Instructor Information

Instructor: William Fast  
Office: PAS 2217  
Office Hours: Tues and Thurs 10:00 - 11:00 pm or by appointment  
Email: wfast@uwaterloo.ca

Dear Student

The purpose of English 109 is to help you develop your abilities as a writer. I will help you to think critically and communicate effectively. You will learn and practice a variety of strategies for inventing, drafting, and editing texts written in different genres and for different audiences. Through this work you will learn ways to adapt your writing to different situations so that you can more effectively and more powerfully communicate. This course will prepare you to succeed throughout your academic career, regardless of your discipline.

To facilitate this learning, I will assign reading and writing assignments that will ask you to study and reflect on personal, academic, and civic contexts. You will be encouraged to think critically about your place in the world and the ways you can best negotiate it as a writer and reader.

In addition, because I value learning as a social activity and thus recognize that writers and readers learn from one another, much of your work in English 109 will involve different kinds of collaboration, including small group workshops and discussions.

Finally, I believe that writing is an important process that takes place over time; you will therefore revise your work multiple times, as you will produce your best work only through using peer and instructor feedback to effectively revise.

How to succeed in ENGL 109: come to class, participate, work hard, revise your writing as much as you possibly can, come to me when you need help, help your peers (and learn from that process), take risks, and be original.

Required Text

Course Goals and Learning Outcomes

English 109 is designed to:

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

Accommodations

We will all need some accommodations in this class, because we all learn differently. If you need specific accommodations, let me know. I will make an effort to ensure that all students have multiple means of accessing class information, multiple ways to take part in class activities, and multiple avenues for being assessed on class work. The University of Waterloo has a long-standing commitment to support the participation and access to university programs, services, and facilities by persons with all types of disabilities. All students who have a permanent disability as well as those with temporary disabilities have the right to what UW calls “AccessAbility Services.” To register for these services, you must provide documentation from a qualified professional to verify your disability. Please contact them at 519-888-4567 ext. 35082 or drop into Needles Hall 1132 to book an appointment to meet with an advisor to discuss their services and supports.

Standard of Work

This is a University-level course, and you are expected to be comfortable with the mechanics of writing; that is, to understand and use proper grammar, syntax, and punctuation in order to communicate effectively. The course textbook, How To Write Anything offers guidelines and activities to help you with these mechanics. If you need extra assistance with the basics of writing, it is your responsibility to come to office hours or make an appointment for extra help.

Response and Evaluation

You will write two major essays and do a group presentation in this class, and this work will represent the bulk of your course grade. For each essay, you will receive a partial grade when you first hand it in. You will then revise these papers using peer and instructor feedback to improve the writing and resubmit them for the remainder of your grade. You will always receive extensive comments on your papers to give you a sense of what you need to revise for the final versions. For the presentation, you will be
graded in much the same way as on essays, but you will present your argument orally rather than submitting an essay; as such, you will not be allowed to redo presentations. You will also be evaluated on a few short writing assignments (about two per unit). If this work is completed satisfactorily, you will receive a high grade. Doing this work also prepares you to do well on your major assignments.

Participation is assessed based not merely on attendance, but on your investment in class activities and discussion, and your ability to respect and work well with others. You are expected to write a lot, and to engage in group-work and discussions.

Please come speak with me if you have questions about your progress in the class. Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to consider new perspectives, to revise and rethink, and to take risks.

Grade Breakdown

Evaluation Essay First Draft 10%
Evaluation Essay Final Draft 15%
Analysis Essay First Draft 10%
Analysis Essay Final Draft 15%
Argument Presentation 20%
Presentation Write-up & Works Cited 5%
Short Writing Assignments 5%
Participation 20%

Rights and Responsibilities

Every member of this class— instructor as well as students— has rights and responsibilities to ensure a pleasant and productive experience for all. We are all answerable to University policies governing ethical behaviour (Policy 33) and academic integrity (Policy 71), as well as to those outlining grievance or dispute procedures (Policy 70). Here are some more specific expectations for this course:

Students will:
• be familiar with the university policies that govern their behaviour
• attend all scheduled classes and arrive prepared, with assigned reading and writing completed
• be active participants in their own learning, and respect the rights of others to learn
• give thoughtful consideration to instructor feedback on written and oral work

Instructor will:
• be familiar with the university policies that govern their behaviour
• attend all scheduled lectures and tutorials
• be available for consultation in person and over email as per stated policies
• return short assignments within one week, and longer assignments within 2 weeks
• provide helpful and respectful feedback on student work
Your essay grades will be based on the following criteria:

