

English 1015SDE/: Introduction to Academic Writing

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: TBA

Course Description

An introduction to university-level standards of composition, research, and documentation. A review of English grammar (word and sentence level) and rhetorical forms (paragraph and beyond), and a study of the methods and conventions of academic argumentation and research with an emphasis on the skills and practices required to produce academic essays: finding and evaluating sources, formulating research questions, developing thesis statements, constructing arguments, and carrying out various types of analysis.

Course Objectives

The Department of English has the corporate objectives of teaching students to write grammatically correct, clear, effective prose and to read critically, assessing authors' rhetorical strategies. Introduction to Academic Writing embraces these objectives in the context of the writing and reading of essays, giving students the opportunity both to develop their potential as essay writers and to study the writings of those more experienced in the genre.

Course Resources

Required Course Text

James A. Reinking and Robert von der Osten. *Strategies for Successful Writing*. Twelfth Edition.

Course Schedule

Please note that the readings from our text included in the table below are given in section numbers for the e-text (e.g., 8.1) and page numbers for the hard copy.

Week	Topics, Readings, and Assignments
Week 1 (May 2-6)	Narration. Reading: 8.1-8.2 (pp. 147-153) Narrative examples: "The Perfect Picture," R. 1.1 (pp. 466-467); "The Cigarette," R.1.1 (pp. 474-480). Assignment #1: Narrative Essay.
	Description. Reading: 9.1-9.4 (pp. 166-174). Paragraphs. Reading: 5.1-5.5 (pp. 88-103). Assignment #2: Descriptive Paragraph. Review of grammar. Reference: HB. 1.4 (pp. 591-605).

Week	Topics, Readings, and Assignments
Week 2 (May 9-13)	Review of grammar (continued). Reading: HB. 1.1-1.3, 1.5 (pp. 588-591, 605-610). Process. Reading: 10.1-10.8 (pp. 183-195). Process examples: "Ground Source Heat Pumps," R. 3.1 (pp. 490-493); Let's Get Vertical," R. 3.2 (pp. 494-496). Assignment #3: Process Description.
	The rhetorical context. Reading: Chapter 1. The writing process. Reading: Chapter 3. Major sentence errors. Reading: HB. 2.1-2.2 (pp. 611-614). Assignment #4: Editing for Sentence Errors I.
Week 3 (May 16-20)	Classification. Reading: 12.1-12.6 (pp. 214-222). Classification examples: "A Tale of Two Learners," R. 5.1 (pp. 515-520); "What Kind of Procrastinator Are You?" R. 5.3 (pp. 524-526). Comparison. Reading: 13.1-13.8 (pp. 230-241). Assignment #5: Analytical Essay.
	Other common sentence errors. Reading: HB. 2.3-2.5 (pp. 614-619), HB. 2.10-2.12 (pp. 630-632). Assignment #6: Editing for Sentence Errors II.
Week 4 (May 22-26)	Punctuation. Reading: HB. 3.2 (pp. 637-640). Assignment #7: Editing for Punctuation. Research (introduction). Reference: Chapter 19.
	Finding and using source material. Reference: Chapter 19. Reading: 2.5-2.7, 19.5, 19.9 (pp. 32-37, 375-379, 388-391). Assignment #8: Annotated Bibliography.
Week 5 (May 29- June2)	Using source material (continued). Assignment #9: Omnibus Review.
	Argumentation. Reference: Chapter 16. Argumentative research paper example: "Bottled Troubled Water," 16.12 (pp. 310-313). Assignment #10: Argumentative Research Paper.
Week 6 (June 2-13)	Documentation. Reference: Chapter 20.

	Documentation (continued). Argumentative research paper example: "Fighting Ebola with Isolation and Quarantine." 20.4 (pp. 413-422).

Assignments and Evaluation

Table of Assignments

Assignment	Due date	Value	Length
Narrative Essay	May 5	10%	500 words
Descriptive Paragraph	May 8	5%	125 words
Process Description	May 11	10%	300-500 words
Editing for Sentence Errors I	May 15	5%	2 pages
Analytical Essay	May 18	10%	500 words
Editing for Sentence Errors II	May 22	5%	2 pages
Editing for Punctuation	May 25	5%	2 pages
Annotated Bibliography	May 29	10%	500 words
Omnibus Review	June 1	15%	500 words
Argumentative Research Paper	June 5	25%	1000 words

Assignment Policies

The above assignments are to be submitted by the deadlines listed. Though there is no formula for late deductions in this course, I inevitably view late assignments differently from assignments submitted on time (and very late assignments differently from those submitted only slightly late), which no doubt works to the advantage of those who try to follow the rules and to the disadvantage of those who don't. That said, writing assignments are better submitted late than not at all.

However, the rules apply more stringently for those assignments that are not, in fact, writing assignments but rather take-home tests. These include the three "editing" assignments on the above table. These three assignments must be submitted by their respective deadlines and no later in order to receive a mark.

Details of Assignments

Narrative Essay: a thesis supported chronologically.

Descriptive Paragraph: a dominant impression conveyed by the focussed presentation of supporting details.

Process Description: a combination of the previous two writing modes featuring a series of actions clearly described, arranged in chronological order, and directed toward a given purpose.

Editing for Sentence Errors I: a take-home test requiring the student to make editorial changes to a passage and to explain the reasoning behind the changes using the terminology covered in the course.

Analytical Essay: an assignment rooted in an analytical pattern of development typically associated with academic writing.

Editing for Sentence Errors II: a take-home test requiring the student to make corrections to a series of sentences and to explain the reasoning behind each of the changes using the terminology covered in the course.

Editing for Punctuation Errors: a take-home test requiring the student to make corrections to the punctuation in a series of sentences and to explain the reasoning behind the changes using the terminology covered in the course.

Annotated Bibliography: bibliographic entries plus article summaries for research in progress toward completion of the final assignment.

Omnibus Review: a comparative review of two sources chosen by the student from research in progress toward completion of the final assignment.

Argumentative Research Paper: an argumentative thesis supported by academic research conducted according to principles of scholarly writing covered on the course—including those governing the use of source material.

Marking Standards

All assignments will be marked in accordance with the [English Department Marking Standards](#)ⁱ.

Collaboration/Plagiarism Rules

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, including collaborating on individual assignments, will be reported and infractions penalized as required by the [Student Code of Conduct - Academic Integrity](#)^{iv}

Course Policies

The syllabus section on course policies normally refers to classroom conduct. Since this topic doesn't apply, I would just like to take the opportunity to emphasize the importance of "conduct" as it applies in reference to the Student Code of Conduct cited above.

University Policies

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

Rights Codeⁱⁱⁱ. 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 are strongly encouraged to contact Student Accessibility Services (SAS)^{iv} and register as early as possible.

- This course outline is available online through the English Department homepage^v and/or the [Desire2Learn or My Courselink](#)ⁱ site for the course.

ⁱ <https://www.lakeheadu.ca/programs/departments/english/marking-standards>

ⁱⁱ <https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/node/51239>

ⁱⁱⁱ <http://www.ohrc.on.ca/en/ontario-human-rights-code>

^{iv} <https://www.lakeheadu.ca/students/student-life/student-services/accessibility>

^v <https://www.lakeheadu.ca/programs/departments/english>