English 1015 WAO: Introduction to Academic Writing

Course Location: OA 2015
Class Times: Mondays and Wednesdays 11:30-1
Prerequisites: None

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Instructor Information:
Instructor: Dr. Alice den Otter
Office: OA 3011
Telephone: 705-330-4008 ext. 2622
Email: adenotte@lakeheadu.ca
Office Hours: MWF 10-11:30, T 10-12 or by appointment.

Course Description

Calendar Entry
An introduction to university-level standards of composition, revision, editing, research, and documentation. 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, with an emphasis on finding and evaluating sources, formulating research questions, developing arguments, and composing various types of analyses including academic essays.

**Course Guidelines:** The following are guidelines that the English Department has developed for all sections of English 1015:

**AREAS OF COVERAGE**
1. Fundamentals of grammar, usage, and punctuation
2. Argumentation
3. Research and Documentation
4. Rhetoric
5. Style

**REQUIREMENTS**
- Minimum 25% of instructional hours devoted to grammar, usage, and punctuation
- Minimum 25% of instructional hours devoted to research methods, argumentation, and documentation
- Minimum of 15 pages of graded writing divided among no less than 4 assignments one of which must be an in-class essay
- Required research essay (min. 5 pages) worth minimum of 25% of the final grade
- Graded process assignments linked to research essay
- Minimum 10 readings to be integrated into course delivery and assignment design

**Course Overview**
What is it about academic writing that is different than other types of writing, such as novels, news stories, advertising, or text messages? How does one engage in critical reading and research? How does one create an argument that is valid and persuasive? What are the conventions of spelling, grammar, usage, and punctuation? These are the types of questions that we will be addressing in this course. We will begin by exploring the value of academic writing, not only for further university courses, but also for the working world. Then we will focus on developing rhetorical strategies of invention, arrangement, and style so as to produce clear, interesting, and persuasive writing that clarifies our thoughts, sounds intelligent, shares what we know with others, and advances the field of knowledge. Throughout the course we will be engaging both reading and writing processes, since so much academic writing is integrally connected with reading and since reading is one of the best ways to gather knowledge and facility with language. By the end, you should have gained confidence and skill in creating, developing, organizing, writing, and revising a variety of academic papers.

**Course Objectives and Learning Outcomes**
This course is designed to improve your writing so that you will be able to
- Assess your own academic writing and know how to strengthen it.
• Consider the decisions required during the planning, drafting, and revising stages of the writing process.
• Research a topic using both library and online sources.
• Write essays for a variety of academic purposes, using relevant development strategies for summaries, proposals, expository analysis essays, persuasive essays, and research essays.
• Identify parts of speech, sentence structures, and the proper use of punctuation.
• Revise your essays so that they are coherent, effective, and free of mechanical errors.
• Participate meaningfully in collaborative writing and peer-editing.

Course Resources


Required Technology: Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or via text message (SMS). Visit [http://tinyurl.com/THStudentRegistration](http://tinyurl.com/THStudentRegistration) for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation has been be sent to your email account (if you don't receive this email, you can register by visiting our direct Top Hat course URL [tophat.com/e/127642](http://tophat.com/e/127642)). Top Hat will require a subscription. There are three options to choose from: - $24 (4 months unlimited access), $36 (12 months unlimited access), or $72 (lifetime access). Should you have any questions, please reach out to: support@tophat.com

Course Website: Desire2Learn (D2L)

Course Schedule (subject to change if necessary – check “News” in Desire2Learn for occasional updates). All page references are to Hayward, *Writing for the Academic Disciplines*.

Jan.  4  Why Academic Writing?
Introduction to course and each other.

6  What Are the Expectations of Academic Writing?
Before class read Chapter 1 “Genre: ‘Real-World’ and Academic Contexts,” pp. 2-23, Chapter 2 “Academic Writing as a Genre,” pp. 24-34. Diagnostic testing.

