Course Description (from the calendar):
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.

Course Overview and Objectives:
Chances are you already spend a lot of time outside the classroom communicating in writing, and rarely think twice about someone not understanding the messages you are sending. But understanding more about why your communications are successful (and maybe, why some aren’t) is crucial for being able to expand your writing abilities into new contexts and genres. This course will help you to recognize the rhetorical choices and structural elements that form the foundation of any effective writing. Whether you find writing easy or difficult, you will also learn strategies for how to improve your effectiveness as a writer. And of course, you will get lots of opportunities to hone your writing process and practice your writing skills, individually and in collaboration with your classmates. Put more formally, the goals of this course are:

- To help you to think 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 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 and Materials:

Other readings will be assigned in class and/or posted on LEARN. You must have access to LEARN for this course.

You need to come to class equipped to write, and to hand in some of the things you have written. Bring your favourite pen or pencil and some loose leaf paper.
**Contacting me:**
If you have a question about your writing or work in this course, or any other concerns, please come see me during my office hours, or make an appointment to see me at another time if you have course conflicts during my office hours. Having a conversation about your writing or course work in real time is still the most efficient way to answer your questions and address your concerns. If you do have to email me, please keep in mind that emails present opportunities to practice what you are learning about effective and appropriate writing. Only use your uWaterloo email to contact me, as I don’t normally open emails from gmail or hotmail addresses that I don’t know.

**Class Etiquette/Electronics usage:**
This isn’t a conventional lecture course but a hands-on, participation-intensive writing workshop. You are expected to attend all classes and conferences and be prepared to work collaboratively and constructively with your classmates. Arriving or leaving in the middle of class is disruptive to others; if it is unavoidable, you should enter or leave quietly and unobtrusively.

When you are in class, you should focus only on the writing exercises and assignments that are part of the course. Write all other texts, posts, messages, or emails outside class time. If you are using a laptop in class, it must be for course-related work only. It’s not fair to the rest of the class to have to work around someone’s irrelevant and distracting screen content. If anyone’s use of electronic devices is detrimental to the learning environment in any way, you will be required to power down the device or leave the classroom.

**Formal assessment and evaluation:**
In-class quickwrites: ..................................20%
Minor Assignments: ......................................25%
   (2%)  Dear Writing
   (5%)  Topic outline
   (5%)  Annotated bibliography
   (5%)  Photo analysis
   (8%)  Evaluations
Major Assignments:..................................55%
   (20%)  Narrative
   (25%)  Argument
   (10%)  Oral Report

**Optional revision:**
As long as you have not missed more than 3 quickwrites, you may choose to revise and resubmit either the narrative or argument assignment, or up to 2 minor assignments at the end of the term. The grade(s) for the revised assignment(s) will replace the previously assigned grade(s). Optional revisions are due on the final day of term (Friday, December 4).
INSTRUCTIONS FOR ASSIGNMENTS

In-class quickwrites (20%): There will be at least one in-class writing topic or activity per week. These will consist either of writing whatever you can in a few minutes about a given topic or taking part in another “hands-on” activity related to writing. The emphasis is mainly to get you writing, or thinking and generating ideas about writing, so they will be marked as much for your effort and attempt than for producing a specific outcome. If you have any concerns about your ability to participate in these in-class assignments and activities, please see me to discuss options for helping you take part. Because these quickwrites build into your work in the class, they must be done and handed in when assigned; there are no makeups for missed assignments. If you miss more than 6 in-class quickwrites, you will fail the course. The best 12 quickwrites will count towards your final grade.

Minor Assignments (25%): These smaller assignments will give you some practice in various genres while building towards the larger assignments. We will discuss these assignments further during class. Unless otherwise specified, you will hand these assignments in through the appropriate dropboxes on LEARN.

