Course Overview: English 109 familiarizes students with the techniques and conventions of academic writing and communication. Correct essay format, including research methods, finding a topic, reading sources critically, shaping a thesis, supporting with evidence, methods of documenting sources such as MLA, style, modes of analysis and writing, and oral presentation will be taught.

Objectives: Guide you through the complexities of researching, writing, organizing an academic paper; instruct you to build arguments that motivate readers to accept your claims. You will gain the ability to read and think critically and communicate effectively; learn and practice writing in a variety of academic genres; write persuasively by employing formal elements of argumentation.

Class Participation: This is a “writing” class. Expect frequent writings and readings. Participation is graded based on timely attendance, timely submission of writings, class activities, and collaboration with peers. Grade for participation is based on asking one question per week, collaboration in group discussions, physical presence, and writing activity in class. Absences more than two times will require a doctor’s or other health care professional’s documentation in the case of illness. Any other extraordinary circumstances will also require documentation. Each time absence more than two absences without documented reasons results in losing % 10 of the final grade.

Email policy: Only professional emails would be replied. If you need a prompt response, write in the “Subject line” QUESTION + Content of the Question (e.g. “Question: Change of Topic”).

Reading Material: Lectures cover all the books; handout will be given on LEARN and/or in class. Books are recommended purchase as reference text.


On-Reserve for 3-hour reserve in Dana Porter Library:


Mark Breakdown and Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Deadline</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 22</td>
<td>Rhetorical Analysis (2 pp)</td>
<td>March 12</td>
<td>% 10</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Argumentative Essay (4 pp)</td>
<td>April 4</td>
<td>% 10</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Compare and Contrast (3 pp)</td>
<td>April 6</td>
<td>% 5</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Critical Essay on Freedom (4 pp)</td>
<td>Full-term</td>
<td>% 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% 15</td>
</tr>
</tbody>
</table>

Guidelines for Written Assignments: For each assignment, a guidance and a rubric will be given to you. Submit assignments on time and in two formats: 1.) a PDF to LEARN; 2) a paper copy in class on due date for each assignment. Assignments must be paginated, double-spaced typed in Times New Roman, 12 pt font. Staple your papers. Loose papers will not be accepted.
Give your Last Name and page number in the heading arranged to the top right on each page; for your electronic submissions do the same and name your PDF Files this way: Last name_First Name_Name of Assignment, for example: Mill_John_Comparison.

**Late Work:** Late assignments will be penalized by % 20 per day late and more than 5 days of delaying will result in 0 % grade unless you show a reasonable proof for missing the deadlines. When you submit a delayed paper, you must write on top of the page: Overdue by [number of] days.

**Schedule, Material and Assignments**

For each group and individual assignment you will be given an additional guideline and a rubric: make sure that you read those supplementary guidelines.

**Wed Jan 3** Course Overview; Introducing Academic Communication in a variety of genres. Students team up, discuss a topic and trade emails for next group works.

**Mon Jan 8** Reading and Writing: How to read? Critical Reading/Active Reading

**Before class:** 1) Read the handout “The First Sep to Writing Well” (pages 26-35) from *Communicating Science*: Pages 70-76 of *The Little Brown Compact Handbook*, and p. 33 of *Discovering Arguments* 2) Print and bring to class the 2 very short readings on Artificial Intelligence and fear/hopes about them.

**Group Discussion** of the 2 readings on AI. Take notes of the main ideas.

**Writing in Class:** Write a 1-page response to these readings, concluding for your own opinion. This writing will not be graded, but it will be assessed for your active participation and learning of “critical reading” skills. Within 12 hours submit on LEARN under “Artificial Intelligence.”

**Wed Jan 10** Research and Reading: Shaping a Literature Review; Gathering Data; Sources and Resources; Screening sources for reliability

**Before Class:** Pages 75-105 from *The Craft of Research: Literature and Methodology*: Purpose; Location; extent; style; Integration 89-106 from *Writing and Presenting Research* Angela Thody

**Group Work:** Students will be guided to act a scenario for a collaborative research project for which they are expected to write a “literature review.”

**Mon Jan 15** Collaborative Research and Writing

Reporting a collaborative work; writing a professional group report email.

**Before class:** Read pages 9-16 and 26-31 of *The Craft of research*; Read the articles you downloaded in class and summarize in maximum 3-5 lines to use in class.

