Department of English Language and Literature
University of Waterloo
Fall 2008

Course Syllabus for English 109E,
Introduction to Academic Writing

Instructor: Diane K. Jakacki
Class Place and Time: Hagey Hall 150, Mon. 6:00 – 8:50 p.m.
dkjakack@artsmail.uwaterloo.ca
Office: PAS 1065
Office Hours: Wednesdays, 1-3 p.m., **one other weekly session to be determined**, and by appointment.

The course will explore various issues in academic writing such as style, argument, and the presentation of information. Over the course of the term you will develop your research abilities and learn about different modes of academic communication. The course will be comprised of reading, lecture, discussion, and a variety of writing assignments.

TEXTS & RESOURCES:
MAIN TEXTS:
(available at UW Bookstore – please use assigned editions):


SUPPL. TEXTS:
Required - Companion Website for the Little, Brown Handbook

Recommended - Research Skills for English Studies (website):
http://www.arts.uwaterloo.ca/~rses/RSESHome.html

Note: This course is managed through UW-ACE: To access the site, go to https://uwangel.uwaterloo.ca/uwangel/frames.aspx (accessible from UW’s home page). Type in your QUEST user name and password, and choose “109, Introduction to Academic Writing” from available choices. Here you can submit postings and essays, check grades, examine related and supplemental materials, and send and receive course-related e-mail. Make sure you frequent the site to check for announcements and additional course materials that I will post during the semester.
COURSE ASSIGNMENTS:

1. Writing/Discussion Forum: (10%) Two posts, each = 5 points (2.5 points for posting, 2.5 points for peer review participation). Due on the assigned Monday by 9:00 am. 350-400 words posted to ACE bulletin-board forum (posts are time-stamped by ACE). Each post must focus on the topic identified for that week (listed on syllabus), which relates to an aspect of the course and/or our reading for that week; the posts will be used as the basis for our in-class peer-review and discussion.

2. Major project: (60%) - Outline (10%), Peer review components (10%), Thesis paragraph draft (10%), Final draft (30%)
   a. Assigned essay topics will be distributed by Monday, September 22.
   b. Outline due Monday, October 6;
   c. Peer review: thesis draft due Friday, October 31
   d. Thesis paragraph due Monday, November 10;
   e. Peer review: bibliography due Monday, November 24
   f. Major Project due Friday, November 29 @ 6 p.m.
      • You will choose one of the topics
      • Write a formal outline (which you and I will review together in a mandatory meeting during the week of October 7)
      • Develop a thesis paragraph in draft form, which you will review with 2-3 classmates in preliminary form in class on November 3
      • Construct a bibliography (e.g., Works Cited) that forms the basis of the research you undertake for your major project. You will review the bibliography for citation style and punctuation in class on November 17. It must consist of a total of 10 works, made up of the following:
         o 3-5 books (but no fewer than three) available through TRELLIS
         o 2 journal articles available via UW’s library website, “Resources for Research/E-Journals” section
         o 1-2 newspaper articles available via UW’s library website, “Resources for Research/News & Newspapers” section
         o 1-2 citations from a dictionary, thesaurus, or encyclopedia available in print or via UW’s library website, “Resources for Research/Online Reference Shelf” section
         o 1-2 independently researched and **reputable** websites (we will discuss what distinguishes a reputable from an improper website in class)
      • From the revised and approved outline and thesis paragraph write an 8-page analytical essay (double-spaced, 12pt. font, 1-inch margins, with a distinct Works Cited page and no separate title page). The essay must be formulated around an argument (a thesis) and focus on the analysis of the text(s) analyzed. All components of essay (outline, paragraph, and final draft) are to be
delivered electronically, in DOC, DOCX or RTF format, to the specified drop box on UW-ACE on specified due dates. Do not hand in a paper copy of your essay, unless you and I have discussed particular computer issues in advance.

4.3 Final exam: (30%) The exam will be scheduled during the winter exam period and will test material learned throughout the entire course.

STUDENT RESPONSIBILITIES:
Attendance is mandatory. Students are expected to read all assigned material, complete all assignments, and come to every class prepared to discuss the assignments thoughtfully and intelligently. In addition, students are expected to participate in the posting discussions and peer review exercises thoughtfully and respectfully.

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 OPD at the beginning of each academic term.

LATE POLICY:
If you miss the final exam you must contact me by email and provide medical documentation IN ADVANCE of the exam to substantiate your incapacity to write the test on the scheduled day.

The essay is due to ACE by 6:00 p.m. on Friday, November 28. Late papers will be penalized at a rate of 10% for the first day, then 2% for each additional day, including weekends, and will not be accepted more than a week after the due date. No extensions will be given except where there is a clear and verified medical reason for the delay in completing the assignments. Please note that I do not grant extensions except in emergency circumstances (being busy with other courses does not count as an emergency). If there is an emergency contact me immediately by email.

