

Course ID:	Course Title:	Fall 2023
HUM 101-1	Reading and Writing for University	Prerequisite: n/a
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In-Class	Instructor:	D. Dyck (Ph.D)	First Day of Class:	Sept 6
Days:	W/F	Email:	darren.dyck@ambrose.edu	Last Day to Add/Drop:	Sept 17
Time:	1-2:15 pm	Phone:	n/a	Last Day to Withdraw:	Nov 20
Room:	A1085-1	Office:	L2069	Last Day to Apply for Coursework Extension:	
Lab/Tutorial:	n/a	Office Hours:	W 11:15-12 / Th 9:45-11	Last Day of Class:	Dec 8
Final Exam:	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.

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.

Textbooks

Choy and Clark, eds. *Basic Grammar and Usage*, 8th ed., Cengage, 2011.

Course Schedule

Date	Topic	Assignments
Sep		
6	INTRODUCTION: Heroes and Heroism	
8	Grammar Exercises (1A, 1B), Terms 12-19 (<u>Complete</u> the assigned exercises, <u>read through</u> the assigned terms and descriptions, <u>note</u> what you don't understand)	Submit Grammar Exercises
13	Grammar Exercises (2B, 3B, 4B), Terms 20-32	Submit Grammar Exercises
15	Grammar Exercises (5B, 6B, 7B), Terms 1-11	Submit Grammar Exercises
20	Grammar Exercises (8B, 9B, 10B), Terms 33-40	Submit Grammar Exercises
22	Grammar Exercises (11B, 12B)	Submit Grammar Exercises
27	TEST: Grammar/Key Terms	Grammar/Key Terms Test
29	THESIS STATEMENTS (1): Specificity & Debatability	Read Articles 1 & 2
Oct		
4	Deeper Life Day: No Class	
6	PARAGRAPHS: Claims, Evidence, & Discussion	
11	WORKSHOP: Write an Abstract, Edit an Abstract	
13	SOURCES (1): Incorporation	
18	DISCUSSION: Campbell and <i>Spider-Man: Into the Spider-Verse</i>	Submit Abstract
20	INTRODUCTIONS & CONCLUSIONS	
25	Grammar Exercises and Terms Revisited	Submit Essay 1 Draft
27	THESIS STATEMENTS (2): Complexity	Grammar/Key Terms Re-Test
Nov		
1	ARGUMENTATION (1): Saying & Doing	
3	SOURCES (2): Restatement	
8	Fall Break: No Class	
10	Fall Break: No Class	
15	Story Time with Dr. Dyck	Submit Essay 1
17	DISCUSSION: Walking Away vs. Staying and Fighting	Read Articles 3 and 4
22	SOURCES (3): Counter-Argument	
24	ARGUMENTATION (2): Structure & Transitions	Read Articles 5 and 6
29	CITATION: Bibliographies & Notes	Grammar/Key Terms Re-Test
Dec		
1	EDITING & PROOFREADING	
6	WORKSHOP: Peer Editing	Bring Essay 2 Draft to class

8	CONCLUSIONS	
15	Exam Week: No Class	Submit Essay 2

Requirements:

Attendance (5%)

Grammar Exercises (5%)

Grammar exercises will not be graded; completing and submitting the assigned exercises is all that is required to receive full marks. (But you must actually *try*.)

Grammar/Key Terms Test (20%)

See “Grammar, Syntax, and Punctuation” document on Moodle.

Abstract (15%)

An abstract is a short summary of a piece of argumentative writing. This assignment develops and tests skill in careful reading of scholarly arguments and begins work on concise written articulation. You will participate in an abstract-writing workshop prior to your abstract’s final submission. Non-participation in this workshop will result in a significant diminution of your abstract grade.

Essay 1 (25%)

Your first essay will examine a single primary source (a film) in light of concepts, ideas, and arguments found in one scholarly essay. 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.

Essay 2 (30%)

Your second essay will have you compare and synthesize ideas from several sources. Along with a larger number of sources come added expectations, chiefly with respect essay structure and citation. You will participate in an essay-editing workshop prior to your essay’s final submission. Non-participation in this workshop will result in a significant diminution of your essay grade.

Policies:

- The classroom is a professional setting. For this reason, I ask that you call me “Professor” or “Dr.,” and I will, in return, call you by the name you prefer.
- Professionalism (formality) is required in emails. When you email me, please begin with “Dear Professor ...” and, to the best of your ability, use proper grammar and syntax. Also, please check your Ambrose email account regularly.
- Technological devices are distracting: put your laptops, tablets, and especially your phones away—unless you and I have had a conversation, and we’ve agreed on your use of (some of) these. (Obviously, this is not applicable to students with specific accommodations.)
- You are responsible for everything covered in class, including announced changes to our schedule. If you miss a class, do not ask me what you missed or, even worse, if you missed anything (of course you did!); arrange in advance for a classmate to take notes on your behalf.

- Since many of our course readings are PDFs (posted on Moodle), you are required either to print these texts out (with a reasonably sized font) or to demonstrate that you have a fruitful way of engaging with the texts digitally (highlighting, underlining, commenting, etc.).
- Assignments should be submitted by the beginning of class on the date specified. Late assignments will be marked down one refined letter grade per class day late. Extensions may be granted in exceptional circumstances but must be arranged for in advance (or vouched for, after the fact, by appropriate—e.g. medical—documentation). No request for an extension made within 24 hours of the due date will be granted.
- In order to receive a passing grade in HUM 101, you must submit both essays and not miss more than nine class sessions.

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:

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

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.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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.

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/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
- 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 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.

Off Campus:

- Alberta's Online 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.