11  INVENTION I: How Do We Read Academic Writing?

13 INVENTION I: How Do We Find and Summarize Articles?

18 ARRANGEMENT I: How Do We Analyze a Topic?

20 ARRANGEMENT I: How Do We Draft an Expository Essay?

25 STYLE I: What are the Academic Conventions of Grammar?

27 STYLE I: What Is a Sentence Anyway?

Feb. 1 PEER EDITING I: How Do We Give Helpful Feedback?

3 INVENTION II: How Do We Make a Persuasive Argument?

8 INVENTION II: How Do We Write a Persuasive Essay?

10 ARRANGEMENT II: How Do We Structure Persuasive Essays?
Before class read Chapter 8 “Academic Persuasion” pp. 190-197,

15-17   Reading Week: No Classes.

22   ARRANGEMENT II: How Do We Organize Paragraphs?
Before class read Chapter 8 “Academic Persuasion” pp. 197-205.

24   STYLE II: How Do We Punctuate a Sentence?

29   STYLE II & PEER EDITING II: How Do We Assess Persuasion?
*Bring typed, double-spaced Persuasive Essay to class.

Mar. 2   INVENTION III: How Do We Conduct Academic Research?

7   INVENTION III: How Do We Write a Research Essay?
Before class read Chapter 10 "Research Writing" pp 247-254.

9   ARRANGEMENT III: How Do We Use Research Well?

14   ARRANGEMENT III: How Do We Follow MLA Structure?
Before class read Chapter 11 “Documentation Style” pp. 281-297, Dasilva, “(Mis)Understanding Literate Culture” pp. 275-279.

16   STYLE III: How Do We Revise for Style?
Before class read Chapter 9 “Drafting and Revising” pp. 227-235, Chapter 13 “Style” pp. 538-544.

21   STYLE III & PEER EDITING III: How Do We Assess Research?

23   REFLECTION I: What Are Variants of Academic Writing?
Before class read Chapter 3 “Writing for the Humanities and Social Sciences” pp. 52-57; Chapter 4 “Writing for the Sciences,” pp. 73-83. *Research Essay Due.

28   Easter Monday: No Classes.
30  REFLECTION II: What Are Common Grammatical Errors?
Before class read Chapter 12 “Ten Common Errors” pp. 505-513.

Apr. 4  REFLECTION III: How Has Your Academic Writing Improved?

Assignments and Evaluation

<table>
<thead>
<tr>
<th>Assignment/Test</th>
<th>Due Date</th>
<th>Value</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Exercises</td>
<td>Throughout term</td>
<td>10%</td>
<td>NA</td>
</tr>
<tr>
<td>Peer-editing</td>
<td>Feb. 1, 29, Mar 21</td>
<td>5%</td>
<td>60 minutes each</td>
</tr>
<tr>
<td>In-class Summary</td>
<td>January 18</td>
<td>5%</td>
<td>2 pages/30 min.</td>
</tr>
<tr>
<td>Proposal/Bibliography</td>
<td>January 25</td>
<td>10%</td>
<td>2-3 pages</td>
</tr>
<tr>
<td>Expository Essay</td>
<td>February 1, 3</td>
<td>15%</td>
<td>3-4 pages</td>
</tr>
<tr>
<td>Grammar Test</td>
<td>February 24</td>
<td>10%</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Persuasive Essay</td>
<td>February 29, M 2</td>
<td>20%</td>
<td>4 pages</td>
</tr>
<tr>
<td>Research Essay</td>
<td>March 21, 23</td>
<td>25%</td>
<td>5-6 pages</td>
</tr>
</tbody>
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Assignment Policies

- Participation and in-class exercises require your presence. Since these assignments will be unscheduled, you will need to read all of the assigned readings and attend every class. Needless to say, you should arrive to class on time and, barring extraordinary circumstances, be prepared to remain in class for its duration. Attendance will be checked via the Top Hat classroom response system at the beginning of each class. If you are unable to attend class, please let me know. If you find yourself struggling in the course, please see me before the last day to drop the course (March 4) without academic penalty.

