ENGLISH 109-024: INTRODUCTION TO ACADEMIC WRITING
Mondays & Wednesdays, 2:30pm to 3:50p in SJ2 2007

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Course Description

Introduction to Academic Writing introduces you to the foundational concepts and skills necessary to take on many of the writing tasks you are likely to encounter in an academic context. In this course, we focus on writing as inquiry, practice, and process. Inquiry, as our textbook emphasizes, is more about what drives our questions rather than providing the “right” answer. Practice means we write a lot. And process recognizes that writing is refined and sharpened in stages: brainstorming, drafting, and revising, revising, revising.

By the end of this course, you will learn how to

- convey motivation and ideas clearly and persuasively in written form
- develop a structure that supports rhetorical goals
- apply literary techniques to nonfiction writing genres
- construct persuasive, audience-sensitive arguments
- conduct, evaluate, synthesize, and incorporate research
- revise your own work and respond to peer writing

Required Text: The Curious Writer by Bruce Ballenger, 2017, 5th “concise” edition. (There is also a “brief” edition so make sure you obtain the correct one!) Readings will be posted on LEARN.
**Participation (7.5%)**

Getting full marks for participation is relatively easy, but it requires more than just showing up. Excellent participation is demonstrated when

- you arrive on time (and you don’t leave early)
- you have done the readings before class and are prepared to discuss them
- you finding something thoughtful and relevant to say in every class
- you encourage a positive class environment
- you avoid distracting behaviour (texting, talking, using social media, sleeping etc.).

**In-Class Activities (7.5%)**

In nearly every class there will be low-stakes in-class activity that is meant to prepare you for the higher-stake assignments. These activities might take the form of free writing exercises, worksheets, peer review sessions, and/or pop quizzes on the assigned readings.

These activities will be collected at the end of every class and evaluated as follows:

- Check plus (✓+) indicates “A” work. Work is thoughtful, detailed and well-written. (3pts)
- Check (✓) indicates “B” work. Work may lack detail or depth. (2pts)
- Check minus (✓-) indicates “C” work. Work may be hurried and/or underdeveloped; may not follow directions; and/or may demonstrate substantial weakness in key areas. (1pt)
- No check (✗) may also be earned if the work is gibberish or fails to address the question. (0pts)

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<tr>
<th>Evaluation</th>
<th>Percentage</th>
<th>Due Date*</th>
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<tr>
<td>Participation</td>
<td>7.5</td>
<td>Ongoing</td>
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<tr>
<td>In-class activities (in-class writing, peer reviews, and pop quizzes)</td>
<td>7.5</td>
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<tr>
<td>Personal Essay (1200-1500 words)</td>
<td>20</td>
<td>Monday, February 5</td>
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<tr>
<td>Proposal (2 ss pages) w/ annotated bibliography (4 annotations, 100-150 words each)</td>
<td>20</td>
<td>Monday, February 26</td>
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<tr>
<td>Persuasive Essay (1200-1500 words)</td>
<td>25</td>
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<td>Job Application Package</td>
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<td>Wednesday, April 4</td>
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<td>Oral Presentation (3-4 mins) and written analysis (500-750 words)</td>
<td>10</td>
<td>Wednesday, April 4</td>
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*Please check most recent course schedule and/or class announcements for any changes to the due dates indicated here.
Personal Essay (20%)

In this essay, you will draw upon a specific personal experience that could be described as your “aha!” moment. The experience might be an epic life event or the slightest of memories; whatever the case, it allowed you to discover something (big or small) about yourself, about others, or about the world you live in. Counterintuitively, the goal is to not so much about relaying the experience itself or even the newly acquired wisdom. Instead, your essay should pull back the veil on the struggle and process of discovery. Finally, you will apply principles of literary writing and narrative structure in order to shape an essay that engages a universal audience.

Research Proposal & Annotated Bibliography (20%)

Your proposal should outline a well-defined and contextualized problem of social significance; a feasible solution(s) to the problem; a research question(s) that drives investigation; how you will go about trying to answer your research question (methodology); and a reference list in the form of an annotated bibliography.

