Department of English  
ENGL 109-005  
Introduction to Academic Writing  
Fall 2019  
Classroom EV3-3408  
Tuesdays and Thursdays, 10-11:20 am

Instructor Information:
Instructor: Chitra Kumar Karki (Call me Chitra)  
Office: PAS 2217  
Office Hours: Tuesdays & Thursdays: 11:30AM – 12:30PM or by appointment  
E-mail: ckkarki@uwaterloo.ca

I acknowledge that I work and teach on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised and given to Six Nations, which includes six miles on each side of the Grand River.

Course Description
English 109 is designed to provide students with a set of writing skills needed for academic purposes. Throughout the term, we will focus on three genres of academic writing: the Personal Narrative, the Rhetorical Analysis and the Argumentative Essay. In addition, we will have minor assignments including peer review workshops in classrooms to help you accomplish major assignments. While academic writing is about learning to write creatively and critically, we will learn to read and write creatively and critically as well; the selected readings will help us to see how other people do so. Writing is also about making different choices. Together we will learn what choices other writers make and what choices and styles we can use in our own writing. Discussions and group activities pertaining to the course will characterize the way we learn to read and write. You will get to have a lot of opportunities for revision and editing assignment drafts before final submissions. As writing is a collaborative action for meaning making, you are expected to constructively participate in discussions. As all of us know, collaborative action results from our own independent thinking and action, your individual opinions, experiences and creative actions will be highly expected and valued. Let’s do things creatively, critically, and responsibly!!!!

Required Text

Readings Available on LEARN
Excerpts and extra readings will be made available on LEARN as soon as possible.

Course Goals and Learning Outcomes
This course is designed 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 give and receive useful feedback on writing for the purposes of revision
• To learn and practice communicating to a variety of academic audiences

Standards of Written Work
This is a university-level writing course, so the university expects you to be comfortable with the basic mechanics of writing. You should be able to understand and use proper grammar, punctuation and syntax. Keep in mind this does not mean you need to be able to cite or talk about obscure grammar or usage rules; this just means that you are comfortable putting together sentences using English. If you need extra help with these mechanics, it is your responsibility to come to office hours, or to make an appointment with me, or to visit the university's writing centre.

Mental Health: Human beings need support systems. I encourage you to seek out mental health support if you need it. The university has a variety of on-campus services and support systems you can use, and there are also off-campus options. The faculty of arts has a page with links, phone numbers, and a bunch more information right here: https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it.

Classroom Etiquette
Civility: No student should ever be teased, or made to feel small, embarrassed, self-conscious, or unsafe. Since workshop, discussion and feedback are such important elements of the class, we will discuss how to give critical feedback in a way that’s productive and helpful. We’ll also discuss how to receive critical feedback because sometimes very helpful, very useful feedback is hard to accept, even though doing so will make you a better writer and help you grow.

Please Bring With You...

Hard Copies of Rough Drafts: When I ask you to bring rough copies of your work to class, I mean print off hard copies and bring them with you. Several times this term you’ll need to both upload rough drafts to LEARN and print off four hard copies for in-class workshopping.

Cheap Notebook: Bring a cheap notebook with you. Loose-leaf paper is fine, if that’s your thing.

Pens and Pencils: Bring pens and pencils with you.

Note: You must bring pens and paper with you to every class. Although I’m allowing you to bring your laptops, you will also be doing some writing with old-fashioned pens and paper. Depending on the situation, there are cognitive benefits to doing so, and you’ll learn about them.

Course Requirements and Assessment
You MUST pass the major assignments for successful completion of the course.
Assessment 1

Personal narrative Essay (15%): It can be any of the narratives that directly or indirectly relates to you. For this assignment, you are encouraged to write literacy narrative. If you want to write different a narrative on life learning, you can come talk to me. You will get a chance to submit a revised copy at the end of the semester.

