ENGLISH 109: INTRODUCTION TO ACADEMIC WRITING

Professor: Dr. Marcel O'Gorman
Office Hours: Hagey Hall 258, Tuesdays 1:00-3:00 and by appointment
Phone Extension: 32946
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Lecture Time: Tuesday, 3:30 – 4:20
Tutorial Time:
Tutorial Instructor: ____________________________________________
Office: ____________________ Hours: ____________________________

Required Texts:
Mercury Reader Coursepack. Selected essays.
Broadview Reader Coursepack. Selected essays.

Course Description

This course is designed for students who are already writing at a university level, but who want to improve their skills by learning the techniques and conventions of academic research and writing. Weekly lectures introduce students to critical analysis and research strategies, audience-specific methods of response, dealing with common grammatical errors, documenting sources, organizing ideas, and developing an individual style. To make the most out of these lectures, students should read all relevant sections in the Little, Brown Compact Handbook. Weekly Tutorials provide a working environment for students to put their skills into practice. This course requires an attention to detail and a commitment to developing strong written communication skills that will last a lifetime. The guiding philosophy behind the course is that “good reading leads to good writing.” With this in mind, course readings this term were selected according to the specific theme of “Writing and Reading in a Digital Culture.” All students in this course are asked to read an entire printed work of non-fiction called The Shallows: What the Internet is Doing to our Brains, written by Nicholas Carr. This book will be discussed in the context of other course readings listed above, for which students are also responsible.

Assessment

Summary Essay (15%),
Comparison Essay (20%)
Research Essay (30%)
Grammar Test (15%)
Notes (10%)
Participation and Attendance (10%)
Assignment Descriptions

N.B.: Submit ALL DRAFTS and rough work on the final submission date of each assignment. Bring 4 Copies of 1st draft for peer review dates (see tutorial sessions in schedule).

**Summary Essay** (1st Draft due Jan. 12, Final due Jan. 19, 750 words = 3 typed, double-spaced pages)
- A critical assessment of the content of an article selected from the course pack.

**Comparison Essay** (1st Draft due Feb. 2, Final due Feb. 9, 1000 words = 4 typed, double-spaced pages)
- A comparison/contrast of the article you summarized with any other text on the syllabus.

**Research Essay** (Proposal due March 15, 1st Draft due March 20, Final due March 29, 1500 words = 6 typed, double-spaced pages)
- A research paper that builds on your Summary and Comparison Essays, and draws on at least five research texts (three from syllabus, two from independent research).

**Grammar Test** ♥ Tuesday, February 14 ♥ (during lecture time)
- Based on lectures and on exercises completed in tutorials.

**Notes** (Due Jan. 12, Jan. 26, Feb. 16, March 1, March 8)
- 5 individual responses to 5 course readings, including bibliographical information (using MLA style) and direct transcriptions of the text with page numbers.
- Notes may be rewritten and for grade improvement. No resubmissions after March 29.

**Participation and Attendance** (twice a week for 12 weeks)
- Students are expected to attend classes, arrive on time for each class and participate actively in discussions, workshops, and group work.

Course Policies

**Attendance, Punctuality, and Readiness**
Students are expected to attend all lectures and tutorials, and to arrive on time. You must complete all readings assigned on the schedule, and bring your textbooks with you to each class. Be prepared to participate in discussions, peer-editing sessions, and tutorial exercises. **One percentage point will be removed for each missed class without a doctor's note. Three unexcused absences will result in a failing grade for the course.**

**Submission of Assignments**
This course involves the submission of both drafts and final assignments. The effort you put into the drafts is directly related to the quality of feedback you will receive, and ultimately, to the quality of your final grade. **You must bring 4 copies of your draft on Peer Review Days.** Final assignments are due at the beginning of class on the day they are due, generally during the tutorial session. In special circumstances, you may be asked to submit an assignment via e-mail, in which case it should be saved as a .doc or .rtf document. You might also be asked to submit work at the drop-off box near the English Department mailroom (HH 229).
Academic Integrity
The Faculty of Arts requires all instructors to incorporate the following note on avoidance of academic offenses:

