Welcome to Academic Writing.

In this course, you will become familiar with different aspects of formal writing and formal writing in different contexts. Always keep in mind that you will succeed in writing only if you enjoy writing. This course, by looking at different uses of writing, is designed to help you appreciate writing as an art. What you gain from a university-level writing course will serve you for the rest of your academic careers. This is why you should make the best use of this course. There are no exams for this course. You will be graded on the basis of your presence and performance in class and the various writing assignments throughout the semester. All writing assignments are due at the beginning of class. Attendance, therefore, is vital.

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
**Peer Workshop**

Reviewing and commenting on the works of your peers is a great learning experience. Each writing assignment will be followed by a session of peer workshop. Keep in mind that you are required to hand in one hard copy of your writing to me and three hard copies to your classmates. Also, you will be given the opportunity to revise your writing after it has been reviewed in order to (1) better learn from your mistakes and (2) receive an additional 10% on the grade for that particular assignment.

**Extra Help**

Hopefully, we can work together throughout the semester in order to create a friendly, professional, and effective atmosphere. I would be happy to assist you outside of class. Feel free to contact me to arrange a time to meet if you cannot come to my office during the office hours on Tuesdays and Thursdays. Also, I will be emailing you regularly. This means you need to make it a habit to check your email account regularly.

**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. 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.

**Grading**

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class participation (presence + performance)</td>
<td>30%</td>
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<tr>
<td>Narrative essay (900-1100 words)</td>
<td>15%</td>
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<tr>
<td>Rhetorical analysis (900-1100 words)</td>
<td>15%</td>
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<tr>
<td>Argument essay (1400-1600 words)</td>
<td>15%</td>
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<tr>
<td>Long essay (1900-2100 words)</td>
<td>25%</td>
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**Academic Integrity**

As a student of the University of Waterloo you are expected to both observe and encourage principles of honesty and responsibility. Please take the time to familiarize yourself with the University policies on this matter. And please keep in mind that ignorance is not an acceptable excuse. It is the responsibility of every member of the university to avoid committing an academic offence. If you are unsure whether an action constitutes an offence, or need help in learning how to avoid offences (plagiarism, cheating, etc.) or about “rules” for group work/collaboration please seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean.

**Students with Disabilities**

The Office for Persons with Disabilities (OPD), 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 OPD at the beginning of each academic term.

**Grievances**

Any 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 decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) or Policy 71 (Student Discipline) may be appealed if there is a ground. If a judgement falls against you and you feel you have a ground for an appeal, please refer to Policy 72 (Student Appeals).
Course Schedule

Lecture 1: Introduction *Tuesday, September 15*

Lecture 2: Remembering the past *Thursday, September 17*
  Discussion: Cause and effect
  Due: Description of an event from your past

Lecture 3: Addictions *Tuesday, September 22*
  Discussion: Habits
  Due: Description of your strongest habit

Lecture 4: The news *Thursday, September 24*
  Discussion: Objectivity and subjectivity

Lecture 5: Proverbs *Tuesday, September 29*

Lecture 6: Emotions *Thursday, October 1*

Lecture 7: Rhetoric *Tuesday, October 6*
  Discussion: Understanding rhetoric
  Due: Narrative essay

Lecture 8: Peer workshop *Thursday, October 8*

Lecture 9: Common errors and reflection *Tuesday, October 13*
  Due: Revised narrative essay
Lecture 10: Rhetorical analysis I  
*Thursday, October 15*

Watch “Achieving Your Potential” and answer questions
Discussion: Ethos

Lecture 11: Rhetorical analysis II  
*Tuesday, October 20*

Watch “The Price of Shame” and answer questions
Discussion: Pathos

Lecture 12: Rhetorical analysis III  
*Thursday, October 22*

Watch “Teachers Need Real Feedback” and answer questions
Discussion: Logos

Lecture 13: Textual analysis  
*Tuesday, October 27*

Barack Obama’s “Father’s Day Address”
Due: Rhetorical analysis assignment

Lecture 14: Peer workshop  
*Thursday, October 29*

Lecture 15: Common errors and reflection  
*Tuesday, November 3*

Due: Revised rhetorical analysis assignment

Lecture 16: Report and review  
*Thursday, November 5*

Discussion: Book report and book review
Due: Review of your favorite movie

Lecture 17: Literary analysis  
*Tuesday, November 10*

Edgar Allan Poe’s “The Tell-Tale Heart”
Due: Argument essay

Lecture 18: Peer workshop  
*Thursday, November 12*
Lecture 19: **Common errors and reflection** *Tuesday, November 17*
   Due: Revised argument essay

Lecture 20: **Workshop** *Thursday, November 19*
   Discussion: Preparation for the long essay (half of the students)
   Due: Thesis statement and outline

Lecture 21: **Workshop** *Tuesday, November 24*
   Discussion: Preparation for the long essay (the other half of the students)
   Due: Thesis statement and outline

Lecture 22: **Rhyme and rhythm** *Thursday, November 26*
   Discussion: Poetry
   Due: Long essay

Lecture 23: **Peer workshop** *Tuesday, December 1*

Lecture 24: **Concluding session** *Thursday, December 3*
   Due: Revised long essay