ENGL 109 Introduction to Academic Writing
University of Waterloo
Fall 2017

Course Dates: Tuesday and Thursday, 6:30 pm – 7:50 pm
Location: QNC 2501

Instructor: Sarah Gibbons
Office: PAS 1284

Office Hours:

Tuesdays 8:00 pm to 9:00 pm; by appointment

Email: sgibbons@uwaterloo.ca

Course Description

ENGL 109 introduces genres and concepts in academic writing that you will draw on throughout your university career. This semester, we will proceed through the different stages of the academic writing process as we explore how to write for a variety of contexts and audiences.

The purpose of this course is to help you develop new strategies for thinking critically and communicating effectively in academic, professional, and social spheres. Like any skill, writing becomes easier with practice. To this end, we will engage in active learning in the classroom as we discuss, write, revise, and reflect together.

Our course is divided into three movements: Creating Persuasive Arguments, Performing Critical Evaluations, and Investigating Research Questions.

Learning Objectives

This section of ENGL 109 has the following learning outcomes:

- 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 help you give and receive useful feedback on writing for the purposes of revision
- To learn and practice communicating to a variety of academic audiences
Accessibility and Accommodations

In our class environment, we will be mindful of the reality that everyone learns differently. If you have concerns about accessing course content, participating in class discussions, or accommodating your learning style, please let me know. You can also arrange for formal accommodations with AccessAbility Services by registering at the beginning of each academic term. AccessAbility Services is located in room 1401 of Needles Hall. (Phone 519-888-4567 ext. 35082; Web: https://uwaterloo.ca/accessability-services/ ; Email: access@uwaterloo.ca)

Course Evaluation

Participation 15%

Reading Response 10%

Opinion Editorial 20%

Critical Review 20%

Research Essay 35% (Draft 5%; Final Copy 30%)

Participation

Throughout the semester, you will contribute to the development of this course by participating during class lessons. Your participation grade is based on your attendance, your contributions to in-class discussions, your responses to students on the LEARN online discussion board, and your participation in small group activities. Please make sure to complete the assigned readings before each class and come prepared to talk. If you have concerns about participating in class discussions, please let me know.

Reading Response

With reference to the guidelines included on your instruction handout, you will write a 500 to 550-word discussion post on LEARN that focuses on your assigned reading. The date that you submit your discussion post will correspond to a given week of the course. Please email me by Thursday, September 21 to schedule your discussion post. In your email, note your top three date and topic preferences from the list included with the instruction handout. I will take your preferences into account when I create the schedule.

Your discussion post is due before we discuss the assigned reading in class. For example, if you are writing about “Force Fields” by Michio Kaku, your post will be due at 9:00 a.m. on Wednesday, October 18 before we begin discussing this reading in class on Thursday, October 19. This timeline will give your classmates time to think about the critical observations that you introduce in your response before they come to class. Please see the corresponding instruction handout for the list of individual deadlines.
Over the course of the semester, you must respond to at least two of the reading responses that are submitted by your peers with either a question or a comment. Your response should be at least 250 words in length. You must post at least one response before **Tuesday, October 24**. You must post your second response before **Tuesday, November 14**. Your participation on the discussion board will affect your participation mark in the course.

Please see the separate instruction handout for further details on this assignment. The instruction handout indicates possible topics and dates.

**Opinion Editorial**

This assignment will be a persuasive argument on a key issue in the form of an opinion editorial that you would encounter in a popular newspaper. This assignment is due on **Tuesday, October 3**. You must submit your assignment to the LEARN dropbox before 11:59 p.m.

Please see the separate instruction handout for further details on this assignment.

**Critical Review**

The critical review will be an analysis of a rhetorical artifact using the strategies discussed in class and in the textbook. This review is due on **Thursday, October 26**. You must submit your essay to the LEARN dropbox before 11:59 pm.

Please see the separate instruction handout for further details on this assignment.

**Research Essay**

A list of suggested topics will be provided for the research essay. I also encourage you to return to one of the topics or ideas that you introduce in one of the earlier writing assignments (the reading response, the opinion editorial, or the critical review) so that you can use the feedback that you receive from me and your peers to strengthen your critical argument. You will also have an opportunity to receive peer feedback and feedback from me on a draft of your paper. Professional writers go through many drafts before they settle on a final version; learning how to give and receive feedback on drafts is an important skill.

We will have an in-class peer review session on **Thursday, November 16**. Please bring a hard copy of your draft, which will be worth 5% of your mark in the course. The week following the peer review session, I will host individual meetings with you during class time or during office hours. We will schedule these meetings later in the semester. During these meetings, we will discuss the feedback you have received from your peers and your plans for the final version. Your final version is due on **Thursday, November 30**.

Please see the separate instruction handout for further details on this assignment.
Submission Guidelines

Please note that you will receive a confirmation email from LEARN upon submitting any assignment. It is very important to keep these messages. If you do not receive a confirmation message when you submit an assignment, check with LEARN Help and/or send me an email to make sure that no technical difficulties have occurred. It is your responsibility to address and resolve any technical difficulties.