**Group Work:** Groups will be guided to finish the “literature review” in class.

**Wed Jan 17** Topics: 1) Modes of persuasion; Major Elements of Rhetoric; “Rhetorical Analysis” and its Key Elements; 2) how to write the outline for an essay.

**Before class:** Read and bring to class your notes on 1) Aristotle’s Rhetorical Situation (*ethos, pathos, logos.*) 2) Alexander I. Solzhenitsyn’s “A World Split Apart — Commencement Address Delivered At Harvard University, June 8, 1978”

**Group Discussion of the “rhetorical” aspects of Solzhenitsyn’s speech.**

**In class Writing:** Each student writes an “outline” for a 2-page writing called “Rhetorical Analysis” on Solzhenitsyn’s speech.

**Homework Assignment:** Shape your outline into a 2-page writing titled “Rhetorical Analysis” and submit on Jan 22.

**Mon Jan 22** Assignment Due: “Rhetorical Analysis” 2 pages.

**Topics:** 1) Writing an argumentative essay; what to emphasize; what to conclude; 2) Quotation

**Before Class:** 1) Read and bring your notes on “How to Quote?” (pages 205-207) of *The Craft of Research*; Schopenhauer’s “On Reading and Books”; “Your Brain on Fiction”; *Seneca on Discursiveness in Reading*
**Group discussion** of the content of the readings with a focus on how to emphasize and highlight the various opinions on reading, shaping an argumentative essay.

**In class Writing:** Each student writes one paragraph per article.

**Home Assignment:** Expand this writing to 3 pages; title it “Argumentative Essay.” Bring a paper copy for peer-review on Jan 24.

---

**Wed Jan 24** Draft 1 due: “Argumentative Essay”

Academic Arguments on Controversial Topics; Dealing with Opposing Views in Writing; Responding to other scholars; shaping our opinion when we pull together several opinions.

**Reading:** pages 75-83 from *Discovering Arguments*; *Discovering Arguments* pp 30-33; pp114-123 and Pp 151-164 from *The Craft of Research*

**Peer-review:** a detailed guidance and rubric will be given.

**Home Assignment:** Expand your essay to 4 pages through the insights your get from these two readings: 1. “Readers Build Vivid Mental Simulations of Narrative Situations”; 2. *Humans Have the Need to Read*. Submit this essay in Paper on Jan 29. Attach peer-reviewed text.

---

**Mon Jan 29** Draft 2 due: “Argumentative Essay”

Fundamental Forms of Argument: Definition; Classification; and Comparison.

**Readings:** “The Sound of Music: Enough Already” by Fran Lebowitz

**Group Discussion** of the thesis, audience type, delivery of information, evidence, tone, and the argumentative strategy of the essay.

**In Class Writing:** Write one page writing discussing the role of definition, classification, and comparison as modes of argumentation in Lebowitz’s text. Submit this paper in class; it will not be graded but will be assessed for your understanding of the topics.

---

**Wed Jan 31** Compare and Contrast as A Mode of Developing Ideas; Two Patterns of compare and contrast; comparing a prose text to its audio-visual adaptation: what to look for?

**Before class:** Read and watch: 1) Text: “The Story of A Boy Who Went Forth to Learn Fear,” Translated by D. L. Ashliman and on L; 2. Film: The Boy Who Left Home to Find Out About the Shivers (available on YouTube)

**Group Discussion** of similarities and differences of the film and prose story.

**In Class Writing:** each student starts outlining his/her paper to complete at home.

**Home Assignment:** Use your notes and outlines for an essay of 3 pages, comparing how a film tells a story and how a text tells the same story. Title it “Compare and Contrast” submit on Feb 5.

---

**Mon Feb 5** Assignment due: Submit “Compare and Contrast”

Paragraph development and coherence; Components of a Single Paragraph; Relationships between paragraphs in terms of ideas and language

**Before Class** read *The Little Brown* pp 35-36 and the extracts of *John Stuart Mill’s On Liberty*.

**Groups Discussion** of Mill’s central ideas in relation to topics in freedom such as “freedom of speech”; “freedom of choice”; “freedom of the press”; “freedom of belief”. Discuss with examples in Canada or U.S.A.