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://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm 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://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm 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://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html Academic Integrity Office (University): http://uwaterloo.ca/academicintegrity/

Accommodation for Students with Disabilities: Note for students with disabilities: The Office for Persons with Disabilities (OPD), 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 OPD at the beginning of each academic term.
## Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lecture TUESDAY</th>
<th>Tutorial THURSDAY</th>
<th>DUE in Tutorial</th>
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<tbody>
<tr>
<td>January 3, 5</td>
<td>- Course Introduction</td>
<td>- Intro. to workshop &lt;br&gt;- Exercise: Taking notes</td>
<td>- Diagnostic Essay completed in tutorial</td>
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<td>January 10, 12</td>
<td>- Reading to Write &lt;br&gt;- Intro to Summary Essay assignment &lt;br&gt;- Read Carr: Prologue, 1, 2, digression</td>
<td>- Peer review of Summary Essay &lt;br&gt;- Discuss Carr</td>
<td>- Draft of Summary Essay &lt;br&gt;- <strong>Bring 4 copies</strong> &lt;br&gt;- Notes 1: Carr</td>
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<td>January 17, 19</td>
<td>- Paragraphs &lt;br&gt;- Read Carr: 3, 4, digression</td>
<td>- Exercise: Paragraphs &lt;br&gt;- Discuss Carr</td>
<td>- Summary Final (15%)</td>
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<tr>
<td>January 24, 26</td>
<td>- Comparison Writing &lt;br&gt;- Intro to Comparison Essay assignment &lt;br&gt;- Read Carr: 5, 6, 7, digression</td>
<td>- Discuss Carr and one other reading in class &lt;br&gt;- Complete comparison table and present to class</td>
<td>- Notes 2: Any essay from <em>Mercury Reader</em></td>
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<td>January 31, February 2</td>
<td>- Grammar: Sentence Parts &amp; Patterns &lt;br&gt;- Read LBCH: 159-246 &lt;br&gt;- Read Carr: 8, 9, digression</td>
<td>- Peer review of Comparison Essay &lt;br&gt;- Exercise: Sentence Parts</td>
<td>- Draft of Comparison Essay &lt;br&gt;- <strong>Bring 4 copies</strong></td>
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<td>February 2, 7, 9</td>
<td>- Grammar: Punctuation &lt;br&gt;- Read LBCH: 247-280 &lt;br&gt;- Read Carr: 10, Epilogue</td>
<td>- Exercise: Punctuation</td>
<td>- Comparison Essay Final (20%)</td>
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<td>February 14, 16</td>
<td>- Grammar Test (15%)</td>
<td>- Grammar Test Review</td>
<td>- Notes 3: Carr</td>
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<td>February 20-24</td>
<td><strong>READING WEEK</strong></td>
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<td>February 28, March 1</td>
<td>- Writing an Argument &lt;br&gt;- Read Johnson: Introduction, Part 2, and anything else that interests you</td>
<td>- Exercise: Comparing arguments of Carr and Johnson</td>
<td>- Notes 4: Johnson</td>
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<td>March 6, 8</td>
<td>- Research Strategies &lt;br&gt;- Visit from Librarian &lt;br&gt;- Read Gee and Gardner (Broadview Coursepack)</td>
<td>- Exercise: Avoiding Plagiarism &lt;br&gt;- Discuss Gee and Gardner</td>
<td>- Notes 5: Any essay from <em>Mercury Reader</em></td>
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<td>March 20, 22</td>
<td>No lecture: <strong>Individual meetings with tutor</strong></td>
<td>No tutorial: <strong>Individual meetings with tutor</strong></td>
<td>Bring Essay Proposal, 1st Draft, and Bibliography to meeting.</td>
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<tr>
<td>March 27, 29</td>
<td>- Course Review</td>
<td>- Submit Research Essay</td>
<td>- Research Essay Final (30%)</td>
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