Course Description:
A basic requirement for all academic study is the ability to think analytically and to report the results of your analysis in an appropriate form. (For example, generally, arts and humanities disciplines prefer essays, while the sciences and social sciences prefer reports.) Another vital component of academic work is the ability to account for how your analysis fits in with the ongoing "conversation" about the topic or issue you examine. To these ends, you will practice reading analytically, synthesizing other writers' thoughts, writing in ways that other academic thinkers recognize as academic, and researching to enrich your thinking and understanding of a topic. The class is organized as a discussion and workshop, rather than a lecture, so you should come to class prepared to discuss readings in some detail, and to read and respond critically to one another's writing. Note that, here, responding "critically" does not mean responding negatively or finding fault; rather, it means evaluating writing for its strengths and weaknesses, to help one another become more skillful.

Texts:
Ackley, Katherine A. Perspectives on Contemporary Issues: Readings Across the Disciplines
Harris, Muriel. Prentice Hall Canada Reference Guide to Grammar and Usage

Assessment:
Analysis essay (30 points -- 15%)
Synthesis essay (30 points -- 15%)
Research paper (60 points -- 30%)
Quizzes (30 points -- 15%)
Workshop responses (20 points -- 10%)
Reading notebook (30 points -- 15%)

Assignments:
1. Analysis essay (30 points -- 15%)
A short essay (800 words) in which you develop and support a thesis expressing your analysis of an advertisement. You will use reference (paraphrase or quotation) to the advertisement to support your analytical statements about it. A complete draft of this essay (two copies) is due in Week 5. The revised paper is due for grading in Week 7. *Prepare for Week 4 by choosing and doing some preliminary analysis of 3 magazine ads. Bring them to class in Week 4*
2. Synthesis essay (30 points -- 15%)
A 1000-word essay in which you develop a position on one issue raised in Ackley, chapters 9, 15, 17, 19 or 21. You will incorporate the positions of at least two other writers whose essays appear in these chapters. After analysing the positions of at least two other writers, you will develop a thesis that expresses your informed and carefully considered position. Using reference (quotation, paraphrase and summary) to the other writers' essays, you will place yourself in the "conversation," and demonstrate why your position on the issue is reasonable and well-informed. A complete draft of this essay (two copies) is due in Week 8. The revised paper is due for grading in Week 10.

3. Research paper (60 points -- 30%)
A 1500-word paper in which you develop a thesis (essay) or statement of purpose (report) that relates to one of the issues raised in Ackley. You will research the issue and synthesize material from at least six sources. At least one of your sources should come from Ackley; at least two should be articles (essays or reports) from academic journals.
This project is broken down into several stages:
i. Week 9 -- prepare a (minimum) six-item bibliography in MLA (essay) or APA (report) format and the title pages of two academic journal articles.
ii. Week 10 -- prepare a short oral report (3-5 minutes) on your research findings.
iii. Week 11 -- bring 2 copies of your thesis or statement of purpose and your sentence outline.
iv. Week 12 -- bring 2 copies of your essay or report to class for workshopping.
v. Monday, August 2 -- hand final copy to me in my office.

4. Quizzes (30 points -- 15%)
Three grammar and usage quizzes are scheduled during the term. Each is worth 10 points -- 5%.

5. Workshop response (20 points -- 10%)
There will be a workshop, in which you respond to other writers' work, for each paper. You will be marked according to the detail and quality of your response to other writers regarding what works well, and what does not, for you as a reader of their text. The first response will be marked out of 6, and the other two out of 7 points. *Please remember to hand in workshop response sheets and workshop drafts with final drafts, so that this grade can be assigned.*

6. Reading Notebook (30 points -- 15%)
The notebook is where you record your initial reactions to readings from Ackley. These should be reflective and thoughtful, but brief -- approximately one half page each. You will use Ackley's questions for Personal Response which follow each of the readings as the basis for entries. Your responses should show evidence that you have considered how the questions are meaningful to you; a response that amounts to little more than "yes" or "no" will not receive credit. You will receive full credit for making 15 adequately developed entries. Please use looseleaf notebook pages, held in a paper brief report cover.

