English 1015 FG: Introduction to Academic Writing

Course Location: RB 2024
Class Times: Tuesday and Thursday 8:30 a.m. - 10:00 a.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

• Taina Maki Chahal
• Office: UC0036B
• Telephone: 807-343-8470
• Email: tchahal@lakeheadu.ca
• Office Hours: Monday 2:30 p.m. – 3:30 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.
Course Resources

Required Course Text
- Online essays; hyperlinks are on the D2L

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

Assignments and Evaluation
1. Article Annotation, 1 – 2 pages, 5%
2. Narrative essay, 500 words (2 pages), 10%
3. Summary and Analysis, 500 words (2 pages) 10%
4. In-class essay, 10%
5. Media text analysis, 750 words (about 3 pages), 10%
6. Proposal and Bibliography, 2 - 3 pages, 5%
7. Profile, 300 words (1 page + Works Cited page), 5%
8. In-class grammar quiz, 30 m. 10%
9. Research Essay, 1250 words (5 pages), 25%
10. Group work, in-class writing, and participation, 10%

Lateness policy
- Narrative essay, Summary and Analysis, Media Text Analysis: 2% per day up to 5 days (max. 10%).
- Research Essay: One day late 10%.
- Article Annotation, Proposal and Bibliography, and Profile: one day late, .3 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 9: 45 a.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 put in an envelope and 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, place your paper in a sealed envelope, have it date stamped by the Security Office, then slide it under the English office door or

1 https://mycourselink.lakeheadu.ca/d2l/home
put it on the cabinet outside my office door. Write “For Prof. Chahal” on the
envelope. NOTE: The English office is closed daily between 12:30-1:30.

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 digital writing standards for Media Text Analysis.
• For essays, follow the specific instructions posted on the D2L.
• Follow the maximum word or length for assignments. If you are under the word
count by more than 20 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.

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>Article annotation</td>
<td>Sept. 15</td>
<td>5%</td>
<td>1 – 2 pages</td>
</tr>
<tr>
<td>Narrative essay</td>
<td>Sept. 22</td>
<td>10%</td>
<td>500 words (2 pages)</td>
</tr>
<tr>
<td>Summary and Analysis</td>
<td>Sept. 29</td>
<td>10%</td>
<td>500 words (2 pages)</td>
</tr>
<tr>
<td>In-class Essay</td>
<td>Oct. 6</td>
<td>10%</td>
<td>3 pages</td>
</tr>
<tr>
<td>Media text analysis (digital writing)</td>
<td>Oct. 20</td>
<td>10%</td>
<td>750 words (about 3 pages), image, two hyperlinks</td>
</tr>
<tr>
<td>Proposal and Bibliography</td>
<td>Nov. 1</td>
<td>5%</td>
<td>2 - 3 pages</td>
</tr>
<tr>
<td>Profile</td>
<td>Nov. 10</td>
<td>5%</td>
<td>300 words (1 page) + Works Cited page</td>
</tr>
<tr>
<td>In-class grammar quiz</td>
<td>Nov. 24</td>
<td>10%</td>
<td>30 min.</td>
</tr>
<tr>
<td>Research Essay</td>
<td>Dec. 1 in class or up to Monday, Dec. 5, 11:59 p.m. without penalty</td>
<td>25%</td>
<td>1250 words (5 pages)</td>
</tr>
</tbody>
</table>
Details of Assignments

1. **Group Work, in-class writing and participation. 10%**
This mark includes attendance, punctuality, coming to class prepared (having done the readings and viewings), participating in group work, engaging with class and group discussions, being attentive and focused, 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 get an X. Each assignment receives a check mark. Missing group work or in-class writings get an X. I tabulate your mark at the end of the term in consideration of all of the above.

2. **Article Annotation. 1 – 2 pages. 5% Due Sept. 15**
Choose an article from the list on the D2L. Do a close reading of the article. Use the Annotation Help sheet posted on the D2L as well as the section “Reading Rhetorically” on pages 27 – 33 of our textbook to help guide a developed annotation of the essay. From the Annotation Help sheet, write up responses to questions 3, 10, and 11. Conclude by answering questions 12 and 39. This assignment is not essay format; provide your notes as bulleted points and/or sentences using clear and concise language. The goal of this assignment is to help you read to recognize an article’s main ideas and to notice its structural composition so that you can engage with, analyze, and form an informed opinion of the text. Optional: you can include a copy of the essay with your personal style of annotation (comments in the margins, underlining, arrows, etc.). To identify your work, put your name and the writer’s last name separated by a comma in the header of the page; e.g. Maki Chahal, Boyden. See Lateness policy. Do not exceed two pages.

3. **Narrative Essay. 500 - 600 words. 10% Due Sept. 22**
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 posted on the D2L. See Lateness Policy. Include word count. Maximum word count that you can go over: 100 words.

