



**Renison University College**  
An affiliated college of the University of Waterloo  
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## Fall 2015

**Course Number:** EMLS 129R

**Course Title:** Written Academic English

**Class Times/Location:**

### Instructor Information

**Instructor:**

**Office:**

**Office Phone:**

**Office Hours:**

**Email:**

### Course Description

In this course, you will learn to write effectively in an academic environment. The class provides instruction in written fluency, conventional writing patterns, and grammatical accuracy. There are 4.5 hours of classes each week. This writing course is for multilingual students who grew up speaking a language other than English. It is not open to students with native-like, near-native or similar advanced ability.

### Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

- recognize and draft academic writing patterns such as definition paragraph, short report, and problem-solution essay
- draft and edit to achieve fluency in writing
- paraphrase, summarize, quote, and document sources to avoid plagiarism
- use academic vocabulary in context
- choose appropriate mechanical and grammar structures to achieve accuracy in writing
- apply efficient reading strategies to support academic writing.

### Required Texts

- Hogue, A. (2003). *Essentials of English*, White Plains, NY: Longman.
- Williams, J. (2013). *LEAP Advanced: Reading and Writing*, Montreal, QC: Pearson.

It is recommended that every student gain access to a monolingual, paper-based or electronic dictionary. Some good choices include any of the English dictionaries published by Collins, Longman, Merriam-Webster, or Oxford.

### Course Requirements and Assessment

Assessment	Weighting
Sentence Exercises (5 X 3%)	15%
Definition Paragraph	10%
Paraphrase	10%
Summary	15%
Short Report (outline 5%; report 15%)	20%
Problem-solution Essay (outline 5%; annotated bibliography 5%; essay 20%)	30%
<b>Total</b>	<b>100%</b>

### Sentence Exercises

Every few weeks, you will complete a sentence exercise that requires you to write sentences using the content from the assigned readings in the LEAP textbook and the grammar points learned in class and studied in The Essentials of English textbook. These exercises will be handed out in class, completed outside of class, and handed in at the beginning of the due-date class. These exercises will be marked to provide you with extra feedback during the term. (5 x 3% each = 15%)

### Assignments

You will write one paragraph, one paraphrase, one summary, one short report, and one essay assignment during the course. You will begin these assignments in class on the day specified on the course syllabus, which is during the “workshop sessions” of the course. These assignments must be either handed in at the end of class, as specified, or submitted to the appropriate dropbox on LEARN by the due date. For assignments #1, #4, and #5, you will write a first draft, receive feedback, and write a second draft. The first draft of assignments #4 and #5 will receive a peer’s written and spoken feedback and the instructor’s written feedback. The second draft for assignments #1, #4, and #5 will be graded. For assignment #4, you will write a detailed outline, which is worth 5%; then, you will write a draft, which is worth 15%. For assignment #5, you will submit a detailed outline, which is worth 5%. You will submit an annotated bibliography for this assignment, which is worth 5%. Finally, you will submit a peer- and instructor-reviewed essay, which is worth 20%. These writing assignments are worth 80% of your final mark. (1 x 10% + 1 x 10% + 1 x 15% + 1 x 20% + 1 x 30 = 80%)

### Essay-writing Conference with the Instructor

Before the final writing assignment is due, special office hours will be held so that you can meet with the instructor regarding your writing plan for and progress on the problem-solution essay. This meeting is not graded, but 1% for attendance will be deducted if you miss your appointment.

## Course Outline

The week of	Monday	Tuesday	Thursday
<b>Week 1: Sept. 14</b>	Course introduction Defining writing in English in *E of E (pages 254-255) * E of E refers to <i>The Essentials of English</i> .	Sentence types and connection in E of E (pages 27, 30, 31, 32-37)	Connecting sentences in E of E (pages 42-48); common sentence errors in E of E (pages 53-60)
<b>Week 2: Sept. 21</b>	Chapter 1 in LEAP (pages 2-15, 194)  <b>Sentence exercise (SE) #1 (sentence combining) handed out</b>	Definition writing in LEAP (page 194) Paragraph pattern in E of E (pages 272-283) Topic sentences and concluding sentences	<b>Due at the beginning of class: SE #1</b> <b>Workshop (WS): First draft Assignment #1 (definition paragraph) due at the end of class</b>
<b>Week 3: Sept. 28</b>	Another DC combining structure: adjective clauses E of E (pages 186-189; pages 49-51)	Parallelism and correlatives in E of E (pages 38-41)	<b>WS: Second draft Assignment #1 (definition paragraph)</b>
<b>Week 4: Oct. 5</b>	<b>Due in dropbox by 8:00 am: Second draft Assignment #1</b> Introduction to citing sources in chapter 2 in LEAP (pages 38-41) and in E of E (pages 344-348) <b>SE #2 (adjective clauses, parallelism, and correlatives) handed out</b>	Paraphrasing in chapter 5 in LEAP ( pages 113-118)	<b>Due at the beginning of class: SE #2</b> Paraphrasing in E of E (pages 348-351)  Paraphrasing in chapter 4 in LEAP (pages 90-95)
<b>Week 5: Oct. 12</b>	<b>Thanksgiving Holiday (No Class)</b>	Passive voice in E of E (pages 120-124)	<b>WS: Assignment #2 (paraphrase assignment)</b>
<b>Week 6: Oct. 19</b>	<b>Due in dropbox by 8:00 am: Assignment #2</b> Summary writing in E of E (pages 348-351) and LEAP (pages 90-95)	Levels of formality in academic writing in E of E (pages 224-228, 398-410)	<b>WS: Assignment #3 (summary assignment )</b>
<b>Week 7: Oct. 26</b>	Report writing in LEAP (pages 196-198, 27-31)  <b>SE #3 (formality and citing sources) handed out</b>	<b>Due in dropbox by 8:00 am: Assignment #3</b> Building content for a short report in LEAP (pages 27-31, 34-37)	<b>Due at the beginning of class: SE #3</b> Writing an effective report sections: introduction, methods, challenges, and recommendations

