The course will be an advanced course in written communication, building on the knowledge gained in Written Communications I. Students will explore and hone their writing skill in various forms.

Robert Spree
Facilitator/Instruction
Bachelor of Health Sciences (Honours) Program
Michael G. DeGroote Centre for Learning
Room 3308
1280 Main Street West, Hamilton, ON L8S 4K1
Email: robert.spree@learnlink.mcmaster.ca
Office Hours: By appointment.
Class: Thursday 18:00 -21:00, MDCL 3015
Important Note: All course materials and sources relevant to the class will be posted on Learnlink.

Class Schedule:

January  04  Overview of the course/workload/expectations/assessment/evaluation
Students to Determine Genre Focus and Evaluation Criteria to be used in the course
Readings Assigned

11  Open-ended Writing Prompts
Focus: Guest Speaker
Student-Directed Writing Activity
Peer-Response Activity/Conferencing
Readings Assigned
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Focus</th>
<th>Activity Type</th>
<th>Readings Assigned</th>
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<tbody>
<tr>
<td>18</td>
<td>Open-ended Writing Prompts</td>
<td>Writing in the Sciences</td>
<td>Student-Directed Writing Activity</td>
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<td>(See: <em>They Say, I Say</em>)</td>
<td>Peer-Response Activity/Conferencing</td>
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<td>Readings Assigned</td>
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<td>25</td>
<td>Open-ended Writing Prompts</td>
<td>Science Fiction and Fantasy</td>
<td>Student-Directed Writing Activity</td>
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<td>Peer-Response Activity/Conferencing</td>
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<td>Readings Assigned</td>
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<td>February 01</td>
<td>Open-ended Writing Prompts</td>
<td>Screenplays and Graphic Novels</td>
<td>Student-Directed Writing Activity</td>
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<td>Peer-Response Activity/Conferencing</td>
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<td>08</td>
<td>Open-ended Writing Prompts</td>
<td>Spoken Word and Poetry</td>
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<td>Readings Assigned</td>
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<td>15</td>
<td>Open-ended Writing Prompts</td>
<td>Children’s Literature and Rap</td>
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<td>Reading Week</td>
<td>Reading Prompts</td>
<td>Focus</td>
<td>Activity</td>
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<td>February 19 to 25</td>
<td>Open-ended Writing Prompts</td>
<td>Blogs and Fake News</td>
<td>Student-Directed Writing Activity</td>
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<td>March 01</td>
<td>Open-ended Writing Prompts</td>
<td>Opinion Editorials and Ballads</td>
<td>Student-Directed Writing Activity</td>
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<td>March 08</td>
<td>Open-ended Writing Prompts</td>
<td>Blogs and Technical Writing</td>
<td>Student-Directed Writing Activity</td>
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<td>March 15</td>
<td>Open-ended Writing Prompts</td>
<td>Ancient Mythologies and Scriptures</td>
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<td>March 22</td>
<td>Open-ended Writing Prompts</td>
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Peer-Response Activity/Conferencing

*Manuscripts submitted to on-line publisher (Lulu.com)*

29 Presentations of Grey Literature

April 05 Students read from their published anthology (setting to be decided)

Submit Portfolio

11-26 Final Evaluation – Interviews (Discussion of Portfolio)
HTH SCI 4NN3 Assessment and Evaluation

Students will submit written proposals identifying the percentage weights that they would like to be used to reflect their level of achievement in the course. These evaluations proposals are subject to the approval of the course facilitator – Robert Spree.

Peer Editing/Conferencing
Student-Directed Writing Activity
Portfolio
Grey Literature
Published Anthology
Interview
Final Mark 100

Academic Integrity:

Any work submitted for one course may not be submitted for another course without the permission of the instructors of both courses. The creation of original work is a celebration of your intellectual curiosity.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf.

The instructor, program and the university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If modifications become necessary, reasonable notice and communication with the students will be given. Students will be provided with an explanation and an opportunity to comment. It is the responsibility of the student to check their McMaster email and the course website/LearnLink weekly during term. Any significant changes will be made in consultation with the BHSc Assistant Dean.

Evaluation Components
Student-Directed Writing Activities

Each student will be given a particular day to lead the class discussion on the assigned reading(s) and designing a ten-minute in-class writing activity. The writing activity should take into account the genre the class is working on, where their peers are in the writing process, and the readings that have been assigned.

*Presentations will be graded on the following components:*

Students must post their discussion questions to *LearnLink* twenty-four hours before their presentation.

Students must refer to the assigned reading(s) during presentation.

The in-class writing assignment should assist students with the genre that we are working on.

Students should provide clear instructions – both orally and in their e-mail directions.

In-class Peer Review/Editing or On-line Conferencing

Peer review/editing is practiced throughout the course. When taken seriously and practiced regularly, peer review/editing develops skills that are essential to successful writing. For writers, peer review/editing provides vital feedback and develops an awareness of writing as a process. For readers, peer review/editing offers training in critical analysis and an opportunity to reflect on their own writing. As well, these workshops expose you to a variety of forms and techniques used by other writers in the class – helping you develop a more concrete sense of audience and clearer understanding of what works. Most importantly, peer review/editing fosters important interpersonal skills: the ability to listen respectfully, voice opinions thoughtfully, and offer positive suggestions.

Portfolio (Contents and Overview)

Personal Reflection: You should include a personal essay on all the writing you have done over the course of the semester. Persuade your reader – the course facilitators – that your portfolio demonstrates your learning, ambition, commitment and level of achievement in the course.

*Organization:* Arrange your portfolio in a way that effectively supports your reflective essay. This might include a *Table of Contents* page.

*Writer’s Notebook:* As in the HTH SCI 3N03 course, students will be encouraged to write often and freely in their writer’s notebook or on their computer about a wide range of topics. It will be a principal component of the portfolio. Entries or reflections may vary in length; they should reflect your intellectual engagement and purposeful participation in the class.
Formal Writing: Include samples of your written essays, short stories and poetry—as proof of extensive revision and polished writing.

Additional Selections: Include evidence of invention, rough drafts and feedback you have received from your facilitators and peers.

Grey Literature

Students will be asked to complete a grey literature project and present it to class. However, the topic and product you are considering must be discussed with your course facilitator.

Published Anthology

Students will publish an anthology of their polished writing. The anthology should include essays, short stories, poetry, grey literature and any material that reflects your intellectual curiosity and creativity over the course of the semester. An on-line publisher will be recommended.

Final Interview and Self-Evaluation

During the examination period, each student will arrange to meet with the course facilitator to discuss their level of achievement in the class. At this time, students may suggest a grade that they feel they have earned—again, based on their scholarship and purposeful intellectual engagement over the course of the semester.

Texts:


*They Say / I Say: The Moves That Matter in Academic Writing, with 2016 MLA Update* (3rd ed.)

Suggested Readings:

*Sin and Syntax: How to Craft Wickedly Effective Prose* –Constance Hale

*The Sounds of Poetry* –Robert Pinsky

*Mean Boy* –Lynn Coady