

Course ID:	Course Title:	Winter 2023
HUM 101	Reading and Writing for University (<i>Collapse and the Apocalyptic Imagination</i>)	Prerequisite: None
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Dr. Ryan Wilkinson, Ph.D.	First Day of Class:	Jan. 9, 2023
Days:	Wed/Fri	Email:	ryan.wilkinson@ambrose.edu	Last Day to Add/Drop:	Jan. 22, 2023
Time:	1:00-2:15	Phone:	-6936	Last Day to Withdraw:	Mar. 31, 2023
Room:	A2212	Office:	L2055	Last Day to Apply for Coursework Extension:	Apr. 3, 2023
Lab/Tutorial:	N/A	Office Hours:	Wednesdays, 2:30-3:30	Last Day of Class:	Apr. 14, 2023
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.

Textbook (required)

Ruvinsky, Maxine. *Practical Grammar: A Canadian Writer's Resource*. 3rd ed. Don Mills, Ontario: Oxford University Press, 2014.

Course Schedule

Jan 11	Course Introduction
Jan 13	Grammar / Apocalyptic Imagination READ: Wilkinson, "Signs of the Times" (see Moodle)
Jan 18	Thesis Statements
Jan 20	On Writing Abstracts <i>By this date, independently review Ruvinsky, Practical Grammar, Chapter 1</i>
Jan 25	Analysis/Use of Evidence DRAFT ABSTRACT DUE to Moodle by 7:00 pm
Jan 27	Argument/Counter-Argument
Feb 1	Sampling the Apocalypse READ: Martin, "Dark, Dark Were the Tunnels" and Bear, "And the Deep Blue Sea" (see Moodle)

- Feb 3 Revisit Theses and Argumentation; discuss Paper 1 assignment
By this date, independently review Ruvinsky, Practical Grammar, Chapter 2
- Feb 8 Stakes, Introductions/Conclusions, and Orienting the Reader
REVISED ABSTRACT DUE in class by 1:00 pm
- Feb 10 Grammar / Theses and Argumentation, continued
GRAMMAR QUIZ #1 in class
- Feb 15 Introduction to editing and proofreading
By this date, independently review Ruvinsky, Practical Grammar, Chapter 3
- Feb 17 Paper 1 draft workshop
DRAFT PAPER 1 due in class by 1:00 pm
- Feb 22 **READING WEEK, no class**
Feb 24 **READING WEEK, no class**
- Mar 1 Intro to Unit 2 / Grammar catch-up
REVISED PAPER 1 DUE in class by 1:00 pm
By this date, independently review Ruvinsky, Practical Grammar, Chapter 4
- Mar 3 Macro-structure and paper organization
GRAMMAR QUIZ #2 in class
- Mar 8 Collapse and the Environment: rival views
READ: Diamond, Introduction to *Collapse*; Middleton, "Nothing Lasts Forever," pages 257-273
(see Moodle)
- Mar 10 Environment, Collapse, and Rapa Nui
READ: Rainbird, "A Message for Our Future" (see Moodle)
- Mar 15 Micro-structure/internal transitions
By this date, independently review Ruvinsky, Practical Grammar, Chapter 5
- Mar 17 Incorporating sources (A)
- Mar 22 Incorporating sources (B) / Orienting readers
- Mar 24 Library research orientation / tips on public speaking
By this date, independently review Ruvinsky, Practical Grammar, Chapter 6
GRAMMAR QUIZ #3 in class
- Mar 29 NO CLASS - Ambrose Research Conference**

- Mar 31 Reading strategies for research / draft paper workshop
DRAFT PAPER 2 DUE in class by 1:00
- Apr 5 Editing for style and concision / Back to Rapa Nui
By this date, independently review Ruvinsky, Practical Grammar, Chapter 7
- Apr 7 NO CLASS – Good Friday**
- Apr 12 Review of key Unit 2 elements / Grammar catch-up
By this date, independently review Ruvinsky, Practical Grammar, Chapter 8
GRAMMAR QUIZ #4 in class
- Apr 14 Course conclusions
REVISED PAPER 2 DUE in class by 1:00

Requirements:

- 16% Grammar Exercises (4 x 4% each)**
- 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. However, if the student did not submit an on-time draft, or if the draft submitted was not of passing quality (in the instructor’s opinion), the graded assignment will suffer a one-full-grade penalty. 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 10, Mar 8, Mar 24, Apr 12): 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 textbook, using the schedule provided above. Four times during the semester, I will issue a short grammar quiz in class, using questions taken or modeled on those in your grammar textbook.

Graded Abstract (15%, Feb 8): 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 (25%, Mar 1): 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 (35%, Apr 14): 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 or 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 still count as an on-time submission.

Attendance:

If you are not able to attend class, you should email me in advance (or as soon as possible thereafter) to let me know why. Course absences will only be excused for emergencies or medical reasons. Students with five or more unexcused absences may fail the course automatically.

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.

Other:

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.

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.

of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

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.

Learning Services

Learning Services provides support with

- General study skills (e.g., time management, note-taking),
- Research and communication skills (e.g., writing a paper, researching, giving a presentation), and
- Subject-specific skills (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are free to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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