Syllabus: Introduction to Academic writing  
(ENGL 109)

Section Number: 007  
Hours: 10:30-11:20 Tues/Thurs/Fri  
Location: QNC 1506  
Term: Winter 2015

Instructor

Amna Haider  
Office: PAS 2222  
Email: a23haide@uwaterloo.ca  
Office Hours: 11:30-12:30 Tues/Thurs

Course Description

English 109 is designed as an introduction to academic writing. You will study different forms of academic writing, develop critical reading skills, and learn how to communicate your ideas clearly and effectively.

Course Objectives

This course has the following objectives:
- 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.

As a class we will work on all of the above through writing practice, peer review, class discussion, and close reading.

Texts

- Online readings and resources accessible through the course LEARN site.
Course Requirements
This course consists of weekly in-class activities which will be graded for completion, minor assignments, three unit essays, and a final group project.

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<tr>
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<th>Date of Submission</th>
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<tbody>
<tr>
<td>Participation &amp; Weekly Activities</td>
<td>n/a</td>
<td>25%</td>
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<tr>
<td>Summary &amp; Quotation Activity</td>
<td>February 2</td>
<td>8%</td>
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<tr>
<td>Research Activity</td>
<td>March 2</td>
<td>7%</td>
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<tr>
<td>Unit 1 Essay</td>
<td>January 26</td>
<td>10%</td>
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<td>Unit 2 Essay</td>
<td>February 15</td>
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<td>Unit 3 Essay</td>
<td>March 16</td>
<td>10%</td>
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<tr>
<td>Final Group Project</td>
<td>April 3</td>
<td>30%</td>
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<td>Total</td>
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* Please note that the quotation and research activities, the unit essays, and the final portfolio for Group Project must be submitted through Learn via the appropriate dropbox. Be cognizant of due dates and late submission penalties.

Assignment Descriptions

Participation (5%) & Weekly Activities (20%)
Participation and attendance in this course are expected. Lack of attendance will affect your participation mark. If you must miss a class due to illness or a family emergency, you will need to provide proper documentation.

Weekly Activities
Each week you will participate in learning activities. These activities will be graded for completion. These activities cannot be “made-up” for if you miss a class.

Summary & Quotation Activity (8%) - Due February 2 at 11:59 p.m. via Learn dropbox
- Read *HTWA2e* Chapter 45: Summarizing Sources
  - Chapter 46: Paraphrasing Sources
  - Chapter 48: Documenting Sources
  - Chapter 47: Integrating Sources into your work.
- Choose and read one argument essay. Options will be from *HTWA2e* will be listed on Learn by January 20.
Create a Word document that first **summarizes** the reading (in one or two paragraphs). Then, in this same document, **paraphrase ONE key point** from the selected reading (in one or two paragraphs).

Then use **one key quote** from the selected reading and **integrate that quote into a sentence of your own**.

Label each part of the document appropriately, as “Summary,” “Paraphrase,” and “Quotation” since each section carries marks.

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**Smart Research Activity (7%) - due March 2 at 11:59 pm via Learn dropbox**

- **Read** *HTWA2e*, Chapter 40: Beginning Your Research
  - Chapter 41: Finding Print and Online Sources
  - Chapter 43: Evaluating Sources
  - Chapter 49: MLA Documentation and Format

- Watch the University of Waterloo Library tutorials on **Finding Journal Articles Online**:
  - Basic Searching 1: Brainstorming Your Research Topic
  - Basic Searching 2: Searching in a Database
  - Basic Searching 3: Refining Your Results

- Develop a topic idea for your Unit 3 research essay, and narrow the topic down until you have a few specific search terms.

- Conduct your own search using the Waterloo Library. Add more specific search terms if you are retrieving too many articles, or articles that aren’t useful to you.

- Once you have perfected your search, and you are retrieving scholarly articles that interest you and apply to your topic, choose at least **three of these scholarly journal articles** to start your research.

Create a Word document and begin by writing out the **citation information for three of your articles in proper MLA Style** (Chapter 49: MLA Documentation and Format).

- Then, in addition to these three sources, write a **thesis statement for your argument essay** below the citations.

