English 1015 FD: Introduction to Academic Writing

Course Location: RB 1021
Class Times: Tuesday and Thursday 1 - 2:30 p.m.

Should you require information or documents in another format, the Department of English is happy to help you. Contact your instructor or the Department of English Administrative Assistant, RB3029.

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Instructor

- Instructor: Taina Maki Chahal
- Office: UC0036B
- Telephone: 807-343-8470
- Email: tchahal@lakeheadu.ca
- Office Hours: Monday 1:00 p.m. – 2:00 p.m. or by appointment

Course Description/Overview

This course is an introduction to university-level standards of composition, revision, editing, research, and documentation. It includes a review of English grammar (word and sentence level) and rhetorical forms (paragraph level and beyond), and a study of the methods and conventions of academic argumentation and research. Emphasis is on the fundamentals of grammar, usage, and punctuation and on the skills and practices required to produce academic essays, such as research methods, argumentation, thesis statements, documentation, and critical thinking.
Required Course Text
- Online essays; hyperlinks are on the D2L

Course Website
- [Desire2Learn](https://mycourselink.lakeheadu.ca/d2l/login) (D2L)

Assignments and Evaluation
1. Narrative essay, 600 words (2 pages) 15%
2. In-class essay 10%
3. Media text analysis, 750 words (about 3 pages) 20%
4. Proposal and Bibliography, 2 - 3 pages 10%
5. In-class test 10%
6. Research Essay, 1250 words (5 pages) 25%
7. Group work, in-class writing, and participation 10%

Lateness policy
- Narrative essay, Media Text Analysis, and Research Essay: 2% per day up to 5 days (max. 10%)
- Proposal and Bibliography: one day late, 2% deducted
- Only upon special circumstances and consulting with me in person will I accept in-class writing assignments outside of the class in which they were assigned.
- If you require an extension for a legitimate reason, you must ask for one BEFORE the due date. Unless circumstances make it impossible, see me in person; do not email your request.
- Unless you ask for (and receive) an extension, late assignments will be penalized as noted.
- After maximum late days noted above, if you have a valid reason, see me in person to consider your assignment with additional penalties.
- Late submissions do not get comments.
- Except for the Media Text Analysis, after the start of class on due dates, the first penalty begins at 1:15 p.m. Subsequent penalties accrue from 11:59 p.m. Late assignments handed in before 4:30 p.m. on weekdays are delivered to the Admin Assistant in the English Dept. office RB3029, or placed on the file cabinet outside my office door, UC0036B. If the English office is closed or after 4:30 p.m. or on weekends, have your paper date stamped by the Security Office, then slide it under the English office door or put it on the cabinet outside my office door.
- NOTE: The English office is closed daily between 12:30-1:30.

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1 [https://mycourselink.lakeheadu.ca/d2l/login](https://mycourselink.lakeheadu.ca/d2l/login)
Assignment Policy

- If you require special accommodations to complete any of the assignments, please approach me early in the term. Also, please read the section on Accommodations under University Policies on the last page of this syllabus.
- Except for the Media Text Analysis which is posted on the D2L, assignments are due hard copy. No email submissions.
- The in-class essay and quiz must be written on the dates scheduled.
- Essays must be in MLA format, double spaced, with 1" margins, and in 12 point font. Do not include a title page. Include a Works Cited page.
- Follow the maximum word length for assignments. If you are under the word count by more than 25 words, you will be penalized for not meeting the assignment requirements.
- Exceptions to the Lateness Policy and Assignment Policy above are allowed only with a doctor’s note, other official documentation, or in prior consultation with me.
- See the specific assignment instructions for marking evaluation requirements. Further, all assignments will be marked in accordance with English Department Marking Standards.

Assignments and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Value</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work, in-class writing &amp; participation</td>
<td>varies; random</td>
<td>10%</td>
<td>varies; a page or less</td>
</tr>
<tr>
<td>Narrative Essay</td>
<td>Sept. 26</td>
<td>15%</td>
<td>600 words (2 pages)</td>
</tr>
<tr>
<td>In-class Essay</td>
<td>Oct. 5</td>
<td>10%</td>
<td>about 3 handwritten pages, double spaced</td>
</tr>
<tr>
<td>Media text analysis (digital writing)</td>
<td>Oct. 24</td>
<td>20%</td>
<td>750 words (about 3 pages), image, two hyperlinks</td>
</tr>
<tr>
<td>Proposal and Bibliography</td>
<td>Nov. 2</td>
<td>10%</td>
<td>3 pages</td>
</tr>
<tr>
<td>In-class test</td>
<td>Nov. 21</td>
<td>10%</td>
<td>70 min.</td>
</tr>
<tr>
<td>Research Essay</td>
<td>Nov. 30</td>
<td>25%</td>
<td>1250 words (5 pages)</td>
</tr>
</tbody>
</table>

2 https://www.lakeheadu.ca/academics/departments/english/marking-standards
Details of Assignments

1. **Group Work, in-class writing and participation.** 10%

This mark includes participating in group work, engaging with class and group discussions, being attentive and focused, attendance, punctuality, coming to class prepared (having done the readings and viewings), and writing short in-class assignments that are then handed in that day. I record attendance. Each day’s attendance earns a check mark; absences are noted. Each in-class assignment receives a check mark; missing group work or in-class writings is noted. I tabulate your mark at the end of the term in consideration of all of the above.