**Home assignment:** Write 2 separate “single-page” papers: 1) one page summarizing Mill’s ideas; 2) using at least one source, write one page on one of the topics of freedom. Bring the 2 writings to class on Feb 7.

---

**Wed Feb 7** Critical writing/ Critical thinking and research objectivity

**Before class:** Read Critical Reading toward Critical Writing (University of Toronto); “Building a Scientific Method Around the Ideal of Objectivity” by Janet D. Stemwedel, March 2013 (linked here).

**Group Discussion** of how the given materials can help “writing critically about freedom.”
In Class Writing: Use your computers for research to map your essay titled “Critical Essay on Freedom,” deciding about your “thesis,” “proofs” and “conclusion.” Find 3 sources and summarizing the main points, using quotation.

Homework assignment: Develop the essay to a 4-page “Critical Essay on Freedom.” Polish your writing. Bring this writing in paper to next class on Feb 12.

Punctuation and Mechanics;
Reading: pages 269-285 of The Little Brown Compact Handbook
Per-review for paragraph development, coherence, and punctuation.

Persuasion by Facts and Evidences; Interpretation Facts and Evidences.
Group Discussion of the main points of Novum Organum, connect readings to a current political controversy in Canada and U.S.A. about science.
Writing in Class: Using your notes from the group discussion and the two readings, outline your next essay by providing answers for these questions: what is my thesis? What are my argumentative evidences and examples? What is my conclusion?
Homework: Read some blogs on the “March of Science,” and extend your outline to 3-page writing titled “Interpretation of Facts and Evidences” Bring this writing to class on Feb 26.

Mon Feb 19 Study day; No Class

Wed Feb 21 Study day; no class

Mon Feb 26 Draft 1 Due “Interpretation of Facts and Evidences”
Objectivity in scholarship and academic research. Little Brown pages 83-90
Before class: Print, read, take notes from the article The Administration’s War on Facts Is a War on Democracy Itself, By Jonathan Foley | ScientificAmerican May 2017 Issue.
Group Discussion: discuss all the texts that you have read on the topic, relate to current controversies on the status of science and politics in Canada or U.S.A.
Writing in Class: Continue writing your essay “Interpretation of Facts and Evidences,” extending to 5 pages, synthesizing all your sources and evidences. Bring this writing on Feb 28 for peer-review.

Wed Feb 28 Draft 2 Due: “Interpretation of Facts and Evidences”
Taking a stance on ideas; showing your opinion through Analytical Tools of definition; cause and effect; analogy; classification. Foregrounding ideas by writing emphatically. Reading: The Elements of Rhetoric pp 75-88; Ch. 3 Little Brown, pages 117-132.
In class writing: Using the instructions on “emphatic writing” and “analytical tools” continue writing your essay “Interpretation of Fact and Evidence. Clearly articulate your stance on the topic you have written on: clear thesis, evidences, citations, examples, conclusions.
Homework writing: “Finish” and “Polish” your essay “Interpretation of Facts and Evidences”. Bring your essay to class on March 5 for self-review.

Mon March 5 Draft 3 due: “Interpretation of Facts and Evidences”
Persuasion by Organization, Logical Reasoning, Including the Opposition, and Avoiding Fallacy.

**Reading:** *The Little Brown Compact Handbook* pages 1-17 and pages 83-100.

**Before class:** Find 2 new valid sources and bring to class to incorporate in your writing.

**In-class writing:** Incorporate the new sources in your writing, using argumentation styles. Read your essay for its persuasive aspects: discussion of various positions on your topic; your logical conclusion for a thesis that is supported by evidences; substantial discussion of your stance. Instructions will be given in class.

**Homework writing:** Finish this writing and bring for peer-review on March 7.

---

**Wed March 7** Draft 4 Due: “Interpretation of Facts and Evidences”

Concision and Precision. Ch. 3 *Little Brown* (page 145-150 and 133-135).

Communicating Evidence Visually. 241-262 craft of research

**Self-and-Peer Review:** Guidance will be handed in class.

Submit your essay on March 12.

