FANSHAWE

Engage, Empower, Excite, Educate

Reason & Writing 1

Language & Liberal Studies

Course Number:	**Co-Requisites:**	**Pre-Requisites:**
WRIT-1030	N/A	N/A
Applicable Program(s):	**Core/Elective:**	
GAP1 - General Arts and Science-One Year (GAP1-GEN-20234)	Core	
GAS1 - General Arts and Science (GAS1-GEN-20234)	Core	
Prepared by:	Thomas Barnes, PhD	
Approved by:	Dr. Jeff Miles, Associate Dean	
Approval Date:	Tuesday, August 15, 2023	
Approved for Academic Year:	2023-2024	
Normative Hours:	45.00	

Course Description

This course introduces students to essential principles of reading, writing, and reasoning at the postsecondary level. Students will identify, summarize, analyze, and evaluate multiple short readings and write persuasive response essays to develop their vocabulary, comprehension, grammar, and critical thinking.

Course Learning Outcomes

Upon successful completion of this course, you will be able to reliably demonstrate the following Course Learning Outcomes which will be taught and evaluated:

1.) Identify author, source title, and thesis in written prompts

2.) Interpret audience, purpose, and tone in written prompts

3.) Develop reliable critical thinking and critical reading strategies

4.) Summarize the arguments of written prompts

5.) Evaluate supporting evidence for arguments

6.) Compose complete sentences and paragraphs using effective vocabulary

7.) Express a clear written argument

8.) Provide evidence in support of arguments

9.) Apply basic principles of quotation and paraphrase integration

10.) Reflect on how prompt topics increase one's awareness of the society and culture in which one lives and works

Essential Employability Skills

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Upon successful completion of this course, you will be able to reliably demonstrate the following Essential Employability Skills (EES):

EES 1   Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.

EES 2   Respond to written, spoken or visual messages in a manner that ensures effective communication.

EES 4   Apply a systematic approach to solve problems.

EES 5   Use a variety of thinking skills to anticipate and solve problems.

EES 8   Show respect for diverse opinions, values, belief systems and contributions of others.

EES 11   Take responsibility for one's own actions, decisions and consequences.

Relationship to Vocational Learning Outcomes

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This course provides the opportunity for you to achieve the following Program Vocational Learning Outcomes (VLO) which will be taught and evaluated at an introductory (Rank 1), building (Rank 2) or culminating (Rank 3) level:

GAP1 - General Arts and Science-One Year (GAP1-GEN-20234)

VLO 1   Develop, through general knowledge gained in a wide range of subjects, insight into both self and society. (I)

VLO 2   Develop flexibility and clarity of both thought and expression in order to develop communications competence to a level required by business and industry. (I)

VLO 3   Understand and utilize critical thinking processes and problem solving techniques. (I)

VLO 4   Examine and evaluate various aspects of our changing society to assist in developing a sense of personal and social responsibility as a citizen in society. (I)

VLO 5   Employ basic vocational, skills drawn from the areas of the Humanities, Social and Behavioural Sciences of Vocational Studies (Business, Technology). (I)

Evaluation

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The following list provides evidence of this course's learning achievements and the outcomes they validate:

Prompt Responses (50%)

Validates Outcomes: CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6, CLO 7, CLO 8, CLO 9, CLO 10, EES 1, EES 2, EES 4, EES 5, EES 8, EES 11
         GAP1 : VLO 1, VLO 2, VLO 3, VLO 4

Discretionary Assignment(s) (25%)

Validates Outcomes: CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6, CLO 7, CLO 8, CLO 9, CLO 10, EES 1, EES 2, EES 4, EES 5, EES 8, EES 11
    GAP1 : VLO 2, VLO 3

Exit Test (25%)

Validates Outcomes: CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6, CLO 7, CLO 8, CLO 9, CLO 10, EES 1, EES 2, EES 4, EES 5, EES 8, EES 11
    GAP1 : VLO 1, VLO 2, VLO 3, VLO 4

Refer to the FOL course site for detailed description and evaluation criteria and/or rubrics that will be used to evaluate your course work. Note: Access to the course site will end at the conclusion of the course.