Grade Breakdown:
Rough Draft: 5%
Peer Review Workshop Contribution: 5%
Final-For-Now Submission Draft+ Reflection memo+ Peer Review Draft: 5%

Assessment 2

Rhetorical Analysis (15%): Rhetorical Analysis Essay will take up a good chunk of October. As before, you’ll bring in a rough draft to workshop in class, then you’ll hand it a week later. Your Rhetorical Analysis Essay will also receive a temporary “final-for-now” grade, with comments and feedback. At the end of the term you’ll have a chance to hand in a revised copy.

Grade Breakdown:
Rough Draft: 5%
Peer Review Workshop Contribution: 5%
Final-For-Now Submission Draft+ Reflection memo+ Peer Review Draft: 5%

Assessment 3

Argument Essay (15%): In this assignment you will write an essay on current issues you find around you or elsewhere that needs immediate attention or solution. Once you familiarize yourself with fundamentals about argumentative essay, you will decide a topic and gather necessary sources. Critical thinking and reasoning will be some of the core aspects that your essay will be graded on. At the end of the term you’ll have a chance to hand in a revised copy.

Grade Breakdown:
Rough Draft: 5%
Peer Review Workshop Contribution: 5%
Final-For-Now Submission Draft+ Reflection memo+ Peer Review Draft: 5%
Assessment 4
Two revised submissions of any of the TWO Final-For-Now assignments (15%): In this section, you are required to make some substantial revisions of any of the two major assignments. The mere resubmission without significant revision will not count toward the grade for this assignment. Formatting, common errors (that would include grammar and so forth), editing and revision at the level of idea(s) are some of the areas that you will pay attention to.

Assessment 5
Five Mini Assignments: 15%
You will be writing five mini assignments throughout the term. The mini assignments will include three reading responses and two reflections (mid-term reflection+ Term-final reflection)

Assessment 6
Short Presentation: 5%
It is your thing; no rigid grading and commentary. You will have a Five-minute presentation at the start of each class beginning second week. You will register your name in a sign-up sheet to be provided in the first meeting. It will be considered completion grade once you speak for five minutes about your live learning or anything you feel like important for classroom-community. However, you will not talk about something that hurts other people’s feelings and their presence.

Participation: 20%
We will be in a classroom community throughout the term. Since classroom presence has significant weight, it is expected that you actively participate. You can constructively and actively participate by sharing views, getting engaged in group discussions, idea discussions, peer reviewing and so forth. It is also possible that some of us do not want to verbally participate, but there are multiple ways that you can make your presence felt and worthwhile. You can remain absent for TWO days which will not impact on your grade (shoot me an email or let me know personally that you have that requirement). Medical and culture-based absences are exempt. Attendance will be taken in each class.

Course Outline
Unit 1: Personal Narrative
Personal narrative is a genre in academic writing. In literal sense, a personal narrative tells a story about an event(s) that impacted and changed the writer’s perspective to look at things or life in general. Personal narrative can be about any event that relates to the writer’s life and life learning such as joining elementary school or university, immigrating to a new country, learning a new language, learning to read and write and so forth. One of the important reasons why we write or share our personal stories is because they have a fair share in our live learning or epiphany. That said, we have some reasons to write or share our personal stories. One of the simple reasons could be that we want other people to learn from our stories. To that end, you will write personal narrative to represent your underlying purpose. There are no rigid methods and mechanics of writing personal narratives. You are encouraged to write 4-6 page Literacy Narrative for the assignment. If you wish to write a different type of personal
narrative, let me know early on. You can make use of visuals if you want to better capture and represent a particular occasion in the narrative. However, you will not use visuals to account for the amount of writing needed.

There are various subgenres of personal narratives:

a. Literacy narrative  
b. autoethnography  
c. reflection/Memoir  
d. visual narrative

**Unit Two: Rhetorical Analysis**

In this unit we will be learning about some basic ideas of rhetoric and tools for rhetorical analysis. Doing Rhetorical analysis entails close analysis of a particular text or material we want to analyze with particular focus on rhetorical situation and three major components: Logos, Ethos and Pathos. In this unit you will also learn about argument and its significance in rhetorical analysis. For that purpose, we will have an excerpt from Andrea Lunsford’s *Everything is an Argument*. We will have chances for individual as well as group discussions on selected readings. Once you get basic concepts about rhetoric, rhetorical situation, and major components of rhetorical analysis you will find your own material for the major assignment in this unit and hold peer-review workshop for feedback. After that, you will submit your final-for-now draft along with your peer feedback and a short reflection.