<b>Week 8:</b> Nov. 2	<b>WS: Outline for Assignment #4</b>	<b>Due in dropbox by 8:00 am: Outline for Assignment #4</b> Articles and determiners in E of E (pages 156-165, 173) Prepositions in E of E (pages 11-12, 371-372, 385)	<b>WS: First draft Assignment #4 (short report)</b>
<b>Week 9:</b> Nov. 9	<b>WS: Peer review and editing of first draft of Assignment #4 (hard copy of essay must be brought to class)</b> <b>SE #4 (determiners and prepositions) handed out</b>	<b>Due in dropbox by 8:00 am: First draft of Assignment #4</b> Report conclusions and modals for predicting, recommending, and warning in E of E (pages 109-117)	<b>Due at the beginning of class: SE #4</b> <b>WS: Second draft Assignment #4 (short report)</b>
<b>Week 10:</b> Nov. 16	Introduction to problem-solution writing in LEAP (pages 211-214) <b>SE #5 (modals) handed out</b>	<b>Due in dropbox by 8:00 am: Second draft Assignment #4</b> Identifying a problem and its solution in LEAP (pages 179-185)	<b>Due at the beginning of class: SE #5</b> Identifying a problem and its solution in your field of study
<b>Week 11:</b> Nov. 23	<b>WS: Outline writing completion (Part one in special class held on Saturday, November 21<sup>st</sup>)</b> <b>Due in dropbox by 11:59 pm: Outline for Assignment #5</b>	Using source materials to support your own ideas; creating annotated bibliographies <b>Conferences begin</b>	<b>WS: First draft Assignment #5 (problem-solution essay)</b>
<b>Week 12:</b> Nov. 30	<b>WS: Peer review and editing of first draft Assignment #5 (hard copy of essay must be brought to class)</b>	<b>Due to dropbox by 8:00 am: First draft Assignment #5</b> Polishing the annotated bibliography	<b>Last day of class</b> <b>WS: Second draft Assignment #5</b> <b>Due in dropbox on Tuesday, December 8<sup>th</sup> by 11:59 pm: the annotated bibliography and the final draft</b>

*\*The loss of a Monday class on Thanksgiving Day (October 12) will be made up by following a Monday schedule on Saturday November 21.*

## **Late Work**

You MUST be present to begin your assignments in class and turn these assignments in on the assigned due date and at the required time. Official documentation is required if you miss an in-class assignment. If you do not submit the first draft for peer and instructor review, you will receive ZERO on the assignment.

## **Electronic Device Policy**

Only with the instructor's permission are smartphones, tablets, laptops, or other electronic devices allowed to be used during class, such as during workshop classes. If these devices are not permitted for class work, they must be switched off and in your bag or pocket.

## **Attendance Policy**

Each absence results in -1% from your final grade up to a maximum of -5% (five absences). If you are absent more than five classes (excluding workshop days), your instructor may not allow you to continue in the class. Absences on workshop days do not receive the -1%; however, you must have a valid doctor's note in order to make up the assignment and receive a grade. Regular class attendance is essential as all teaching and practices are done in class. Instructors are strict about attendance.

## **Final Examination Policy**

For fall 2015, the established examination period is **Dec.8-22 2015**. The schedule will be available in October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <http://www.registrar.uwaterloo.ca/exams/finalexams.html>).

## **Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

## **Academic Integrity:**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts' grievance processes.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

**Academic Integrity website (Arts):**

[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academic-integrity/>

### **Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

**Turnitin.com:** Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

**Note:** students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See <http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo> for more information.

### **Cross-listed course:**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

## **A respectful living and learning environment for all**

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, you may contact the Renison University College Harassment and Discrimination Officer at [c7mcmillan@uwaterloo.ca](mailto:c7mcmillan@uwaterloo.ca) (519-884-4404, ext. 28723).

SAMPLE



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## **EMLS 129R**

**Fall 2015**

### **Academic Integrity Contract**

EMLS 129R will help you improve your English academic writing. For this course and for all university courses in which you write, you must write with academic integrity. Academic integrity means

- What you write is yours. Although you can discuss the content you will write about with other people, your writing must be your own. You are in this course to improve your writing. If you do not submit your own writing, the feedback you receive will not help you. If you are unsure about what can be considered as “your own words” or “common knowledge,” always ask your instructor for clarification.
- What you write will include citations for outside sources. If you want to *quote*, *paraphrase*, or *summarize* **someone else’s writing or ideas**, you must cite the sources using an acceptable citation system such as APA (as used in this course) or a similar system used in your field of study. When you do cite using APA, you must provide
  - in-text citations and
  - a references page.

I agree that the writing I submit for this course will be my own writing, and I will cite outside sources when I use them.

I am aware that if I break this contract by not writing with academic integrity, I will receive a zero on an assignment, and there will be further consequences.

Student Name: \_\_\_\_\_

Student I.D. Number: \_\_\_\_\_

Course Section: \_\_\_\_\_

Date: \_\_\_\_\_