- **Dear Writing** (2%): Compose a letter to Writing, describing what your past experiences with Writing have been and what you would like Writing to know about you.
- **Topic Outline**: Describe the topic that you would like to pursue for your argument assignment, including what you plan to argue and how you intend to structure and support your argument.
- **Annotated Bibliography**: Create an annotated bibliography of the research sources that you have found and plan to use in making your argument.
- **Photo analysis**: Analyze the rhetoric of a visual text, i.e. a photograph or media image.
- **Evaluation**: Submit written evaluations of two oral presentations given in the final week of class. There will be a signup sheet in class to pick the oral presentations you will evaluate.

Major Assignments (55%): These major assignments will give you an opportunity to craft a longer and more indepth piece of writing. You will develop these written assignments through a process of conference and discussions, workshops, drafts, and revisions. Unless otherwise specified, you will hand these assignments in through the appropriate dropboxes on LEARN.

- **Narrative** (20%): Describe an event or an encounter that was instrumental in your decision to be here, at the University of Waterloo, in your particular program. The final draft of your narrative should be approximately 600 words long. A strong narrative will usually tell a good story, rich in character and detail, and leaving the audience with a better understanding or insight into the topic.

- **Argument** (25%): We will brainstorm interests and ideas in class, and decide on a core set of possible topics. You will choose a topic and a position you want to argue for. Using appropriate types of evidence from your research, you will craft a persuasive argument for a general audience. The final draft of your argument should be approximately 850 words long.
- **Oral Report (10%)**: Your oral report will be based on the argument you have researched and written for the argument assignment. It will give you an opportunity to practice adapting your writing to suit a different medium and audience. Oral reports will take place during the final weeks of class. There will be a signup sheet to make sure we have presentations distributed evenly throughout the week. Each presentation should be 5-6 minutes long.

**Late policy:**
All work is due at the time and date specified on the dropbox. In-class quickwrites must be done during the class they are assigned and presentations must take place on the date scheduled. There will be no extensions given on major and minor assignments unless there are significant extenuating circumstances; students legitimately requiring accommodations for assignment deadlines should contact me at least 24 hours before the due date.

**Academic Integrity:**
You are expected to undertake your work in this course honestly. That includes writing your own original drafts, exchanging feedback with your classmates, and giving appropriate credit for any ideas or phrases that you are using from another source. It is often perfectly appropriate—for the argument assignment it will be required—to use parts of a text that someone else has written as long as you cite and reference it properly. If you are at all unclear about what constitutes appropriate credit or proper citation and referencing, please discuss it with me during your drafting stage. If you turn in an assignment that includes compromised content, you will get a 0 on the assignment and the occurrence must be reported to the Associate Dean of your faculty, who may assess further penalties.

**THE WRITING CENTRE**
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](http://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.
Illness and Missed Tests
The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

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 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.

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.

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.

Other sources of information for students:
Academic Integrity website (Arts)
Academic Integrity Office (UWaterloo)
**Accommodation for Students with Disabilities**

The AccessAbility Services office, located on the first floor of the Needles Hall extension, 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.

---

**CLASS SCHEDULE**

The following schedule is tentative and may change depending on the pace of the class. Specified readings are from *How to Write Anything (HWA)* and the LEARN site for this course (LEARN). Additional readings will be added to the schedule at least one class period before they are required to be read.

