Introduction to Academic Writing
English 109E
Fall 1996

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Audience
This course is for students who want to explore the writing and reading conventions in academic writing: for example, style, argument and the presentation of information in response to rhetorical situations. Because this course requires frequent writing assignments, 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. To introduce students to different forms of writing practices within the university through a series of informal and formal writing assignments.
2. To introduce 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 differences in style, position, analysis and argument 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.

Plagiarism
Plagiarism is an academic offence punishable by disciplinary action. Plagiarism is defined as “the act of presenting the ideas, words, or other intellectual property of another as one’s own” (UW Policy # 71). Students using the “ideas, words, or other intellectual property of another” must acknowledge that person or persons appropriately according to the guidelines given in A Canadian Writer’s Reference.
Assignments

All assignments are due at the start of class on the stated date. The late assignment penalty is 2% per day.

Assignment #1:
Due: October 1
Worth 10%.
1. Write a 2 page essay (500 words) in which you reflect on your assumptions about writing and your experiences as a writer.
2. Write a short paragraph about the type of audience you imagined would be reading your essay, and a paragraph each about how you used logos, pathos and ethos in the essay.
Hand In:
• Your essay.
• Your statement of audience and strategy.

Assignment #2
Due: October 29
Worth: 20% (5% for first draft and revision statement, 15% for the final draft).
1. Using the writing strategies you’ve learned so far, write a 2-4 page essay comparing the writing conventions of two short texts (newspaper articles, magazine articles, WWW articles, etc.) that discuss a similar topic. Draw some conclusions as to why the writers used the strategies they did.
Suggestions and examples:
• Compare articles from two different newspapers that discuss the same news event.
• Compare a historical text with one from today.
• Compare a print journalism story with an electronic journalism story (a WWW story).
• Compare a Canadian newspaper or magazine article with an article from another country written in English.
2. Consider the comments your classmates made about possible revisions to your essay, and your own revision strategies. Did you make any major changes? Why or why not? Write a brief (one or two paragraph) statement.
Hand In:
a. Your essay. Make sure you acknowledge the authors of the articles you are comparing.
b. The two articles you compared.
c. A copy of the draft you shared with your group.
d. A short statement about your revisions.
Assignment 3
Due: November 12
Worth: 20% (5% for draft and revision statement, 15% for the final draft)
1. Read EITHER the selections in Work in Progress about education in America (pp 239 to 244) OR the reading handouts about education in Ontario/Canada. After reflecting on the issues, do ONE of the following essays:
   - Choice 1: Write an essay articulating your views on this subject.
   - Choice 2: Write an essay that responds to one or more of the readings.
2. Consider the revision strategies that you’ve learned. Did you make any major changes as you were writing this essay? Why or why not? Write a brief (one or two paragraph) statement.

Hand In:
- Your essay. Make sure you acknowledge the authors of any and all articles whose ideas you use or whose words you quote.
- A copy of the various (major) drafts you wrote.
- A short statement about your revisions.

Assignment #4
Due: December 3
Worth: 35% (5% revision statement and previous draft, 5% statement about thesis and evidence, 25% for final draft).
1. Choose a topic that concerns you, and write a 4-6 page argument directed to an academic reader. Your essay should include an explicit thesis, appropriate types of evidence and argument, and consideration of counter-arguments. You should also directly use at least three relevant and appropriate research sources in your essay, citing the sources in the text and in a bibliography.
2. Write a short statement considering whether your thesis is a claim of fact, value, or policy, and why the evidence you use is appropriate for supporting your thesis.
3. Write a short statement considering your revision strategies.

Hand In
- Your essay, including the bibliography.
- Your statements about your thesis and evidence.
- Your previous draft.
- Your revision statement.

Assignment # 5
Due (in installments):
Installment 1: October 8 (Weeks 1-4)
Installment 2: November 5 (Weeks 5-8)
Installment 3: December 3 (Weeks 9-12)
Worth: 15%

Weekly writing assignments.
As a record of your reflections and your writing process, collect your weekly writing assignments in a folder or portfolio. You’ll be asked to hand in the writings you’ve collected in installments on the listed dates.
Course Outline

Week 1: September 10
Introduction
In-class writing: “Writing feels like....”
Rhetorical sensitivity.
Writing rules: discussion.

