English 109: Introduction to Academic Writing  
(Fall 2018, Section 008)

Date/Time: Monday & Wednesday, 2:30pm – 3:50pm  
Location: EV3 3406

Instructor: Dr. Stephen Fernandez  
Office: HH 262  
Hours: Monday & Wednesday, 1:00pm – 2:00pm, and by appointment  
Email: sffernan{at}uwaterloo.ca

1) Course Description

This course deploys a workshop format that seeks to acquaint you with the genres, conventions, mechanics, and skills of writing that are required in a variety of academic contexts and disciplines, and may be applicable to various business and professional settings. You will also learn about the influence of rhetoric on the ways in which we read and write, and do so by gaining an appreciation of how the use of language in writing can shape an audience’s perception and reception of our message. Writing is more than a straightforward translation of our thoughts and ideas into a string of words on the page. Good writing takes place through dialogical relationships with different audiences, texts, and contexts. Through writing, we enter into a conversation with existing texts and with other writers, including our peers. Since writing is essentially a social performance, we will share and discuss our writing with others, and learn to provide constructive feedback on their writing. In turn, we will also learn how to process feedback on our writing by reflecting critically on the comments that we receive and devising productive approaches that will facilitate the revision of our work. For this reason, the writing assignments in this course will follow an iterative process that involves peer-review exercises and individual conferences with the instructor. Consequently, this process will teach you how to revise your early drafts into a final, polished paper that showcases your best writing.

2) Course Objectives

• To help you to think critically and communicate effectively
• To learn to read critically and rhetorically  
  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 write persuasively by effectively employing elements of formal argumentation
• To help you give and receive constructive feedback on writing that will facilitate a productive revision process
• To learn and practice communicating to a variety of academic and professional audiences.
3) Recommended Text


4) Accommodations 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 Access Ability Services office at the beginning of each academic term. You can contact the office at 519-888-4567 ext. 35082 or drop by Needles Hall Room 1132 to book an appointment to meet with an advisor to discuss your services and supports.

Students with physical disabilities, learning disabilities, or mental and behavioural health concerns are strongly encouraged to find out what accommodations are available to them. You are also welcome see me as early as possible to discuss ways that I can better accommodate your particular learning needs. If you do not have a documented disability, there are other means of support, including the Writing Centre and Counselling Services on campus.

