Course Information:
Time: 1:30 - 2:20pm: Tuesday, Thursday, Friday
Location: EV3 3408

Instructor Information:
Instructor: Doug Sikkema
Office: 1238 PAS
Office Hours: Tuesday and Thursday. 11:30am – 12:30pm (or available by appointment)
Email: djsikkem@waterloo.ca

Course Description:
The purpose of ENGL-109 is to get you comfortable writing in an academic context and to develop your skills as a writer. This course will help you to think critically and creatively and to communicate your ideas effectively. You will learn and practice the various strategies for inventing, drafting, and editing texts in different genres and for different audiences. More importantly, the course’s small and larger assignments will aide you in finding your voice; that is, learning to write academically is not just about learning how to write like everybody else, but about crafting a professional yet personally distinct style within the conventions of different academic genres.

In this course, we will also help each other grow as writers since writers do not develop their skills alone, but learn from other writers. The course is designed to give you multiple chances to collaborate with your peers in brainstorming sessions, drafting workshops, and peer-editing class periods. You will learn how to give critical and structural feedback to your peers, as well as how to receive feedback and use it in the revision of your work. Remember: Essay comes from the French essayer, meaning: “to try.” Essays, then, are attempts that are never really finished.

Also, great writing is never accomplished immediately, but is developed and refined over time. The structure and assignments for this course are designed to help you slowly improve your writing through multiple stages of editing and drafting. You will receive feedback from both myself and your peers and be given opportunities to revise your work. You will collect all of your work from the earliest draft to the most polished texts in a portfolio for the purposes of a final evaluation.

Required Text:

Suggested Reference Text:
Course Objectives
ENGL109 is designed:
• To help you to think critically and communicate effectively
• To give you the chance to learn and practice a variety of strategies for inventing, drafting, and editing texts
• To give you the opportunity to learn and practice writing in a variety of academic genres
• To help you learn to read critically
• To help you 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 help you learn and practice communicating to a variety of academic audiences.

Course Requirements and Assessment
This course consists of weekly in-class activities which will be graded for completion, minor assignments and quizzes, three unit essays, and a final portfolio of revised work.

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<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Participation and Weekly/Activities</td>
<td>n/a</td>
<td>20%</td>
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<tr>
<td>Quotation Activity</td>
<td>February 13</td>
<td>5%</td>
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<tr>
<td>Research Activity</td>
<td>March 6</td>
<td>5%</td>
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<tr>
<td>Quizzes</td>
<td>n/a</td>
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<tr>
<td>Unit 1 Essay</td>
<td>February 5</td>
<td>10%</td>
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<td>Unit 2 Essay</td>
<td>February 26</td>
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<td>Unit 3 Essay</td>
<td>March 26</td>
<td>15%</td>
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<tr>
<td>Final Portfolio</td>
<td>April 10</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 must be submitted through Learn via the appropriate dropbox.

Assignment Descriptions
Participation, Quizzes, and Activities (35%)
Participation and attendance in this course are expected. If you must miss a class for illness or for family emergency, you will need to provide documentation. Remember, writing is not just an independent activity; therefore, your attendance matters because others will be relying upon you.
Weekly Activities: (20%)
Each week you will participate in learning activities. These activities will be graded for completion. These activities cannot be “made-up” if you miss a class.

Quotation Activity (5%) - due Feb 13 at 11:30pm via Learn dropbox
- Read HTWA2e Chapter 45: Summarizing Sources, Chapter 46: Paraphrasing Sources, and Chapter 48: Documenting Sources, as well as Chapter 47: Integrating Sources into Your Work.
- Choose and read one argument essay from the "Readings" section of HTWA2e.
  - Reading 1: Maureen Dowd, "Don’t Send in the Clones", p. 736
  - Reading 2: Nancy Gibbs, "Cool Running", p. 739
  - Reading 3: Emily Bazelon, "Hitting Bottom: Why America Should Outlaw Spanking", p. 743
  - Reading 4: Poranee Natadecha-Sponsel, "The Young, the Rich, and the Famous: Individualism as an American Cultural Value", p. 748
  - Reading 5: Daniel Engber, "Glutton Intolerance", p. 758
- Create a document that first summarizes the reading. Then, in this same document, paraphrase one key point from the reading. Then use one key quote from the reading and integrate that quote into a sentence of your own. Label each part of the document appropriately, as “Summary,” “Paraphrase,” and “Quotation”