ACADEMIC INTEGRITY:
The Faculty of Arts requires that I make you aware of the following:

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.

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

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A
student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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

**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

The Internet has made plagiarism and other forms of cheating much more tempting; it has also made it easier to detect. I **WILL** investigate and report to the Associate Dean all cases of suspected plagiarism. Proven cases will result in academic penalty, proportional to the extent of the infraction, and could include an official written reprimand from the Associate Dean that will be placed in your file. Please consult the following website, “Avoiding Academic Offences” for a comprehensive explanation of plagiarism and how to avoid it http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
# CLASS SCHEDULE & ASSIGNMENTS:

**KEY:**  
LBH= *The Little, Brown Handbook*  
LBR= *The Little, Brown Reader*  
LBHCW= *The Companion Website for the Little, Brown Handbook*

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| Sept. 8 | n/a                                                                                             | Introduction  
              Syllabus review                                              |
| Sept. 15 | Reading:  
• **Critical Thinking, Reading, Writing** (LBH: 1-24)  
• **A Writer Reads** (LBR: 1-20)  
• **A Reader Writes** (LBR: 21-42)  
Writing & Research:  
• Exercises for Introduction (LBHCW) | Lecture & Discussion: The Writing Process                      |
| Sept. 22 | Reading:  
• **Effective Words** (LBH: 478-539)  
Writing & Research:  
• Exercises for Ch. 31 & 34 (LBHCW) | Lecture & Discussion: Words                                   |
| Sept. 29 | Reading:  
• **Messages** (LBR: 427-499)  
Writing & Research:  
• **Writing Post #1:** Analyse one of the following  
  (assigned by instructor)  
  - The Gettysburg Address  
  - Marlboro Man ad campaign  
  - “Not Waving But Drowning” | Lecture: Inspiration  
Peer review: pairs of students review one another’s exercise.  
Together, pairs present their findings to class. |
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| Oct. 6 | **PROJECT OUTLINE DUE**  
* w/o 10/7-10/10: INDIVIDUAL MEETING #1 W/ INSTRUCTOR RE: PROJECT  
Reading:  
- *The Comma* (LBH: 382-407)  
- Exercises for Ch. 21 (LBHCW)  
Writing & Research:  
- Exercises for Ch. 21  
Lecture & Review: Grammar |
| Oct. 13 | Reading:  
- *Effective Sentences* (LBH: 330-372)  
- *Identities* (LBR: 195-235)  
Writing & Research:  
- Exercises for Ch. 16-19 (LBHCW)  
NO CLASS (Happy Thanksgiving!) |
| Oct. 20 | Reading:  
- *Writing an Argument* (LBC: 79-120)  
Writing & Research:  
- *Writing Post #2:* Analyse a lead article from the current issue of *Maclean’s* magazine (assigned by instructor)  
Peer review: groups of 3-4 students work together to present their revised analysis to class  
MIDTERM REVIEW |
| Oct. 27 | Reading:  
- Developing an Essay, pt. 1 (LBH: 26-82)  
Writing & Research:  
- Exercises for Ch. 1 (LBHCW)  
Lecture: Developing ideas |
| Oct. 31 | Thesis drafts distributed via email to DKJ and peer groups  
Lecture: Formulating the essay  
Peer review: groups of 3-4 students review each others' initial thesis drafts and work together to provide constructive criticism |
| Nov. 3  | Reading:  
- *Developing an Essay* (LBH: 83-163)  
Writing & Research:  
- Peer review component: Preliminary Thesis Draft  
- Exercises for Ch. 3 & 4 (LBHCW)  
Lecture: Formulating the essay  
Peer review: groups of 3-4 students review each others' initial thesis drafts and work together to provide constructive criticism |
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| Nov. 10 | PROJECT THESIS DUE  
 w/o 10/11-10/14: INDIVIDUAL MEETING #2 W/ INSTRUCTOR RE: PROJECT  
 Reading & Research:  
  - Research Skills for English Studies website | Lecture & Discussion: Research Methods |
| Nov. 17 | Reading:  
  - Research Writing (LBH: 542-689)  
  - Academic Writing (LBR: 91-96)  
 Writing & Research:  
  - Exercises for Ch. 35-36 (LBHCW)  
  - Peer review component: Compiling the bibliography | Lecture: Putting it all together  
 Peer review: pairs of students edit each other’s bibliographies for proper citation style & punctuation |
| Nov. 24 | Reading:  
  - Writing in the Disciplines (LBH: 692-782) | Lecture & Discussion: Writing in the disciplines |
| Nov. 28 | MAJOR PROJECT DUE (Fri., Nov. 28 @ 6pm) | n/a |
| Dec. 1  | Bring questions to class | FINAL EXAM REVIEW |