Chamberlain (1897). "The True Conception of Empire". <http://www.users.miamioh.edu/dahlmac/DG/imperial-geopolitics/3-joseph-chamberlain-1897-t.html>

Okakura, Kakuzo, "The Range of Ideals" in *The Ideals of the East*. New York: E.P Dutton and Co., 1904. <https://www.sacred-texts.com/shi/ioe/ioe03.htm>

Gandhi, Mohandas K. "Civilization" and "What is True Civilization" in *Hind Swaraj*. Phoenix, Natal: The International Printing Press, 1910.

Sun Yat-Sen, "Pan-Asianism." in *China and Japan: Natural Friends – Unnatural Enemies*. Shanghai: China United Press, 1941: 141-151. (Original speech given in 1924)

## Course Schedule

UNIT	CLASS	DATE	TOPIC/ELEMENT OF WRITING	ASSIGNMENTS
1	1	September 9	Introduction to Course	
1	2	September 14	Grammar Overview <b>Textbook: Ch. 1</b>	FOR NEXT CLASS: read Perdue, "Boundaries and Trade in the Early Modern World"
1	3	September 16	Thesis Statements <b>Textbook: Ch. 2</b>	
1	4	September 21	Analysis/Use of Evidence <b>Textbook: Ch. 2</b>	FOR NEXT CLASS: read Abstract Assignment Prompt
1	5	September 23	Argument/Counter-Argument <b>Textbook: Ch. 3</b>	FOR NEXT CLASS: read Kumar, "Empire and English Nationalism"
1	6	September 28	<i>Revisiting</i> Thesis Statements, Analysis/Use of Evidence, Argument/Counter-Argument <b>Textbook: Ch. 3</b>	
1	7	September 30	Stakes, Introductions/Conclusions, Orienting the Reader <b>Textbook: Ch. 4</b>	<b>DUE: 200-250 word Abstract (not graded, but submission required)</b> FOR NEXT CLASS: read Chamberlain, "The True Conception of Empire"
1	8	October 5	<i>Revisiting</i> Thesis Statements, Analysis/Use of Evidence, Argument/Counter-Argument <b>Textbook: Ch. 4</b>	FOR NEXT CLASS: read Paper 1 Assignment Prompt
1	9	October 7	<i>Revisiting</i> Thesis Statements, Analysis/Use of Evidence, Argument/Counter-Argument <b>Textbook: Ch. 5</b>	<b>DUE: 200-250 word Abstract (graded)</b> FOR NEXT CLASS: read Okakura Kakuzo, "The Range of Ideals"
1	10	October 12	Discussion Class <b>Textbook: Ch. 5</b>	

1	11	October 14	<i>Revisiting</i> Thesis Statements, Analysis/Use of Evidence, Argument/Counter-Argument <b>Textbook: Ch. 6</b>	<b>Due: Workbook, "Check Your Progress" Exercises 1A and 1B</b>
1	12	October 19	Peer Review Workshop <b>Textbook: Ch. 6</b>	<b>DUE: Draft Paper 1</b>
1	13	October 21	<i>Revisiting</i> Introductions/Conclusions, Orienting the Reader <b>Textbook: Ch. 7</b>	
2	14	October 26	Introduction to Unit 2 and/or Grammar Catch-Up <b>Textbook: Ch. 7</b>	<b>DUE: Revised Paper 1</b> FOR NEXT CLASS: read Gandhi, "Civilization" and "What is True Civilization"; Sun Yat-Sen, "Pan-Asianism"
2	15	October 28	Discussion Class <b>Textbook: Ch. 8</b>	FOR NEXT CLASS: read Dilip Menon, "An Eminent Victorian"
2	16	November 2	Macro-Structure, Organization <b>Textbook: Ch. 8</b>	<b>Due: Workbook, "Check Your Progress" Exercises 2A and 2B</b>
2	17	November 4	<i>Revisiting</i> Thesis Statements, Analysis/Use of Evidence, Argument/Counter-Argument <b>Textbook: Ch. 9</b>	FOR NEXT CLASS: read Saaler and Szpilman "Pan-Asianism as an Ideal of Asian Identity and Solidarity" AND Paper 2 Assignment Prompt
2	18	November 16	Micro-Structure (spec. Internal Transitions) <b>Textbook: Ch. 9</b>	BETWEEN NOW AND CLASS #21: read additional Unit 2 articles & texts (on Moodle)
2	19	November 18	Incorporating Sources <b>Textbook: Ch. 10</b>	
2	20	November 23	Incorporating Sources (spec. in-text citation practices)	<b>Due: Workbook, "Check Your</b>

