Course Description
This course's primary aim is to help students develop their own writing process, and it is geared specifically for academic writing topics (ranging from the selection of an essay topic all the way to editing/revision). Further, this course will ask what it means to write academically while studying in the Faculty of Arts—what the aims of artistic/humanistic study are, what art itself is, and why writing about the arts is a practical skill that translates to a variety of different professions. Thus, this course argues that students can improve their writing abilities in general while both considering their own fields of expertise and by discussing the most difficult and vague of topics: Art.

Course Goals and Learning Outcomes
Upon completion of this course, students should be able to:

• 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

Required Text
The majority of weekly readings will be excerpts from longer works posted to the course’s LEARN page. Please keep your eyes open for these under the “Content” ----->“Readings” page. Readings include:

- Excerpts from Plato’s Republic;
- Excerpts from Leo Tolstoy’s What is Art?
- Excerpts from Gustave Flaubert’s Selected Letters
- Excerpts from Oscar Wilde’s The Picture of Dorian Grey
- Excerpts from Edgar Allan Poe’s “Theory of Composition” and “The Raven”
- Excerpts from Susan Sontag’s “Against Interpretation”
- Excerpts from Anne Lamott’s “Shitty First Drafts”
- Excerpts from Wayne Booth’s The Rhetoric of Rhetoric
- Excerpts from Nicholas Carr’s “Is Google Making Us Stupid?”
- Excerpts from Stephen King’s On Writing

**Course Requirements and Assessment**

Weekly Journal (Due September 26th, October 31st, November 28th); 10%
- Personal Narrative Peer Review (Due September 26th); 5%
- Personal Narrative (Due October 3rd); 10%
- Short Analysis Essay (Due October 24); 5%
- Argument Essay Peer Review (Due October 31); 5%
- Argument Essay (Due November 7); 20%
- Research Essay Annotated Bibliography (Due November 21); 5%
- Research Essay Peer Review (Due November 26); 5%
- Research Essay (Due December 5); 25%

Participation and Preparation; 10%

**Weekly Journal**

One page journal entries (weekly, but submitted every 4 weeks)

Write a journal entry reflecting on weekly readings, but with a twist: create entries from yourself in different times, in different forms. This can include anything, like a 5-minute scripted podcast, or a simple written entry (these are just some ideas, we can discuss this as a class). Try to experiment with how you normally express yourself and consider how different sentence structures, formats, and genres can be used to get your meaning across. Each written entry should be 1 page long (or equivalent). Please prepare your journal for each Wednesday Workshop, as you could be asked to share sometimes.
**Personal Narrative**

*500 word narrative*

Take a story from your life and write it into a short-form narrative. Students will start to get a handle on their writing process, in particular focusing on content, form, mechanics, and voice.

**Personal Narrative Peer Review**

Bring four copies of your Personal Narrative draft (300 words minimum) to class for peer discussion and revision. Students will be required to both give and take advice in a professional manner, which involves pointing out both strengths and flaws. All advice should be provided in a constructive manner.

**Short Analysis Essay**

*500 word analysis*

Conduct a brief analysis of an argument we have read so far in the course, examining the key aspects of an author’s argumentative approach. This will include focusing on the different approaches to written tone, persuasiveness, and argument structure. This should feed into the Argument Essay, where you will create your own argument in response to the analysis you perform here.

**Argument Essay**

*1000 word essay*

Select one of the course readings we have discussed so far or consult the course instructor to discuss selecting a topic. The purpose of this assignment is to have a dialogue with a piece of critical writing, especially focusing on important elements of argumentation such as organization, persuasion (rhetoric), citation, and essay basics such as introductions, conclusions, thesis statements, and transitions.

**Argument Essay Peer Review**

Bring four copies of your Argument Essay draft (750 words) to class for peer discussion and revision.

**Research Essay**

*1500 word essay*

Students will select a topic relevant to their own research interests or field of study, which will
be agreed upon between the Course Instructor and each student. Research practices will be pivotal for this assignment, as will all the skills developed throughout the course.

**Research Essay Annotated Bibliography**

Prepare a document outlining the structure of your research essay. Also include a bibliography of at least 3 sources with a 250-word annotation for each outlining why you think each source is useful for your research.

**Research Essay Peer Review**

Bring four copies of your Research Essay draft (1000 words) for peer discussion and revision. This can be a particular section or pieces of your essay that you would like to have read by someone else.

**Participation and Preparation**

Students are expected to attend all classes and workshops. Further, students are required to prepare for each class. This includes completing readings, bringing required texts to class, and coming to class ready to discuss readings (and to write).

