Course Description/Course Objectives

Introduction to Academic English, first and foremost, is about giving you as the student multiple opportunities to practice and improve your writing. You will practice three main forms of writing in the academic context: “expressive” writing (in the form of short responses to writing prompts as well as a personal essay), “persuasive” or expository writing (in the form of a review, cover letter, advertisement analysis, or argumentation paper) and “argumentative/research” writing and multimodal writing (in the form of creative research project on a topic of interest to you). As you write, I encourage you to consistently:

1) consider how you can write from multiple perspectives and blend the three forms of writing that you have practiced.
2) think about your identity and “bias” and demonstrate an awareness of identity and “bias” in your writing
3) think about which rhetorical and literary devices and conventions you are using.

As we will discuss in the course, “bias” is not necessarily bad or wrong, but it is useful to be aware of and to question our biases. Practicing different styles of writing and thinking about bias may be difficult, but these habits can lead to a more inclusive classroom environment for all, as well as a more broadly effective rhetorical approach for individual writers.

Reading is also an important element of writing. Another goal of the course is for you to identify the conventions and bias, as well as their potential effects, in others’ writing.

Required Texts

All course readings will be listed on the course schedule, and will be available on LEARN or through classroom handouts, with the exception of Unexpected Stories (link to purchase e-book).
Course Policies

Course Policies (Attendance)

Attendance is important, because participation is important. Consistent attendance (no more than two unexcused absences) and participation in writing, peer review, and/or class discussion will result in full marks (18%) for participation. In the spirit of fairness, students who attend every class will receive 20% for participation. If you miss more than two classes without documentation, your participation mark will decrease by 1% for each additional absence. If you attend class but do not participate in the practice writing or peer review, your participation mark will be reduced accordingly.

Course Policies (Participation)

Participation does not necessarily mean that you speak publicly in class. Participation means that you complete the majority of the in-class writing activities (since research shows that constant practice in writing improves a person’s writing ability, and also because you will be using some of the writing you complete in class for your portfolio). Participation also means that you contribute to peer review. For peer review to be successful, you must come to class prepared with your completed writing, and you must comment constructively on your peer review team members’ writing. If you have missed a class, you may not receive credit for the participation points you missed. The only exception is if you have missed a peer review session, since peer review sessions count for 5% of each essay mark. To receive credit, you must make an appointment at the Writing Centre and provide documentation of your visit.

Course Policies (Contacting the Instructor)

I welcome you to make appointments to discuss your progress in the course. As for email, please expect that it may take me up to two business days to reply. Also, please check both the syllabus and LEARN before you email me – especially if you have missed a class!

Accessibility/AccessAbility Services

If you have a permanent or temporary disability and would like to make arrangements for accommodation of that disability, please contact AccessAbility Services at the University of Waterloo. The number for AccessAbility Services is (519) 888-4567 ext. 35082. The email is access@uwaterloo.ca AccessAbility Services is located at Needles Hall 1401. To receive services through AccessAbility Services, you will need to provide professional documentation of your disability.
University Policies

Please familiarize yourself with University of Waterloo Policies 33, 70, 71, and 72, which cover your rights and your responsibilities as a student at the University of Waterloo. Of particular importance are Policies 33 and 70, which govern both academic responsibilities such as academic integrity as well as the procedures which are to be followed if that academic integrity - for instance, if a student plagiarizes - is breached. Plagiarism includes but is not limited to: copying the work of another, using someone's work without quoting or paraphrasing it properly, and using someone's work without citation. You are expected to understand what plagiarism is and to avoid it. If you have any questions about plagiarism, ask!

Grading/Assignment Values

<table>
<thead>
<tr>
<th>Assignment</th>
<th>5% Peer review</th>
<th>10% Essay</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Essay</td>
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<tr>
<td>Argumentative/Persuasive Essay</td>
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<tr>
<td>Creative Research Project</td>
<td>5% Peer review</td>
<td>5% Proposal</td>
<td>10% Essay</td>
</tr>
<tr>
<td>Final portfolio</td>
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<td></td>
<td>25%</td>
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<tr>
<td>In class Participation</td>
<td></td>
<td></td>
<td>18%</td>
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<tr>
<td>Meetings with Instructor</td>
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<td>2%</td>
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Grading (Bonus Points)

Throughout the term, you will have opportunities to earn up to 2% in bonus points by writing short reviews on departmental, campus, and community events that involve writing. I will notify you of opportunities to attend events. It will then be your responsibility to attend the event, write the review, and submit the review. Each review is worth ½ a percent and you may submit up to four reviews. Please submit your reviews as soon as possible after the event.