Late assignments will receive a penalty of 2% per day, up to a maximum of ten days. After ten days, assignments will not be accepted. If you are experiencing extenuating circumstances and would like to discuss alternative arrangements, you must contact me before the date on which the assignment is due.

Course Schedule

Week One – Introduction to Academic Writing

Thursday, September 7
Welcome!

Unit 1: Creating Persuasive Arguments

Week Two – Establishing the Context

Tuesday, September 12
Identifying Your Audience
Read: How to Write Anything (HTWA) Introduction (pgs. xix-xxiv)

Thursday, September 14
Understanding Genre
Read: HTWA Ch. 2 Reports (pgs. 36-66)

Week Three – Choosing a Position

Tuesday, September 19
Creating a Thesis
Read: HTWA Ch. 3 Arguments (pgs. 66-99); Ch. 24 Thesis (pgs. 362-376); Daniel Engber, “Glutton Intolerance” (pgs. 714-719)

Thursday, September 21
Rhetorical Appeals
Read: HTWA Ch. 4 Evaluations (pgs. 100-128)
Week Four – Developing Your Argument

Tuesday, September 26
Structure and Organization
Read: *HTWA* Ch. 5 Causal Analyses (pgs. 128-159); Ch. 25 Strategies (pgs. 367-371); Ch. 26 Organization (pgs. 374-376); Ch. 27 Outlines (pgs. 377-382)

Thursday, September 28
Paragraphs and Transitions
Read: *HTWA* Ch. 6 Proposals (pgs. 160-183); Ch. 28 Paragraphs (pgs. 383-386); Ch. 29 Transitions (pgs. 387-389)

Unit 2: Performing Critical Evaluations

Week Five – Strengthening Your Interpretive Skills

Tuesday, October 3 Opinion Editorial Due
Analyzing Rhetorical Artifacts
Read: *HTWA* Ch. 7 Literary Analyses (pgs. 184-217); Ch. 8 Rhetorical Analyses (pgs. 218-249); Caroline Leader, “Dudes Come Clean” (pgs. 933-937)

Thursday, October 5
Guest Lecture: Marian Davies, Librarian
Prepare: A question about research or library services at UW

Week Six – Anticipating Counterarguments

Tuesday, October 10 Study Day – No class

Thursday, October 12
Anticipating and Addressing Counterarguments
Read: *HTWA* Ch. 21 Critical Thinking (pgs. 343-345); Nelle Engoron, “Why Mad Men is Bad for Women” (pgs. 745-751)

Week Seven – Recognizing Multiple Styles

Tuesday, October 17
Tone and Formality
Read: *HTWA* Ch. 32 High, Middle, and Low Style

Thursday, October 19
Inclusive and Accessible Writing
Read: *HTWA* Ch. 33 Inclusive and Culturally Sensitive Style; Ch. 34 Vigorous, Clear, Economical Style; Michio Kaku, “Force Fields” (pgs. 728-741)
Unit 3: Investigating Research Questions

Week Eight – Researching your Topic

Tuesday, October 24
Narrowing your Topic
Read: HTWA Ch. 37 Beginning Your Research (pgs. 438-441); Ch. 38 Finding Print and Online Sources (pgs. 442-450)

Thursday, October 26 Critical Review Due
Choosing and Evaluating Sources
Read: HTWA Ch. 41 Annotating Sources (pgs. 456-457); Ross Perlin, “Down and Out in the Magic Kingdom” (pgs. 662-674)

Week Nine – Integrating Your Sources

Tuesday, October 31
Academic Integrity
Read: HTWA Ch. 42 Summarizing Sources (pgs. 460-462); Ch. 43 Paraphrasing Sources (pgs. 463-465); Ch. 45 Documenting Sources (pg. 470); Ch. 46 MLA Documentation and Format (pg. 472)

Thursday, November 2
“They Say/I Say”
Read: HTWA Jane McGonigal, “Video Games” (pgs. 818-821)

Week Ten – Writing Introductions and Conclusions

Tuesday, November 7
Clear Introductions
Read: HTWA Ch. 30 Introductions and Conclusions (pgs. 391-393)

Thursday, November 9
Powerful Conclusions
Read: HTWA Tricia Rose, “Hip Hop Causes Violence” (pgs. 780-808)

Week Eleven – Revising your Work

Tuesday, November 14
Revision and Editing Strategies
Read: HTWA Ch. 35 Revising Your Own Work (pgs. 422-428)

Thursday, November 16
In-Class Peer Review Session Research Essay Draft Due
Read: HTWA Ch. 36 Peer Review (pgs. 428-432)
Week Twelve – Checking Your Progress

Tuesday, November 21
Check-in Meetings

Thursday, November 23
Check-in Meetings

Week Thirteen – Reviewing your Knowledge

Tuesday, November 28
Review Lesson

Thursday, November 30 Research Paper Due
Course Conclusion

Course Readings:

Required Textbook:


This textbook is available for purchase at the University of Waterloo bookstore. It is also available on a three-hour loan from the Dana Porter Library reserve desk.

Required Readings:

Some of the assignments for this course require you to look at readings outside the textbook. Links to these readings will be provided on LEARN. (These readings will be either open access or accessible through your library account.)

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

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

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). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

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).

The 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 www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists 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.