ENGL 109 (19): Introduction to Academic Writing
Winter 2018

Instructor: Dr. Lamees Al Ethari
Class Times: Tues & Thurs 1:00-2:20
Location: PAS 2086

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Office Hours: Tues & Thurs 11:30-12:30 (By Appointment)

Course Description

ENGL 109 Introduction to Academic Writing: The course will explore a variety of issues in academic writing such as style, argument, and the presentation of information. Frequent written exercises will be required.

Welcome! The course is designed to get you comfortable writing in an academic context. You will learn about differences between forms of academic writing as well as more widely shared ideas about what makes writing good across disciplines. Together, we will study the choices great writers make as they write and the processes they engage in order to create their best work.

We believe that learning to write and read rhetorically takes place over time with meaningful support. In this course, you will receive feedback at multiple stages of the writing process and will have many opportunities to revise your work. You will collect all of your work from the earliest drafts to the most polished texts in a portfolio for the purposes of final evaluation.

Each of you will begin this course with different areas of strength and challenge as writers. Therefore, each of you will each proceed through the course with different areas of focus for the purposes of learning, growth, and development as writers. There is no exact formula for producing good academic writing, no recipe for success that will work every time for every writer. Similarly, there is no exact formula for grading student writing where the work you produce is original (as, indeed, it must be).

Course Objectives

- To help you to think and read critically and communicate effectively
- To learn and practice a variety of strategies for inventing, drafting, and editing texts
- To learn and practice writing in a variety of academic genres
- To learn to write persuasively by effectively employing elements of formal argumentation
- To help you give and receive useful feedback on writing for the purposes of revision
- To learn and practice communicating to a variety of academic audiences.

Required Texts: All course materials will be provided through Learn.
### Schedule

* Please keep in mind that certain topics and discussions may be changed in the schedule due to unseen circumstances or cancellations. Students will be informed ahead of time when such changes take place.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 4</td>
<td>Introduction to the Course</td>
<td>Syllabus &amp; Assignment Overview</td>
<td>In-Class Writing Assignment</td>
</tr>
<tr>
<td>Jan. 9</td>
<td>The Persuasive Essay</td>
<td>- Ruszkiewics and Dolmage Chapters 19, 20, 21 (pp. 334-349)</td>
<td>Group Discussions</td>
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<tr>
<td>Jan. 11</td>
<td>Research Tools</td>
<td>Library Visit: Meet with Rebecca Hutchinson in DC 1568</td>
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<tr>
<td>Jan. 16</td>
<td>Introductions, Theses &amp; Outlines</td>
<td>Swales’ “Three-Move Model for Introductions”</td>
<td>In-Class Activity + Workshop</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>Rhetoric &amp; Academic Writing</td>
<td>- “What is Rhetoric?”</td>
<td>Group Discussions+ In-class Assignment</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Annotated Bibliographies &amp; Summaries</td>
<td>- Knott “Writing an Annotated Bibliography”</td>
<td>Group Discussions</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>Peer Review &amp; Editing</td>
<td>Bring Your Drafts (Annotated Bibliographies)</td>
<td>Workshop</td>
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<tr>
<td>Jan. 30</td>
<td>Understanding Your Audience</td>
<td>“Determining Audience”</td>
<td>Due: Annotated Bibliography 1</td>
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<tr>
<td>Feb. 1</td>
<td>Peer Review &amp; Editing</td>
<td>Bring your Drafts (Introductions)</td>
<td>Workshop +</td>
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<tr>
<td>Feb. 6</td>
<td>The Research Essay</td>
<td>- “How to Write a Research Paper”</td>
<td>Group Discussions</td>
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<tr>
<td>Feb. 8</td>
<td>Developing Your Research Question</td>
<td>Graff, Birkenstein and Durst “Entering the Conversation” / “Planting a Naysayer in your Text”</td>
<td>Due: Essay 1</td>
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<tr>
<td>Feb. 13</td>
<td>3 Minute Thesis Presentations (1)</td>
<td></td>
<td>Group Discussions</td>
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<tr>
<td>Feb. 15</td>
<td>3 Minute Thesis Presentations (2)</td>
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<tr>
<td>Feb. 20</td>
<td>No Class</td>
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<tr>
<td>Feb. 22</td>
<td>No Class</td>
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<td></td>
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<tr>
<td>Feb. 27</td>
<td>Peer Review &amp; Editing</td>
<td>Bring Your Drafts (Introductions and Annotated Bibliographies)</td>
<td>Workshop</td>
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<tr>
<td>Mar. 1</td>
<td>Developing your Analytical &amp; Persuasive Skills</td>
<td>In-Class Group Activity</td>
<td>Due: Introduction + Annotated Bibliography</td>
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<td>Mar. 6</td>
<td>Prof/ Student Conferences</td>
<td>Group 1</td>
<td>Bring Your Drafts</td>
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<td>Mar. 8</td>
<td>Prof/ Student Conferences</td>
<td>Group 2</td>
<td>Bring Your Drafts</td>
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<tr>
<td>Mar. 13</td>
<td>Prof/ Student Conferences</td>
<td>Group 3</td>
<td>Bring Your Drafts</td>
</tr>
<tr>
<td>Mar. 15</td>
<td>Resumes &amp; Personal Statements</td>
<td>Researching Job Postings</td>
<td>Due: Essay 2</td>
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<tr>
<td>Mar. 20</td>
<td>Resumes &amp; Personal Statements</td>
<td>Writing Your Cover Letters</td>
<td>In-Class Writing</td>
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<tr>
<td>Mar. 22</td>
<td>Applying What You Have Learned</td>
<td>Bring an Article from Your own Field</td>
<td>In-Class Writing</td>
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<tr>
<td>Mar. 29</td>
<td>Applying What You Have Learned</td>
<td>Reviewing Samples and Analyzing Arguments</td>
<td>Group Discussions</td>
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<tr>
<td>Apr. 3</td>
<td>Overview &amp; Conclusions</td>
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<td>Due: Portfolio</td>
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**Useful Sources:**


