ENGL 109: Introduction to Academic Writing (Sec. 002)

Instructor: Dr. Lamees Al Ethari

Email: lalethari@uwaterloo.ca

Class Times: Tuesday and Thursday 2:30-3:50

Location: ML 349

Office: HH 142
Office Hours: Mon and Wen 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.

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 will study a variety of texts to learn more about how they were written and how to improve the writing each of you produces.

Across the disciplines, as well as in nearly every profession, the ability not only to communicate effectively, but also to collaborate is necessary to success. The best writers, we believe, talk with one another extensively about their writing at every stage of the composing process from the development of ideas through the final polishing of prose. The production of knowledge and, indeed, all learning are inherently social activities: writers at all levels of experience and ability learn from one another. For these reasons, much of your work in this course will involve different kinds of collaboration with your peers. You will learn to give useful feedback to your classmates, as well as to receive feedback and put it to use in the revision of your writing.

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.

Course Objectives

• To help you to think critically and communicate effectively
• To learn and practice a variety of strategies for creatively inventing, drafting, and editing texts
• To learn and practice writing in a variety of academic genres
• To learn to read critically
• 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

Resources for Students

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

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

  The Writing 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 www.uwaterloo.ca/writing-centre. 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.

- 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

- http://writingcommons.org/

- https://owl.english.purdue.edu/owl/

Suggested Texts


See other online sources on academic writing on the UW Library website.

Grading

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<th>In-Class</th>
<th>Essay 1</th>
<th>Essay 2</th>
<th>Portfolio</th>
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<td>Attendance</td>
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<td>Annotated Bibliography</td>
<td>Author’s Note</td>
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<td>Participation</td>
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TOTAL POINTS AVAILABLE: 200
Important Information:

- Please bring papers and pencils/pens to class. We will work on our writing skills in almost every class. You may take notes on your laptop, but in-class assignments should be handed in as hard copies.

- All Assignments should be in MLA format, double-spaced, written in font size and style 12 / Times New Roman.

- Cell phones should be turned off during class. Students are not allowed to call, text or browse on their phones.

- You are always welcome to talk with me or email me about problems you may have concerning the course. I have set aside three classes for student conferences and feedback, however anytime you feel overwhelmed or confused about the material or assignments that we have, please contact me immediately.

Note:

- All assignments MUST be handed in on the due date. Medical issues and other emergencies will be taken into consideration, official documentation, however, is required, ie, a doctor’s note for medical emergencies. Late assignments will have a late penalty of (5 marks) per day.

Assignment Descriptions and Grade Distribution:

Participation and attendance are required in this course and non-negotiable.

Attendance (20): To receive full marks for attendance you will need to come to every class. If you must miss a class for illness or for a family emergency, you will need to provide documentation. Every unexcused absence will result in a (1 point) deduction from your final attendance mark and (1 point) from your final participation mark.

Participation (15): 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.

Participation includes, in addition to class discussions, the following:

- In-Class Assignments: You will be required to write a paragraph length assignment in each 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.

- 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.

Presentations [10 points]: Two students will be asked to give a short (10 minute) presentation on one topic that is related to the writing process. The topic can be on grammar, punctuation, writing styles or forms, etc.
Annotated Bibliography[10 points]: 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 100-200 words. The students should follow the samples provided on the Purdue OWL website under the title Sample MLA Annotation. The entry will consist of a summary of the text and 1-2 sentences explaining the reasons behind choosing this particular text. We will work together on choosing the sources and reviewing drafts. More details will be provided during the course.

Outline [5 points]: The outline will enable you to organize the structure of the essay and present your main points clearly and effectively. The outline should display the main arguments that you will cover in your essays.

Introduction and Conclusion Paragraphs [5 points]: Introductory paragraphs help you present your thesis statement to your readers, while concluding paragraphs, on the other hand, help your reader review the findings of your research. 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. You will also receive feedback from me on these paragraphs before you need to hand in the final essay assignments.

Essay 1- Persuasive Essay [20 points]: The idea of this essay is to convince your readers of your point of view 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 in length, double-spaced, and the font size and style are 12 / Times New Roman.

Essay 2- Research Essay [35 points]: 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.

The Final Portfolio [50 points]: Your portfolio should include all the writing assignments and drafts [5 points] that you have produced over the course, even those with feedback from your peers. The Portfolio also includes revisions for both Essay 1 [15 points] and Essay 2 [10 points].