Next, find one quote from each of your scholarly articles, a quote that you’d like to use to support or to explore your thesis statement. Take these three quotes and use them in three sentences of your own, just as you plan to use them in your essay. Write these sentences out below your thesis statement in your document. Look back at the section on quotation in *HTWA2e* if you want a reminder of how this is done. Use **MLA style for in-text citation** (Chapter 49: MLA Documentation and Format) for these quotes.

Each section "Citations", "Thesis Statement" and "Quotations" need to be labelled clearly and will be marked.
Unit Essays (30%)

General Formatting Guidelines:
- The essay should be 3-5 pages in length. It cannot be any shorter.
- Use MLA format for all written work (see HTWA2e for guidelines): Times New Roman, 12pt. font, 1-inch margins, double spaced and numbered pages.
- Files must be in .docx format, or they will not be graded.

Unit 1 Essay: Personal Narrative - due January 26 via Learn dropbox
A personal narrative is a story that shows the reader something essential about you and your life, that recounts a story that has shaped who you are today, and that reveals where you stand in a community and culture as a result. Throughout this unit, we will be examining the various styles and techniques writers employ to construct the “self,” and the in-class activities will introduce you to the various approaches to writing personal narratives. In the final essay, your purpose is to explore and reflect on one specific moment/ incident in your life. Moreover, you need to tell how this moment was a learning experience for you.

Assignment Prompt
As you select your personal story you need to center it on ONE of the following emotions
- Envy
- Disgust
- Fear
- Euphoria
- Remorse
This paper should have a rather narrow focus. You want to explore one moment where you experience this emotion in depth, and you only have 3-5 pages in which to do so. Your purpose is to use detail in telling your story, and also to analyze, explore, and reflect on how this story shapes who you are. You will use your personal story to communicate something important about you to your audience.

Assignment Hints
- Topic selection should be engaging, detailed, appropriate to your intended audience, and used to make a point.
- Your essay structure should be well-paced, build towards a climax, and have a clear resolution.
- Your writing style should use figures of speech (metaphors, similes, analogies), use active voice, use powerful and precise modifiers, use dialogue, develop characters through language and action, and develop a setting through rich descriptions.
Learning Goals for Assignment

- Examine your own thinking about your own experiences and beliefs, and about the cultures and communities you are a part of.
- Use narrative conventions to show and feel rather than tell your story.
- Revise your narrative so that it is clear, compelling, and polished.
- Become critically aware of how narrative structure, word choice, figurative language, and other writerly techniques are used to construct and present a particular identity to an audience.

Unit 2 Essay: Advertisement Analysis due February 15 via Learn dropbox

Everyone has opinions. Everyone criticizes. What is the difference between an opinion and an informed judgement? This activity will show you how opinions are formed and manipulated by advertisements and how these opinions, through research and analysis, become informed decisions. In your narrative essay, you learned how to construct a narrative that presented an identity you wished to portray to your audience; in this unit, we will be examining how ads use rhetorical strategies to construct a brand identity and make persuasive arguments about their products (or brand) to convince their audience.

In writing your advertisement analysis essay, you will choose a print ad or short commercial video that you can think deeply and critically about. You will develop an evaluative thesis about your advertisement that moves beyond liking or disliking. The aim is not just to admire or critique an advertisement but to evaluate what strategies and tactics are used by creators to influence or manipulate the prospective consumers.

As with your narrative, this paper should have a rather narrow focus. You want to choose the most important details to evaluate. Focus on analyzing the rhetoric of the ad.

Essential Reading

The course textbook, HTWA, has a chapter on “Rhetorical Analysis” that offers detailed information about how to write an analysis essay. This chapter will guide you in how to organise and develop your critical analysis of the advertisement.

Assignment Hints

Rhetorical analyses should include:

- Words, dialogues and/or catch phrases
- Images and/or background setting
- Music, sounds and/or silence
- Target audience
- Portrayal of gender, race and/or nations

Your analysis should do the following:

- Demonstrate an understanding of the intended audience.
- Consider author, medium, and language of the text.
- Consider the use of rhetorical appeals in the text.
Learning Goals for Assignment

- Read rhetorically, paying attention to strategies of persuasion, the purposes of an ad’s creator, and the effect of an ad on an audience.
- Engage both in the process of analyzing texts in conversation with others, and in developing analytical writing with the input of others.
- Be able to give others useful feedback about their writing and their ideas.