- You can also find other online sources on academic writing on the UW Library website.


- http://writingcommons.org/

- https://owl.english.purdue.edu/owl/
Brief Assignment Descriptions and Grade Distribution:

Please Note: All assignments MUST be submitted on the due date. Please contact the instructor before the due date, if you are unable to submit your work on time. Keep in mind that late assignments will have a late penalty of 5% per day.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Participation + quizzes</td>
<td>10</td>
<td></td>
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<tr>
<td>Attendance</td>
<td>10</td>
<td></td>
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<tr>
<td>Annotated Bibliography 1</td>
<td>10</td>
<td>January 30</td>
</tr>
<tr>
<td>Essay 1</td>
<td>15</td>
<td>February 8</td>
</tr>
<tr>
<td>3 Minute Thesis Presentation</td>
<td>10</td>
<td>February 13 + 15</td>
</tr>
<tr>
<td>Introduction Essay 2</td>
<td>5</td>
<td>March 1</td>
</tr>
<tr>
<td>Annotated Bibliography 2</td>
<td>10</td>
<td>March 1</td>
</tr>
<tr>
<td>Essay 2</td>
<td>20</td>
<td>March 15</td>
</tr>
<tr>
<td>Portfolio</td>
<td>10</td>
<td>April 3</td>
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Participation and Attendance:

For a full participation mark, students are required to actively participate in group discussions and workshops.

- **In-Class Assignments:** You will be required to write a paragraph length assignment in almost every class. The assignment may be a response to an article we read, a summary of an article excerpt, or a short critical analysis of your colleague's work. Please have a pen/pencil and paper with for all our classes.

- **Group Discussions:** The class will be divided into small groups responsible for answering and discussing a certain topic assigned to them. The group is required to present feedback to each other and to the instructor on the main points discussed in written form.