An annotated bibliography provides a quick summary of the key arguments and/or relevant ideas in a source. You will prepare four annotations based on four sources that you might use in your persuasive essay. Two sources must be scholarly/peer-reviewed sources, while the other two may be any credible and reputable sources (e.g. magazines, news sites, blogs, primary sources, videos, podcasts etc.)

Think of this assignment as an action plan for your persuasive essay based on preliminary ideas and research. As you engage in more in-depth research, your ideas are sure to develop and sharpen.

Persuasive Essay (25%)

In this assignment, you will write an essay that addresses the problem you outlined in your proposal. Not only must you convince your reader that the problem is of import, but that the solutions you present are beneficial, feasible, and worthy of serious consideration.

Job Application (10%)

For this assignment, you will prepare a cover letter and resume for a specific job posting that you are qualified for. Although the particular requirements of this genre might vary by profession, this assignment will develop your ability to write persuasive, audience-specific messages that are sure to be valuable in your professional careers.
Oral Presentation (10%)

Working in groups of two or three, you will present an analysis of a social phenomenon or cultural object (trend, hashtag, image, event, movie/television show, brand etc.) that was significant in 2017. In a 3-4 min presentation, you will summarize and contextualize the phenomenon/object, and then present an interpretation and analysis of its purpose—what ideas are being promoted and why do they matter? Your presentation should include a short 450-600 word written essay on your analysis.

Grading Scale

“A” work (83-100%) is earned when student produces work that is creative, original, and exceeds expectations. Writing is compelling, persuasive, and mostly error-free. Student frequently advances class discussion through thoughtful, substantive insights grounded in a strong understanding of the material; student fosters a positive classroom environment that encourages peer engagement.

“B” work (72-82%) is earned when student produces work that is good and meets expectations. Student consistently applies techniques and principles introduced in class. Writing in this category may take a more conventional approach which at times engages the reader but rarely offers new or in-depth insight; few errors do not undermine the overall integrity of the work. Student regularly contributes to class discussion and fosters a positive classroom environment.

“C” work (62-71%) is earned when student produces work that is adequate. Writing meets minimal expectations. Writing tends to be underdeveloped and confusing at times; writing indicates little effort to apply techniques and principles introduced in class; a moderate number of errors undermine the overall integrity and/or comprehension of the work. Student participates infrequently, may miss a moderate number of classes, and/or may often come to class unprepared.

“D” or “F” work (0-61%) is earned when student produces work that does not meet minimal expectations. Writing shows little to no effort to apply strategies and principles introduced in class; writing is mostly unclear and confusing; a frequent number of errors undermine the overall comprehension of the work. Student never/rarely contributes to class discussion, often misses classes, and when they are in class, are often unprepared. Student may also foster a distracting classroom environment on a regular basis.
Submitting Assignments

All assignments must be submitted as a hard copy in class and on LEARN dropbox. Do not slide any work under my office door unless you have permission to do so. You may submit assignments electronically until midnight of the due date. However, you must still submit a hard copy by the next class.

Please ensure your assignments meet the following requirements:

- Time New Roman (or something similar e.g. Arial). 11/12 pt.
- Line spacing at 1.5 or 2.0 (unless otherwise indicated e.g. cover letter, resume, proposal use single spacing at 1.15)
- 1” margins
- Indented or block paragraphs are fine, just be consistent.
- Include page numbers
- At the top of the first page, include your first and last name, student number, date, and word count (starting from the title and not including any reference list). No title page needed.
- Staple pages (if not stapled, please make sure your name is part of the header)

Policy for Late Assignments & Attendance

Assignments submitted after the midnight of the due date will result in a **2% per day** penalty.

Exceptions and/or extensions may be requested if there is a medical issue for which you have a doctor’s note. All other circumstances will be evaluated on a case by case basis. Please note, there is no guarantee that your situation will warrant an accommodation. Prompt communication in advance of an absence demonstrates professional courtesy and good sense. However, prior notification does not ensure that your absence, tardiness, or late work will be excused.

Electronic Device Policy

Students may use electronic devices (laptops, tablets, phones etc.) for class-related activities only (i.e. note-taking, group projects, conducting research, LEARN etc.). Electronic devices used for any other purpose is rude, distracting and simply not permitted. The instructor reserves the right to request electronic communication to be turned off and put away at any time. Repeat instances of inappropriate use of electronics in the classroom will negatively affect your participation grade.