**Course Outline**

<table>
<thead>
<tr>
<th>Week 1: (September 5)</th>
<th>I am away this day for a conference. Alex Fleck will come and outline the course syllabus and provide hard copies of it. <strong>I will be available for extra Office Hours on Monday, September 9th from 11-1 PM.</strong></th>
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</thead>
<tbody>
<tr>
<td>Th: Introduction and Syllabus Outlining</td>
<td>Read: Course Syllabus and Schedule for Tuesday session Selection from Plato (Allegory of the Cave) <a href="http://classics.mit.edu/Plato/republic.8.vii.html">http://classics.mit.edu/Plato/republic.8.vii.html</a> for <strong>Tuesday</strong> session Review: Chapter 5.0 (Sentence Structure) from Barrett for <strong>Thursday</strong> session Chapter 16.0 from Barrett (Punctuation) for <strong>Thursday</strong> session</td>
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<td>Week 2: (September 10, 12)</td>
<td>Read: Selection from Tolstoy's What is Art? for <strong>Tuesday</strong> session</td>
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<td>T: Plato’s Forms</td>
<td>Chapter 16.0 from Barrett (Punctuation) for <strong>Thursday</strong> session</td>
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<tr>
<td>Th: Punctuation, Common Errors, and Sentences</td>
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<tr>
<td>Week 3: (September 17, 19)</td>
<td>Read: Selection from Tolstoy's What is Art? for <strong>Tuesday</strong> session</td>
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<td>Week 4: (September 24, 26)</td>
<td>Week 5: (October 1, 3)</td>
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<tr>
<td>T: What is Art? discussion</td>
<td>T: On Composition</td>
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<tr>
<td>“Why Sentences?” from Fish for Thursday session</td>
<td>Read: Excerpt from Oscar Wilde’s <em>The Picture of Dorian Grey</em> for Tuesday session</td>
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<tr>
<td>Read: Excerpt from Gustave Flaubert’s <em>Selected Letters</em> for Tuesday session</td>
<td>Read: Poe’s “Theory of Composition”</td>
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<td>And “The Raven” for Tuesday session</td>
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<td>Week 7: (October 15, 17)</td>
<td>Reading Week</td>
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| Week 8: (October 22, 24) | Tuesday session | Read: Selection from Booth’s *The Rhetoric of Rhetoric* for Tuesday session |
| T: Rhetorical Appeals | | Sections 2.1, 2.2, 2.3, and 2.5 from Booth’s *The Craft of Research* for Thursday session |
| Th: Writing with Audience in Mind | | **Short Analysis Due Thursday** |

| Week 9: (October 29, 31) | Tuesday session | Read: “Making Good Arguments” from Booth’s *The Craft of Research* for Tuesday session |
| T: Composition and Rhetoric in Practice | | |
| Th: Peer Review | | **Future Journal Due Thursday** |

<p>| Week 10: (November 5, 7) | Tuesday session | Read: “Using Sources” (section 6) from Booth’s <em>The Craft of Research</em> for Tuesday session |
| T: Research Methods and Choosing Strong Sources | | and |</p>
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Tuesday Session</th>
<th>Thursday Session</th>
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<tr>
<td>Week 11: (November 12, 14)</td>
<td>“From Problems to Sources” from Booth’s <em>The Craft of Research</em> for <strong>Tuesday</strong> session</td>
<td>Review: MLA and APA Citation guidelines for <strong>Thursday</strong> session&lt;br&gt;&lt;br&gt;<strong>Argument Essay Due Thursday</strong></td>
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<tr>
<td>Week 12: (November 19, 21)</td>
<td>Read: Nicholas Carr’s “Is Google Making Us Stupid?” for <strong>Tuesday</strong> session</td>
<td>Excerpt from Booth’s <em>The Craft of Research</em> for <strong>Thursday</strong> session</td>
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<td>Week 13: (November 26, 28)</td>
<td>Read: Excerpt from Stephen King's <em>On Writing</em> for <strong>Tuesday</strong> session</td>
<td>Annotated Bibliography Due <strong>Thursday</strong></td>
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<td><strong>T: Peer Review</strong></td>
<td><strong>Th: Wrap-up, Review, Course Evaluations Final Future Journal Due THURSDAY</strong></td>
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<td></td>
<td><strong>Research Essays Due Thursday December 5th by 11:59 PM</strong></td>
<td><strong>Late Work</strong></td>
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Assignments must be handed in on the due date, unless an extension has been granted by the instructor in advance or a doctor’s note has been provided. If there is any reason for submitting an assignment late, notify the course instructor prior to the deadline, NOT after. A penalty of 5% per assignment, per day (including weekends and holidays) will be applied to late assignments for which no extension has been granted.

Electronic Device Policy
Devices related to coursework are welcome

Attendance Policy
Students are expected to attend all lectures and workshops. Students must bring course texts to class and come to class prepared to take part in discussions of assigned readings, as well as any in-class exercises, group work (including peer editing), etc. More than two unexcused absences will result in a docking of your participation grade by 5%. Further absences will result in a failing participation grade.

Cross-listed course
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

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 (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.