English 1015 FF: Introduction to Academic Writing

Course Location: RB3049

Class Times: Monday and Wednesday, 2:30-4:00 pm

To our Student: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

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Instructor Information

- Instructor: Eric von Roenn
- Office: UC0036B
- Telephone: 807-632-4430
- Email: emvonro@lakeheadu.ca

- Office Hours: Monday and Wednesday, 11:30 am-1:30 pm (or by appointment)

Course Description

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 Objectives

- write in clear, grammatically correct language
- engage in effective research skills, with an emphasis on critical thinking and evaluating / engaging with secondary sources
- develop university-level skills in argumentative / persuasive writing
- make use of advanced rhetoric and style with a high degree of effectiveness

Course Resources

Required Course Texts

- *They Say / I Say: The Moves That Matter in Academic Writing* (6th edition) - Gerald Graff, Cathy Birkenstein - ISBN 978-1-324-07003-0
- *Practical Grammar: A Canadian Writer's Resource* (3rd edition) - Maxine Ruvinsky - ISBN 978-0-19-900230-6

Course Website

- Desire2Learn (or myCourseLInk)[1]

[1] https://mycourselink.lakeheadu.ca/d2l/home

Course Schedule

	Monday	**Wednesday**
Week 1	Sept. 2 *Labour Day (No Class)	Sept. 4 Review of Course Outline
Week 2	Sept. 9 Read: *TSIS* Chapter 1 - “Entering the Conversation” (pp. 1-16) and Chapter 1 - ““They Say”: Starting with What Others Are Saying” (pp. 19-28)	Sept. 11 Read: *PG* Chapter 1 - “Parts of Speech” (pp. 2-26)
Week 3	Sept. 16 *Final Date to Register for the Course Read: *TSIS* Chapter 2 - ““Her Point Is”: The Art of Summarizing” (pp. 32-44)	Sept. 18 Read: *PG* Chapter 2 - “Sentence Structure” (pp. 31-46) Grammar Quiz #1: Parts of Speech
Week 4	Sept. 23 Read: *TSIS* Chapter 3 - ““As He Himself Puts It”: The Art of Quoting” (pp. 47-55)	Sept. 25 Read: *PG* Chapter 3 - “Verbs Revisited” (pp. 50-64) Grammar Quiz #2: Sentence Structure *Fri, Sept. 27 - Reflection Paper Due
Week 5	Sept. 30 *National Day for Truth and Reconciliation (No Class)	Oct. 2 Read: *PG* Chapter 4 - “Subject-Verb Agreement” (pp. 70-80) Grammar Quiz #3: Verbs Revisited

Week 6	Oct. 7 Read: *TSIS* Chapter 4 - ""Yes / No / OK, But": Three Ways to Respond" (pp. 59-72)	Oct. 9 Read: *PG* Chapter 5 - "Pronoun-Antecedent Agreement and Pronoun Case" (pp. 85-98) Grammar Quiz #4: Subject-Verb Agreement
Reading Week: Mon., Oct. 14 - Fri., Oct. 18		
Week 7	Oct. 21 Read: *TSIS* Chapter 5 - ""And Yet": Distinguishing What *You* Say from What *They* Say" (pp. 74-81)	Oct. 23 Read: *PG* Chapter 6 - "Diction and Danglers" (pp. 105-118) Grammar Quiz #5: Pronoun-Antecedent Agreement and Pronoun Case *Fri., Oct. 25 - Proposal and Annotated Bibliography Due
Week 8	Oct. 28 Read: *TSIS* Chapter 6 - ""Skeptics May Object": Planting a Naysayer in Your Text" (pp. 84-95)	Oct. 30 Read: *PG* Chapter 7 - "Parallelism and Faulty Constructions" (pp. 126-135) Grammar Quiz #6: Diction and Danglers

