English 109: Introduction to Academic Writing  
(Winter 2018, Section 026)

Date/Time: Tuesday & Thursday, 11:30am – 12:50pm  
Location: QNC 1506

Instructor: Dr. Stephen Fernandez  
Office: HH 262  
Hours: Tuesday & Thursday, 1:30pm – 2:30pm, or by appointment  
Email: sffernan{at}uwaterloo.ca

1) Course Description

This course deploys a workshop format that seeks to acquaint you with the genres, conventions, mechanics, and skills of writing that are required in a variety of academic contexts and disciplines, and may be applicable to various business and professional settings. You will also learn about the influence of rhetoric on the ways in which we read and write, and do so by gaining an appreciation of how the use of language in writing can shape an audience’s perception and reception of our message. Writing is more than a straightforward translation of our thoughts and ideas into a string of words on the page. Good writing takes place through dialogical relationships with different audiences, texts, and contexts. Through writing, we enter into a conversation with existing texts and with other writers, including our peers. Since writing is essentially a social performance, we will share and discuss our writing with others, and learn to provide constructive feedback on their writing. In turn, we will also learn how to process feedback on our writing by reflecting critically on the comments that we receive and devising productive approaches that will facilitate the revision of our work. For this reason, the writing assignments in this course will follow an iterative process that involves peer-review exercises and individual conferences with the instructor. Consequently, this process will teach you how to revise your early drafts into a final, polished paper that showcases your best writing.

2) Course Objectives

- To help you to think critically and communicate effectively  
- To learn to read critically and rhetorically  
  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 constructive feedback on writing that will facilitate a productive revision process  
- To learn and practice communicating to a variety of academic and professional audiences.
3) Recommended Text


4) Accommodations for Students with Disabilities

The AccessAbility Services 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 Access Ability Services office at the beginning of each academic term. You can contact the office at 519-888-4567 ext. 35082 or drop by Needles Hall Room 1132 to book an appointment to meet with an advisor to discuss your services and supports.

Students with physical disabilities, learning disabilities, or mental and behavioural health concerns are strongly encouraged to find out what accommodations are available to them. You are also welcome to come to me as early as possible to discuss ways that I can better accommodate your particular learning needs. If you do not have a documented disability, there are other means of support, including the Writing Centre and Counselling Services on campus.

5) Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Jan 4</td>
<td>Course Introduction</td>
<td>Reviewing LEARN site</td>
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<tr>
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<td>Writing in the Digital Age</td>
<td>In-Class Exercise: How to Write with Emojis?</td>
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<td>Jan 9</td>
<td><strong>Unit 1</strong>: Writing a Narrative</td>
<td>Read: Anton Chekhov’s “The Looking Glass”</td>
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<td>Chapter 1, “Narrative”</td>
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<td>Jan 11</td>
<td>Introduction to Editing and Peer Review</td>
<td>Read: Chapter 36, “Peer Editing”</td>
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<td>Jan 16</td>
<td>In-Class Peer Review of Draft Narrative</td>
<td><strong>Bring Draft</strong> of Narrative to Class</td>
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<td>Jan 18</td>
<td>In-Class Revision of Draft Narrative</td>
<td>Read: Chapter 35, “Revising Your Own Work”</td>
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<td>Date</td>
<td>Topic</td>
<td>Activity/Assignment</td>
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<td>Jan 23</td>
<td><strong>Unit 1 Writing Workshop</strong></td>
<td>Individual Conferences with Instructor</td>
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<td>Jan 25</td>
<td><strong>Reflections on Unit 1</strong></td>
<td><strong>Assignment 1: Narrative</strong> Due on LEARN</td>
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<td>Jan 30</td>
<td><strong>Unit 2: Rhetorical Analysis</strong></td>
<td>Read: Chapter 8, “Rhetorical Analyses”</td>
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<td>Chapter 20, “Smart Reading”</td>
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<td>In-Class Exercise: Write a 150-word analysis of “Digital Natives, Digital Immigrants”</td>
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<td>Feb 1</td>
<td>Rhetorical Analysis: Audience, Purpose, Context</td>
<td>Read: Marc Prensky’s “Digital Natives, Digital Immigrants”</td>
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<td>In-Class Exercise: “Audience, Purpose, Context”</td>
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<td>Feb 6</td>
<td>Finding a Topic for Rhetorical Analysis</td>
<td>In-Class Exercise: Exploring Potential Topics</td>
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<td>Feb 8</td>
<td>In-Class Peer Review of Draft Rhetorical Analysis</td>
<td><strong>Bring Draft</strong> of Rhetorical Analysis to Class</td>
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<td>Feb 13</td>
<td>In-Class Revision of Draft Rhetorical Analysis</td>
<td>Read: Chapter 35, “Revising Your Own Work”</td>
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<td>Feb 15</td>
<td>Reflections on Unit 2</td>
<td>Assignment 2: Rhetorical Analysis Due on LEARN</td>
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<td>Feb 20</td>
<td><strong>Reading Week – NO CLASS</strong></td>
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<td>Feb 22</td>
<td><strong>Reading Week – NO CLASS</strong></td>
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<td>Feb 27</td>
<td><strong>Unit 3: Argumentative Essay</strong></td>
<td>Read: Stefan Casso, “Worth the Lie”</td>
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<td>Exploring Different Forms of Argumentation</td>
<td>Chapter 3, “Arguments”</td>
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<td>- Argument to Advance a Thesis</td>
<td>Recommended Reading: Matt Bors, “Can We Stop Worrying About Millennials Yet?”</td>
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<td>- Exploratory Argument</td>
<td>In-Class Exercise: Crafting a Working Argument</td>
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<td>- Refutation Argument</td>
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<td>- Visual Argument</td>
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| Mar 1  | Brainstorming Exercise: Finding a Topic             | Read: Chapter 19, “Brainstorming”  
In-Class Exercise: Brainstorming possible topics; Crafting a Working Argument |
| Mar 6  | Crafting an Argument: Revision and Submission       | In-Class Exercise: Self-Review – Considering Alternate Points of View  
**Assignment 3a: Working Argument Due on LEARN** |
| Mar 8  | Annotated Bibliography I: Selecting and Evaluating Secondary Sources | Read: Chapter 11, “Annotated Bibliographies”; Chapter 37, “Beginning Your Research”; AND Chapter 38 “Finding Print and Online Sources”  
In-Class Exercise: Draft Annotated Bibliography |
| Mar 13 | Annotated Bibliography II: Integrating and Documenting Secondary Sources | Read: Chapter 41, “Annotating Sources”; Chapter 44 “Incorporating Sources into Your Work”; AND Chapter 45 “Documenting Sources”  
**Assignment 3b: Annotated Bibliography Due on LEARN** |
| Mar 15 | Completing the Annotated Bibliography              | **Assignment 3c: Final Draft of Argumentative Essay Due on LEARN**                     |
| Mar 20 | Incorporating the Annotated Bibliography into Draft Argumentative Essay | Bring Draft of Argumentative Essay to Class                                      |
| Mar 22 | In-Class Peer Review of Draft Argumentative Essay – Session I | Bring Draft of Argumentative Essay to Class                                      |
| Mar 27 | In-Class Peer Review of Draft Argumentative Essay – Session II | Individual Conferences with Instructor                                      |
| Mar 29 | Final Class: Course Overview and Evaluation         | Assignment 3c: Final Draft of Argumentative Essay Due on LEARN                     |
6) Evaluation and Assignments

