University of Waterloo
Department of English
English 109: Introduction to Academic Writing
Winter 2017

Instructor: Samuel Rowland  Section: 007
Email: srowland@uwaterloo.ca  Date: MW 4-5:20
Office Hours and Location: PAS 1061,  Classroom Location: QNC 2501
MW 3-3:50 or by appointment.

Required Texts:


Mass-market paperback romances, to be distributed during the second week of class.

Other readings will be posted on Learn. You must have access to Learn for this course.

Optional Text:

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:
We are all writers. We already spend a lot of time outside the classroom communicating through writing, generally via text or social media, but we don’t always consider the significance of our communications. This course will help you recognize the rhetorical choices we make as writers, in addition to effective methods of organizing and structuring your writing. Throughout this course you will have many opportunities to practice the writing process, both individually and with others. This course is writing-intensive, and you can expect many small writing assignments and in-class writing activities.

Aims of the Course:
• 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
Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Workshop Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
<tr>
<td>Pre-Writing Milestones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photo Narrative</td>
<td>Monday, January 16th</td>
<td>5%</td>
</tr>
<tr>
<td>Gamification Design</td>
<td>Monday, January 23rd</td>
<td>5%</td>
</tr>
<tr>
<td>Topic, Summary, Paraphrase, and Quotation</td>
<td>Monday, January 30th</td>
<td>2.5%</td>
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<tr>
<td>MLA quiz (2 attempts)</td>
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<tr>
<td>First attempt</td>
<td>Wednesday, January 25th</td>
<td>5%</td>
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<tr>
<td>Second attempt</td>
<td>Wednesday, February 15th</td>
<td>5%</td>
</tr>
<tr>
<td>Mass-Market Romance Report and Wiki</td>
<td>Monday, February 27th</td>
<td>7.5%</td>
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<tr>
<td>Group Presentation</td>
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<td>5%</td>
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<tr>
<td>Individual Wiki</td>
<td></td>
<td>2.5%</td>
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<tr>
<td>Marginalia Sample</td>
<td>Monday, March 6th</td>
<td>2.5%</td>
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<tr>
<td>Thesis Statement</td>
<td>Monday, March 13th</td>
<td>2.5%</td>
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<tr>
<td>Major Writing Assignments</td>
<td></td>
<td>60%</td>
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<tr>
<td>Ad Evaluation (1500 words)</td>
<td>Monday, February 13th</td>
<td>15%</td>
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<tr>
<td>Literary Analysis (1500 words)</td>
<td>Monday, March 27th</td>
<td>20%</td>
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<tr>
<td>Final Portfolio and Extension Email</td>
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<td>25%</td>
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<tr>
<td>Initial due date</td>
<td>Friday, April 5th</td>
<td></td>
</tr>
<tr>
<td>Date due with extension</td>
<td>Friday, April 12th</td>
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Assignment Guidelines:

Workshop Participation (10%): You are expected to attend all workshops and be prepared to discuss the assigned readings. Workshop will also consist of individual in-class writing assignments and small group activities. You must bring all assigned readings to every class.

Sometimes it can be difficult to talk in front of others, and we all have different comfort levels. If you do not participate in class, you can make up the participation grade by contributing to the class Twitter feed. You can tweet brainstorming ideas, helpful links about writing, or reflections on the writing process or the assigned readings. Tweet your contributions to the class Twitter feed by tagging @UW_English109 and using the hashtags #brainstorming or #writingisaprocess.

Draft Discussion Day Workshops: Some classes throughout the term (indicated in the class schedule) are “draft discussion day” workshops where you will discuss your drafts in small groups. You are only required to bring the draft of your introduction to workshop, but you are welcome to bring a completed draft of your paper if you desire. Discuss your draft and the goals of your paper with your group, and your group will provide constructive feedback. This feedback will help you revise your draft.

You are required to bring enough copies of your draft for myself and your workshop group. Failure to do so will result in a 10% deduction from your essay grade. Workshop groups will be assigned on draft discussion day.
Pre-Writing Milestones (30%): We don’t always know what to write about, and we sometimes wonder if others will think our writing is any good. Looking at the blank page can seem daunting and frustrating – but it doesn’t have to be. The best way to learn and reflect on writing is to envision the writing process as a series of steps rather than one large project. As such, this class has several small pre-writing milestones that will help you think of writing as an ongoing process:

- **Photo Retrospective (5%)**: Choose a photograph that depicts an important event in your life and write a short narrative about the event depicted in the photo. Submit an essay of at least 250 words on **Monday, January 16th** in **hard copy** along with your photo.
  - Optional: write a one-page comic strip about a personal experience. The comic will probably contain less than 250 words of text, but it should still consider concepts such as narrative, imagery, theme, etc. Submit your comic on **Monday, January 16th** in **hard copy**.
  - Optional: record a piece of music and write a short narrative that describes your inspiration for the piece. Submit an essay of at least 250 words on **Monday, January 16th** in **hard copy** along with a copy of your piece (or you can perform it in class; notify me in advance if you wish to do so).