Week 2: September 17
Joining the Conversation
Reading: Ede, “Writers Writing,” “Understanding the Writing Process”
Writing (bring to class): Letter to Classmates, p. 36 Application
Time management
Parts of an essay - Introduction.
Design strategies - Introduction.

Week 3: September 24
Rhetorical Situations
Reading: Ede, “Understanding the Rhetorical Situation,” handout “500 Words About Nothing”.
Writing (bring to class): Analyze the ways in which ONE of the advertisements on pp 79-82 draws on Aristotle’s 3 appeals: logos, pathos and ethos.
Credibility within the university.

Week 4: October 1
Reading for Writing Cues
Assignment 1 due.
Reading: Ede, “Writers Reading”
Writing (bring to class): 1. Brief notes about the medieval letter. 2. One paragraph in response to each of the questions in the application on page 98.
Paragraph strategies 1.

Week 5: October 8
Assignment 5, Installment 1 due.
Conducting Research
Reading: Ede, “Conducting Research”
Writing (bring to class): After you’ve read the chapter, decide on two potential topics you’d like to explore for an assignment or essay, either for this course or another one.
1. Explore the topics using the strategies described in the chapter.
2. After using the strategies, consider what you need to know to discuss the topics, and what type of research would be appropriate.
3. Write a paragraph explaining the direction you would like to take for each topic, and the research sources you think might be appropriate.
4. List three key words or phrases for each topic.
Primary and secondary sources
Searching the library.
Week 6: October 15
Planning & Design
Reading: Ede, “Strategies for Successful Planning and Drafting”; Kowalski, “Violence in the Media”; Chan, “Fall from University Grace”.
Writing (bring to class): Reflect on the strategies you’ve learned so far, and develop and write a workable plan for the essay you’ll be writing for Assignment 2.
Paragraph strategies 2
Strategies for quickly checking a source
Using sources.

Week 7: October 22
Revising Your Work I
Reading: Ede, “Managing the Revision Process”
Writing (bring to class): A working draft of the essay you’re writing for Assignment 2.
Introductions: strategies.
What’s appropriate for the academic world?

Week 8: October 29
Assignment 2 due.
Reading: Ede, “Revising for Structure and Style”
Writing (bring to class): Reflect on your own revision strategies, and write a brief description of them.
Revising your own work using Ede’s strategies.
Concise, colourful, concrete: are they always appropriate?
Conclusions: strategies.

Week 9: November 5
Assignment 5, Installment 2 due.
Reading: Ede, “Understanding the Reading Process”
Writing (bring to class): 1. Work through the applications for “The End of School”. 2. Using the analysis techniques explained in the chapter, write a response to the views expressed in “The End of School.”
Citing your sources.

Week 10: November 12
Assignment 3 due.
Reading: Ede, “Understanding Academic Audiences and Assignments”
Excerpts from Humanities, Social Sciences and Sciences essays.
Writing: Bring one or two sample assignment questions from another class or from work. Analyze them according to the strategies used in this chapter.
Developing and testing a thesis.
Week 11: November 19
Readings: Ede, “Understanding Academic Analysis and Argument”; 3 additional short academic readings (TBA).
Writing: After exploring your topic for Assignment 4, write a working thesis, and describe the values, assumptions and beliefs that led you to develop that thesis. List the major evidence that you would use to support the thesis, and list counter-arguments you’ve thought of. Argumentative strategies for reading and writing.

Week 12: November 26
Readings: Ede, “Epilogue”
Writing: 1. A working draft of Assignment 4. 2. Reread the statement you wrote in the first class about writing. Have your views changed? Why or why not?

Week 13: December 3
Assignment 4 due.
Assignment 5, Installment 3 due.
NO CLASS, though I’ll be in the classroom to pick up your assignments.