

ENGL210/CA - WEEK 1 - DAY 1

INTRODUCTION TO ESSAY WRITING

THE INFORMATION

- ▶ **Course Code: ENGL210**
- ▶ **Section: CA**
- ▶ **Title: Introduction to Essay Writing**
- ▶ **Professor: Zachary Abram**
- ▶ **When: Tuesdays/Thursdays 3:30 – 6:00pm**
- ▶ **Where: H 427**

THE INSTRUCTOR

Dr. Zachary Abram

zachary.abram@concordia.ca

Office hours:

Mon–Thurs 2:30–3:30pm

Office: LB665



THE STUDENTS – WHO ARE YOU?





KEEP

CALM

IT'S ON

THE

SYLLABUS

LET'S LOOK AT

THE SYLLABUS

This course is intended for students who need practice in English composition by focusing on diction, sentence structure, punctuation, paragraph development, and essay writing. Group work is part of this course.

The Syllabus

LEARNING OUTCOMES

- ▶ produce prose that is free of major grammatical errors
- ▶ create prose, including essays and summaries, using writing process that integrates critical reading and thinking, academic integrity, organization, and purpose.
- ▶ write well-organized essays using different rhetorical strategies and modes to communicate developed ideas in an appropriate voice and style for the audience.
- ▶ write outlines that reflect the thesis and structure of the essay and describe how the points will be supported by examples and evidence.

LEARNING OUTCOMES

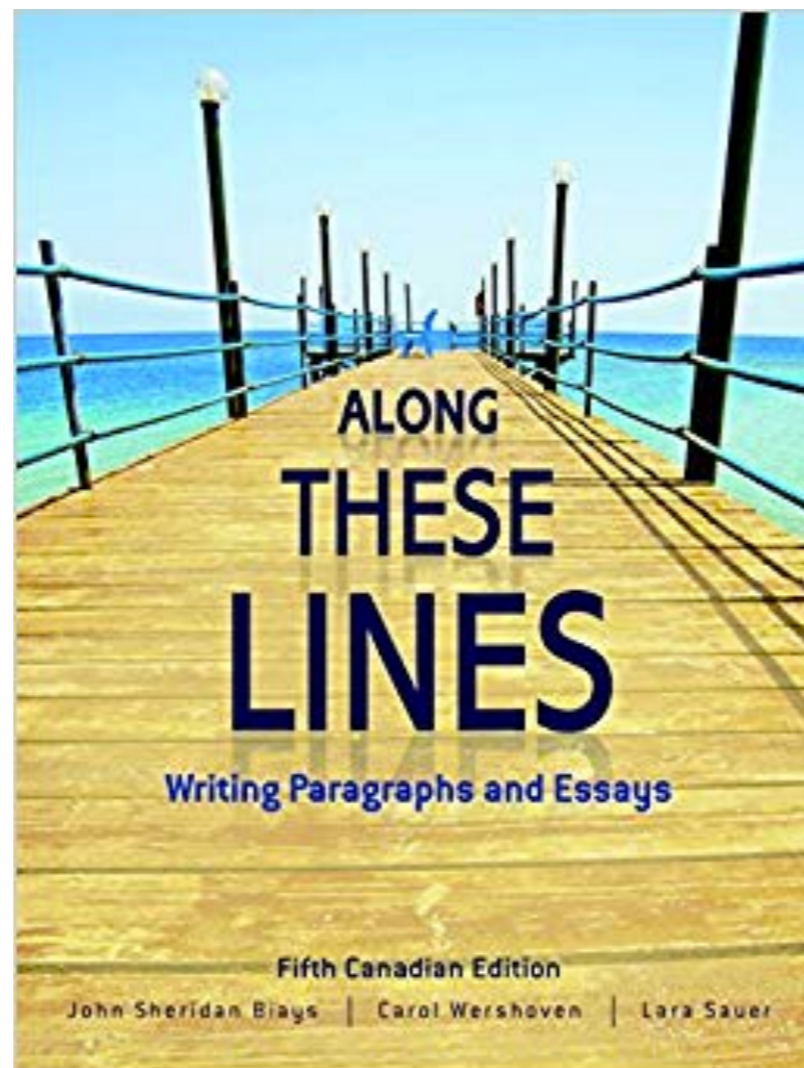
- ▶ identify and avoid logical fallacies and other argumentative weaknesses
- ▶ effectively apply the rules and conventions of English grammar and mechanics in the service of both coherence and style
- ▶ choose vocabulary, organize materials, and create a "persona" so as to influence a target audience
- ▶ exploit the relationship between form and content for stylistic and rhetorical purposes
- ▶ cite sources according to at least one scholarly system of documentation
- ▶ present and format written work according to accepted academic conventions

COURSE PHILOSOPHY

- ▶ writing is a process of discovery and just as we learn to write, we also write to learn.
- ▶ substantive revision and peer- and self-assessment are crucial to the writing process.
- ▶ good writing is enabled by frequent, active reading.
- ▶ writers write best when they explore their own interests and experiences.
- ▶ strong writing engages its audience and enters into conversation with other writers.
- ▶ critical thinking is developed through spirited discussion, which demands mutual respect from all its participants.
- ▶ the best writing requires some creativity.