Enhanced Learning Resources Module

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Textbook(s)/Bundle/Digital

   ISBN/SKU: 00000
   Title/Description: Putting the Pieces Together: Reason and Writing for Success (e-book)
   Required/Recommended: Recommended
   Author: WRIT Faculty
   Edition: First Edition
   Publisher: e-Campus Ontario

Learning Activities to support the intended learning

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Web-Facilitated/Blended	Online
Lecture and/or web-facilitated learning 35%	Web-based learning 35%
Small-group discussion or activities 15%	Online activities or assignments 20%
Whole-class discussion or activities 15%	Online group discussions 10%
Writing exercises or assignments 35%	Writing exercises or assignments 35%

Regardless of delivery (i.e., web-facilitated [face-to-face], blended, or online), the course learning outcomes (CLOs) are the same; however, blended and online courses place an increased emphasis on time management and web-based learning. Students in blended and online courses can expect to put the same amount of time and effort into their completion of WRIT as they might during a web-facilitated (face-to-face) course delivery.

For all course formats: the professor may provide digital resources and may ask students to retrieve assignments and course materials, participate in online discussions or group activities, complete quizzes, communicate via email, and submit assignments electronically; in short, **you should be engaged actively and regularly with your WRIT FOL course page, regardless of delivery mode.**

For students taking this course in an online format: in addition to the above requirements, online sections require regular and reliable access to a computer and the Internet. Additional resources and technological requirements for blended and online sections will be made available within FOL at the start of the course.

Prior Learning Assessment and Recognition

If you intend to apply for Prior Learning Assessment and Recognition (PLAR) to earn college credits for knowledge and skills acquired through previous life and work experience, you will need to demonstrate competency at a post-secondary level in the course learning outcomes outlined above. Academic and administrative standards for PLAR are specified in Policy A124. The type of evaluation method used will be determined by a subject matter expert to provide evidence of learning through a:

- Exempt: Students have the opportunity to complete a post-admissions assessment prior to the start of their program that acts as a challenge exam for the course. Please contact the School of Language and Liberal Studies for more information.

College Grading

Final Grade	Range	Grade Point	Final Grade	Range	Grade Point
A+	90% - 100%	4.2	A	80% - 89%	4.0
B+	75% - 79%	3.5	B	70% - 74%	3.0
C+	65% - 69%	2.5	C	60% - 64%	2.0
D+	55% - 59%	1.5	D	50% - 54%	1.0

F	0% - 49%	0	P	Greater than 50	n/a
I	Incomplete	n/a	N	No credit achieved	n/a
W	Withdrawn	n/a	X	Audit Only	

Graduation from approved College programs requires a student to complete the program curriculum, to meet its academic standards and to achieve a minimum cumulative GPA of 2.0 (C grade), except in Applied Degree programs, where a student must achieve a minimum average GPA of 2.5 (C+) in vocational courses and a GPA of 2.0 (C) in all other courses.

Course Specific Information (i.e., practices and procedures)

Notes:

1. Faculty do not allow rewrites or makeups of any prompt responses because WRIT drops the two lowest prompt response marks; that said, faculty will meaningfully consider rewrites or makeups for students with accommodations.

2. Each individual section professor assigns discretionary activities. Each professor makes available a general breakdown/schedule for these items at the beginning of the course. Please consult your instructor's detailed course plan posted to Fanshawe Online (FOL) for additional information.

3. Mode and style of delivery will vary depending on professor and section. The exact scheduling of prompt responses may also vary from section to section. Prompt responses may occur in any hour of any week. Some professors may choose to have a week without a prompt response essay.

4. The exact order of topics may vary from section to section. Please consult your detailed course plan for exact information on evaluation dates and mandatory and/or supplemental material. You are responsible for keeping track of this information.

5. Dictionary use may occur throughout the course. Students are encouraged to use print dictionaries during prompt responses. **WRIT does not permit the use of digital aides during Exit Test evaluations, except for accommodation.**

This course is not upgradeable according to policy A112.

