Course Description:
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 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

Purpose: Effective communication is important inside the university ("academic writing") and in nearly every profession, whether you are writing reports, letters, applications, emails, or analyses. ENGL109 is designed to make writing in an academic context more comfortable, more familiar, and less intimidating.

Form: Together we will study the choices good writers make as they write and the processes they engage in order to create their best work. You will learn about the differences between forms of academic writing, as well as some widely shared ideas about what makes writing good.

Reading: We will study the choices good writers make. To do this, we will read and analyse writing by others. Please make sure you have read the assigned chapters and essays from They Say / I Say, Model Essays, and the other readings on the Monday of each week.

Collaboration: Much of your work in this course involves different kinds of collaboration with your peers at every stage of the composing process: brainstorming ideas, giving and receiving comments and suggestions about your writing, and putting comments and suggestions to use in the revision and final polishing of your writing.
**Evaluation:** In this course, you will receive feedback at multiple stages of the writing process and will have many opportunities to revise your work. Formative assessment is designed to help you learn specific concepts or skills while learning is ongoing; specific and detailed feedback on your work will help you revise and improve it. 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. This summative assessment evaluates your learning at the conclusion of the term.

**Required Texts:** [look for ENGL109 Section 010 in the Bookstore]

**Method of Evaluation:**
- Class participation: 15%
- Four short essays: 4 x 10% = 40%
- Essay thesis and outline: 5%
- Short summary of sources for essay: 5%
- Argumentative / persuasive essay: 35%

**Important notes:**
- Bring a pen, paper, and all three textbooks to each class.
- You must provide printed copies of all work. Submission by attachment or bringing a copy on a laptop is not acceptable. All copies must be double-spaced in 12-point font with 1” margins.
- On the first draft due dates listed below, you must bring four printed copies of the assignment to class. (To save paper, you may use double-sided printing or use paper that has already been printed on one-side. Cross out the wrong side.)
- Your final Portfolio must include all work (short in-class writing exercises, rough notes, outlines, drafts with commentary and suggestions; revisions; polished work). Make sure you collect and organise all this material throughout the term.
- 1 page double-spaced in 12-point font with 1” margins = approximately 300 words

**Class Participation:**
You will develop and refine your writing skills and critical thought through regular practice and through sharing constructive feedback with others. You will be required to write and/or revise your writing in every class. Class time will also be devoted to discussions of the readings and writing strategies and techniques, short in-class writing exercises, the exchange of ideas in small groups, peer review and peer editing.
Participation and attendance in this course are required and non-negotiable.

Attendance: 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 personal emergency, you need to provide documentation or discuss your situation with me. Every unexcused absence will result in the deduction of 1% from the 15% allotted to attendance and participation.

Participation: 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 anxious about formal or informal public speaking, please meet with me 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.

Four Short Essays:

1) Personal narrative
Length: 2 pages (about 600 words)
Dates: (a) first draft due September 23; (b) revised version due September 30
Description: You will write a short personal narrative about a significant experience, incident, event, episode, etc. in your life. (If you prefer you may write about something that occurred in the life of someone close to you.) Your narrative should have a clear point which informs your selection and arrangement of details.

2) Definition and Example
Length: 2-3 pages (about 600-900 words)
Dates: (a) first draft due October 5; (b) revised version due October 14
Description: Starting with a dictionary definition (and possibly also a pertinent and evocative quotation on the subject), you will develop your own more personal definition or characterization of the idea or phenomenon in question, and will additionally provide an example or an illustration to “flesh out” your understanding of the subject. One of your objectives is to integrate these two parts in an effective way.
Topics: [a] friend, [a] student, [an] education, success (in life), democracy