- Submission for grades must always represent independent work prepared for this course. Highly similar (or identical) assignments will receive a grade of zero. An assignment may not be submitted for credit in more than one course without the written permission of all instructors involved. (Yes, instructors talk to each other.) Collaboration on assignments is only allowed with prior permission of the instructor.

- Assignments are due by class time on the dates indicated. You will forfeit peer-editing marks if you are not present or if your assignment is not typed and ready to be edited. If you are unable to hand in a revised, polished paper in class, send it as an email attachment to adenotte@lakeheadu.ca and then hand in a paper copy as soon as possible to the instructor’s office (OA 3011). Marking will not begin until the paper copy has been submitted. Keep a copy
of all papers you submit in case of accidental loss before they are marked. No covers please.

- Please talk to your instructor if you fall behind. Extensions will only be granted for final polished versions of essays since peer-editing must take place on the dates assigned. If you require an extension, you must ask for one by email BEFORE the due date. Without an extension, late assignments will be marked down half a letter grade each day they are late without permission; that is, an "A" quality paper due on Tuesday will receive an "A-" on Wednesday, a "B+" on Thursday, etc. Plan ahead, and let your instructor know if time conflicts arise so that we can negotiate a more workable deadline.

- All assignments must be in MLA format, double spaced, with 1" margins, and in 12 point font, printed on single sided or double sided white paper.

- If you use internet sources, they should be from academic journals (listed in academic databases, such as MLA Bibliography or JSTOR). (If you want to use a non-academic source, please discuss this with your instructor.) Articles must be accompanied by the author’s name(s) and a bibliography. Such sources must be cited and must include the date of publication as well as the date accessed by you.

- To avoid plagiarism, make sure that you give credit to ALL sources (including lecture notes, notes from other classes, or internet sources) that you use for an assignment (including notebook entries and exams), even if you paraphrase them. All direct material quoted from a text, even a single sentence or phrase, MUST be placed in quotation marks, followed by the source reference in parentheses. This is especially important for literary theory. You must cite the use of specific words or phraseologies from theorists the first time you use them, especially when they have coined term or phrase and/or imbued it with new meaning(s) specific to literary theory. Paraphrases should be followed with parenthetical references. See the MLA Handbook for Writers of Research Papers, which is well summarized in our textbook or online at http://owl.english.purdue.edu/owl/resource/747/01/ Failure to properly document sources constitutes plagiarism and is an extremely serious academic offense (see Collaboration/Plagiarism Rules below). Please see your instructor for help if you are uncertain as to whether or not you are giving credit to sources properly.

- Exceptions to these policies are allowed only with a doctor’s note or other appropriate documentation.
Participation and Practical Exercises  10%
This is a hands-on, practice-oriented course, so there will be regular writing exercises and activities in the classroom, including individual and group assignments. Since participation is mandatory, regular attendance is required and will be checked each day via the Top Hat classroom response system. Reading assigned chapters before class will help you excel. So as to minimize concern over marks, the lowest two in-class assignment grades will be dropped at the end of term. Worth 10% of final mark.

Peer-Editing  5%
For each of the three major essays (Expository, Persuasive, Research), you will be exchanging essay drafts with a classmate, so you MUST come to class with your completed revised and enhanced draft on Feb. 1, 29 and Mar.21, respectively. Failure to do so will result in a zero on the peer editing exercise. You will be reading your classmate’s paper in its entirety before giving feedback or making recommendations for changes. You will then use a peer-review checklist, handed out previously, to assist you in focusing on all relevant aspects of content, organization, and style. Your own effort to improve the document will be assessed, so you will need to sign your edits before handing it back to your classmate. All peer-editing materials must be handed in with the final polished assignment. Worth 5% of final mark.