School Related Information (i.e., practices and procedures)

Mode of Delivery Definitions

Web-facilitated (Face-to-face): Course work is completed during normal class hours in a face-to-face format and the online component is used to supplement face-to-face time. FanshaweOnline (FOL) gives professors access to services such as quizzing, gradebooks, drop boxes, and communication tools to complement the students' classroom learning experience.

Online: A course where all or almost all of the content is web-based with either no or a limited number of face-to-

face meetings. In the Online model, course content delivery is dependent on the same computer and network-based technologies used in web-facilitated and Blended courses, but here they become the principal method of engagement between professors and students.

Blended: A term often used interchangeably with "hybrid learning." Blended is a model of course design that combines traditional, face-to-face class time with Online and out-of-class course work. Blended courses typically replace face-to-face class time with Online or out-of-class teaching methodology. This definition is largely dependent on the subject matter and overall nature of the course.

Please refer to policy A115: Online Learning and Educational Technology for additional details.

Off-site/Virtual Test and Exam Proctoring for Courses

Off-site/virtual testing options for this course may require proctored invigilation to ensure academic integrity as per college policy. A student who cannot appear on campus for a scheduled test or exam may have the option to request the use of one of the following off-campus options for a fee:

 Write a test/exam online with a live proctoring agent

 Write at an authorized testing center

Please note: Any test or exam that is not proctored at a Fanshawe campus may require a service fee that must be paid for by the student. The service fee will vary depending on the option chosen by the student. In addition, it is the Course Specific Information (i.e., practices and procedures) School Related Information (i.e., practices and procedures) sole responsibility of the student to notify the instructor in advance of the scheduled test/exam date (normally 4 weeks prior) if there is an intention to use an alternative proctoring option. The student is also responsible for locating and/or registering for an off-campus or virtual live proctor and for providing the details to the instructor and/or the testing center in advance.

*If the live proctoring agent option is available for this course, instructions will be provided by the course instructor.

College Related Information

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Students Rights and Responsibilities and the Fanshawe Student Union (FSU)

The College and FSU are committed to offer the highest quality education, learning experience and student life to all who attend Fanshawe College. The principles set forth within the Statement of Rights and Responsibilities guide that commitment. For more information on the College and FSU responsibilities or student rights and responsibilities visit: http://www.fsu.ca/rights-responsibilities.php.

Policies

Fanshawe College has a number of academic and administrative policies that:

 Define procedures to resolve complaints, launch academic appeals, and protect human rights;

 Define the expectations the College has about student behavior and responsibilities, including sanctions which may be applied when offences occur and;

 Provide information which can impact the student experience, including refund and withdrawal dates, or rules for

academic progression.It is important you are aware of the policies which apply to you, what they are about, and how to find them. College policies are available on the Fanshawe College website at Policies Home: https://public.myfanshawe.ca/policies/Pages/default.aspx.

Academic Integrity

Academic Integrity is a fundamental principle of Fanshawe College's academic mission. Fanshawe College defines Academic Integrity as holding oneself and others accountable for consistently performing all academic work honestly and with integrity. Fanshawe College's Academic Integrity Policy (A136) can be viewed in full online at: https://www.fanshawec.ca/sites/default/files/2021-06/a136.pdf

Students are encouraged to discuss Academic Integrity and Academic Offence-related concerns with their Course Instructors. Specifically, students should speak with their Course Instructors about the use of cognitive offloading tools, which include, but are not limited to: calculators, textbooks, translation tools, course notes and resources, search engines (e.g. Google), and artificial intelligence applications (e.g. ChatGPT). Students should consult with their Course Instructors regarding which cognitive offloading tools, if any, are permitted for a given assessment. Students and Faculty are welcome to consult with the Academic Integrity Office if they have questions or concerns about Academic Integrity, Academic Offences, and Appeals. Information and resources are available to students through the Academic Integrity Office's website: https://www.fanshawelibrary.com/academic-integrity/

Students are encouraged to review the Academic Integrity at Fanshawe College ebook: https://ecampusontario.pressbooks.pub/fanshaweacademicintegrity/

Academic Offences

Fanshawe College defines Academic Offence as obtaining or attempting to obtain an unfair advantage or credit for oneself or others by dishonest means. The following are examples of Academic Offences and a complete list of Academic Offences can be found in the Academic Integrity Policy (A136).