2. **Narrative Essay.**

*600 words. 15% Due Sept. 26*

From a selection of prompts, you choose one. Use essay format and MLA style. Include a short introductory paragraph with a controlling idea and a concluding paragraph. Use first person. Your essay must include the significance of the event or experience that you are writing about to your life. Specific instructions will be posted on the D2L. See Lateness Policy. Include word count. Maximum word count that you can go over: 100 words.

3. **In-class essay.**

*About 3 hand-written pages, double spaced. 10% Oct. 5*

Students will be provided an essay question on a topic which they already have knowledge and ideas about, not one that requires research. You draw on your lived experience and can include news and events as well as your past knowledge. The in-class essay tests your ability to formulate, under time constraints, a well-written, well-organized, and supported essay whose main focus is made clear in the opening paragraph. The essay must be a minimum of five paragraphs. The response requires essay format: a well-developed introductory paragraph, body paragraphs, and a concluding paragraph as well as a title. Sentences should be well structured and grammar and punctuation accurate. The introductory paragraph has a thesis, and each body paragraph has a main idea expressed in a clear topic sentence with supporting sentences that provide and develop examples and detail. Use transitions to bridge paragraphs as well as ideas within paragraphs and sentences, where needed.

4. **Media Text Analysis.**

*750 words. 20% Due Oct. 24, 11:59 p.m.*

Media text analysis + one photo + two hyperlinks. This is a digital writing assignment that is posted on the D2L. Select from either an online music video or commercial. Include an introductory paragraph with a thesis and a concluding paragraph. What
specific argument are you presenting on this media text? Post on the Discussions forum on the D2L. Use digital writing standards. Specific instructions will be posted on the D2L. Place word count in square brackets at the end. See Lateness Policy for penalties. Maximum word count that you can go over: 100 words.

5. Proposal and Annotated Bibliography.
Proposal is 1 page + bibliography of 2 pages = 3 pages total. 10% Due Nov. 2

The proposal, which is no more than one page, introduces the topic of your research essay and what you intend to argue. There are two options for the Research Essay: 1. critical analysis of a visual media text, which includes an analysis of gender, race, class, and/or sexuality (this option is similar to the Media Text Analysis but more extended), or 2. proposal for a project or solution that can benefit Canadian society or communities on the local, regional, or national level. For option one, be sure to state your primary text and its author(s)/makers. For option 2, be sure to make clear the problem for which you are providing a solution; read pages 361-65 of our textbook for guidelines on getting started.

Provide brief background context on your topic. What will you argue about the text or issue? Write a draft thesis statement. How familiar are you with the primary text or problem? Why is this topic of interest to you? Why should a reader be interested in this text or issue?

The Bibliography, which is two pages long, is a descriptive annotated bibliography. List **five secondary sources**: 1. three academic secondary sources (journal articles, chapters, or books) and 3. two additional secondary sources. Summarize and describe each source in two to three brief and clearly written sentences. For each source explain in one or two brief clearly written sentences how it will help your research (see Saurabh Vaish’s example on page 502). How will you go about research? Follow the prompts on page 356 of our textbook, and read Ch. 19 and 20 on finding and evaluating sources.

6. In-Class Test.
10% 70 min. Nov. 21
The test covers grammar, punctuation, sentence structure, and style and has short answer questions on assigned reading.

1250 words (about 5 pages). 25% Due Nov. 30
The Research Essay assignment is an argument essay. You develop the ideas and support that you presented in the Proposal and Bibliography assignment, taking into consideration my comments to you. As noted in the Proposal and Bibliography assignment, there are two options for the Research Essay: 1. either a critical analysis of
a media or visual text, which includes a consideration of gender, race, class, and/or sexuality, or 2. a proposal for a project that can benefit Canadian society or communities on the local, regional, or national level. If you choose option 2, read Ch. 16 “Making a Proposal: ‘Here’s What I Recommend’” to help guide your process. Required: a **minimum of six sources** (one more additional one than for the Bibliography assignment), three which must be academic. Instructions will be posted on the D2L. See Late Policy. Maximum word count that you can go over: 100 words.