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<th>Grade</th>
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<td>A</td>
<td>Superior essays will demonstrate originality and rhetorical sophistication that go beyond the requirements. An essay at this level is well-edited and consistently shows a clear, connected sense of audience, purpose, and development. The writer is able to analyze his or her own writing, reflect on it, and has revise/rewritten accordingly. The writer understands what their strengths and weaknesses are and works to challenge their self. This writer takes risks that work.</td>
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<tr>
<td>B</td>
<td>In strong essays, the writing succeeds in meeting its rhetorical goals in terms of audience, purpose, and genre conventions without need for further major revisions of purpose, development, audience, or writing style/mechanics. The writer is able to reflect on her or his own writing and make some choices about revision. The student understands what their strengths and weaknesses are and works to challenge their self. This writer takes risks, although they may not all be successful.</td>
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<td>C</td>
<td>Satisfactory essays meet the basic requirements, yet the writing would benefit from further revisions of purpose, development, audience, or writing style/mechanics (or some combination) and a stronger understanding of rhetorical decision-making. The writer composes across tasks at varying levels of success with only superficial revision. The student shows some understanding of academic writing. The writer has taken some risks in writing and exhibits some style, although the risks may not always pay off and the style is often flawed.</td>
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<td>D</td>
<td>Weak essays do not fully meet the basic evaluative standards. Such essays are brief and underdeveloped. These texts show a composing process that is not yet elaborated or reflective of rhetorical understanding. These texts generally require extensive revisions to address problems with purpose, development, audience, and/or writing style and mechanics. The student is not yet prepared to succeed as a University-level writer.</td>
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<tr>
<td>F</td>
<td>Unacceptable essays exhibit pervasive problems with purpose, development, audience, or writing style/mechanics that interfere with meaning and the reader's understanding. Unacceptable essays are often incomplete (i.e. they do not meet the minimum page requirements or fulfill the goal of the assignment). An essay will also earn an F if it does not represent the writer's own original work. Any student who fails to submit even one of the major assignments will fail the course.</td>
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Your participation grade will be based on the following criteria:

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<td>A</td>
<td>Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through his/her verbal, electronic, and written contributions. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, thorough, specific, and often provide other student writers with a new perspective or insight.</td>
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<tr>
<td>B</td>
<td>Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful,</td>
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Specific, and helpful.

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<tr>
<td>C</td>
<td>Satisfactory participation demonstrates consistent, satisfactory written and verbal work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshop or conferences, suggestions to group members are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.</td>
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<td>D</td>
<td>Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, disrespectful, or far too brief and general to be of help.</td>
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<tr>
<td>F</td>
<td>Unacceptable participation shows ineffectual written and verbal work. The student may be excessively late, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive. <strong>Students who miss more than two classes (lectures or workshops) are in danger of achieving a failing participation grade.</strong></td>
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**Your short-writing grade will be based on the following criteria:**

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<tr>
<td>A</td>
<td>All assignments were completed and submitted on time. The writing is well-developed, original, and succeeds in mastering new techniques and knowledge. The writing shows risks that work.</td>
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<tr>
<td>B</td>
<td>The writing has been done with considerable care and attention. It is developed and detailed. All assignments were completed and submitted on time.</td>
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<tr>
<td>C</td>
<td>The writing is acceptable. The student needs to spend more time or thought on the assignment. One or more assignments were not completed or submitted on time.</td>
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<tr>
<td>D</td>
<td>The writing is unacceptable. It may be unfinished, inappropriate to the assignment, or written in class. One or more assignments were not completed or submitted on time.</td>
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<tr>
<td>F</td>
<td>The student did not turn in any writing.</td>
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**Note:** There will be no exam in this class.

**Course Policies**

**Late Work**

Late papers (major assignments) will be penalized 5% per day late. All major papers must be completed – **you will fail the class if the presentation or either of the major papers are not completed and submitted, however late.** You must also complete all other reading and writing assignments on time. Short-writing assignment submitted late will be accepted, but will work against your short-writing grade. Check the syllabus for all due dates.
Absences
You must attend all classes. Attendance will be taken at all class sessions. Students who miss more than two classes are in danger of a failing participation grade. Always bring your course book How To Write Anything to class, as we may use them even when there was no reading assigned as homework in the previous class.

Course Concerns
If you are experiencing problems with the course or with the marking, you should first discuss your difficulties with the instructor. Students who believe that they have been wrongfully or unjustly treated or penalized have the right to grieve; refer to Policy #70, Student Grievance: http://www.adm.uwaterloo.ca/infosec/Policies/policy70.html. 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 http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Academic Honesty
All students registered in courses in the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (on the Web at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html).

If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean. Students seeking guidance on academic honesty are urged consult the following page of the Arts Faculty Web site, “How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors” (http://watarts.uwaterloo.ca/~sager/plagiarism.html). Plagiarism or copying other people’s style or ideas and claiming them as your own is a serious academic offense. Any incident of plagiarism will automatically cause a paper to fail, could cause you to fail the course, and will be reported to the Dean’s office. For each major assignment you submit, you will also sign and submit an “Academic Honesty Contract.”

Procedural Basics
All major assignments must be typed. Use MLA format for all written work (see HTWA for guidelines): Times New Roman, 12pt. Font, one inch margins, numbered pages, and so on. Keep copies of all your work, as hard copy and electronically. When we will be peer-reviewing writing in class, you are expected to bring 4 copies of your essay to class with you. Save everything. Save peer review comments, pre-writing, all in-class work, and every draft of your essays, with instructor comments. Assignments which are not correctly
formatted (within reason) will be promptly returned ungraded, and the assignment will be considered late.

Classroom Etiquette
We want the classroom environment to be a positive one for everyone. Together we will create a space that promotes respect, positive discussion, and the free exchange of ideas. If asked to bring work to class, you must bring a hard copy unless told otherwise.