Unit 3 Essay: Literary or Rhetorical Text Analyses - due March 16 at 11:59pm via Learn dropbox

In this assignment, you will begin by choosing one of the provided short stories, poems or rhetorical texts from Learn that interests you. You do have the option selecting your own short story, poem or rhetorical text; however, the short story or poem has to be approved by me at the beginning of the unit (between 25th Feb-5th March).

The next step will be finding something to write about, the topic or subject of the essay. You can narrow your topic by considering a particular approach to the subject, or a sub-topic within it. Once you have your topic, you can begin researching for scholarly articles. You will be using the scholarly articles to either support your thesis or to position your thesis against the article. Remember that a thesis defines your position on the subject/topic. If you are using an article to support your thesis, be sure that you are NOT making the same argument as the article.

Learning Goals for Assignment

- Explore the analysis of literary or rhetorical text from a variety of perspectives, considering multiple viewpoints and arguments, using a variety of research strategies.
- Creatively and critically synthesize research from multiple sources–develop awareness of different historical, academic, social, generic contexts and express your unique ideas in relationship to the ideas of others.
- Formulate academic research questions and theses.
- Use Academic citation systems for documenting work, and know where to find resources that will help you with this.

Final Group Project (30%) - due April 3
Presentation (10%) & Dossier (20%)

The Final group project is composed of two parts: presentation and written dossier.

The class will be divided in groups of 4-5 students. Each group will select a website for critical analysis. During the last week of class each group will present their critical analysis of the chosen website. The groups needs to discuss the rationale for choosing a website with the instructor between 5th-15th March and then finalize it. The website must belong to a political parties, or political campaigns or humanitarian associations. You need to bring all the skills
developed over the course to look at how words and images are used to communicate, this includes narrative techniques and rhetorical strategies. All websites are designed to persuade an audience, whether to buy something, to do something, or to believe in something. As a group you will think critically about what and how the website projects itself and attempt to offer an in-depth analysis of it. This analysis should do the following key things:

- It should identify the **purpose** (what the website is trying to accomplish, and why) and the target **audience** (who the is website trying to reach or persuade and why).
- It should identify the **methods** of persuasion, how the website tries to persuade the audience, what techniques are being used and how effective they are.
- It should evaluate any arguments or factual claims being made by the website, **checking for logical consistency** (and whether or not they are convincing) and the **accuracy of information presented** (this may involve some research).

Each group will be creating a dossier that will be posted on Learn dropbox. The dossier will have 4-5 sections that will indicate the individual work of each member of the group. Thus the dossier will be marked both individually (10%) and as a whole group effort (10%). Each group member will also be submitting via email a short reflection of working in a group (of their experience, what they learn, what they could have done differently).