A writer’s brain is like a magician’s hat. If you’re going to get anything out of it, you have to put something in it first.  ~ Louis L’Amour

**Reading Schedule:**
The Reading Schedule is a guide and may be adjusted according to class progress, time, class interests, or unforeseen circumstances. Prepare by reading the required material for a set week; any changes will be announced in class. Note: we are not following the chapters in the book in a consecutive fashion. We are not covering all chapters; e.g., Ch. 9 “Taking Advantage of the Writing Center”; Ch. 36 “Assembling a Portfolio”; and Ch. 37 “Publishing Your Writing” are optional reading.

<table>
<thead>
<tr>
<th>Week / dates</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Each week we will cover excerpts from either:</td>
<td></td>
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<tr>
<td>Ch. 31 “How to Write Good Sentences” pp. 668 – 686</td>
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<td>Ch. 32 “Checking for Common Mistakes” pp. 687 – 737</td>
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<tr>
<td><strong>Sept. 5 &amp; 7</strong></td>
<td>Introduction and Chapters 1 – 5, “Introduction” to “Writing and Rhetoric as a Field of Study” pp .xxix – 57</td>
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<td></td>
<td>Notes on annotation (D2L)</td>
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<td>Essay: Richard Wagamese. “Reaching Grandfather.” (online)</td>
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<td><strong>Sept. 12 &amp; 14</strong></td>
<td>Ch. 10 “Choosing Genres” pp. 108 -115</td>
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<td>Ch. 12 “Writing a Narrative: ‘Here’s What Happened’” pp.159-189</td>
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<td></td>
<td>Basics of MLA style; essays:</td>
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<tr>
<td></td>
<td>• Melanie Luken. “Literacy a Lineage” (180-184)</td>
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<td></td>
<td>• Junot Diaz. “the money” (in Readings or online)</td>
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<td>Optional: essays by Brideau, Lewis, and Lehna.</td>
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<tr>
<td><strong>Sept. 19 &amp; 21</strong></td>
<td>Ch. 7 “Managing the Writing Process” pp. 79- 89</td>
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<td></td>
<td>Part VI “Style” and Ch. 29 “What’s Your Style?” pp. 636- 651</td>
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<td>Ch. 11 “Arguing a Position: ‘This is Where I Stand’” pp.116 – 188</td>
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<td>Essays:</td>
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<td>• Katherine Spriggs. “On Buying Local.” pp.150 – 158</td>
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<td></td>
<td>• Evelyn Lau. “A Homeless Past Stirs Pain.” (web)</td>
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<td><strong>Sept. 26 &amp; 28</strong></td>
<td>Ch.13 “Let’s Take a Closer Look: Writing Analytically” pp. 201-251</td>
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<td>Ch. 30 “Tweets to Reports: On Social Media and Academic Writing” pp. 652 - 667</td>
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<tr>
<td>Week / dates</td>
<td>Reading</td>
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<tr>
<td><strong>Due Sept. 26: Narrative essay, 15%</strong></td>
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| **Oct. 3 & 5**   | Ch. 15 “’Two Thumbs Up’: Writing a Review.” pp. 297-330  
|                 | Ch. 22 “Evaluating Sources” pp. 491-499        |
| **Oct. 5. In-class essay, 10%**    |                                               |
| **Study Break Oct. 9 – 13**       | **No classes!**                                |
| Essay Reading:               | **Textbook**                                  |
|                             | • A.O. Scott. “Ode to Joy (and Sadness, and Anger)”  
|                             | • Anya Shultz. “Serial: A Captivating New Podcast”  
|                             | Online: various articles on media texts        |
| **Oct. 17 & 19**    | Ch. 33 “Designing What You Write.” pp. 742-761  
|                     | Ch. 34 “Writing in Multiple Modes” pp. 762-779  
|                     | Ch. 8. “What Collaboration Means to You as a Student” to “Some Tips on Collaborating Effectively.” Bottom of p. 94 – 96  
|                     | Digital writing instruction                    |
|                     | Essay: Louise Bernice Halfe. “In Attawaspiskat online”  |
| **Oct. 24 & 26**    | Ch. 24 “Synthesizing Ideas” pp. 505-511        |
|                     | Ch. 25. “Quoting, Paraphrasing, Summarizing” pp.512-526 |
|                     | Ch. 26 “Giving Credit, Avoiding Plagiarism” pp. 527-534  
| Due Oct. 24: Media Text analysis, 20% (digital, due 11:59 p.m.; post on the D2L) | |
| **Oct. 31 & Nov. 2** | Ch. 19 “Starting Your Research” pp. 445-454    |
|                     | Ch. 20 “Finding Sources.” pp. 455- mid 475 (Omit the sections on Conducting Field Research, Interviews, and Questionnaires)  
|                     | Ch.21 “Keeping Track: Managing Information Overload” 485 – 490  
|                     | Ch. 23 “Annotating a Bibliography” pp. 500 – 504.  
| Due Nov. 2: Proposal and Bibliography, 10% |                                               |
| **Last day to drop** | **Nov. 3**                                    |
| **Nov. 7 & 9**     | Ch. 14 “Just the Facts, Ma’am’: Reporting Information” pp. 242-286  
|                     | Ch. 27 “MLA style” pp. 535-470                  |
| Essays:           | Ryan Kohls. “Clean Sweep” (in Readings or online)  
| Mike Rose. “Blue Collar Brilliance” (In Readings or online) | |
| **Nov. 14 & 16**   | Part IV “The Centrality of Argument” pp.373-378  
|                     | Ch. 17 “Analyzing and Constructing Arguments” pp. 379-418  
| essay Walter Przybylowski. “Holding Up the Hollywood Stagecoach: The European Take on the Western” pp. 574-590 | |
| **Nov. 21 & 23**   | Ch. 18 “Strategies for Supporting Arguments” pp. 419-441  
|                     | Ch. 28 “Meeting the Demands of Academic Writing” pp. 538-550  
<p>| Nov. 21: In-class test, 10% |                                               |</p>
<table>
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<tr>
<th>Week / dates</th>
<th>Reading</th>
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</table>
| Nov. 28 & 30 | Ch. 6 “Writing and Rhetoric in the Workplace” pp. 58 – 78  
Ch. 35 “Making Presentations” |
| Due Nov. 30 | Research Essay, 25% |