4. **Summary and Analysis Essay. 500-600 words. 10% Due Sept. 29**
Students choose one of the essays that is listed on the D2L page, Summary and Analysis Options. Begin with a short introductory paragraph that clearly identifies the writing and author. Conclude with a short concluding paragraph that answers questions 12 and 39 on the Annotation Help sheet. Devote half of your writing to a summary and the other half to analysis. The summary and the analysis do not need to be separated into two sections but can be integrated. For the summary, make clear the article’s main ideas and concepts and comment on form (structure). For the analysis, ask yourself why and how questions about the author’s statements. E.g., why is this significant to know? How does the content relate to current discussion or debate? Include answers to
the first and last bulleted points on “Talk Back to the Text” found on page 28 of *Everyone’s an Author*. Also, make clear the effect of the writer’s use of words, sentences, and organization. Specific instructions posted on the D2L. See Lateness Policy. Include word count. Maximum word count that you can go over: 100 words. Include a Works Cited on a separate page.

5. **In-class essay. 3 hand-written pages. 10% Oct. 6**
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 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 will have a thesis, and each body paragraph will have a main idea expressed in a clear topic sentence and have supporting sentences that provide and develop examples and detail. Do not begin the concluding paragraph with “in conclusion.” Use transitions to bridge paragraphs as well as ideas within paragraphs and sentences, where needed. The essay must be a minimum of five paragraphs.

6. **Media Text Analysis. 500 - 600 words. 10% Due Oct. 20, 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 the following texts: film, TV series, music video, online video, commercial, spoken word or poetry YouTube video, or another moving image linked to cultural texts. 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 are 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.

7. **Proposal and Bibliography. Proposal, 1 page + bibliography, 1 - 2 pages. 5% Due Nov. 1**
The proposal itself is no more than one page. Put your name in the header of the page. Introduce your topic and what you intend to argue for the Research Essay. There are two options for the Research Essay: 1. either a critical analysis of a media or visual text, which includes a consideration of power relations of gender, race, class, and/or sexuality (this option is similar to the Media Text Analysis but more extended), or 2. a 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. Provide brief background and context on your topic. What will you argue about the text or issue? For option 2, be sure to make clear the problem that you are providing a solution for. Read pages 361-365 of our textbook for guidelines on getting started. Provide a tentative 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 is a descriptive annotated bibliography; each source is summarized and described in two to three brief and clearly written sentences, and how this source will help your research is explained in one or two brief and clearly written sentences. (see the example by Saurabh Vaish on page 502). The Bibliography part should be one to two pages. List five secondary sources: 1. three academic secondary sources (journal articles, chapters, or books); and 3. two additional secondary sources. How will you go about your research? Follow the prompts on page 356 of our textbook, and read Ch. 19 and 20 on finding and evaluating sources.

8. Profile. 1 page + Works Cited. 5% Due Nov. 10
As defined in our textbook, “Profiles provide firsthand accounts of people, places, events, institutions, or other things” (270). ‘People’ means individuals or groups (e.g., musical band, activist group, community group, etc.). “Other things” could be a song or CD, an animal, a natural feature such as a lake or forest, and so on. Read the section “Profiles” on pages 270 – 272. Select someone or something to profile that you know well. If you are unsure whether your topic falls into the category of what can be profiled, please ask me.

Write a one page profile that brings that person, place, event, thing, being, or institution to life through a first-hand account, detailed information, and an interesting angle. Break up your page into paragraphs rather than write a page long block of text. To identify your work, put your name and a brief title in the header of the page; e.g., Rory Nix, Profile: Black Lives Matter. See Lateness policy. Do not exceed one page. List any secondary sources you use on a separate Works Cited page. You may not need a Works Cited page if there is no online or hard copy information that you draw on.

9. In-Class Grammar Quiz. 10% 30 min. Nov. 24
The test covers grammar, punctuation, sentence structure, and style.

The Research Essay assignment is an argument essay. There are two options for the Research Essay: 1. either a critical analysis of a media or visual text, which includes a consideration of power relations of gender, race, class, and/or sexuality (this option is similar to the Media Text Analysis but more extended), 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, three which must be academic (see Proposal and Bibliography above). Instructions will be posted on the D2L. See Late Policy. Maximum word count that you can go over: 250 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.