Week 9	Nov. 4 Read: *TSIS* Chapter 8 - ““So What? Who Cares?”: Saying Why It Matters” (pp. 112-120)	Nov. 6 Read: *PG* Chapter 8 - “Punctuation” (pp. 140-158) Grammar Quiz #7: Parallelism and Faulty Constructions *Fri., Nov 8 - Final Date to Withdraw from Course
Week 10	Nov. 11 *In-Class Essay: Work in Progress Assignment	Nov. 13 Read: *PG* Chapter 9 - “Writing Well: A Compendium of Tips” (pp. 164-181) Grammar Quiz #8: Punctuation
Week 11	Nov. 18 Read: TSIS Chapter 9 - ““As a Result”: Connecting the Parts” (pp. 123-136)	Nov. 20 Grammar Quiz #9: Writing Well
Week 12	Nov. 25 Read: *TSIS* Chapter 11 - ““But Don’t Get Me Wrong”: The Art of Metacommentary” (pp. 154-162)	Nov. 27 Grammar Quiz #10: Recap
*Tue., Dec. 3 - Make-Up Day Read: *TSIS* Chapter 12 - ““What I Really Want to Say Is”: Revising Substantially” (pp. 165-185)		*Fri., Dec. 6 - Research Paper Due

Assignments and Evaluation

Table of Assignments

Assignment	Due date	Value	Length
Grammar Quizzes (in Class)	*Throughout term*	*10%*	*5 questions each*
Reflection Paper	*September 27*	*15%*	*3 pages*
Proposal and Annotated Bibliography	*October 25*	*25%*	*4 pages (2 for Proposal, 2 for Bibliography)*
Work in Progress Assignment (in Class)	*November 11*	*15%*	*1 page*
Research Paper	*December 6*	*35%*	*7 pages*

Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively.
- Assignments are due by 11:59 pm on the dates indicated.
- If you require an extension, you must ask for one BEFORE the due date.
- Unless you ask for (and receive) an extension, late essays will be penalized by 2% per day (to a maximum of 20%), and will not be accepted after 11:59pm on the deadline date.
- The final exam must be written on the date scheduled, so do not make travel plans for the exam period until the exam schedule is posted.
- All assignments must be in MLA format, double spaced, with 1” margins, and in 12 point font.
- Exceptions to these policies are allowed only with a doctor’s note or other appropriate documentation.

Details of Assignments

Grammar Quizzes (in Class) ***Throughout term***

Weight: 10%

Throughout the term, students will take 10 Grammar Quizzes, each composed of 5 short questions. The first 9 quizzes will be on the readings and lesson material focused on grammar from the previous week. The final quiz will serve as a recap on grammar from the entire course. Each quiz will be worth 1% of your final grade.

Reflection Paper ***September 27***

Weight: 15%

This assignment will allow students to reflect on their own educational and professional development. Some areas you may choose to focus on are your choice of program / field of study, research interests, professional goals, and other future endeavours. Please write in clear, grammatically correct sentences and cohesive paragraphs.

Proposal and Annotated Bibliography ***October 25***

Weight: 25%

This assignment will serve as preliminary research for the final paper. You will submit a 1-2 page proposal (approximately 3 paragraphs) in which you outline the topic that your paper will focus on, and the critical perspective / stance that you will take. Please end your first paragraph with a working thesis statement. If you are having difficulty or are unsure about the suitability of a topic, please ask me for assistance before the assignment deadline.

Your proposal will be followed by an annotated bibliography in which you provide 5 potential secondary sources for your paper, cited in proper MLA format. For each citation, provide a 3-5 sentence annotation in which you a) provide a one-sentence summary of the secondary source, b) express the author's stance on the topic, and c) indicate how you might incorporate the source into your final paper (i.e Do you agree / disagree with the author's perspective? Why?).

Work in Progress Assignment (in Class) ***November 11***

Weight: 15%

This assignment will take the form of an in-class essay. You will write a rough draft of one body paragraph of your research paper (approx. 8-12 sentences). Begin with a working thesis statement, followed by an exploration of one key facet of your argument. No quotations are required. You will not be permitted to bring notes with you to class, but you will be provided with 1 extra sheet of paper to make notes if you choose. You will have until the end of class on the scheduled date to complete the assignment.