The Author's Note [20]: Students are required to include a (500-700 word) Author's Note that concisely describes their personal writing process throughout this course. More information will be provided throughout the course.

Syllabus

| (T) Sept 15 | Introduction to the Course  
|            | Understanding the Writing Process  
|            | In-class writing assignment  |
| (Th) Sept 17 | Essay 1 explained-The Persuasive Essay  
|            | What is an Annotated Bibliography?  |
| (T) Sept 22 | Introductions and Topic Sentences  
|            | Read: Graff, Birkenstein and Durst, “Entering the Conversation” pp. 1-15  
|            | Read: “The Influencing Machines” by Brooke Gladstone and Josh Neufeld, pp. 330-339  
|            | Group Discussions  |
| (Th) Sept 24 | Bring Draft for Annotated Bibliography Essay  
| Guest: Nancy Collins, Liaison Librarian for English, Drama and Speech Communication, and Fine Arts [To Be Confirmed]  |
| (T) Sept 29 | Due: Introduction Paragraph Draft Essay  
<p>| Presentations | Read Graff, Birkenstein and Durst, “Starting With What Others Are Saying” pp. 19-29  |</p>
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| (Th) Oct 1 | **Due: Annotated Bibliography Essay 1**  
Presentations  
Summarizing  
*Read: “Is Google Making Us Stupid?” by Nicholas Carr pp.313-329*  
*Read: Graff, Birkenstein and Durst, “The Art of Summarizing” pp. 30-41*  
In-Class Assignment |
| (T) Oct 6  | **Due: Outline Essay 1**  
Presentations  
*Read: “Learning to be Gendered” by Penelope Eckert and Sally McConnell-Ginet pp. 736-745*  
*Read: Graff, Birkenstein and Durst, “The Art of Quoting” pp. 42-51*  
The Use of References/ Citations and Paraphrasing |
| (Th) Oct 8 | **Due: Introduction Paragraph & Concluding Paragraph Essay 1**  
Group Activity |
| (T) Oct 13 | **Bring Draft of Essay 1 to Class**  
Proof-reading and Editing Workshop  
Group Activity |
| (Th) Oct 15| **No Class** |
| (T) Oct 20 | **Due: Essay 1**  
What is a Research Essay? Where to begin?  
*Read: Graff, Birkenstein and Durst, “Saying Why it Matters” pp. 92-101*  
Group Activity |
| (Th) Oct 22| **Read: Graff, Birkenstein and Durst, “Three Ways to respond” pp. 55-67**  
In-class Activity |
| (T) Oct 27 | **Due: Annotated Bibliography (Bring a Book From the Library Shelves)**  
*Read: Graff, Birkenstein and Durst, “Connecting the Parts” pp. 105-120*  
Group Activity |
| (Th) Oct 29| **Read: Graff, Birkenstein and Durst, “Distinguishing What you Say from What they Say” pp. 68-77**  
In-class Activity |
| (T) Nov 3  | **Due: Outline Essay 2**  
*Read: Graff, Birkenstein and Durst, “Academic Writing Doesn’t Always Mean Setting Aside your Own Voice” pp. 121-128*  
Group Activity |
| (Th) Nov 5 | **Due: Introduction Paragraph Essay 2 / Due: Conclusion Paragraph Essay 2**  
*Read: Graff, Birkenstein and Durst, “Planting a Naysayer in your Text” pp.78-91*  
In-class Activity |
| (T) Nov 10 | **Read: Graff, Birkenstein and Durst, “The Art of Metacommentary” pp.129-138**  
In-class Activity |
| (Th) Nov 12| **Bring Your Drafts**  
Proof Reading and Editing Workshop |
| (T) Nov 17 | **In-class Student Conferences/ Bring your drafts** |
| (Th) Nov 19| **In-class Student Conferences/ Bring your drafts** |
| (T) Nov 24 | **In-class Student Conferences/ Bring your drafts** |
| (Th) Nov 26| **Due: Essay 2**  
In-class Activity |
| (T) Dec 1  | **Bring an Article**  
Applying What you have Learned to Your Own Field |
| (Th) Dec 3 | **Final Portfolios Due In Class** |
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://uwaterloo.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 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

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