INTRODUCTION TO ACADEMIC WRITING

ENGL 109-002, Spring 2012
RCH 209, T/TH 2:30-3:50pm
Stephanie Bell, s6bell@uwaterloo.ca
Office hours: PAS 2218, T/TH 11-12:50

COURSE DESCRIPTION
This writing-intensive course offers students the opportunity to gain a deeper understanding of academic writing as a distinct form of communication shaped by the values and goals of academic communities. Our considerations of the forms, functions, audiences, and contexts of academic writing will be informed by analysis of peer-reviewed articles published in the social sciences. Writing assignments will have students practice the art of academic summary in analyses of articles and a report on the undulations of a specific academic conversation.

COURSE OBJECTIVES
This course invites students to develop as academic writers who
• understand many of the purposes, audiences, and contexts for/within which academic writing is produced
• think critically about the texts, objects, modes of reasoning they encounter
• use effective and appropriate strategies to engage with other sources when formulating their own arguments
• formulate their ideas through a multi-staged, recursive process of writing and researching
• organize their arguments in reader-oriented ways

COURSE TEXTS
COURSE WORK

Grade Breakdown

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<th>Activity</th>
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<tr>
<td>Participation</td>
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<td>Deconstruction (x2)</td>
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<td>Summary (x2)</td>
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<td>Response</td>
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<td>Literature review plan</td>
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<td>Literature review peer-editing</td>
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All assignments should be

- 12 point font
- Calibri or Times New Roman
- 1” margins
- double spaced
- double sided

and should have

- numbered pages
- a title
- a reference list
- YOUR NAME!

Participation – You’re expected to come to class each week ready to discuss the week’s readings and to participate in our in-class group activities. Each class day, you will keep track of your attendance, your preparedness for class, and your class contributions on a piece of paper that you will sign and submit. If you were in attendance (i.e., present in body and mind), you’ll get full marks for each class. This way you can be mindful of your participation, keep track of your grade, and be assured that your participation grade is fair.

Article Deconstruction (x2) – Deconstruct an article in Academic Reading by identifying its topic, purpose, thesis (central argument), research methods, and central points of evidence. Include a reference to the article from Academic Reading at the beginning of your deconstruction. Write in full sentences using headings:

**Topic**

The article is about x...

Deconstructions should be no longer than 2 pages. Use MLA referencing style.

Summary (x2) – Drawing on Chapter 2 in Academic Writing, write a “tiny summary” followed by a more interpretive 2-paragraph
summary of an article (your choice) from Academic Reading. Include a reference to the article from Academic Reading at the end of your summary. Summaries should be 1-1½ pages in length. Use APA referencing style.

Response – Respond to one of the introductions that Giltrow provides in Academic Reading (first read the article in question and then read her introduction to it). In your response, summarize Giltrow’s interpretation of the article and formulate some answers to the questions she poses (you’re not required to do the comparative readings she suggests). You can also discuss the differences between your reactions to the article and Giltrow’s approach to making sense of it. Responses should be 2 pages in length. Use Turabian/Chicago referencing style.

Literature Review Plan – Tell me about your plans for the literature review. I want to know which academic conversation you’re exploring and which article from Academic Reading you’re starting with. What information does the article provide about the academic conversation? How are you going to proceed with your research? The last page of your plan should include a to-do list with some deadlines for completing the literature review. For the literature review assignment, you are free to use whichever referencing style you feel is most suited to this sort of research.

Literature Review Peer-Editing – During class time on July 10 and 12 and again July 19 you will be offering feedback on 3-4 of your peer’s lit review drafts. Bring 4 copies of your own draft to class.

Literature Review – Write a 6-7 page literature review in which you report on the trajectory of an academic conversation. Tell me (briefly) about the roots of the academic conversation (as far as you can tell), how it has developed over time (and in what disciplines), what its status is today, and where you think it might go next (you can use sub-headings to this effect to organize your essay). Start this project by selecting an article in Academic Reading of particular interest to you (this can be an article you’ve written about in one of the other assignments). This article might participate in a few different conversational streams. Pick one to focus on.
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<th>Week</th>
<th>Reading</th>
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<td>May 1,3</td>
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| May 8,10   | *Writing* Chapter 2

  *Reading* – 1 reading (your choice)

| May 15,17  | *Writing* Chapter 3

  *Reading* – 1 reading (your choice)

| May 22,24  | *Writing* Chapter 4

  *Reading* – 1 reading (your choice)

| May 29,31  | *Writing* Chapter 5

  *Reading* – choose an article on which to base your literature review

| June 5,7   | *Writing* Chapter 6

| June 12,14 | *No class on the 14th!*

  *Reading* – 1 reading (your choice)

| June 19,21 | *Reading* – 1 reading (your choice)          |
| June 26,28 | No class this week – work on your literature review |

| July 3,5   | Research for your literature review         |
| July 10,12 | Bring 4 copies of your literature review draft to class for peer-editing             |
| July 17,19 | Bring 4 copies of your revised literature review draft to class for peer-editing on July 19 |
| July 24    | *Literature Review*                         |

*Deconstruction 2 & summary 2*
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, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm  
**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, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm  
**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, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm  
**Academic Integrity website (Arts):** http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html  
**Academic Integrity Office (University):** http://uwaterloo.ca/academicintegrity/  

Accommodation for Students with Disabilities:  
**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), 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 OPD at the beginning of each academic term.