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<tr>
<th>Week</th>
<th>Readings</th>
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<tr>
<td>Each week</td>
<td>Each week we will cover excerpts from either: Ch. 31 “How to Write Good Sentences” pp.668 – 686 Ch. 32 “Checking for Common Mistakes” pp. 687 – 737</td>
</tr>
<tr>
<td><strong>Sept. 6 &amp; 8</strong></td>
<td>Introduction and Chapters 1 – 5, “Introduction” to “Writing and Rhetoric as a Field of Study” pp .xxix – 57 Notes on annotation (D2L)</td>
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<tr>
<td><strong>Sept. 20 &amp; 22</strong></td>
<td>Ch. 7 “Managing the Writing Process” pp. 79- 89 Part VI “Style” and Ch. 29 “What’s Your Style?” pp. 636- 651 Ch. 11 “Arguing a Position: ‘This is Where I Stand’” pp.116 – 188 Essay: Katherine Spriggs. “On Buying Local.” pp.150 – 158 Due Sept. 22: Narrative essay, 10%</td>
</tr>
<tr>
<td><strong>Sept. 27 &amp; 29</strong></td>
<td>Ch.13 “Let’s Take a Closer Look: Writing Analytically” pp. 201-251 Ch. 30 “Tweets to Reports: On Social Media and Academic Writing” pp. 652 - 667 Essay: Melissa Rubin. “Advertisements R Us” pp.246-251 Due Sept. 29: Summary and Analysis, 10%</td>
</tr>
<tr>
<td><strong>Oct. 4 &amp; 6</strong></td>
<td>Ch. 15 “‘Two Thumbs Up’: Writing a Review.” pp. 297- 330 Ch. 22 “Evaluating Sources” pp. 491 - 499 Oct. 6. In-class essay, 10%</td>
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<tr>
<td>Week</td>
<td>Readings</td>
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| **Oct. 18 & 20** | 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  
**Due Oct. 20: Media Text analysis, 10% (digital, due 11:59 p.m.; post on the D2L)** |
| **Oct. 25 & 27** | Ch. 24 “Synthesizing Ideas” pp. 505-511  
Ch. 25. “Quoting, Paraphrasing, Summarizing” pp.512 -526  
Ch. 26 “Giving Credit, Avoiding Plagiarism” pp. 527- 534  
Ch. 27 “MLA style” pp. 535 -470  
**Due Nov. 1: Proposal and Bibliography, 5%** |
| **Nov. 1 & 3**  | Ch. 19 “Starting Your Research” pp. 445- 454  
Ch. 20 “Finding Sources.” pp. 455- mid475 (Omit the sections on Conducting Field Research, Interviews, and Questionnaires)  
Ch.21 “Keeping Track: Managing Information Overload” pp. 485 – 490  
Ch. 23 “Annotating a Bibliography” pp. 500 – 504.  
**Due Nov. 10: Profile, 5%** |
| **Last day to drop** | Monday, Nov. 7  
**Nov. 8 & 10** | Ch. 14 “Just the Facts, Ma’am’: Reporting Information” pp. 242-286  
**Due Nov. 10: Profile, 5%**  
*Essays:* Ryan Kohls. “Clean Sweep” (in Readings or online)  
Mike Rose. “Blue Collar Brilliance” (In Readings or online)  |
| **Nov. 15 & 17** | Part IV “The Centrality of Argument” pp.373- 378  
Ch. 17 “Analyzing and Constructing Arguments” pp. 379- 418  
**Essay:** Walter Przyblyowski. “Holding Up the Hollywood Stagecoach: The European Take on the Western” pp. 574-590  |
| **Nov. 22 & 24** | Ch. 18 “Strategies for Supporting Arguments’ pp. 419 - 441  
Ch. 28 “Meeting the Demands of Academic Writing” pp. 538-550  
**Nov. 24: In-class grammar quiz, 10%** |
| **Nov. 29 & Dec. 1** | Ch. 6 “Writing and Rhetoric in the Workplace” pp. 58 – 78  
Ch. 35 “Making Presentations”  
**Essay:** TBA  |
| **Last day of term Mon. Dec.5** | **Due Dec. 5, 11:59 p.m: Research Essay, 25%** |
Marking Standards

See the specific assignment instructions for marking evaluation requirements. Further, all assignments will be marked in accordance with English Department Marking Standards.

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. 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 hardcopy at the start of class. The Research Essay can be handed in in class or dropped off either at my office or the English office. 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; I record attendance. 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 be used only 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; in this case, when your phone vibrates, you must leave the room to answer it.
- If you take notes with a laptop or other digital notebook device, please sit at the

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2 https://www.lakeheadu.ca/academics/departments/english/marketing-standards
back of the class behind other students or at the edges of the classroom so your screen doesn't disturb others. Using computer devices to take notes distracts nearby students as the glare of the screen is disruptive. The instructor reserves the right to ask you to close your digital device and put it away, so be sure to bring paper and pen/cil to class, too.

- Do not do homework for other classes or study for tests for other classes 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. Please read the Code of Student Behaviour[^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)[^4] and register as early as possible.
- Accommodations are in accordance with the terms of the [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][^6].

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[^3]: https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities
[^4]: http://studentaccessibility.lakeheadu.ca
[^6]: https://mycourselink.lakeheadu.ca/d2l/home