Participation (Including In-Class Writing Exercises) 20%
Assignment 1: Narrative (500 words) 15%  (Due: Jan 25 on LEARN)
Assignment 2: Rhetorical Analysis (500 words) 15%  (Due: Feb 15 on LEARN)
Assignment 3: Argumentative Essay
  3a) Working Argument 5%  (Due: Mar 6 on LEARN)
  3b) Annotated Bibliography 15%  (Due: Mar 15 on LEARN)
  3c) Final Draft (800-1000 words) 30%  (Due: Mar 29 on LEARN)

*Note: Late Assignments will incur a penalty of 2% for every day beyond the due date.

7) 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 a student is deemed to have committed academic misconduct, 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 (UW):** http://uwaterloo.ca/academicintegrity/
8) Writing Assignment Descriptions

Assignment 1: Narrative

For the Narrative Assignment, you will explore narrative strategies that are useful for telling a story about yourself, your thought and ideas, as well as the way in which you perceive and interpret a particular situation or past experience.

Read the assigned short story, “The Looking Glass”, by the twentieth-century Russian author Anton Chekhov. As you read the story, make sure to take notes along the margins. While making these annotations, pay attention to word choice, sentence structure, the development of the plot or storyline, how the setting is being rendered, and any interesting information about the characters depicted in the narrative. You should also examine the various allusions (references) to external events and contexts as well as significant individuals who existed in Chekhov’s lifetime.

Once you have completed your annotations and identified the most important features of “The Looking Glass”, you may proceed to think about an idea, event, or experience that can be transformed into an original story. This story can be entirely fictional or based on a real-life situation/experience that you have encountered. The length of the narrative should be **500 words**.

Use the annotations that you have made while reading “The Looking Glass” to produce a draft narrative and bring this draft to class for a peer-review exercise (see Course Schedule). The purpose of the peer-review exercise is to help you improve the effectiveness of your narrative. During this exercise, which will take place in class, you will show your draft to two of your classmates who will offer their feedback on your story. I will also be offering feedback on your work during the individual conferences.

At the end of the peer-review exercise, you will review the feedback that you have received and revise your narrative into a final draft. Once you are satisfied with how the final draft of your narrative looks, you will submit an electronic copy to the appropriate Dropbox on LEARN.

The Narrative Assignment is due on **January 25, 2018, at 11:59PM**.

Late assignments will incur a penalty of 2% for every day beyond the due date.

Assignment 2: Rhetorical Analysis

For the Rhetorical Analysis Assignment, you will examine how the practice of rhetoric can influence the audience’s perception of a piece of written communication or a media artifact.