---

**Mon March 12** Assignment due: “Interpretation of Facts and Evidences”

**Lecture:** Proposal Writing. Read pages 65; 84; 14-15; and 334) of *The Little Brown Compact Handbook*.

**Writing in Class:** write a proposal for your final paper. Length 150 words. Instructions in class.

**Peer-review of the proposal:** Keep your reviewed writing to use for “introduction” in next class.

---

**Wed March 14** Introduction in Research Papers. Length, Scope and Goal of Introduction.

Three elements of Introduction. Readings pages 222-235 from *The Craft of Research; The Elements of Rhetoric* p 94; *Discovering Arguments* pp 38-39 and 625-26

**Class activity:** Begin expanding your “proposal” into an introduction. Instructions in class.

**Homework Assignment:** Expand your “Introduction” to 300 words.

---

**Mon March 19** Writing strategies and contribution to knowledge; Integrating Sources in your Work; Developing your own voice. Who is speaking? Whose idea? **Reading:** Graff, G. & Birkenstein, C. *They Say, I Say* (pp. 1-66).

**Class activity:** Guidance will be given to write the background and the analysis of your “final essay.”

**Homework Assignment:** Write a draft of 1500 words. Instructions in class. Bring this writing and your sources on March 21.

---

**Wed March 21** Draft Due: Short draft of 1500 words.

**Lecture:** Structuring your academic paper; Abstract; Coherence and Transition between ideas and paragraphs; Works cited; Documenting the Sources. **Reading:** pages 325-333 of *Little Brown*

**In-class activity:** Give your writing cohesion, using “transitions.” Write an “Abstract” and start building your “Works cited” section (at least 8 valid sources) according to MLA.

**Homework Assignment:** Polish your paper and bring it to class to add the conclusion on March 26

---

**Mon March 26** Conclusion and Critical Judgment. Difference between a conclusion and introduction.

**Reading** *The Elements of Rhetoric* p 94; *Discovering Arguments* pages 39-40

**Before class:** Prepare your sources to use in class.

**In class writing:** Write your conclusion at least 200 words. Instruction will be given.

**Home Assignment:** Revise and polish your conclusion at home. Prepare two paper copies of your “Final Essay” and bring to class for peer-review on March 28. Length 2500 words.

---

**Wed March 28** Draft Due: final essay at **2500 words**.

**In class practice:** **Peer Review.** Instructions for peer-review in class.
Per-reviewers should submit their reviews on LEARN and email a scanned copy or a mobile photo of the paper to the owner. Owners of the original paper should scan this peer-review, “ATTACH to their own final paper” and upload to LEARN on April 6 midnight.

Mon April 2   Presentation: Spoken Delivery of Information; Oral Communication of Academic Writing. You will be taught on Spoken Communication and oral presentation of research papers and projects. The topics include delivery, bodily communication, voice, confidence, clarity, handling of time, and answering questions. Reading: A handout and rubric will be distributed in class. Also read pages 67-79 of Oxford Guide to Effective Writing & Speaking.
Before Class: Prepare for a maximum 3-minutes Spoken Presentation of your paper.
In-Class Practice: Present your paper to your team in 3 minutes. Instructions will be given in class.

Wed Apr. 4   Class Ends. Oral Presentations of Research Papers Due in Class
Students present their research papers in a maximum of 4 minutes. No Second chances are given; presentations have to be in front of an audience and therefore no outside of classroom presentation is possible for any reason. Your grade is based on delivery, bodily communication, voice, confidence, clarity, handling of time, and answering questions. Presentations are evaluated based on a clearly defined rubric that will be sent to you.

Final Paper Due by April 6 midnight. Upload your paper to LEARN.
Submit your paper (ONLY in PDF format), documented with MLA style, Use Times New Roman 12pt font, double-spaced with 1 inch margins. Length: 2500 words, with at least 8 sources acceptable for an academic research. Attach the scan of your peer-reviewed paper. Upload as one document.

Academic Integrity: Members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Violation of the plagiarism policy will result in a zero for the assignment, suspension from the class, or even expulsion from the school. Familiarize yourself with the summary of Policy #71. In order to avoid offences such as plagiarism, cheating, and double submission, consult “How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors”. Consult Academic Integrity at UW for more information. Visit this link to learn about the University of Waterloo’s expectations and policies regarding Academic Integrity.

Discipline: Know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for your actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

Grievance: If you are experiencing problems with the course or with the marking, you should first discuss your difficulties with your teacher, Saeed Sabzian. A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is aground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72

Accommodation for Students with Disabilities
Note for students with disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Territorial Acknowledgement
We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.