**Unit Three: Research Argument Essay:**

In this unit, you will be asked to develop research questions, undertake some research, formulate a thesis, and then create an argument, focuses on writing persuasively. Here are some other specific goals for the third unit:

1. Explore a relevant and contentious issue from a variety of perspectives, considering multiple viewpoints and arguments, using a variety of research strategies
2. Creatively and critically synthesize research from multiple sources—develop awareness of different personal, academic, and civic contexts and express your unique ideas in relationship to the ideas of others.
3. Formulate academic research questions and theses.
4. Use academic citation systems for documenting work, and know where to find resources that will help you with this.

For the major assignment in this unit you will begin by choosing a current issue that you are interested in. This issue, ideally, will be a complex one. There will be more than just a “for” or “against” position to be taken, and the issue won’t be so charged and loaded that people’s minds are already made up about it. Your instructor will help you very carefully choose your issue.

Then, you will do some research to learn more about the issue and about various viewpoints and stakeholders. Eventually, you will form a unique thesis about this issue, and use research to support a series of claims. You will organize your essay and write persuasively to change people’s minds about your issue.
The course textbook, *HTWA*, has much more detailed information about what an argumentative essay is, and how to write one. Your assessment on this paper will be based on the goals of this unit.

### Schedule

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>September 5th</td>
<td>Introduction (Do any creative kind that reflects you) and Start the course with Unit 1.</td>
<td>HTWA Chapter 1, Narrative Allegra Goodman’s “O.K. You’re Not Shakespeare” Patton Oswalt’s “Zombie Spaceship Wasteland.” Write a response to the reading (Patton Oswalt)</td>
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<td>2</td>
<td>September 10th</td>
<td>Short presentation Discussion: Chapter 1, Narrative (especially Literacy narrative) Discussion: Patton Oswalt’s “Zombie Spaceship Wasteland” 1st Mini Assignment Due Today: Reading Response</td>
<td>HTWA Pequeno’s “Check. Mate”</td>
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<td>September 12</td>
<td>Short presentation Discussion: Memoir/ Reflection Pequeno Strategies for Organization</td>
<td>HTWA Ira Sukrungruang’s “Chop Suey” Work on your introduction and begin writing the rest of your narrative.</td>
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<td>3</td>
<td>September 17</td>
<td>Short presentation Discuss: Sukrungruang Share Introductions. Discuss “Epiphany” or “A-Ha Moment”</td>
<td>HTWA Chapter 36, Peer Editing. Complete rough draft of essay.</td>
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<td></td>
<td>September 19</td>
<td>Short presentation Bring Rough Draft of your Narrative (4 Copies) for peer review Homework: Revise your Narrative</td>
<td>Read HTWA, chapter 35, Revising Your Work</td>
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<td>4</td>
<td>September 24</td>
<td>Short Presentation Discussion: What is revision? Homework: Continue revising your narrative drafts. Draft one-page reflection.</td>
<td>HTWA Chapter 8, Rhetorical Analysis Read Paula Marantz Cohen for rhetorical analysis.</td>
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<td>September 26</td>
<td>Librarian’s lecture</td>
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<td>5</td>
<td>October 1st</td>
<td>Short presentation Discussion: What is Rhetoric? Why Rhetoric? What is Rhetorical Situation? Discuss Rhetorical analysis. HTWA Chapter 8 and Cohen’s piece Due Today: Literacy Narrative-Final-For-Now (4-6 Pages)</td>
<td>Read Fish (reading section). Get some recent advertisement for the next class.</td>
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<td>6</td>
<td>October 3rd</td>
<td>Short presentation Discuss Fish Discuss Appropriate Texts</td>
<td>Lunsford’s Logos, Ethos, Pathos. Read Laurie Fendrich’s “The Beauty of the Platitude” Write a reading response. Start working on the draft.</td>
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<td>October 8th</td>
<td>Short presentation Lunsford: Is everything an argument? How to form argument? Tolentino Critical Thinking; knowing the audience.</td>
<td>HTWA Chapter 42, Summarizing Sources, 43 Paraphrasing sources, and 45, Documenting Sources. Keep working on your Rhetorical Analysis draft. Bring your source(s) in the next class.</td>