Smart Research Activity (5%) - due March 6 at 11:30pm via Learn dropbox
- Read HTWA2e, Chapter 40: Beginning Your Research, Chapter 41: Finding Print and Online Sources, and Chapter 43: Evaluating Sources
- 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 research essay, and narrow the topic down until you have a few specific search terms
- Conduct your own search using the Waterloo Library site. 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 articles, download or print them, and use them to kick-start your research
- Create a document and begin by writing out the citation information for three of your articles in proper MLA Style.
- 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 sentences, 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 for these quotes
- Submit your assignment to the Learn dropbox by 11:30pm on the due date.
Quizzes (5%)
You will complete a series of small quizzes in Learn. These quizzes will be open for one week, and must be completed by the assigned deadline (see course schedule below). They test basic course knowledge related to the syllabus and textbook readings.

Unit Essays (35%)

Essays MUST BE:
- 4-5 pages in length. Cannot be any shorter.
- Use MLA format for all written work (see HTWA2e for guidelines): Times New Roman, 12pt. font, 1-inch margins, numbered pages, and so on.
- Keep copies of all your work, as hard copy and electronically.
- Save multiple versions of all work. If you make changes to an essay, save the file under a new name. This will allow you to view the development of your work between drafts, show this development to me, and reflect on it.
- Save everything. Save peer review comments, pre-writing, and every draft of your essays, with my comments.
- Submit your assignment to Learn dropbox by 11:30pm on the due date

A) Unit 1 Essay: Narrative (10%) - due Feb 5 at 11:30pm via Learn dropbox
An autobiographical narrative is a story that shows a reader something essential about you, that recounts a story that has shaped who you are, 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 autobiography. In the final essay, your purpose is to explore and reflect on one specific moment in your life.

This paper should have a rather narrow focus. You want to explore one moment in depth, and you only have four 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 of which you are a part.
- Use narrative conventions to show 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.
B) Unit 2 Essay: Advertisement Analysis (10%) - due Feb 26 at 11:30pm via Learn dropbox

It is easy to have an opinion. It is easy to criticize. It is more difficult to think thoughtfully and critically to develop an interpretation, and then to support your ideas. 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 (radio or video) that you can spend some time with, get to know, and think deeply and critically about. Your evaluation will offer thought-out commentary and criticism. You will develop an evaluative thesis about your advertisement that moves beyond liking or disliking. You will then develop claims and support your thesis about this ad.

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. The course textbook, HTWA, has a chapter on “Rhetorical Analysis” that offers detailed information about how to write an analysis essay like this one.

Assignment Hints:
Rhetorical analysis should:
• Take words and images seriously.
• Make strong claims about texts.
• Pay attention to audience.
• Mine texts for evidence (and quote texts often).
Your analysis should:
• Not be rude or over the top.
• Demonstrate an understanding of the intended audience.
• Consider author, medium, and language of the text.
• Consider the context and origin of the text.
• Consider the use of rhetorical appeals in the text.

Learning Goals for Assignment:
• Collect relevant cultural texts (in this case, advertisements) for analysis.
• Understand and think critically about texts you encounter.
• Read rhetorically, paying attention to strategies of persuasion, the purposes of an ad’s creator, and the effect of an ad on an audience.
• Integrate other voices into your writing through summary, paraphrase, and quotation
• 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.

C) Unit 3 Essay: Literary Analysis with Research (15%) - due March 26 at 11:30pm via Learn dropbox

In this assignment, you will begin by choosing one of the provided short stories that interests you. You do have the option of a short story of your choice; however, the short story has to be approved by me at the beginning of the unit. The next step will be finding something to write about, the topic or subject of the essay. You can narrow the topic by considering a particular approach to the subject, or a sub-topic within it. Once you have the topic, you can begin researching for scholarly articles. Find up to three (see Smart Research activity), but only choose one to use in your essay. You will be using the scholarly article 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 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 texts 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.
- Academic citation systems for documenting work, and know where to find resources that will help you with this.

**Final Portfolio (30%) - due April 10 at 11:30pm via Learn dropbox**
Gather all of your writing from the semester (including notes, drafts, reviews, and reflections) and compile as a writing portfolio. Include summaries of peer and my feedback for each essay. Choose two of your unit essays to revise for your portfolio. Write a final reflection discussing the course overall, your writing process, and how you approached selecting and revising your two essays.
Your final portfolio must be compiled as an electronic document and submitted through Learn.