Another opportunity to earn bonus points is available through your writing of “inspiration papers.” For these papers, I invite you to write on a topic that inspires you suddenly - perhaps you have read or seen something that outraged you or made you happy and you would like to share your experience. The only official guidelines for these papers is that you write no more than two double-spaced pages (approximately 600-800 words), that they are at least one double-spaced page, and that you submit them via email. You are invited to experiment with genre in these papers; for instance, you might write in the form of a poem, a short story, or a play. You may submit up to two “inspiration papers,” for a bonus point opportunity of up to 1%.
# Introduction to Academic Writing

English (ENGL) 109, Section 014, Fall 2018

## Course Schedule

<table>
<thead>
<tr>
<th>Monday, Sep. 10</th>
<th>Wednesday, Sep. 12</th>
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<tbody>
<tr>
<td><em>In class:</em> Introductions.</td>
<td><em>In class:</em> Read <em>“Just Walk on By: Black Men and Public Space”</em> by Brent Staples</td>
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<tr>
<td><strong>Monday, Sep. 17</strong></td>
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<tr>
<td><em>DUE:</em> First draft of “How I Became Me.”</td>
<td>Short, ungraded writing activity</td>
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<tr>
<td><em>In class:</em> Syllabus overview</td>
<td>Assignment overview and pre-writing for “How I Became Me”</td>
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<tr>
<td>Peer review on “How I Became Me”</td>
<td><em>Homework:</em> Complete first draft of essay</td>
</tr>
<tr>
<td><em>Homework:</em> Read <em>“Feminist Politics: Where We Stand”</em> and <em>“The Oppositional Gaze”</em> (pages 94-99) by bell hooks</td>
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</tbody>
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<tr>
<th>Monday, Sep. 24</th>
<th>Wednesday, Sep. 19</th>
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<tbody>
<tr>
<td>NO CLASS!</td>
<td><em>In class:</em> Discussion and activity on readings and expressive and expository writing</td>
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<tr>
<td><em>Homework:</em> Complete first draft of essay</td>
<td><em>Homework:</em> Complete second draft of “How I Became Me”</td>
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<tr>
<th>Monday, Oct. 1</th>
<th>Wednesday, Oct. 3</th>
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<tbody>
<tr>
<td><em>In class:</em> Discuss “Should Writers Use They Own English?”</td>
<td><em>DUE:</em> Second draft of “How I Became Me”</td>
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<tr>
<td>Assignment overview and prewriting for Argumentative/persuasive essay</td>
<td><em>In class:</em> Guest lecturer, Ashley Irwin</td>
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<tr>
<td>Cover letter overview and discussion</td>
<td><em>Homework:</em> Read <em>“Should Writer’s Use They Own English?”</em> by Vershawn Young</td>
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<td><em>Homework:</em> Complete first draft of Argumentative/persuasive essay</td>
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<tr>
<th>Monday, Oct. 8</th>
<th>Wednesday, Oct. 10</th>
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<tbody>
<tr>
<td>NO CLASS: Thanksgiving!</td>
<td><em>DUE:</em> First draft of Argumentative/persuasive essay</td>
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<tr>
<td></td>
<td><em>In class:</em> Peer review for Argumentative/persuasive essay</td>
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<tr>
<td></td>
<td><em>Homework:</em> Complete second draft of Argumentative/persuasive essay</td>
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<tr>
<td></td>
<td><em>Homework:</em> Read <em>“Is ’Show Don’t Tell’”</em> by Namrata Poddar</td>
</tr>
</tbody>
</table>
Monday, Oct. 15

**DUE:** Second draft of Argumentative/persuasive essay

**In class:** NO CLASS! 1-on-1 instructor goals setting meetings

**Homework:** Read "More than the Birds, Bees, and Trees: A Closer Look at Writing Haibun" by Aimee Nezhukumatathil

Monday, Oct. 22

**In class:** Analysis of “Speech Sounds” and/or “The Yellow Wallpaper”

Discussion on tone and intent

Prewriting for Crp proposal

Monday, Oct. 29

**In class:** Discussion on “Childfinder”

Analyze multimodal essay

Prewriting for Creative research project

**Homework:** Complete prewriting for Crp

Monday, Nov. 5

NO CLASS! 1-on-1 instructor Crp meetings

**Homework:** Read “On the Way to the Novel, I Fell in Love with the Short Story” by Junot Diaz

Monday, Nov. 12

**In class:** Peer review for Crp

**Homework:** Read a short work you admire

Wednesday, Oct. 17

**In class:** Discuss “More than the Birds”

Assignment overview for Creative research project and proposal

**Homework:** Read “Speech Sounds” by Octavia E. Butler and “The Yellow Wallpaper” by Charlotte Perkins Gilman

Wednesday, Oct. 25

**DUE:** 3-5 minute presentations on Creative research project proposal

**In class:** Presentations on Creative research project proposal

**Homework:** Read “Childfinder” by Octavia E. Butler

Wednesday, Oct. 31

**In class:** Peer review for Crp

**Homework:** Continue writing/creating/citing for Crp

Wednesday, Nov. 7

**DUE:** Proposal for Crp

**In class:** Discuss “On the Way to the Novel”

Wednesday, Nov. 14

**DUE:** A short work (or excerpt) you enjoy or admire

**In class:** Activity identifying and emulating literary devices in the work you chose

**Homework:** Read “Amy Tan’s Lonely, ‘Pixel by Pixel Writing Method’"
Monday, Nov. 19

*In class:* Discuss “Amy Tan’s Lonely, ‘Pixel by Pixel’ Writing Method”

Writing/creating/citing workshop for Creative research project

Monday, Nov. 26

*DUE:* Creative research project

*In class:* Workshop for final portfolio

Monday, Dec. 3

*In class:* End of class celebration!

Workshop for final portfolio

*Homework:* Complete final portfolio and submit to LEARN by Dec. 15!!!

Wednesday, Nov. 21

*In class:* Writing/creating/citing workshop for Creative research project

Assignment overview for Final portfolio

Wednesday, Nov. 28

*In class:* Workshop for final portfolio