**Plagiarism Rules**

Plagiarism is an offence. Papers with plagiarized content are not marked; your name is forwarded to Dr. Anna Guttman, Chair of the English Department and plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties.

Plagiarism is the unacknowledged use of someone else's words, ideas, and/or photos. Also, not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays, copying another student's work, taking sentences and paragraphs from the internet and using them as your own, failing to credit the source of images, photos, or tables, or getting someone to write your assignment or parts of it, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty.

**Course Policies**

- Class schedule may change; changes will be noted in class.
- Detail on schedule, assignments, and evaluation will be discussed in class.
- Writing assignments are due on the due date, handed in at the start of class. No email submissions. If your paper is late, see the procedure in Late Policies.
- Handing in assignments past the last day to submit must be discussed in person with the instructor either after class or through an office visit. No email requests.
- Attendance is mandatory. Lateness is disruptive; respect your colleagues and your professor by arriving on time. If you are going to be late or absent from class, contact me beforehand with a brief explanation.
- Laptops, tablets, or other digital notebooks or technologies can only be used for note keeping. No handheld digital technologies (smartphones, iPhones, cell phones, and so on) allowed on the desk, in your hands, or in your lap during class (exceptions to this because of accommodations must be discussed with me early in the term); handheld digital technologies must be put away inside your packsack, pocket, purse, etc. Ringers must be turned off. Any occasional exceptions to this (e.g., you are expecting a call or message from work or a babysitter) must be discussed with me before class begins.
- If you take notes with a laptop or other digital notebook device, sit at the back of the class behind other students or at the edges of the room so your screen doesn't distract others as the glare and movement on the screen is disruptive. I reserve the right to ask you to close and put away your device, so bring paper
and pen to class, too.

- Do not do homework for other classes or study for tests during our class time.
- Once class starts, chatting with other students outside of assigned group work, like checking your text messages, is not permitted. Infractions to this rule: be prepared to share what you are talking about or reading with the whole class.
- If you miss class, ask your colleagues for missed lessons and check the D2L; the instructor does not provide lecture notes for missed classes, nor supply missed content via email. Some content is posted on the D2L, such as doc camera material and assignments. Check with your colleagues to see what you have missed. It is your responsibility to find out what you have missed.
- Students are expected to come to class having read the assigned readings and prepared to answer questions and engage in class discussions as well as remain attentive and focused.
- For questions outside of class time, speak to me after class, visit me during my office hours, or arrange an appointment to see me.
- Generally, emails and text messages are answered within 48 hours. I do not read emails or messages on Friday night, Saturday or Sunday. Emails or messages sent on the weekend will be read on Monday.

**University Policies**

- Students in this course are expected to conform to the [Code of Student Behaviour](https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities). Please read the [Code of Student Behaviour](https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities).³
- **Accommodations**: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact [Student Accessibility Services (SAS)](http://studentaccessibility.lakeheadu.ca)⁴ and register as early as possible.
- Accommodations are in accordance with the terms of the [Ontario Human Rights Code](http://www.ohrc.on.ca/en/ontario-human-rights-code)⁵. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.

This course syllabus is also posted on the class D2L.

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³ https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities
⁴ [http://studentaccessibility.lakeheadu.ca](http://studentaccessibility.lakeheadu.ca)