English 109 (001): Introduction to Academic Writing
Fall 2006 Course Outline

Instructor: Mark Spielmacher  
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Phone: 884-8110, extension 28273  
Office Hours: Tuesday 11:30-12:20, 2:30-3:30
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Meet time: Lecture: Tuesday 3:30-4:20 in RCH 301. All tutorials are scheduled for Thursdays.

Workshop instructor:
Office: 
Office hours: 
Phone: 
E-mail: 

Course Description: This course looks at strategies related to persuasive academic writing. Along with the process of critical reading and responding, drafting, editing, revising, rewriting, and proof-reading, we will look at various conventions, techniques, and rhetorical variables. The written assignments will demonstrate understanding what you’ve read, critically responding to what you’ve read, and finally making a scholarly contribution to an area of discourse. Lectures will focus on writing concepts and strategies; practical, hands-on work—including editing—will take place in the workshop tutorials.

Required Texts:  
Rosengarten, Herbert and Jane Flick, eds. The Broadview Reader. 3rd ed.


All royalties derived from the sale of The Little, Brown Compact Handbook will be donated to the Department of English Scholarship fund).

Assigned Work: you are responsible for checking the schedule and coming to workshops with drafts of papers when they are due. Do not use the same essay from The Broadview Reader for different assignments. See below for other assignment requirements and policies.

1. Short Grammar Quiz (0%). The purpose of the first two weeks of the term will be to review basic but important grammatical concepts and help you to get to know your own areas of weakness. The quiz in week three will focus on common writing errors.

2. Summary (15%). Choose one essay from the choices provided by your workshop instructor and summarize it succinctly (300 – 500 words). Your summary should mostly consist of paraphrase and the occasional quotation, properly referenced.

3. Critical Response Paper (25%). Select one reading from The Broadview Reader and critically assess its strengths and weaknesses in 750 – 1,000 words. You may (and are encouraged to) develop your own position on the issue discussed in the essay. The paper must demonstrate effective use of quotation and paraphrase.
4. **Comparison Essay** (35%). Compare two readings on a related theme from *The Broadview Reader*, establishing clear criteria for comparison and a clear thesis. Your paper should not only assess which text is stronger, but it should also present a new point of view or argument about the issue. Your paper will also make use of paraphrase and quotation. The length of this assignment should be between 750 and 1,250 words.

5. **Reading Journal** (15%). This assignment is to be done over the course of the term, and is due on the last day of classes. Choose 5 of the readings in *The Broadview Reader* (do not write on any readings used in other assignments) and record your reactions or responses, in 200-300 words each. These responses will be graded primarily according to how engaging (critical, creative, and/or generative) they are, and may be informal in tone. You may bring your journal to your workshop instructor mid-way through the term for feedback.

6. **Attendance, Willing Participation and Peer-Editing** (10%).

**Course Policies:**

Attendance in the tutorials/workshops is mandatory. Failure to bring good drafts of your papers to workshops will result in the loss of 10% of the final grade of the paper. Late papers will be penalized 2% per day late. Reasonable excuses along with appropriate documentation will justify an extension.

Please *double-space* all written assignments. Cover sheets for papers are not required, but make sure that your name, student number, and the date are at the top left-hand corner of the first page, and please title all papers.

The English Department has a drop box on the second floor of Hagey Hall. *Do not* go to the secretary to date-stamp your paper; papers are automatically date-stamped for the previous day. Make sure that the course number and your workshop instructor’s name are on the first page.

**Note on avoidance of academic offences:** All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accordance with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (p. 1:11). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean. Any incident of plagiarism will automatically cause a paper to fail, could cause you to fail the course, and will be reported to the Dean’s office.
Schedule

Week 1 (Sept 12 lecture): Introduction. Please attend your workshops this week.

Component One: Grammar and Style

Week 2 (Sept 19 lecture): Brief review of grammar and common writing errors

Week 3 (Sept 26 lecture): Sentence construction and its relation to meaning and style
short grammar quiz in workshop

Component Two: Reading Critically, Generating Ideas, and Effective Writing

Week 4 (Oct 3 lecture): Paraphrase, summary, quotation, and referencing.

Week 5 (Oct 10 lecture): Reading and responding critically; preparing to write.
draft of summary due in workshop

Week 6 (Oct 17 lecture): Idea generation and rhetorical strategies.
summary due in workshop

Week 7 (Oct 24 lecture): Organizing, outlining, and drafting your ideas (effective paragraphing)

Week 8 (Oct 31 lecture): Copy-editing and Re-drafting.
draft of critical response due in workshop

Component Three: The Essay

Week 9 (Nov 7 lecture): Essay patterns
critical response due in workshop

Week 10 (Nov 14 lecture): Opening paragraphs—hooks, thesis/purpose statements, forecasting

Week 11 (Nov 21 lecture): Contributing something new; concluding paragraphs
draft of comparison essay due in workshop

Week 12 (Nov 28 lecture): Concluding Remarks.
comparison paper due; response journal due