3) Analysis
Length: 3 pages (about 900 words)
Dates: (a) first draft due October 21; (b) revised version due October 28
Description: You will write a short analysis of a specific cultural “object” (or possibly a social phenomenon) breaking it down into its component parts, discussing the relation and the function of the parts, and reflecting on the effect, meaning and implications of the whole.
Topics: a television [or online] election advertisement, a television advertisement for a product or service, a single episode of a 30-minute television program, a sonnet [to be provided], a short story [to be provided], Hagey Hall, “residence” living, Facebook; other topics are possible: we will discuss the possibilities in class
4) Compare and Contrast
Length: 4 pages (about 1,200 words)
Dates: (a) first draft due November 4; (b) revised version due November 11
Description: With a clear and focused thesis, you will establish, elaborate and substantiate the most important similarities and differences between two things.
Topics: the opening sequences from *A Beautiful Mind* and *The Imitation Game*, the standing and/or situation of the three main political parties after the election, two or three poems [to be provided], two short stories [to be provided], high school and university, the laws pertaining to marijuana (or current approaches to marijuana) in two U.S. states and Canada: other topics are possible: we will discuss the possibilities in class

**Essay Thesis & Outline:**
Length: approximately 1 page
Date: due November 18
Description: Your thesis will be no shorter than one sentence and no longer than three sentences. It will be a clearly expressed, focused, interesting, defensible and argumentative claim about the topic, which will lend direction, purpose, unity and coherence to your essay. The outline may be in complete sentences or in sufficiently developed point form. It will clearly show the structure of your proposed argument and substantiating evidence, with the sections and subsections, or the component parts of your argument, organized in the most effective way.

**Short Summary of Essay Sources:**
Length: 1 page (about 300 words): 2 paragraphs
Date: due November 18
Description: Having done preliminary reading for your argumentative/persuasive essay, you will select two sources (two articles, reviews, reports or other pieces of material) that you will be using in your essay and write a one-paragraph summary (incorporating paraphrase and quotation) of each of these.

**Argumentative / Persuasive Essay:**
Length: 6 pages (1,800)
Dates: (a) first draft of opening paragraph due November 23; (b) first complete draft due November 25; (c) second [revised] draft of argumentative essay due December 2; (d) final [thoroughly revised and edited] version of argumentative essay due December 7
Description: This will be a formal academic essay utilizing source materials. More details about the objectives for this assignment and my expectations will be provided in a handout later in the term.
Topics:
1. The Representation or the Portrayal of “the Mathematician” [and Math] in Contemporary Film—specifically *A Beautiful Mind* (2001) and *The Imitation Game* (2015)
2. The Results/Outcome [and the Course] of the 2015 Federal Election
3. The Relation Between the Arts/the Humanities and Math
4. The Ethics of Photography
Other topics may be possible: we will discuss this in class.
Complete Portfolio (comprised of all the drafts and final revised, edited and proof-read versions of the five writing assignments/essays with all of the preparatory work and earlier drafts, and all in-class work assignments)
Date: due on December 7

Note: additional details about the assignments will be provided over the course of the term.

Note on grading: You will receive a tentative [or “ghost”] mark on your four short essays and your longer [major] essay. You are welcome and encouraged to revise any or all of these for the ultimate submission of your term work in the portfolio (due December 7). If you have significantly improved your work through the additional revision, your mark will be altered to reflect this.

Policy on late assignments:
Drafts: Failure to have a first draft of any given assignment with you on the date specified will result in a reduction to your participation mark.
Revised work: There will be a penalty for late assignments of 2% per day (e.g. Personal narrative: 78% - 2 = 76%).
Exceptions to the late policy will be made in cases of illness and may also be made in other exceptional circumstances. Please come to see me in person to discuss any extenuating reasons for late assignments.
Complete Portfolio: This is due on December 7. I will not accept portfolios after December 10 (except in the case of illness or other exceptional circumstances). Late portfolios (December 8-10) will receive a penalty of 2% off the aggregate mark.

Submitting assignments:
All assignments must be submitted in the form of paper copies; I do not accept electronic submissions.
I would very much prefer that assignments be submitted to me at the beginning of class or during my office hours. If, however, you choose to submit an assignment to me outside of class time, please use the English Department essay drop-off box. To confirm the date and time of your submission, email me after you have put the assignment in the box. Please include your assignment in an attachment to the email.