- **Gamification Design (5%)**: It is easy to leave writing to the last minute, but doing so often results in an unfinished product. To be successful as a writer you need to put time aside to write, if only for 15 minutes a day.

  To help you put in the time to write, you will design a game that rewards you for writing, revising, and building your papers. For this assignment, read through the syllabus and turn the course into a game that you will play throughout the term. This game can be as simple as having rewards for completing readings or writing, or can be more complex. Submit a 250-word outline of your gamification design in **hard copy** on **Monday, January 23rd**. Examples of gamification designs will be provided in the preceding class.

- **Topic, Summary, Paraphrase, and Quotation (2.5%)**: Begin by describing your target advertisement in 2-3 sentences. Briefly outline the goals of your evaluation and whether you think the advertisement is effective. Next, choose one of the research sources you are thinking of using for your evaluation and summarize the reading. Then, paraphrase one key point from the source. Finally, use one key quote from the source in a sentence. You need to introduce the quote with a descriptive clause, not merely a couple of words. Label each section in the document as “Topic,” “Summary,” “Paraphrase,” and “Quotation.” Submit the assignment in **hard copy** at the beginning of class on **Monday, January 30th**.

- **MLA Quiz (2 attempts) (5%)**: All English courses and assignments need to be formatted according to MLA conventions. MLA is important to learn because it makes your work credible and allows your reader to easily locate your sources. You will write two quizzes on MLA format in this class, but you will only be graded on your highest attempt.
  - First Attempt: **Wednesday, January 25th**, at the end of class.
  - Second Attempt: **Wednesday, February 15th**, at the end of class.
Mass-Market Romance Report and Wiki (7.5%): Near the beginning of the course I will provide each student with a mass-market romance, which is yours to keep. These romances come in five genres: “Intrigue,” “Historical,” “Love Inspired,” “Presents,” and “Western Romances.”
  - You will read your mass-market romance, and along with the other students with romances from the same genre, create a group presentation that describes the similarities and differences between your books. Group presentations will occur on Monday, February 27th, and you will be marked as a group.
  - You must also write a short summary of your novel, of at least 250 words. Your write-up will come in the form of a wiki (an article resembling a Wikipedia page), which you will post to the Mass-Market Romance Wiki discussion board. Post your wiki by the end of the day on Monday, February 27th.

Marginalia Sample (2.5%): In order to think critically about a text it is also necessary to read critically. For this milestone you need to write in your books: take note of images, symbols, and themes by indicating them in your copy of Fight Club. Scan and post pictures of your marked-up edition of Fight Club to Learn, along with a 2-3 sentence description of your note-taking process, by the end of the day on Monday, March 6th.

Thesis Statement (2.5%): Workshop a thesis statement for your literary analysis on the Thesis Statement discussion board on Learn. Your thesis statement should be at least 2 sentences. I will provide feedback, and we should engage in a dialogue of some kind on Learn about your thesis and the direction of your paper. If you do not workshop your thesis, your literary analysis will be deducted 10%. Post your thesis statement to Learn by the end of the day on Monday, March 13th.

Major Writing Assignments (60%):
All writing assignments must be typed in 12-point Times New Roman font, and pages need one-inch margins. Your name and the date must appear at the top of the first page; all pages must be numbered. All sources and citations must follow MLA format.

Ad Evaluation (15%):
  - Every ad tells a story. For this assignment, write an evaluation of an advertisement of your choice and explain why the ad is effective. You do not need a thesis statement for this assignment.
  - You must include at least 3 secondary sources in your evaluation. Your revised and polished evaluation will be 1500 words long.
  - **Due:** Monday, February 13th, at the beginning of class in hard copy.