Course Policies and Notes:
1. Late drafts or papers
All late workshop drafts will be penalized up to 10% of the final grade. Late papers will be penalized 5% per day. However, since life is complicated, and there are times when a late paper is inevitable,
you may hand in one paper late, with no explanation necessary. All you need to do is attach a sheet of paper on which you write when the paper was due, the date of the day you hand it in, and a note saying, "This is my late paper for this course." Note that you can do this only once during the semester, and that this procedure applies only to drafts for grading, not to drafts for workshop.

2. Workshops
Writers benefit from knowing how readers respond to their writing, and from revising as a result of those responses; accordingly, a structure enabling response and revision has been incorporated into this course. Writers should be aware that different readers respond differently, and that no reader will "catch" everything that can be improved. Therefore, do not expect your readers -- classmates or me -- to be responsible for your revision strategies; you can use our responses as you find them useful, but you are ultimately responsible for your writing and the decisions you make about revising it.

3. Plagiarism
Plagiarism is using other people's ideas and not indicating that they are other people's ideas. In European and North American academic culture, original ideas are considered private property, and must be acknowledged as such; failure to do so is considered a grave offence. Any incident of plagiarism will result in a failing grade in the paper, and may result in a failure of the course, and a report of the incident to the Dean's office.

4. Marking
Since writers will receive feedback on workshop drafts, comments on graded drafts will be less detailed. Writers will be marked harder as the term progresses for writing problems that show no signs of improvement. For example, a pattern of incomplete discussion of examples noted in the first paper may result in a one-half grade reduction for that paper; the same pattern in the third paper may result in a full grade reduction for that paper.

5. Attendance
Since the class is based on discussion and workshop, rather than lecture, attendance is very important. Those who attend regularly and are well-prepared to participate in discussions and workshops will reap more benefits than those who are absent or ill-prepared, and it has been my observation that the difference is usually reflected in final grades.

6. Consultation
Writers benefit from discussing their work as it progresses, because talking about your thoughts can often be a way to discover what you think. I encourage you to visit regularly during my office hours to talk about your work, whether you have problems or not.
Class Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Readings</th>
<th>Class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to academic writing</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>The (other) three Rs: Reading, Responding, Referencing</td>
<td>Ackley chs. 1 &amp; 2; Harris pp. 242-51; Harris ch. 2</td>
<td>Reading notebook: 2 responses</td>
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<tr>
<td>3</td>
<td>documentation synthesis analysis</td>
<td>Ackley chs. 3 &amp; 8; Harris pp. 251-98</td>
<td>Reading notebook: 2 responses QUIZ 1: sentences</td>
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<tr>
<td>4</td>
<td>analysis</td>
<td>Ackley ch. 8; Harris pp. 1-23; 320-330</td>
<td>Reading notebook: 2 responses Bring 3 magazine ads</td>
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<tr>
<td>5</td>
<td>analysis synthesis</td>
<td>Ackley ch. 9 or 15; Harris ch. 4</td>
<td>Reading notebook: 4 responses DUE: analysis draft</td>
</tr>
<tr>
<td>6</td>
<td>synthesis</td>
<td>Ackley ch. 17 or 19</td>
<td>Reading notebook: 4 responses QUIZ 2: punctuation</td>
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<tr>
<td>7</td>
<td>synthesis research</td>
<td>Ackley 21; Harris 230-56</td>
<td>Reading notebook: 1 response DUE: analysis paper</td>
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<tr>
<td>8</td>
<td>research</td>
<td>Ackley ch. 4</td>
<td>DUE: synthesis draft</td>
</tr>
<tr>
<td>9</td>
<td>research</td>
<td>Harris ch. 5</td>
<td>DUE: research bibliography and 2 title pages</td>
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<tr>
<td>10</td>
<td>research</td>
<td>Harris ch. 6</td>
<td>DUE: synthesis paper; oral research report and tentative thesis</td>
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<tr>
<td>11</td>
<td>research</td>
<td></td>
<td>DUE: thesis and outline (conferences)</td>
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<tr>
<td>12</td>
<td></td>
<td></td>
<td>DUE: research draft QUIZ 3: proofreading and stylistic choices</td>
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