Schedule

HH 227 Monday & Wednesday 4:00-5:20
Note on the readings: some additional readings will be provided over the course of the term.
While I have not made this part of the required reading, you might find useful the initial pages in each of the chapters of 40 Model Essays (for example, pages 62-68 in the chapter “Narration.”) I will at times directly draw on the suggestions made by the editors in these sections.

SEPT. 14 / SEPT. 16 Organization; Introduction
They Say / I Say: “Entering the Conversation” (1-15)
Practical Grammar: “Parts of Speech” (1-29)
SEPT. 21 / SEPT. 23  Narration
They Say / I Say: “I Take Your Point” (163-66), “As a Result” (105-20)
Practical Grammar: “Sentence Structure” (31-49)
Due [Sept. 23]: Draft of personal narrative

SEPT. 28 / SEPT. 30  Definition & Example
40 Model Essays: Brady, “I Want a Wife” (251-53), Staples, “Black Men and Public Space” (112-15)
They Say / I Say: “They Say” (19-29), “Her Point Is” (30-41)
Practical Grammar: “Active and Passive Voice” (63-64)
Due [Sept. 30]: Personal narrative [revised]

OCT. 5 / OCT. 7  Process Analysis
40 Model Essays: Eighner, “Dumpster Diving” (192-94), Mitford, “Embalming Mr. Jones” (197-204)
They Say / I Say: “As He Himself Puts It” (42-51), “Yes/No/Okay, But” (55-67), Zinczenko, “Don’t Blame the Eater” (241-43)
Practical Grammar: “Pronoun-Antecedent Agreement and Pronoun Case” (85-98)
Due [Oct. 5]: Draft of definition and example essay

OCT. 12  Thanksgiving holiday (no classes)
OCT. 14  Division and Analysis
They Say / I Say: “And Yet” (68-77)
Due [Oct. 14]: Definition and example essay [revised]

OCT. 19 / OCT. 21  Division and Analysis
Readings [one short story and five sonnets] to be distributed on Oct. 14
They Say / I Say: “So What? Who Cares?” (92-101)
Practical Grammar: “Diction and Danglers” (105-18)
Due [Oct. 21]: Draft of analysis essay

OCT. 26 / OCT. 28  Comparison and Contrast
They Say / I Say: “Ain’t So/Is Not” (121-28)
Practical Grammar: “Parallelism and Faulty Constructions” (126-35)
Due [Oct. 28]: Analysis essay [revised]

NOV. 2 / NOV. 4  Comparison and Contrast
Readings to be distributed on Oct. 28
They Say / I Say: “But Don’t Get Me Wrong” (129-38)
Practical Grammar: “Punctuation” (140-58)
Due [Nov. 4]: Draft of comparison and contrast essay
NOV. 9 / NOV. 11
Cause and Effect
40 Model Essays: Gladwell, “The Tipping Point” (286-91), Ehrenreich, “Cultural Baggage” (298-301)
Practical Grammar: “Style and Documentation” (182-99)
Due [Nov. 11]: Comparison and contrast essay [revised]

NOV. 16 / NOV. 18 & NOV. 21 [Make-up day (for Thanksgiving holiday)]
Argument and Persuasion
They Say / I Say: “‘What’s Motivating This Writer?’” (173-83)
Due [Nov.18]: Thesis and outline of argumentative essay; Short summary with quotation of two sources for the argumentative essay

NOV. 23 / NOV. 25
They Say / I Say: “‘He [Says] Contends’” (139-59)
Due [Nov. 23]: First draft of opening paragraph of argumentative essay
Due [Nov. 25]: First draft of argumentative essay

NOV. 30 / DEC. 2
Due [Dec. 2]: Second [revised] draft of argumentative essay

Due [Dec. 7]: Complete portfolio including argumentative essay [thoroughly revised and edited]

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 website (Arts)](#)
- [Academic Integrity Office (UWaterloo)](#)

**Accommodation for Students with Disabilities**

**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.