In-class Summary  5%
Following the guidelines in Chapter 6, you will be writing a summary of Catherine Schryer’s article, “The Lab vs. The Clinic,” found on pp. 350-368 of your textbook. You will need to read the article and prepare a Gist Outline before class on January 18. During class, you will work in pairs to create an outline of large abstractions and concrete detail or evidence, after which each of you individually will write a summary essay of the article. The time allotted for the summary essay (approximately 4-5 handwritten pages) is 30 minutes. Remember to hand in the Gist Outline too. Worth 5% of final mark.

Proposal/Bibliography  10%
Choose a topic that you would like to investigate further. (Feel free to explore a topic related to a hobby, leisure pursuit, reading interest, or extra-curricular activity). It could be a social or scientific issue, or it could simply be a movie, literary text, or art work that you would like to analyze and critique. This topic will be the focus of your final research essay in the course.
1. Begin by writing 1-2 paragraphs explaining why you personally find this topic fascinating. What connects you with the topic?
2. Locate at least six academic sources relevant to your topic. At least three of these sources must have been published since 2005. At least one must be a book or book chapter from a university library and at least three must be peer-reviewed journal articles. At least two of the academic sources must present an opposing or alternative view to that of the others. List all of your sources in bibliographical format, using MLA format. Please see your instructor if you can’t find enough sources.
3. Briefly comment on the academic sources you have found, noting the variances in perspectives. Your research essay will be an argumentative one, so you will need to do more than summarize existing information about the topic. You will need to add to the existing knowledge by taking an original position in relation to the topic. Your goal will be to persuade your audience that something overlooked or missing is important, that an alternative perspective or solution should be considered, that a categorization or definition should be revised, or that a policy should be updated, etc.

4. Sketch out a potential thesis claim for your essay with three or four aspects to support that claim.

The proposal with bibliography is due January 25. Length: 2-3 typed, double-spaced pages with 12 pt. font and normal margins. Worth 10% of final mark.

**Expository Analysis**

Following the guidelines for analysis on pages 34-39 and 134-143 of our Hayward textbook, write an expository (explanatory) essay that compares and/or contrasts two related texts of your choice. Note that these texts do not need to be literary. They could be two websites, two laws or government bills, two policy statements, two movies, video games, etc. Analyse and compare/contrast particular elements of the texts, defining terms, noting specific patterns, explaining parts and categories, and providing specific examples. See Hayward 103-4 and 195 regarding comparison and/or contrast as a development strategy. Do not take an evaluative or persuasive stance. In other words, do not convince someone that one option is better than another; simply show the differences and similarities, allowing your audience to make an informed choice. Include a specific title. Because this is an objective essay, do not use first person (“I”) or second person (“you”). Although this is not meant to be a research essay, you must acknowledge any secondary sources that you consult using MLA documentation format (see Chapter 11). Length: 3-4 pages, typed, double-spaced, 12 point font, normal margins. Due February 1 at 11:30 a.m. Revised essay (incorporating peer review suggestions) due February 3 at 11:30. Worth 15% of final mark.

**Grammar Test**

The grammar test will involve 30 questions, 10 on parts of speech, 20 on sentence constructions. The format will vary from true or false and fill in the blank questions to multiple choice questions, to be completed via the Top Hat classroom response system. Date: February 24. Length: 40 minutes. Worth 10% of final mark.

**Persuasive Essay**

Following guidelines for persuasion found in Chapter 8 of the Hayward textbook, rewrite your expository analysis by choosing one text as preferable to the other. You may NOT start over with a new topic, unless your instructor has insisted that you do so. Focus on a debatable aspect, perhaps with respect to approach, style, ideology, or social impact, including parts of your expository essay, clarifying supporting details via quotes and paraphrases, refuting counter-arguments, and
enhancing argumentative structure and coherence. Your goal should be to persuade an audience who is undecided or might not agree with you to see things the way you do. Be careful to avoid bias by rationally presenting both the pro and the con sides to the topic, making sure to give objective support for your chosen perspective. Include a title that clearly identifies the issue as well as your stance. Although this essay is not meant to be a research essay, you must acknowledge any secondary sources that you consult using MLA documentation format (see Chapter 11). Remember to edit for grammar and punctuation. Length: 3-4 typed, double-spaced, 12 point font, normal margins. Due February 29 at 11:30 a.m. Revised essay (incorporating peer review suggestions) due March 2 at 11:30. Worth 20% of final mark.