Plagiarism: submitting another person's work as one's own; neglecting to cite or improperly citing the original source of ideas, text, images, etc.; resubmitting previously submitted and graded work for additional grades.

Acting to assist or facilitate another student's Academic Offence.

Communicating with or copying from another person during a quiz, test, or exam.

Participating in activities, in person or electronically, that are not permitted in the preparation or completion of academic work.

Using materials, resources, or technologies that are not permitted in the preparation or completion of academic work or during a quiz, test, or exam.

Altering or falsifying academic records in any way or submitting false documentation for academic purposes.

Warnings and Penalties for Academic Offences

Academic Offences are taken seriously and can result in the issuance of Warnings or the application of Penalties which can range from re-doing work and marks of zero to failing a course or being suspended or expelled from the College. A complete list and descriptions of Warnings and Penalties can be found in the Academic Integrity Policy (A136).

Students are strongly encouraged to take precautionary measures while preparing and completing their academic work so as to ensure that they achieve and maintain academic integrity while avoiding and preventing Academic

Offences.

Academic Offence Appeals

Students have the right to access the Appeal process if they have reasonable grounds to support their belief that a decision regarding an Academic Offence, Warning, or Penalty was unjust. Reasonable grounds, the Appeal process, and timelines are detailed within the Student Appeals Policy (A128) which can be viewed online at: https://www.fanshawec.ca/sites/default/files/2021-06/a128.pdf

To learn more about the services and resources that are available to assist students in maintaining and achieving Academic Integrity while avoiding and preventing Academic Offences, please visit the Library Learning Commons https://www.fanshawelibrary.com/ and the Academic Integrity Office: https://www.fanshawelibrary.com/academic-integrity/.

Student Services

Whether you're a new student looking for a peer-tutor to help you get a handle on a tough class or an experienced student looking for career counselling, take advantage of the many services available to you as a Fanshawe student at: https://www.fanshawec.ca/students/life

Office of the Registrar

For all admissions and registration related information, visit: https://www.fanshawec.ca/admission-finance/registrars-office

Regarding Proctoring

Some courses make use of remote proctoring for tests and examinations, where required. Remote proctoring involves the use of external software tools and service providers to help maintain academic integrity of tests, and exams. Fanshawe College utilizes both live virtual proctoring where a proctor oversees the test or exam from a remote location, and monitoring tools that record video of a test session for review. You can sign-up through Fanshawe Online for your proctored test.

Remote proctoring allows for you to have a convenient and secure way to complete evaluations from your home, or chosen location, while ensuring the academic integrity of your Fanshawe credential.

For information on Fanshawe College's privacy policy, please consult Policies Home: https://public.myfanshawe.ca/policies/Pages/default.aspx

Should you have any concerns around participating in your test or exam using remote proctoring, you need to contact your professor at least two weeks prior to your test. If necessary, alternative arrangements will be made, depending on your personal circumstances.

Regarding Recording

Pre-recordings of class materials and concepts are frequently provided as part of the online learning experience at Fanshawe College and are the property of Fanshawe College.

Online class sessions may be recorded by professors for students to review for study purposes. Recordings are available within the course site in Fanshawe's learning management system, and are only available to those registered in the course site. Class recordings are only for course use, and will not be distributed for other purposes.

Students have the right to opt out of being recorded and should notify their professor in advance of a session. Student names will only be recorded if they participate (video, chat, audio) during the recorded session. If you do not want to be recorded, please leave your camera and audio turned off and do not participate in the chat function. Your instructor will provide an alternative method for participation.

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Legend

Terms
- ILO: Indigenous Learning Outcome
- Apprenticeship LO: Apprenticeship Learning Outcome
- CLO: Course Learning Outcome
- DPLO: Degree Program Learning Outcome
- EES: Essential Employability Skill
- EOP: Element of Performance
- GELO: General Education Learning Outcome
- LO: Learning Outcome
- PC: Program Competency
- PLA: Prior Learning Assessment
- PLAR: Prior Learning Assessment and Recognition
- VLO: Vocational Learning Outcome

Assessment Levels
- I: Introductory
- B: Building
- C: Culminating