			<b>Textbook: Ch. 10</b>	<b>Progress” Exercises 3A and 3B</b>
2	21	November 25	<i>Revisiting</i> Incorporating Sources, Orienting the Reader <b>Textbook: Ch. 11</b>	
2	22	November 30	Editing and Proofreading <b>Textbook: Ch. 11</b>	<b>DUE: Draft Paper 2</b>
2	23	December 2	Editing and Proofreading and/or Grammar Catch-Up <b>Textbook: Ch. 12</b>	
2	24	December 7	Anything and Everything <b>Textbook: Ch. 12</b>	RETURNED: <i>Draft Paper 2</i>  <b>Due: Workbook, “Check Your Progress” Exercises 4A and 4B</b>  <b>Final Paper 2 due Dec. 13</b>

**Requirements:**

15% Grammar Exercises

4 “Check Your Progress” worksheets from the workbook to be submitted in hardcopy. These will be graded. In order to complete and submit these cumulative exercises successfully, you are strongly encouraged to practice independently using the regular exercises from the workbook.

Exercises 1A and 1B: **Due Oct. 14**  
 Exercises 2A and 2B: **Due Nov. 2**  
 Exercises 3A and 3B: **Due Nov. 23**  
 Exercises 4A and 4B: **Dec Dec. 7**

15% Abstract

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.**

### 30% Paper 1 (Final Revision)

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. The whole paper must address one source (either a primary or secondary source at instructor's discretion). Therefore, citation should be simpler and is not yet a key focus of evaluation. Students submit a draft for credit but not a grade. The revised paper alone receives a grade. **Length: 3-4 pages.**

### 40% Paper 2 (Final Revision)

In this comparative paper, students must carefully read, compare, and synthesize ideas from several sources (at least two and no more than five). 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 submit a draft for credit but not a grade. The revised paper alone receives a grade. **Length: 4-6 pages.**

Grammar exercises are to be submitted as hardcopies from the workbook. Abstracts and paper assignments are to be submitted online via Moodle. **The late policy is a 2% deduction per day late for 7 days.** Late papers can be Emailed but students are advised that papers over a week late will **not** be accepted. In case of illness or other traumatic emergency, late papers will be graded without penalty **on the condition** that students provide appropriate documentation confirming their illness/emergency. Students may request regrades on assignments, **but are warned that the regrade may go down as well as up.**

#### **Attendance:**

Attendance at lectures is mandatory. Be sure to turn off all mobile phones and use computers only for note taking and not for any other purpose (such as emailing, playing games, etc.). Once the class begins students should stop chatting and engaging in any other kind of disruptive or distracting behavior. When you attend lectures, you are expected to stay for the entire period. If you are unable to attend a lecture due to illness or traumatic emergency, please notify me by Email as soon as possible. While participating in class discussions, students are reminded to be courteous and respectful towards their fellow classmates and their instructor.

#### **Grade Summary:**

The available letters for course grades are as follows:

Grade	Percentage	Interpretation	Grade Points
A+	90-100	Excellent	4.00
A	85-89		4.00
A-	80-84		3.70
B+	77-79	Good	3.30
B	73-76		3.00
B-	70-72		2.70
C+	67-69	Satisfactory	2.30

C	63-66		2.00
C-	60-62		1.70
D+	56-59	Poor	1.30
D	50-55	Minimal Pass	1.0
F	0-49	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](mailto: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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://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](https://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](https://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.