Research Essay
Building upon your proposal and bibliography, and following guidelines for research in Chapter 10 of our Hayward textbook, write an interesting, well-researched essay on your proposed topic as approved and (if necessary) revised. Prove your argumentative thesis claim, persuading your audience that something overlooked or missing is important, that an alternative perspective or solution should be considered, that a categorization or definition should be revised, or that a policy should be updated, etc. Support your claim with evidence from primary texts and secondary sources (journal articles and books). Use MLA essay format, with an introduction, many body paragraphs, and a conclusion. Note that all borrowed sources, even of paraphrased ideas, must be documented (using quotation marks for all direct quotes and source references for all direct quotations and paraphrases as per MLA style). This includes internet sources and class notes. When in doubt, ask for help. Remember to edit for grammar and punctuation. Length: 5-6 typed, double-spaced, 12 point font, normal margins. Due March 21 at 11:30 a.m. Revised essay (incorporating peer review suggestions) due March 23 at 11:30. Worth 25% of final mark.

Marking Standards
Preparation and practical exercises (10%) will be marked not only for quantity but also for quality (accurate answers, relevant and thoughtful discussions). Obviously when you are absent you will lose marks, even if your participation when present is excellent.

Peer-editing exercises (5%) will be marked for specificity (3 points), accuracy (1 point), and usefulness (1 point) of your edits and comments. Each exercise will be marked out of 5 and averaged to yield the final mark.

In-class summary (5%) will be marked for accuracy of gist outline, clarity, specificity, organization, and perception.

The proposal/bibliography (10%) will be marked for adherence to instructions, insight, grammatical clarity, accuracy, and relevant specificity. Marks will be
distributed as follows: personal reflection (1), type of sources (1), MLA format (6), commentary on sources (1), and thesis (1).

The expository essay (15%) will be marked for adherence to instructions, clarity, specificity, organization, and insight.

The grammar test (10%) will be marked for accuracy and will be completed via Top Hat. Each of 30 questions will be weighted equally.

The persuasive essay (20%) and the research essay (25%) will be marked in accordance with the English Department Marking Standards.

Plagiarism/Academic Dishonesty Rules
As stated in the English Department Marking Standards, “Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All 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. See the Code of Student Behaviour for more details.”

Course Policies
1. Undue absence will seriously affect both your achievement and your enjoyment in this course. If you have transportation difficulties, please talk to your instructor about the potential to join class via skype. If you find yourself struggling in the course, please see your instructor before February 6, which is the last day to drop the course without academic penalty.

2. It is imperative that you read the assigned readings before the class in which it is being discussed. If for some reason you are unable to prepare for a particular class, please let your instructor know and COME TO CLASS ANYWAY.

3. The university expects you to treat your fellow students and instructors with mutual respect and fairness. Differences of opinion are what fuel interesting debate in a classroom, which is strongly encouraged in this course. However, oppressive statements or behaviour based on race, class, gender, sexual orientation, nation of origin, (dis)ability, religion, or any other identity marker are clearly not appropriate and will be dealt with accordingly.
4. Please refrain from using cell phones, MP3 players, laptops, or other electronic devices during class except when using the Top Hat response system. Please see your instructor if that poses a problem for you.

**University Policies**

- Students in this course are expected to conform to the [Code of Student Behaviour](#).
- Lakehead University provides academic [accommodations for students with disabilities](#) in accordance with the terms of the Ontario Human Rights Code. 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 outline is available online through the [English Department homepage](#) and the [Desire2Learn](#) site for the course.