Writing, like any skill, develops best through practice. Regular participation in discussions, workshops, class activities, and conferences is crucial for developing your ability to communicate through writing. You are expected to come to class having read or written the assigned material *before class starts* and be prepared to take part in classroom activities. When class meetings are scheduled as conference time, you are expected to attend your conference and be ready to discuss specific aspects of your writing project.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Readings/Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>M. Sept. 14</td>
<td>Introductions to the course and to each other</td>
</tr>
<tr>
<td></td>
<td>W. Sept. 16</td>
<td>No class meeting</td>
</tr>
<tr>
<td></td>
<td>F. Sept. 18</td>
<td><strong>Due (11:55 pm):</strong> Selfie Scavenger Hunt (LEARN discussion forum)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talking about: Genres and writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Introduction (HWA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due (11:55 pm):</strong> “Dear Writing”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring a copy of your “Dear Writing” letter to class</td>
</tr>
<tr>
<td>2.</td>
<td>M. Sept. 21</td>
<td>Talking about: Audiences and Tone</td>
</tr>
<tr>
<td></td>
<td>W. Sept. 23</td>
<td>Read: Chapter 32, “High, Middle, and Low Style” (HWA)</td>
</tr>
<tr>
<td></td>
<td>F. Sept. 25</td>
<td>Talking about: Using your Words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talking about: Narratives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Chapter 1, “Narratives” (HWA); “Autobiography” by Margaret Atwood (LEARN)</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. M.</td>
<td>Sept. 28</td>
<td>Talking about: Narrative structures</td>
</tr>
<tr>
<td>W.</td>
<td>Sept. 30</td>
<td>Talking about: Brainstorming and Getting Started</td>
</tr>
<tr>
<td>F.</td>
<td>Oct. 2</td>
<td>Talking about: Revision</td>
</tr>
<tr>
<td>4. M.</td>
<td>Oct. 5</td>
<td>Conferences instead of class meeting</td>
</tr>
<tr>
<td>W.</td>
<td>Oct. 7</td>
<td>Conferences instead of class meeting</td>
</tr>
<tr>
<td>F.</td>
<td>Oct. 9</td>
<td>Workshop period for Narrative assignment: bring a draft of your Narrative to class</td>
</tr>
<tr>
<td>5. M.</td>
<td>Oct. 12</td>
<td>Thanksgiving Monday—University closed</td>
</tr>
<tr>
<td>F.</td>
<td>Oct. 16</td>
<td>Talking about: Arguments and Topics workshop</td>
</tr>
<tr>
<td>W.</td>
<td>Oct. 21</td>
<td>Talking about: Objections</td>
</tr>
<tr>
<td>F.</td>
<td>Oct. 23</td>
<td>Visit from Research Librarian</td>
</tr>
<tr>
<td>W.</td>
<td>Oct. 28</td>
<td>Talking about: Annotated Bibliographies</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event Description</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| **8.**   | M. Nov. 2 | Talking about: Using your Sources  
Read: Chapter 44, “Incorporating Sources into Your Work” (HWA) |
|          | W. Nov. 4 | Conferences instead of class meeting |
|          | F. Nov. 6 | Conferences instead of class meeting |
| **9.**   | M. Nov. 9 | Talking about: Peer Editing  
Read: Chapter 36, “Peer Editing” (HWA)  
Peer Editing Workshop: **bring to class** a draft of your Argument |
|          | W. Nov. 11 | Peer Editing Workshop: **bring to class** a draft of your Argument |
|          | F. Nov. 13 | Workshop period for Argument assignment: **bring to class** a revised draft of your Argument  
**Due (11:55 pm):** Argument assignment |
| **10.**  | M. Nov. 16 | Talking about: Visual Rhetoric  
Read: “Visual Arguments” (LEARN)  
Peer Workshop: **bring to class** a photo or other visual text  
Talking about: Oral Reports  
Read: Chapter 18, “Oral Reports” (HWA) |
|          | W. Nov. 18 | Talking about: Oral Reports  
Read: Chapter 18, “Oral Reports” (HWA) |
|          | F. Nov. 20 | Talking about: Evaluations  
Read: Chapter 4, “Evaluations” (HWA)  
Special makeup day for Thanksgiving Monday: Workshop period for Photo Analysis Assignment and/or Oral Reports  
**Due (11:55 pm):** Photo Analysis assignment |
| **11.**  | M. Nov. 23 | Conferences instead of class meeting |
|          | W. Nov. 25 | Conferences instead of class meeting |
|          | F. Nov. 27 | **Oral Reports** |
| **12.**  | M. Nov. 30 | **Oral Reports**  
**Due (11:55 pm):** Evaluations of Friday’s Oral Reports |
|          | W. Dec. 2 | **Oral Reports** |
|          | F. Dec. 4 | **Oral Reports**, Summary and Wrap-up  
**Due (11:55 pm):** All remaining evaluations of Oral Reports |