

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2022</b>
HUM 101-1	Reading and Writing for University	<b>Prerequisite: n/a</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In-class	<b>Instructor:</b>	D. Dyck (Ph.D.)	<b>First Day of Class:</b>	8 Sept 2022
<b>Days:</b>	W/F	<b>Email:</b>	darren.dyck@ambrose.edu	<b>Last Day to Add/Drop:</b>	18 Sept 2022
<b>Time:</b>	2:30-3:45pm	<b>Phone:</b>	Ext. 6931	<b>Last Day to Withdraw:</b>	21 Nov 2022
<b>Room:</b>	A1085-1	<b>Office:</b>	L2069	<b>Last Day to Apply for Coursework Extension:</b>	23 Nov 2022
<b>Lab/Tutorial:</b>	n/a	<b>Office Hours:</b>	Th. 1-2pm	<b>Last Day of Class:</b>	8 Dec 2022
<b>Final Exam:</b>	n/a				

### 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 “Heroes and Heroism.” 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

Students completing HUM 201 will:

- 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; and
- Apply the fundamentals of English grammar to written composition, particularly with reference to proper sentence structure.

## Texts

- Penelope Choy and Dorothy Goldbart Clark, eds. *Basic Grammar and Usage*, 8<sup>th</sup> ed., Cengage, 2011.

## Course Schedule

Date	Topic/Element of Writing	Assignments
Sept		
7	Introductions	
9	Grammar Overview	Bring Grammar Text to Class
14	Thesis Statements	Read: Article 1
16	Analysis/Use of Evidence	
18	Last day to add/drop with tuition refund	
21	Argument/Counter-Argument	Read: Abstract Assignment
23	Thesis Statements, Analysis/Use of Evidence, Argument/Counter-Argument	Read: Article 2
28	Stakes, Introductions/Conclusions, Orienting the Reader	Due: Abstract for Article 1
30	National Day for Truth and Reconciliation: No Classes	
Oct		
5	Spiritual Emphasis: No Classes	
7	Thesis Statements, Analysis/Use of Evidence, Argument/Counter-Argument	Read: Essay 1 Assignment Read: Text A
12	Discussion Class	Due: Abstract for Article 2 Read: Text B Watch: Text C
14	Thesis Statements, Analysis/Use of Evidence, Argument/Counter-Argument	
19	Peer Review Workshop	Due: Essay 1 (Draft)
21	Introductions/Conclusions, Orienting the Reader	
26	Introduction to Unit 2, Grammar Catch-Up	Due: Essay 1 (Revised)

28	Discussion Class	
Nov		
1	Last day to request revised time for a final exam	
2	Macro-Structure, Organization	Read: Article 3
4	Thesis Statements, Analysis/Use of Evidence, Argument/Counter-Argument	
9	Fall Break: No Classes	
11	Fall Break: No Classes	
16	Micro-Structure (spec. internal transitions)	Read: Article 4 Read: Essay 2 Assignment
18	Incorporating Sources	
21	Last day to withdraw from courses without academic penalty	
23	Incorporating Sources (spec. in-text citation)	
25	Incorporating Sources, Orienting the Reader	
30	Editing and Proofreading	
Dec		
2	Editing and Proofreading, Grammar Catch-Up	Due: Essay 2 (Draft)
7	Anything and Everything	
9	Conclusions	Returned: Essay 2 (Draft)

## Requirements:

### 5% Participation

Participation is your *visible* engagement with the class and the readings: attend class, bring your texts, look alert, ask questions, say 'I don't understand' when you don't understand, and take advantage of my office hours. Any student who misses more than eight class sessions without a valid excuse (e.g. medical documentation) will fail the course.

### 20% Grammar Exercises

We will devote regular class time to grammar instruction and exercises. You will be required to submit grammar exercise sheets a number of times over the course of the term. Due dates for grammar assignments will be determined as we progress.

### 15% Abstract (200-250 words)

An abstract is a short summary of a piece of argumentative writing. This assignment develops and tests skill in careful reading of university-level arguments and begins work on concise written articulation. You will write on such abstract early on for submission credit but without a grade, and then this one for credit with a grade.

### 25% Essay 1 (3-4 pages)

Your first essay will examine a single primary source in light of concepts, ideas, and arguments considered earlier in the term. This assignment offers you an opportunity to develop further and test your skills in close reading and argumentative writing. You will submit a draft of this essay for credit; the revised essay alone will receive a grade.

**35% Essay 2 (4-6 pages)**

Your second essay is a comparative one, in which you compare, and synthesize ideas from several sources (primary and secondary). The diversity of your sources allows for the further development of competence in written organization and structure. Along with a larger number of sources come added expectations, chiefly with respect to citation formatting requirements. You will submit a draft of this essay for credit; the revised essay alone will receive a grade.

**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 Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. 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/academics/academic-calendar>

### 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 registrar. 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.

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

### **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/sas/writing-services>

### **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 <https://ambrose.edu/student-life/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