REQUIRED TEXTS

John Sheridan Biays, Carol Wershoven, and Lara Sauer, *Along These Lines*, 5th ed.,



WEB PLATFORM – MOODLE

ENGL210 is administered via Moodle. Students should check Moodle on a daily basis to ensure that no important information is overlooked.



ASSIGNMENTS

2 Short essays (450–500 words) & outlines – 30%

4 Sentence-to-paragraph exercises – 20%

3 Paragraphs (150–200 words) – 30%

Final Exam – 20%

WHAT PARTICIPATION MEANS:

- regular attendance
- completion of assignments according to both deadlines and guidelines
- thorough revision of assignments in response to feedback
- completion of readings and exercises as specified in the schedule
- constructive participation in discussions and debates with peers
- demonstrated commitment to the practice of peer review
- demonstration of improved critical thinking skills as the course progresses, both orally and in writing

SOME NOTES

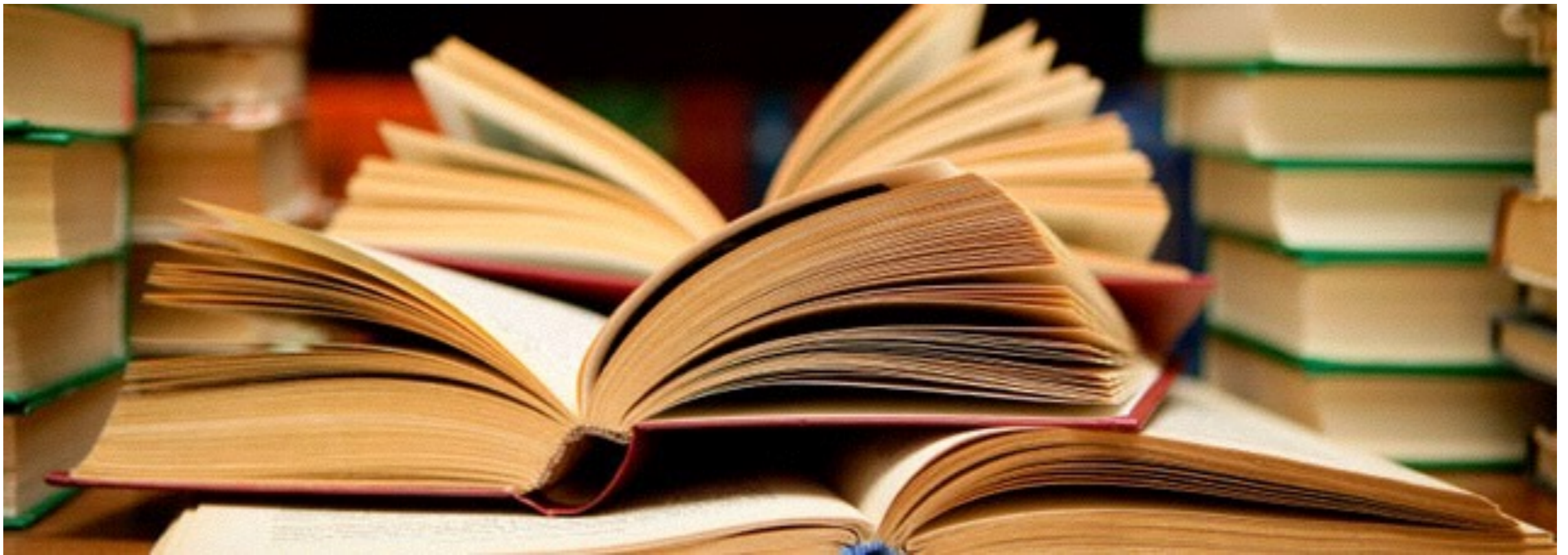
- ▶ **Peer Review & Workshop**
- ▶ **Instructor Evaluation**
- ▶ **Assignment Submission & Late Work**
- ▶ **Course Slides**
- ▶ **Attendance**
- ▶ **Email Policy**
- ▶ **Laptops and cellphones**
- ▶ **Academic Integrity**

PEER REVIEW

Workshops will focus on specific writing issues by looking at excerpts of student work. The purpose of these workshops is to use individual student work to raise issues that all of us can learn from. During workshop sessions we agree that feedback is necessary for growth and that we can all learn from each other's strengths and weaknesses.

FOR NEXT CLASS:

Along These Lines, Chapter 1: Writing a Paragraph
Along These Lines, Chapter 13: The Simple Sentence



WRITING SAMPLE

- ▶ **There is a Quaker saying: “Let your life speak.” Describe the environment in which you were raised – your family, home, neighbourhood, or community – and how it influenced the person you are today.**
- ▶ **What is the function of universities in a modern, democratic society?**
- ▶ **Provide a vigorous defense of your favourite reality show.**
- ▶ **You have just completed your 300–page autobiography. Please submit Page 217.**