To begin this assignment, you will need to select a piece of written communication (a newspaper article, for instance) or a media artifact in popular culture (e.g., a song, an advertisement, or a short video). What you choose will become the rhetorical object for your analysis. You will then analyze this rhetorical object using the theories of rhetoric and the practical features of rhetorical communication that we have discussed in class. Remember to take notes as you analyze the rhetorical features of this object.
Once you have identified the most important features of the rhetorical object, you will use your notes to produce a draft rhetorical analysis. The length of the rhetorical analysis is **500 words**. Like the previous assignment, you will bring this draft to class for a peer-review exercise (see Course Schedule). During the exercise, you will show your draft to two of your classmates who will offer their feedback on your analysis. I will also be offering feedback on your work during the individual conferences.

At the end of the peer-review exercise, you will review the feedback that you have received and revise your rhetorical analysis into a final draft. Once you are satisfied with how the final draft of your analysis looks, you will submit an electronic copy to the appropriate Dropbox on LEARN.

The Rhetorical Analysis Assignment is due on **February 15, 2018, at 11:59PM**.

Late assignments will incur a penalty of 2% for every day beyond the due date.

**Assignment 3: Argumentative Essay**

For the Argumentative Essay Assignment, you will be required to craft an argument about a topic or an issue of your choice, present a credible body of evidence that supports your argument, and produce an analytical discussion of the topic or issue at hand through a series of interrelated points that examine the various aspects of the main argument in greater depth.

This assignment has three parts:

(1) Working Argument;
(2) Annotated Bibliography of Secondary Sources;

The three parts will evolve simultaneously, with staggered due dates (see Schedule for details).

**3a) Working Argument**

During our in-class brainstorming session, you will choose a topic or an issue about which to write an argumentative essay. Recall the various types of argument that we have discussed in class (argument that advances a thesis/claim; exploratory argument; and refutation argument). Using your knowledge of the different types of argument, select the type that you consider to be useful for crafting a working argument for your essay. Write down your preliminary argument on a piece of paper. You will workshop your argument in consultation with two classmates who will offer their feedback on your work. You will then rewrite your argument from a different perspective and assess its feasibility and relevance to the topic or issue at hand. The final version of your Working Argument should be submitted to the appropriate Dropbox on LEARN.

This assignment is due on **March 6, 2018, at 11:59PM**.

Late assignments will incur a penalty of 2% for every day beyond the due date.
3b) Annotated Bibliography

Having selected a topic or an issue on which your argumentative essay will focus, you may proceed to select **TWO** secondary sources that you believe to be most relevant to the topic or issue at hand. Information derived from academic journal articles, scholarly books, government databases, and newspaper articles are considered legitimate secondary sources. However, please note that Wikipedia entries, personal blog posts, and Facebook notes are not considered legitimate secondary sources. If you are in doubt, feel free to speak with me about your sources. Once you have located these secondary sources, take note of the author’s name (or names, if there are several authors), the title of the source, the place of publication and the publisher’s name, and the date of publication. Note down this *bibliographical information* as a separate entry for each secondary source that you plan to use.

During our in-class Annotated Bibliography sessions, you will create a draft annotated bibliography and workshop the document with two classmates who will offer their feedback on your work. Specific instructions for completing the annotated bibliography will be provided in a separate set of lecturer slides. The slides will be available on the LEARN course site.

Please note that the final version of the Annotated Bibliography should be submitted to the appropriate Dropbox on LEARN.

This assignment is due on **March 15, 2018, at 11:59PM**.

Late assignments will incur a penalty of 2% for every day beyond the due date.

3c) Final Draft of the Essay

As you begin to produce a draft of your argumentative essay, you will rewrite your Annotated Bibliography into paragraphs that are organized in a logical and methodical fashion. Each paragraph should present a specific point of analysis that will be substantiated with a secondary source that you have previously identified. You should use a moderate amount of quotation from each source. Long quotations should generally be avoided. Indeed, you should endeavour to present your analysis and discussion in your own words, as your argumentative essay will need to be evaluative, analytical, and reflective. The length of the essay should be 1000 words.

At some point in the essay’s development, you should incorporate the Working Argument into the paper and craft an introduction that explicitly presents the argument. The introductory paragraph should give the reader a good sense of the topic or issue on which the essay is focused. Consequently, this introductory paragraph containing the argument, along with the other paragraphs that you have written, will become the first draft of your argumentative essay.

During our in-class peer review session, you will bring the draft of your argumentative essay to class. You will show your draft to two of your classmates who will offer their feedback on your essay. I will also be offering feedback on your work during the individual conferences.

At the end of the peer-review exercise, you will review the feedback that you have received and revise your argumentative essay into a final draft. Please note that there will be an in-class
revision session for this assignment. You should use this session to workshop your essay with your classmates and the instructor. Once you are satisfied with how the final draft of your essay looks, you will submit an electronic copy to the appropriate Dropbox on LEARN.

The Final Draft of the Argumentative Essay is due on **March 29, 2018, at 11:59PM**.

Late assignments will incur a penalty of 2% for every day beyond the due date.