5) Weekly Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Sep 10</td>
<td>Course Introduction</td>
<td>Syllabus Overview</td>
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<tr>
<td></td>
<td>Writing in the Digital Age</td>
<td><strong>In-Class Exercise:</strong> Tweet-and-Tell</td>
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<td>Sep 12</td>
<td><strong>Unit 1:</strong> Writing a Narrative</td>
<td><strong>Reading:</strong></td>
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<td>Anton Chekhov’s “The Looking Glass”</td>
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<td>Chapter 1, “Narrative”</td>
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<td>Sep 17</td>
<td>Introduction to Editing and Peer Review</td>
<td><strong>Reading:</strong></td>
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<td>Chapter 36, “Peer Editing”</td>
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<td>Sep 19</td>
<td>In-Class Peer Review of Draft Narrative</td>
<td><strong>Bring Initial Draft</strong> of Narrative to Class</td>
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<td>Date</td>
<td>Activity</td>
<td>Topic</td>
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<tr>
<td>Sep 24</td>
<td>In-Class Revision of Draft Narrative</td>
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<td>Sep 26</td>
<td>Unit 1 Writing Workshop</td>
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<td>Oct 1</td>
<td>Completion of Unit 1</td>
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<td>Oct 3</td>
<td>Unit 2: Rhetorical Analysis</td>
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<td>Oct 8</td>
<td>Thanksgiving Holiday – NO CLASS</td>
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<td>Oct 10</td>
<td>Fall Term Study Day – NO CLASS</td>
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<td>Oct 15</td>
<td>Unit 2: Rhetorical Analysis</td>
<td>Audience, Purpose, Context</td>
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<td>Oct 17</td>
<td>Finding a Topic for Rhetorical Analysis</td>
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<td>Oct 22</td>
<td>In-Class Peer Review of Draft Rhetorical Analysis</td>
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<tr>
<td>Oct 24</td>
<td>In-Class Revision of Draft Rhetorical Analysis</td>
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<tr>
<td>Oct 29</td>
<td>Completion of Unit 2</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>Oct 31</td>
<td><strong>Unit 3: Argumentative Essay</strong>&lt;br&gt;Exploring Different Forms of Argumentation&lt;br&gt;- Argument to Advance a Thesis&lt;br&gt;- Exploratory Argument&lt;br&gt;- Refutation Argument&lt;br&gt;- Visual Argument</td>
<td><strong>Reading:</strong>&lt;br&gt;Stefan Casso, “Worth the Lie”&lt;br&gt;Chapter 3, “Arguments”&lt;br&gt;<strong>Recommended Reading:</strong>&lt;br&gt;Matt Bors, “Can We Stop Worrying About Millennials Yet?”&lt;br&gt;<strong>In-Class Exercise:</strong>&lt;br&gt;Crafting a Working Argument</td>
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<td>Nov 5</td>
<td>Brainstorming Exercise: Finding a Topic</td>
<td><strong>Reading:</strong>&lt;br&gt;Chapter 19, “Brainstorming”&lt;br&gt;<strong>In-Class Exercise:</strong>&lt;br&gt;Brainstorming possible topics; Crafting a Working Argument</td>
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<td>Nov 7</td>
<td>Crafting an Argument: Revision and Submission</td>
<td><strong>In-Class Exercise:</strong>&lt;br&gt;Self-Review – Considering Alternate Points of View&lt;br&gt;<strong>Assignment 3a: Working Argument Due on LEARN</strong></td>
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<td>Nov 12</td>
<td>Annotated Bibliography I: Selecting and Evaluating Secondary Sources</td>
<td><strong>Reading:</strong>&lt;br&gt;Chapter 11, “Annotated Bibliographies”; Chapter 37, “Beginning Your Research”; AND Chapter 38 “Finding Print and Online Sources”&lt;br&gt;<strong>In-Class Exercise:</strong>&lt;br&gt;Draft Annotated Bibliography</td>
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<td>Nov 14</td>
<td>No Class – Instructor Away at Conference</td>
<td><strong>Preparatory Reading:</strong>&lt;br&gt;Chapter 41, “Annotating Sources”; Chapter 44 “Incorporating Sources into Your Work”; AND Chapter 45 “Documenting Sources”</td>
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6) Evaluation and Assignments

Participation
(包括Peer Review and In-Class Writing Exercises) 20%
Assignment 1: Narrative (500 words) 15% (Due: Oct 1 on LEARN)
Assignment 2: Rhetorical Analysis (500 words) 15% (Due: Oct 29 on LEARN)
Assignment 3: Argumentative Essay
   3a) Working Argument 5% (Due: Nov 7 on LEARN)
   3b) Annotated Bibliography 15% (Due: Nov 21 on LEARN)
   3c) Final Draft(800-1000 words) 30% (Due: Dec 3 on LEARN)

*Note: Late Assignments will incur a penalty of 2% for every day beyond the due date.

7) Special Notes

7.1 Special Note on Attendance

If you are unable to attend class due to medical reasons or other extenuating circumstances, please email the instructor BEFORE the start of the class from which you will be absent.

Students who are absent from class for a sustained period (i.e., more than 1 week) without proper explanation and/or documentation will not receive any marks for their Participation Grade (15%).

Please note that it is mandatory for students to participate in the Peer Review process for all assignments, which will be carried out in groups of three or four students.
7.2 Special Note on Mental Health and Wellbeing

If you encounter any issue pertaining to mental health and wellbeing, please feel free to contact the instructor via email to discuss the issue. You may also visit the instructor in person during regular office hours, or arrange an appointment to discuss the matter privately. You can be assured that all discussions are strictly confidential, and your privacy will be fully protected.

If you require professional counselling and psychological services, or other forms of mental health programs, please visit the UWaterloo Counselling Services office in Needles Hall North, 2nd Floor, or visit their website: https://uwaterloo.ca/campus-wellness/counselling-services

You can also contact Counselling Services by phone at: 519-888-4567 ext. 32655

7.3 Special Note on Basic Needs

Access to the basic needs of life is a crucial aspect of overall wellbeing for any person. Proper nourishment is vital for good physical, cognitive, and mental functioning. If you encounter any trouble accessing such basic needs as food and clean water, please visit the FEDS Office’s Student Food Bank website: https://uwaterloo.ca/feds/feds-services/feds-student-food-bank

You can also visit the FEDS Office at the basement of the Student Life Centre (SLC), or contact the office by phone at: 519-888-4568 ext. 84042, or by email at: recept@feds.ca

8) University Policies

8.1 – Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

See UWaterloo Academic Integrity webpage: https://uwaterloo.ca/academic-integrity/ & Arts Academic Integrity webpage: https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour for more information.