Literary Analysis (20%):
  - For this assignment you will write a literary analysis of Fight Club, Fun Home, or both. You will need to focus your analysis around an original thesis, and your essay will make an argument about your text(s).
  - Your revised and polished analysis will be 1500 words long.
  - **Due:** Monday, March 27th, at the beginning of class in hard copy.
• **Final Portfolio and Extension Email** (25%):  
  o Submit the final, polished version of either your ad evaluation or your literary analysis, along with all drafts of that particular assignment.  
  o You also need to write a retrospective assessment of your writing in this class. This assignment resembles a literacy narrative, but will evaluate your writing process and progress in this class. Your assessment should also make an argument about the qualities of good writing. Your polished assessment will be 750 words long.  
  o Lastly, you need to email me to ask for an extension on this assignment. Doing so will grant you a week’s extension on your final portfolio. Failing to write an acceptable email asking for extension means your final portfolio will be submitted on the initial due date.  
  o The Final Portfolio must be submitted as a doc or docx. Portfolios submitted as a pdf will be deducted 10%.  
  o Initially Due: **Friday, April 5th, 11:59 pm** (submit to Learn dropbox).  
  o Due with Extension: **Friday, April 12th, 11:59pm** (submit to Learn dropbox).

**Reading Schedule:**

**WEEK 1**

**Jan 4**

- Introduction to the class.

**WEEK 2**

**Jan 9**

- Talking about: brainstorming, outlines, and note-taking strategies.
  - Read: Stacy Weida and Karl Stolley (Owl Purdue), “Invention: Starting the Writing Process” (on Learn).
  - Read: Sean M. Conrey and Allen Brizee (Owl Purdue), “Symptoms and Cures for Writer’s Block” (on Learn).
  - Read: Allen Brizee (Owl Purdue), “Reverse Outlining” (on Learn).
  - Watch: Steven Johnson, “Where Good Ideas Come From” (on Learn).

**Jan 11**

- Talking about: narrative, story, and audience.
  - Read: David Sedaris, excerpt from “Me Talk Pretty One Day” (on Learn).
  - Read: George Orwell, excerpt from 1984 (on Learn).
  - Watch: Joe Sabia, “The Technology of Storytelling” (on Learn).
  - Watch: Chimamanda Ngozi Adichie, “The Danger of a Single Story” (on Learn).

**WEEK 3**

**Jan 16**

- Talking about: imagery, symbol, and theme.
  - Read: Naomi Shihab Nye, “Mint Snowball” (on Learn).
  - Read: Chris Baldick, “Imagery,” “Metaphor,” “Symbol,” and “Theme” (on Learn).
  - Read: Elizabeth Boyle (Owl Purdue), “Literary Terms” (on Learn).
  - **Due:** Photo Narrative.
Jan 18  
Talking about: new media, genre, and gamification.  
Read: The Writing Centre at UNC-Chapel Hill, “Effective E-mail Communication” (on Learn).  
Watch: Jane McGonigal, “The Game that can Give You 10 Extra Years of Life” (on Learn).  
Watch: Sherry Turkle, “Connected, but Alone?” (on Learn).

WEEK 4  
Jan 23  
Talking about: evaluations.  
Read: Roger Ebert, “North” (on Learn).  
Read: Malcolm Gladwell, excerpt from “The Ketchup Conundrum” (on Learn).  
Watch: Marlee Neel, “The Case Against Good and Bad” (on Learn).  
**Due: Gamification Design.**

Jan 25  
Talking about: research, MLA, and academic integrity.  
Read: Elizabeth Angeli et al. (Owl Purdue), “MLA Formatting and Style Guide” (on Learn).  
**MLA Quiz – Attempt 1 of 2.**

WEEK 5  
Jan 30  
Talking about: peer editing and using supporting evidence.  
Read: Dana Lynn Driscoll and Allen Brizee (Owl Purdue), “Quoting, Paraphrasing, and Summarizing” (on Learn).  
Watch: Sheila Heen, “How to use Others’ Feedback to Learn and Grow” (on Learn).  
**Due: Topic, Summary, Paraphrase, and Quotation.**

Feb 1  
Talking about: evaluation structure and titles.  
Read: John J. Ruszkiewicz, “Evaluations” (on Learn).  
Read: Center University of Minnesota, “Writing an Effective Title” (on Learn).

WEEK 6  
Feb 6  
**Evaluation draft workshop. Bring draft to class.**

Feb 8  
Talking about: drafts and revision.  
Read: Anne Lamott, “Shitty First Drafts” (on Learn).  
Read: Stephen King, “CV” (on Learn).

WEEK 7  
Feb 13  
Talking about: proofreading.  
Read: Allen Brizee et al. (Owl Purdue), “Proofreading” (on Learn).  
**Due: Ad Evaluation. Submit draft in hard copy at beginning of class.**
Feb 15  Talking about: critical thinking, close reading, and romance reports.
   Read: Lindsey J. Smith, “Google’s AI Engine is Reading 2,865 Romance Novels to be More Conversational” (on Learn).
   Watch: Feminist Frequency, “The Bechdel Test for Women in Movies” (on Learn).
   MLA Quiz -- Attempt 2 of 2.

