Introduction to Academic Writing
English 109
Summer 1996

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Audience
This course is for students who want to become familiar with the principles and conventions of writing in
the university environment. Students should be writing at a university level. English 109 is not a course
in remedial writing or in English as a second language.

Purpose
This course has two main purposes:
1. It introduces students to different forms of writing practices within the university through a series of
   informal and formal writing assignments.
2. It introduces students to methods of recognizing the conventions and standards required in different
   types of writing through reading and analysis exercises.

Goals
By the end of the course, students should be able to:
1. Recognize basic writing conventions and standards used in different types of writing, particularly
   within the university.
2. Analyse, at a basic level, typical first year sources for such things as audience, writer position,
   appeals and arguments.
3. Demonstrate their knowledge of the first two goals by incorporating them in their own writing.

Texts
Lisa Ede. Work in Progress.

Assignments
Assignment #1: Writing Portfolio of Informal Exercises
As a record of your writing progress throughout the term, you will keep all weekly writing exercises, both
in and out of class. Individual exercises are due as noted on the syllabus. The entire file will be due on
the last day of class. The portfolio will be marked for completeness, thoughtfulness and progress. 20%.
Assignment #2: Informal Essay, due May 28.
Write a 2 - 3 page essay on ONE of the following topics. You should focus and/or narrow the question to fit the length and purpose of the assignment. Include a statement of your audience and purpose. Consider how you can make your essay interesting to your chosen audience. No formal research is required. 10%.

1. Describe a person, experience or place that has been influential in your life. Why was it important?

2. Describe a problem or a benefit of an aspect or practice of today's educational system, based on your own experience. Why is it important?

3. Describe one of your main interests or hobbies, and why others might want to try it -- or not try it. Why is it important?

Assignment #3: Analysis Assignment, due June 11.
Analyse a short (one page) text in a 2 - 4 page essay. Consider the writer's stance, the intended audience, the use of appeals, arguments developed, and other characteristics as applicable. Texts will be supplied, but you can choose your own with my approval. 15%.

Assignment #4: Argumentative Essay, due July 2.
Develop an effective argument in a 3 - 5 page essay. Include at least two appropriate research sources, and attach a statement of purpose and intended audience. Topics will be assigned based on class interests, or you can choose your own with my approval. 20%.

Assignment #5: Writing Across the Curriculum, due July 23.
Develop a 4-6 page assignment written and formatted, including the bibliography, according to one of the three fields we've looked at. Include a statement of purpose and intended audience, and use at least three appropriate research sources. Please have your topic and type of assignment approved at least two weeks before it's due. Assignments and essays that you have written for other courses are not to be handed in for this assignment, though you may use them as models. 35%. 
Course Outline

Week 1. May 7
An introduction to the course.
Reader, writer, text -- how do they affect writing?
In-class writing assignment: Describe the classmate you’ve been talking to in a letter to your best friend.
Readings for next week: Ede, 28-44.
Writing for next week: What kind of writer am I? Write a short (one-page or less) description of yourself and your writing habits to hand in at the start of the next class.

Week 2. May 14
Overview of an essay.
Assigned questions and their role in your response.
Strategies for idea searches.
What is a thesis?
Clues for finding the writer’s thesis.
Readings for next week: Ede, 57-78.
Writings for next week: Develop two working theses for each topic in Assignment 2, and bring them to class for discussion next week.

Week 3. May 21
Small group discussions -- testing your working thesis.
Appeals -- their purpose and use. What is appropriate in the academic environment? Why?
Using appeals as clues to the writer and reader.
Organization and structure -- their roles in planning your essay.
Gathering information by recognizing organization and structure.
Readings for next week: Ede, 83-100.
Writings for next week (in-class today if there’s time): Study one of the short texts you’ve been given in class today. What kind of appeals does it use? Do they appeal to you? Why or why not? (For in-class discussion next week.)

Week 4. May 28
Assignment 2 (Informal essay) due.
In-class discussion on appeals.
Paragraph structure. Conventions and expectations in writing and reading.
Supporting evidence. Types and strategies.
Writings for next week: Study one of the short texts given out in class. What types of supporting evidence does it use? What argumentative strategies does it use? Do you think they’re effective? Why or why not?
Week 5. June 4
Special paragraphs -- introductions and conclusions.
Writing to learn & revising your thesis to match.
Conducting research. What is an informed opinion? What is plagiarism?
Types of research.
Readings for next week: Ede, 158-183.
Writings for next week: Putting it all together (in-class writing assignment): Analyze one of the texts
given out in class for audience, types of appeal, and argumentative strategies. In your opinion, is the text
effective or not?

Week 6. June 11
Assignment 3 (Analysis) due.
Managing revisions.
Tracking research and summarizing material.
Readings for next week: Ede, 188-210
Study your first essay and its comments. If you had the chance to revise it, would you change anything?
Why or why not?

Week 7. June 18
Revising for structure and style -- strategies.
Incorporating research and maintaining your own voice.
Paraphrasing, summarizing and quoting.
In class writing assignment: a) Write a one or two paragraph summary of one of the articles. b) Select a
sub-point used in the article, and write a paragraph for or against it. Include a quotation that illustrates
your argument.
Reading for next week: Humanities (hand-outs)
Writings for next week: Consider such things as language level, appeals, organization and supporting
evidence. Make a list of conventions and standards that you would need to follow to write successfully
for the humanities, and be prepared to give an example for each list item.

Week 8. June 25
Writing for the Humanities.
Conventions and expectations.
Primary and secondary sources.
Citing articles and preparing a bibliography.
Reading for next week: Social Sciences (hand-outs)
Writings for next week: Consider such things as language level, appeals, organization and supporting
evidence. Make a list of conventions and standards that you would need to follow to write successfully
for the social sciences, and be prepared to give an example for each list item.
Week 9. July 2
Assignment 4 (Argumentative essay) due.
Writing for the Social Sciences
Conventions and expectations.
Primary and secondary sources.
Citing articles and preparing a bibliography.
Reading for next week: Sciences (hand-outs)
Writings for next week: Consider such things as language level, appeals, organization and supporting evidence. Make a list of conventions and standards that you would need to follow to write successfully for the sciences, and be prepared to give an example for each list item.

Week 10. July 9
Writing for the Sciences
Conventions and expectations.
Primary and secondary sources.
Citing articles and preparing a bibliography.
Reading for next week: According to the class topic.
Writing for next week: According to the class topic.

Week 11. July 16
Spillover.
Course evaluation.
Topic by popular demand.

Week 12. July 23
Assignment 1 (Writing portfolio) due.
Assignment 5 (Writing across the curriculum) due.
Writing exams -- conventions and expectations
Last chance for questions.