8.2 – 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 within the context of the course, 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.  
https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71

For typical penalties check Guidelines for the Assessment of Penalties:  
https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines-assessment-penalties

8.3 – 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: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70

8.4 – Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals  
https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72
http://www.adm.uwaterloo.ca/infosec/Policies/policy70.html

9) Writing Help at the UW Writing Centre

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, 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  
http://www.uwaterloo.ca/writing-centre

Group appointments for team-based projects, presentations, and papers are also available.

Additional Note on Writing Support: The Communication Specialists at the Writing Centre will guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.
10) Writing Assignment Descriptions

Assignment 1: Narrative

For the Narrative Assignment, you will explore narrative strategies that are useful for telling a story about yourself, your thought and ideas, as well as the way in which you perceive and interpret a particular situation or past experience.

Read the assigned short story, “The Looking Glass”, by the twentieth-century Russian author Anton Chekhov. As you read the story, make sure to take notes along the margins. While making these annotations, pay attention to word choice, sentence structure, the development of the plot or storyline, how the setting is being rendered, and any interesting information about the characters depicted in the narrative. You should also examine the various allusions (references) to external events and contexts as well as significant individuals who existed in Chekhov’s lifetime.

Once you have completed your annotations and identified the most important features of “The Looking Glass”, you may proceed to think about an idea, event, or experience that can be transformed into an original story. This story can be entirely fictional or based on a real-life situation/experience that you have encountered. The length of the narrative should be 500 words.

Peer Review

Use the annotations that you have made while reading “The Looking Glass” to produce a draft narrative and bring this draft to class for a peer-review exercise (see Course Schedule). The purpose of the peer-review exercise is to help you improve the effectiveness of your narrative. During this exercise, which will take place in class, you will show your draft to two of your classmates who will offer their feedback on your story. I will also be offering feedback on your work during the individual conferences.

Formatting Instructions and Submission Procedure

At the end of the peer-review exercise, you will review the feedback that you have received and revise your narrative into a final draft. The narrative assignment should be double-spaced and written in 12-point Arial or Times New Roman font.

Once you are satisfied with how the final draft of your narrative looks, you will submit an electronic copy to the appropriate Dropbox on LEARN.

The Narrative Assignment is due on October 1, 2018, at 11:59PM.

Late assignments will incur a penalty of 2% for every day beyond the due date.

Note: The description for Assignment 2 and Assignment 3 can be found on the next page.
Assignment 2: Rhetorical Analysis

For the Rhetorical Analysis Assignment, you will examine how the practice of rhetoric can influence the audience’s perception of a piece of written communication or a media artifact.

To begin this assignment, you will need to select a piece of written communication (a newspaper article, for instance) or a media artifact in popular culture (e.g., a song, an advertisement, or a short video). What you choose will become the rhetorical object for your analysis. You will then analyze this rhetorical object using the theories of rhetoric and the practical features of rhetorical communication that we have discussed in class. Remember to take notes as you analyze the rhetorical features of this object.

Peer Review

Once you have identified the most important features of the rhetorical object, you will use your notes to produce a draft rhetorical analysis. The length of the rhetorical analysis is 500 words. Like the previous assignment, you will bring this draft to class for a peer-review exercise (see Weekly Schedule). During the exercise, you will show your draft to two of your classmates who will offer their feedback on your analysis. I will also be offering feedback on your work during the individual conferences. At the end of the peer-review exercise, you will review the feedback that you have received and revise your rhetorical analysis into a final draft.

Formatting Instructions and Submission Procedure

The Rhetorical Analysis assignment should be double-spaced and written in 12-point Arial or Times New Roman font. Once you are satisfied with how the final draft of your analysis looks, you will submit an electronic copy to the appropriate Dropbox on LEARN.

The Rhetorical Analysis Assignment is due on October 29, 2018, at 11:59PM.

Late assignments will incur a penalty of 2% for every day beyond the due date.

Assignment 3: Argumentative Essay

For the Argumentative Essay Assignment, you will be required to craft an argument about a topic or an issue of your choice, present a credible body of evidence that supports your argument, and produce an analytical discussion of the topic or issue at hand through a series of interrelated points that examine the various aspects of the main argument in greater depth.