WEEK 8
NO CLASS – Reading Break, February 20th to 24th

WEEK 9
Feb 27  Due: Mass-Market Romance Report (group presentations in class).
   Due: Mass-Market Romance Wiki (post to the Mass-Market Romance discussion board on Learn by the end of the day).

Mar 1  Talking about: *Fight Club* and critical thinking.
   Read: Sarah Tomlinson, “Is it Fistfighting, or Just Multitasking?” (on Learn).
   Read: Revisit Elizabeth Boyle (Owl Purdue), “Literary Terms” (on Learn).
   Read: Chuck Palahniuk, *Fight Club* chapters 1-10.

WEEK 10
Mar 6  Talking about: *Fight Club* and close reading.
   Due: Marginalia Sample. Post on Marginalia Sample discussion board on Learn by the end of the day

Mar 8  Talking about: thesis statements and roadmaps.
   Read: Duke University, “Roadmaps” (on Learn).
   Read: Mark Dollar (Owl Purdue), “Writing about Literature” (on Learn).

WEEK 11
Mar 13  Talking about: *Fun Home* and visual rhetoric.
   Read: Scott McCloud, excerpt from *Understanding Comics* (on Learn).
   Read: Alison Bechdel, *Fun Home*.
   Due: Thesis Statement. Post on Thesis Statement discussion board on Learn by the end of the day.

Mar 15  Talking about: *Fun Home* and supporting a literary analysis.
   Read: Sample student analysis of *Fight Club* (on Learn).
   Read: Sample student analysis of *Fun Home* (on Learn).
WEEK 12
Mar 20  Literary Analysis draft workshop. Bring draft to class.

Mar 22  Talking about: common errors and rethinking drafts.
Read: George Dila, “Rethinking the Shitty First Draft” (on Learn).
Read: Saskatchewan Polytechnic, “Common Errors in Essay Writing” (on Learn).
Bring: 2 copies of marked-up literary analysis draft from draft workshop.

WEEK 13
Mar 27  Talking about: final portfolios
Read: Hubert Selby Jr., Introduction to Last Exit to Brooklyn (on Learn).
Read: Sample student retrospective assessment.
Due: Literary Analysis. Submit draft in hard copy at beginning of class.

Mar 29  Talking about: course wrap-up, review, and evaluations.

Final Portfolio and Extension Email due Friday, April 5th, 11:59 pm (submit to Learn dropbox).

With extension, Final Portfolio due Friday, April 12th, 11:59 pm (submit to Learn dropbox).

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.

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.

Accommodations:
Note 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.

Course and University Policies:
Late Work:
Late assignments will be docked 5% per day and will only receive marginal commentary. Late assignments will not be accepted after 1 week. Late assignments can be submitted via email.
Email:
I will normally reply to email messages within 24 hours, weekends excepted. In the case of emails requiring lengthy replies, I may indicate to you that you should see me in person. There is also an “Ask the Instructor” discussion board on Learn where you can ask more general questions.

Cell Phones:
Using your cell phone is not permitted in class unless you have communicated to me in advance that you require a cell phone for note-taking or as an accommodation. If I see you using your cell phone in class, and you have not indicated to me why you need it, you will receive a 0 in participation for the day, unless, of course, you are posting on the class Twitter feed.

Feedback:
I am happy to answer any questions about feedback, either in person or via email. After an assignment is returned, you should read over the feedback carefully, and if you have any questions, you should consider the feedback for at least 24 hours before contacting me. I will not address concerns about feedback until at least 24 hours after an assignment has been returned.

Academic Integrity:
The International Center for Academic Integrity defines academic integrity as “a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behavior that enable academic communities to translate ideals to action. The Fundamental Values of Academic Integrity describes these core values in detail.” In other words, academic integrity is imperative because it upholds the importance of new ideas and preserves the validity of individual thought.

All sources of information that you use in your written work in this class must be cited fully and scrupulously. If I suspect that you have committed an academic offense, including plagiarism, I will report it to the Associate Dean; if the offense is confirmed, the normal result is a failing grade on the assignment and a further five marks off the course grade. Multiple academic offences could result in expulsion from the university.

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, https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71.

Academic Integrity website:
https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour
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.

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, https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72.

Academic Integrity Office (UW):
https://uwaterloo.ca/academic-integrity/