Participation and attendance in this course are required and non-negotiable. To receive full marks for participation, you will need to participate fully in both large and small group discussions and in workshops. If you feel anxiety about formal or informal public speaking, please meet with your instructor in the first week of class to discuss accommodations. Generally speaking, such accommodations may include weekly goals for increasing participation over the course of the term and alternative forms of participation. Failure to participate without having arranged for accommodations or without meeting the requirements of your arranged accommodation will result in deductions to your grade. Students MUST attend a total of 20 classes for a full attendance mark.

Annotated Bibliography: This assignment will help you prepare the research you need to support your essays. Each student will be required to choose 4 references for research and summarize each reference in 150-200 words. We will work together on choosing the sources and reviewing drafts. A sample annotated bibliography and sources to help with formatting will be provided on Learn.
Introduction Paragraph: Introductory paragraphs present the background information of your essay topic and identify your research/thesis statement to your readers. You will be divided into pairs and/or groups and you will have the chance to discuss your ideas with other students in order to get constructive feedback before handing in a final draft. Your introduction should also be accompanied by an Outline: the outline will enable you to organize the structure of the essay and present your main points clearly and effectively. Sample outlines and sources to help with formatting will be provided on Learn.

Essay 1- Persuasive Essay: The idea of this essay is to convince your readers of your point of view by using logical and supported arguments. Topics should be discussed with me before hand. Further information will be provided during the course and on LEARN. We will work together in groups and one-on-one throughout the course to ensure that you successfully develop your writing skills. The length of the essay should be no more than 4 pages, double-spaced, and the font size and style are 12 / Times New Roman.

Essay 2- Research Essay: This essay will help you expand and develop your research skills. We will discuss the steps for writing a successful research essay and you will learn to organize your ideas and critically approach different topics through analyzing, writing, and proofreading your work repeatedly. Topics for this essay will be provided on LEARN later in the course. If you would like to write about a particular topic, please discuss it with me first. The second essay should be no more than 7 pages in length, double-spaced, and the font size and style are 12 / Times New Roman.

3 Minute Thesis Presentations: Students will present a summary of their thesis statements and arguments to the class within 3 minutes. They will also provide one slide that reflects the topic of their argument.

The Final Portfolio: Your portfolio should include all the writing assignments and drafts that you have produced over the course, even those with feedback from your peers. In addition, you will be required to revise one of your marked essays.

The Author’s Note (400-500 words): Students are required to include an Author’s Note that concisely describes their personal writing process throughout this course. More information will be provided throughout the course.

Resources for Students

The following sources will be provided through links on the LEARN course website for your section:

- Student Success Office <https://uwaterloo.ca/student-success/>, providing workshops, study sessions, and online resources in the areas of academic performance, study skills, and stress management

- The Writing and Communication Centre, <https://uwaterloo.ca/writing-and-communication-centre/> provides one-on-one consultations, tutorials, and drop-in sessions to support student writing and related assignments.

The Centre works across all faculties to help students clarify their ideas, develop their voices, and write in the style appropriate to their disciplines. Writing Centre staff offer one-
on-one support in planning assignments and presentations, using and documenting
research, organizing and structuring papers, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for
quick questions or feedback. To book a 50-minute appointment and to see drop-in hours,
visit https://uwwaterloo.mywconline.com. Group appointments for team-based projects,
presentations, and papers are also available.

Please note that writing specialists guide you to see your work as readers would. They can
teach you revising skills and strategies, but will not proof-read or edit for you. Please bring
hard copies of your assignment instructions and any notes or drafts to your appointment.

University Policies

Academic Integrity: In order to maintain a culture of academic integrity, members of the
University of Waterloo community are expected to promote honesty, trust, fairness, respect and
responsibility. For more information please see
http://uwwaterloo.ca/academicintegrity/Academic_Integrity/index.html

Please read this very clear and helpful document: “Avoiding Academic Offences:
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing
academic offenses, and to take responsibility for his/her actions. A student who is unsure whether
an action constitutes an offense, or who needs help in learning how to avoid offenses (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

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

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 OPD at the beginning
of each academic term. For more information, see
http://www.studentservices.uwaterloo.ca/disabilities