Research Paper ***December 6***

Weight: 35%

The final project for this course will be a formal paper in which you explore a cohesive argument on a cultural topic that is of particular interest to you. You may consider writing about an aspect of popular culture related to literature, film, television, music, video games, social media, etc. As this is a research-based assignment, make sure that you select a topic that you can investigate through secondary material. If you would like to propose a topic that is more specific to your field of study, please meet with me to get it approved as soon as possible.

Writing Support Statement

Your ability to write clearly and with purpose is crucial to your academic success. Because the writing process takes time and expectations vary across disciplines (and from one instructor to another), it is important to manage this process carefully. The following guidelines will help you do that:

1. Start early – The writing process involves several steps: prewriting, drafting, revising, and editing. You will do your best work when you follow all the steps. Prewriting involves thinking about what you've learned on a topic, often assisted by note-taking, so that your reflections become your writing. It is often the longest and most important step!
2. Read the guidelines – Every assignment has a specific purpose, audience, length, and format. Pay close attention to these specifications and revisit them as you work on the assignment. Also, remember that different academic disciplines use different styles of documentation. In this course, we will use MLA format, information about which may be found on the Purdue OWL website[2].
3. Seek support – Writing is hard work, but you are not alone. Your instructor is there to help you. Don't be afraid to ask for guidance or drop in during office hours.
4. Put in the time – Writing is a valuable skill, and any time spent developing your writing ability will contribute to your success, both in university and in your personal career.
5. Visit the Academic Support Zone – The Academic Support Zone's writing coaches will work with you at any stage of the writing process from interpreting the guidelines and finding sources to composing and editing drafts. Rather than editing your work for you, writing coaches will engage you in conversation about your writing and help you develop your skills in alignment with assignment expectations and course objectives.

Find Lakehead University's free writing support at Academic Support Zone[3] and visit mysuccess.lakeheadu.ca[4] to book an appointment.

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[2] https://owl.purdue.edu/

[3] https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone

[4] https://mysuccess.lakeheadu.ca/home.htm

Marking Standards

All assignments will be marked in accordance with the English Department Marking Standards[5].

Academic Integrity

A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students are strongly advised to familiarize themselves with the Student Code of Conduct - Academic Integrity ("The Code")[6] - and, in particular, sections 26 and 83 through 85.
Non-compliance with the Code will NOT be tolerated in this course and the Code will be adhered to in terms of disciplinary action. The Code provides a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

Course Policies

- All assignments are to be completed individually.
- Late assignments will be marked down 2% per day to a maximum of 20% per assignment. Assignments will be considered late if handed in after the due date (11:59 pm on the due date).
- Extensions will be granted only for special circumstances and must be approved well in advance of the due date. All extensions will be given solely at my discretion.

University Policies

- Students in this course are expected to conform to the Student Code of Conduct - Academic Integrity[7].
- **Accommodations**: Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the Ontario Human Rights Code[8]. 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. 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

[5] https://www.lakeheadu.ca/programs/departments/english/marking-standards
[6] https://www.lakeheadu.ca/students/student-life/student-conduct
[7] https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/node/51239
[8] https://www.ohrc.on.ca/en/ontario-human-rights-code

are strongly encouraged to contact Student Accessibility Services[9] and register as early as possible.
- This course outline is available online through the English Department homepage[10] and/or the Desire2Learn or myCourseLink[11] site for the course.

Land Acknowledgement

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous peoples.

Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy.

Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

[9] https://www.lakeheadu.ca/students/student-life/student-services/accessibility
[10] https://www.lakeheadu.ca/programs/departments/english
[11] https://idp.lakeheadu.ca/idp/profile/SAML2/Redirect/SSO?execution=e4s1