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<td>7</td>
<td>October 15</td>
<td>Reading Week</td>
<td>No Reading.</td>
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<td>October 17</td>
<td>Reading Week</td>
<td>No Reading.</td>
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<td>8</td>
<td>October 22</td>
<td>Short presentation Discuss: HTWA Chapter 42, Summarizing Sources, 43 Paraphrasing sources, and 45, Documenting Sources.</td>
<td>Work on rough draft; Read HTWA chapter 46 We will focus on In-text Citation.</td>
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<td>October 24</td>
<td>Short Presentation MLA Documentation and Format In-text Citation.</td>
<td>Keep working on rhetorical analysis draft. Prepare FOUR copies of the draft for the next class peer review workshop.</td>
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<td>9</td>
<td>October 29</td>
<td>Short presentation Peer review workshop-Rhetorical Analysis (Bring FOUR hard copies.)</td>
<td>Work on Final-For-Now draft and reflective memo. HTWA Chapter 3: Arguments. Maureen</td>
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<td>Dowd’s “Don’t Send in the Clones.”</td>
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<td>HTWA chapter 11: and Chapter 24: Thesis. Find a source for annotated Bibliography discussion for the next class. Write one-page reflection on how the term is going.</td>
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<td>HTWA Lomborg’s “The Limits of Panic.” Explore your topic for argument essay and create list of perspectives and opinions.</td>
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<td>HTWA chapter 37, 38 and 40 Start Finding your sources for your argument essay.</td>
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<td>No reading, but work on finding your sources and start writing your essay.</td>
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<td>No Reading Finalize your argument essay Rough Draft.</td>
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<td>Keep working on your argument Essay.</td>
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<td>Choose any two major assignments to revise for final portfolio.</td>
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Week | Date | Topic | Readings
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November 26th | | Review our term and celebrate. Give me your feedback. Due on December 3rd: Two revised essays for final submission. You MUST include final-for-now drafts together with final submissions and 2-3-Page-Final Reflection that will also include the term experience*  
Great working Together!!!!!!!!!!  
*Note: 5th Mini-Assignment is Final reflection.

**Late Work**
Please note that there is a 5% per day late penalty for missing any of the major assignment deadlines. This will be firm, because organization and productivity are a part of this course (and writing more generally). Yes, this late penalty will apply to the “final-for-now” due dates for the assignments. If you have medical and other serious reasons, let me know. For medical reason, doctor’s note is required if you fail to hand in your assignment by the due date.

**Electronic Device Policy**
No cell phones. Turn them completely off, please, as one of the first things you do when you step into class. This doesn’t mean “turn on vibrate.” It means turn the phone off. Having a phone on or texting in class puts you in danger of losing a lot of participation marks. It’s also embarrassing and awkward when I need to say something. I will allow laptops, but here, too, you can lose participation marks if you’re not using yours for work.

**Attendance Policy**
You must attend all classes. Attendance will be taken at all class sessions. Students who miss more than two classes are in danger of a failing participation grade. Always bring your course book How To Write Anything to both lectures and workshops.

**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**

Every student with a permanent or temporary disability has the right to UW’s AccessAbility Services, located on the first floor of the Needles Hall 1132. The AccessAbility Services office, 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. This is true for every class you take at this university. Please visit https://uwaterloo.ca/accessability-services for more information on how to do this. If you feel anxiety about participation or speaking in public, please speak with me and we can discuss accommodations that work well. (You’re not alone.) These usually involve alternative forms of participation, and/or weekly goals to increase your participation.