Recording or photographing any part of a classroom lecture/activity is not permitted unless you’ve been given special permission. All power point slides will be available on LEARN.
Email

Important announcements and course information will sometimes be sent via email or posted on LEARN. It is the students’ responsibility to ensure that they are checking their email and LEARN site frequently for such information.

I aim to answer all email inquiries within 24hrs on a weekday and 48hrs on the weekend; please plan your email queries accordingly.

Learning Accommodations

If there are any accessibility concerns or accommodation requests you might have, please speak with me at the beginning of the term or whenever you become aware your needs.

For more formal arrangements, and access to a range of other services, contact the AccessAbility Services office, located on the first floor of the Needles Hall (NH 1401, ph. 519-888-4567 ext. 35082). AccessAbility Services 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. For more information visit their website at https://uwaterloo.ca/accessability-services/

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. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.

A note about plagiarism. According to UWaterloo policy definitions, plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes.

Plagiarism includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, material on the internet, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, and computer code/software.

Examples of plagiarism include, but are not limited to:

- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts without appropriate acknowledgment in any academic assignment
- Using another’s data or research findings without appropriate acknowledgement
• Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
• Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks
• Submitting a take–home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else
• Failing to cite oneself when permission has been given to make use of one’s earlier work

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. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

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 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

The Writing and Communication Centre

The Writing and Communication Centre works with students as they develop, draft, and revise their ideas. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, 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
www.uwaterloo.ca/writing-and-communication-centre. Group appointments for team-based projects, presentations, and papers are also available.

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

Counselling Services

From transition to university life, to changes in expectations, to relationships, there are a lot of reasons you might seek help for your mental health. 1 in 5 Canadians experience a mental health concern in their lifetime. You are not alone.

Counselling Services offers a variety of confidential services at no charge to University of Waterloo students who are currently registered or are on a co-op term. Mental health professionals are here for you and interested in helping you through whatever you are experiencing. Their regular hours are Monday to Friday 8:30 a.m. to 4:30 p.m; they are located in Needles Hall Addition on the 2nd Floor. Our phone number is 519-888-4567 ext. 32655.

Individual appointments: Emergency appointments are available during our regular hours and are provided to any student who is at immediate risk of self harm or harming someone else, or has recently experienced a trauma. Regular booked appointments can be made and scheduling depends on the urgency of your needs. When you meet with a counsellor they will listen to your concerns and develop a plan that suits your individual situation and needs. Walk-in appointments are available each Wednesday and Thursday between 11:30 a.m. and 3:30 p.m. These appointments are 90-minutes in length and are focused on finding you practical solutions for your most pressing concern.

Coping Skills seminars: Coping Skills seminars are 1-hour seminars that focus on cultivating resilience, challenging thinking, managing emotions, and changing behaviour. They are offered a variety of times per term and can be registered for on LEADS. You can also view them online.

More information about all of our services can be found at: https://uwaterloo.ca/campus-wellness

Student Success Office

The Student Success Office provides a range of academic and personal development services, resources for international students, as well as study abroad and exchange support. They work closely with campus partners to create a vibrant experience for students from their first days at Waterloo, right to convocation. The SSO is located in South Campus Hall, second floor. Office hours are Monday, Wednesday and Friday, 8:30 a.m. - 4:30 p.m.; and Tuesday and Thursday, 8:30 a.m. - 6:00 p.m.

Their services include:
**Academic Skill Building Workshops:** Register for an activity based workshop to learn how to take better notes, improve your time management skills or explore new study strategies.

**Success Coaching:** Connect with a success coach and book a one-on-one appointment to explore new learning strategies and resources that you can use to achieve your academic goals.

**Student Leadership Development:** Explore and enhance your leadership abilities in this series of workshops. Complete all 12 before convocation to receive an e-certificate sign by the University president and associate provost, students.

**International Student Advising:** An experienced and dedicated team of advisors are happy to assist you during your time at the University of Waterloo. All of our International Student Advisors are Regulated Canadian Immigration Consultants with the Immigration Consultants of Canada Regulatory Council. All consultations with the International Student Advisors are confidential.