**Learning Goals for Assignment**
- To collect and select your best writing from English 109.
- To put even more work into revising two major essays: paying attention to format, grammar, organization, style, and so on.
- To reflect on the writing you have done in this class in order to focus on strengths and weaknesses and develop goals for future improvement.
- Understand, articulate, and evaluate the writing processes that work best for you as a writer.
- Understand how writing is a process, and that one piece of writing might take several drafts and several revisions before it is fully developed.
- To solidify a process for success in future writing.

**Course Schedule**

**Week 1**

*Jan 6*: Introduction to course, LEARN, and each other.

*Jan 8*: Lecture. **Reading**: How to Write Anything. Ch. 1: Narratives

*Jan 9*: In-class Twitter Memoir activity. **Reading**: David Sedaris: “Me Talk Pretty One Day” (p. 635) and Rob Sheffield: “Rumblefish” (p. 642)

**Week 2**

*Jan 13*: Lecture. **Reading**: How to Write Anything Ch. 35, 36, 37: Style.

*Jan 15*: Discussion. **Reading**: Naomi Shihab Nye: “Mint Snowball” (p.661) and Jonathan Franzen: “The Comfort Zone” (p. 668)

*Jan 16*: In-class activity: object free-write - bring an object that has some kind of personal significance that you can write about.
Week 3
Jan 20: Lecture. Reading: How to Write Anything Ch. 19, 20: Brainstorming, and Brainstorming with others.
Jan 22: Discussion. Reading: Linda Barry “Lost and Found” (p. 654) and Ira Sukrungruang “Chop Suey” (p. 664)
Jan 23: In-class Activity: Brainstorming topics for narrative essay.

Week 4
Jan 27: Lecture. Reading: How to Write Anything Ch. 39: Peer Editing
Jan 29: Narrative DRAFT due in class. Discussion. Breaking into Peer editing groups.
Jan 30: Peer editing continued. After receiving edits, Read: How to Write Anything Ch. 38: Revising your Work.

Week 5 - Narrative Essay due FEB 5 at 11:30 pm.
Feb 3: Lecture. Reading: How to Write Anything Ch. 8: Rhetorical Analysis
Feb 5: In-class activity: analysis of ads.
Feb 6: Workshop paper topic/Bring in a couple of ads (radio, print, video) that you are considering for a paper.

Week 6 - Quotation Activity due Feb 13
Feb 10: Lecture. Reading: How to Write Anything, Ch. 45-49: Sources.
Feb 12: Advertisement Analysis essay DRAFT due in class. In-class peer-editing.
Feb 13: In-class Citation Activity.

Week 7 – February 16 – 20 (READING WEEK)

Week 8 - Advertisement Analysis Essay due Feb. 26 at 11:30 pm.
Feb 24: Lecture. Reading: How to Write Anything Ch. 7: Literary Analyses.
Feb 26: Discussion. Reading: “Peanuts” p. 913; “Holden Raises Hell” p.961
Feb 27: Library trip.

Week 9 - Smart Research Activity due March 6 at 11:30pm
March 3: Lecture: Literary Analysis continued.
March 5: Workshop Literary Analysis ideas. Reading: Stanley Fish “The Other Car” p. 976.
March 6: In-class activity: Bring in a song (with lyrics) on which to perform a literary analysis.

Week 10 – Best Writing
March 10: Essays discussion. Readings tbd.

Week 11
March 17: Lecture: Researching. Reading: How to Write Anything. Ch. 40 – 44: Sources.
March 19: Discussion: **Reading:** Sharon Begley “Learning to Love Climate ‘Adaptation’” p.686.

**March 20:** **Literary Analysis DRAFT due in class.** Peer editing Literary Analysis essay draft

**Week 12 - Literary Analysis Essay due March 26 at 11:30pm**
March 24: Lecture: Common Errors. **Reading:** Chs. 55 – 65.
March 26: Refining Grammar. Discussion and Activity.
March 27: Portfolio Expectations. Workshop papers for portfolio.

**Week 13**
March 31: **Course Evaluation/Portfolio Inquiries**
April 2: **No Class**
April 6: **MONDAY:** Last class. Sharing our best work.

**Week 14**
**Final Portfolio due April 10**

**Late Work**
Late work will be penalized 5% 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.

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

**Attendance Policy**
Attendance is mandatory. Make-up activities for missed classes will not be provided.
Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

**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.