This assignment has three parts:

(1) Working Argument;
(2) Annotated Bibliography of Secondary Sources;

The three parts will evolve simultaneously, with staggered due dates (see Schedule for details).
3a) Working Argument

During our in-class brainstorming session, you will choose a topic or an issue about which to write an argumentative essay. Recall the various types of argument that we have discussed in class (argument that advances a thesis/claim; exploratory argument; and refutation argument). Using your knowledge of the different types of argument, select the type that you consider to be useful for crafting a working argument for your essay. Write down your preliminary argument on a piece of paper. You will workshop your argument in consultation with two classmates who will offer their feedback on your work. You will then rewrite your argument from a different perspective and assess its feasibility and relevance to the topic or issue at hand.

The Working Argument should be double-spaced and written in 12-point Arial or Times New Roman font. The final version of your Working Argument should be submitted to the appropriate Dropbox on LEARN.

This assignment is due on November 7, at 11:59PM.

Late assignments will incur a penalty of 2% for every day beyond the due date.

3b) Annotated Bibliography

Having selected a topic or an issue on which your argumentative essay will focus, you may proceed to select TWO secondary sources that you believe to be most relevant to the topic or issue at hand. Information derived from academic journal articles, scholarly books, government databases, and newspaper articles are considered legitimate secondary sources. However, please note that Wikipedia entries, personal blog posts, and Facebook notes are not considered legitimate secondary sources. If you are in doubt, feel free to speak with me about your sources. Once you have located these secondary sources, take note of the author’s name (or names, if there are several authors), the title of the source, the place of publication and the publisher’s name, and the date of publication. Note down this bibliographical information as a separate entry for each secondary source that you plan to use.

During our in-class Annotated Bibliography sessions, you will create a draft annotated bibliography and workshop the document with two classmates who will offer their feedback on your work. Specific instructions for completing the annotated bibliography will be provided in a separate set of lecturer slides. The slides will be available on the LEARN course site.

The Annotated Bibliography should be double-spaced and written in 12-point Arial or Times New Roman font. Please note that the final version of the Annotated Bibliography should be submitted to the appropriate Dropbox on LEARN.

This assignment is due on November 21, at 11:59PM.

Late assignments will incur a penalty of 2% for every day beyond the due date.
3c) Final Draft of the Essay

As you begin to produce a draft of your argumentative essay, you will rewrite your Annotated Bibliography into paragraphs that are organized in a logical and methodical fashion. Each paragraph should present a specific point of analysis that will be substantiated with a secondary source that you have previously identified. You should use a moderate amount of quotation from each source. Long quotations should generally be avoided. Indeed, you should endeavour to present your analysis and discussion in your own words, as your argumentative essay will need to be evaluative, analytical, and reflective. The length of the essay should be 800 words.

You should incorporate the Working Argument into the paper and craft an introduction that explicitly presents the argument. The introductory paragraph should give the reader a good sense of the topic or issue on which the essay is focused. Next, you will incorporate the research in the Annotated Bibliography into the body paragraphs of the essay. To avoid the risk of plagiarism, make sure to cite all secondary sources in accordance with the conventions of MLA Style. You should integrate the quotations from secondary sources into your writing. Never leave those quotations to stand on their own without proper explanation and qualification. Instead, you should always contextualize the quotations that you cite in the paper. Consequently, the introductory paragraph containing the main argument – together with the body paragraphs featuring quotations drawn from legitimate secondary sources – will become the first draft of your argumentative essay.

Peer Review

During our in-class peer review session, you will bring the draft of your argumentative essay to class. You will show your draft to two of your classmates who will offer their feedback on your essay. I will also be offering feedback on your work during the individual conferences.

At the end of the peer-review exercise, you will review the feedback that you have received and revise your argumentative essay into a final draft. Please note that there will be an in-class revision session for this assignment. You should use this session to workshop your essay with your classmates and the instructor.

The Argumentative Essay should be double-spaced and written in 12-point Arial or Times New Roman font. All in-text citations and full bibliographical citations in the essay should be formatted in accordance with the conventions of MLA Style.

Consult the Purdue OWL website for more information on MLA Style. Follow the link below: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Once you are satisfied with how the final draft of your essay looks, you will submit an electronic copy to the appropriate Dropbox on LEARN.

The Final Draft of the Argumentative Essay is due on December 3, at 11:59PM.

Late assignments will incur a penalty of 2% for every day beyond the due date.