### Weekly Schedule

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<tr>
<th>Week</th>
<th>Date</th>
<th>Reading</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>Tues 01/06</td>
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<td>Introduction to Course</td>
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<td></td>
<td>Thurs 01/08</td>
<td><em>HTWA</em> Ch. 1: Narratives</td>
<td>Lecture</td>
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<td></td>
<td>Fri 01/09</td>
<td></td>
<td>In-class Photograph Activity</td>
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<td>2</td>
<td>Tues 01/13</td>
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<td>In-class Photograph Peer Editing</td>
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<td>Thurs 01/15</td>
<td><em>HTWA</em> Ch. 35, 36, 37</td>
<td>Lecture/Discussion</td>
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<td></td>
<td>Fri 01/16</td>
<td>&quot;Tell-Tale Heart&quot; by Edgar Allen Poe (<a href="http://poestories.com/read/telltaleheart">http://poestories.com/read/telltaleheart</a>)</td>
<td>Discussion on &quot;How to construct a narrative voice.&quot;</td>
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<td>3</td>
<td>Tues 01/20</td>
<td>&quot;The Diamond Necklace&quot; by Guy de Maupassant (<a href="http://www.online-literature.com/maupassant">http://www.online-literature.com/maupassant</a>)</td>
<td>Discussion on &quot;&quot;How to construct a plot.&quot;</td>
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<td>Thurs 01/22</td>
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<td>Personal Narrative brain storming session</td>
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<td></td>
<td>Fri 01/23</td>
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<td>Unit 1: Final Discussion &amp; Revision</td>
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<td>4</td>
<td>Tues 01/27</td>
<td><em>HTWA</em> Ch. 45</td>
<td>Group Activity: Summarising</td>
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<td>Thurs 01/29</td>
<td><em>HTWA</em> Ch. 46</td>
<td>Group Activity: Paraphrasing</td>
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<td>Fri 01/30</td>
<td><em>HTWA</em> Ch. 47-48</td>
<td>Group Activity: Quotation</td>
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<td>5</td>
<td>Tues 02/3</td>
<td><em>HTWA</em> Ch. 8: Rhetorical Analyses</td>
<td>Lecture/ Discussion</td>
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<td>Thurs 02/5</td>
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<td>Discussion: In-class analysis of a print ad.</td>
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<td>Fri 02/06</td>
<td>Discussion: In-class analysis of video commercials</td>
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<td>6</td>
<td>Tues 02/10</td>
<td>Bring in a couple of ads (print, video) that you are considering.</td>
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<td>Thurs 02/12</td>
<td>Peer-Editing Session: Ad Analysis Essay (1st draft of essay 2-3 pages).</td>
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<td>Fri 02/13</td>
<td>Unit 2: Final Discussion &amp; Revision</td>
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<td>7</td>
<td>Tues 02/17</td>
<td>Reading Week</td>
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<td>Thurs 02/19</td>
<td>Reading Week</td>
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<td>Fri 02/20</td>
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<td>8</td>
<td>Tues 02/24</td>
<td><em>HTWA</em> Ch. 40: Beginning Your Research</td>
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<td><em>HTWA</em> Ch 41: Finding Print and Online Sources</td>
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<td><em>HTWA</em> Ch 43: Evaluating Sources</td>
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<td>Thurs 02/26</td>
<td>Library Trip (1 hr, 30 min class)</td>
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<td></td>
<td>Fri 02/27</td>
<td>No Class</td>
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<td>9</td>
<td>Tues 03/03</td>
<td><em>HTWA</em> Ch. 7: Literary Analyses</td>
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<td>Thurs 03/05</td>
<td>&quot;Freedom Train&quot; by Langston Hughes</td>
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<td>&quot;Still I Rise&quot; by Maya Angelou</td>
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<td>Fri 03/06</td>
<td>&quot;I have a dream&quot; by Martin Luther King (<a href="http://www.americanrhetoric.com">http://www.americanrhetoric.com</a>)</td>
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<td>10</td>
<td>Tues 03/10</td>
<td>&quot;Sweat&quot; by Zora Neale Hurston</td>
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<td></td>
<td>Thurs 03/12</td>
<td>Unit 3: Final Discussion &amp; Revision</td>
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<td></td>
<td>Fri 03/13</td>
<td>Lecture: Website Analysis</td>
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<td>11</td>
<td>Tues 03/17</td>
<td>(<a href="http://www.mapa-ca.org">http://www.mapa-ca.org</a>)</td>
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<td></td>
<td>Thurs 03/19</td>
<td>(<a href="http://www.savethechildren.org">http://www.savethechildren.org</a>)</td>
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<td>Fri 03/20</td>
<td>Final Discussion &amp; Revision</td>
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<td>12</td>
<td>Tues 03/24</td>
<td>Final Project Group Presentations</td>
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<td>Thurs 03/25</td>
<td>Final Project Group Presentations</td>
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<td></td>
<td>Fri 03/26</td>
<td>Final Project Group Presentations</td>
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<td>13</td>
<td>Tues 03/31</td>
<td>Last Class</td>
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<td>Group Presentation Discussion</td>
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Late Work
Late work will be penalized 2% per day. Work more than one-week late will not be accepted. Exceptions will only be made for illness or emergencies, provided proper documentation is submitted to the course instructor no later than one week after the due date.

Electronic Device Policy
Students may use electronic devices in class for course related activities only.

Academic Integrity

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 (Arts) Academic Integrity Office (uWaterloo)

Accommodation for Students with Disabilities

Note 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 AS office at the beginning of each academic term.