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: Ability to read and think critically and communicate effectively; learn and practice writing a variety of academic genres; write persuasively by effectively employing elements of formal argumentation.

Discipline and Class Participation: This is a “writing” class. Expect frequent writings and readings. Attend the classes actively and write your assignments. Participation is graded based on timely attendance, timely submission of writings, class activities, and collaboration with peers. Absences: Absence 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. In case of a question write in the “Subject line” QUESTION + Content of the Question (e.g. “Question: Change of Topic”). When submitting an assignment write in the Subject line “Assignment: The Name of the Assignment”.

Reading Material: Lectures cover all the books; buying optional.

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

Additional short material will be provided during each class to supplement the course handbook.

Mark Breakdown and Deadlines

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<tr>
<th>Sep 19</th>
<th>Rhetorical Analysis</th>
<th>% 10</th>
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<th>Interpretation of Fact and Evidence</th>
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<td>Sep 26</td>
<td>Argumentative Essay</td>
<td>% 10</td>
<td>Nov 28</td>
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<td>Oct 3</td>
<td>Compare and Contras</td>
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<td>Oct 12</td>
<td>“Critical Essay on Freedom”</td>
<td>% 10</td>
<td>Full-term</td>
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Guidelines for Written Assignments: submit the graded assignments as PDF uploaded to LEARN and hand in a paper copy in class. Assignments must be word processed and double-spaced typed in Times New Roman, 12 pt font. Staple your papers; loose papers would not be accepted.

Late Work: Late assignments and papers will be penalized % 30 per day late. Papers and assignments with more than 5 days of delaying will not be accepted unless you show a reasonable proof for not meeting the deadlines. In case of illness bring a doctor’s note.

Schedule, Material and Assignments

Th Sep 7 Course Overview
Academic Communication; Academic Writing; Academic Essays
T Sep 12 Reading and Writing: How to read? ; Critical Reading/Active Reading

Reading: 1. Ch. 2 (pages 70-76) of *The Little Brown Compact Handbook*, on “study skills” and “critical thinking.” 2) p. 33 of *Discovering Arguments*

Before class: Print and bring to class “Answering Unresolved Questions About the Relationship Between Cognitive Ability and Prejudice” by Mark J. Brandt1 and Jarret T. Crawford

In-Class Group Discussion and Writing. Instructions will be given in class.

Th Sep 14 Modes of persuasion; Major Elements of Rhetoric; “Rhetorical Analysis” and its Key Elements.

Before class: Print, read, and bring to class 1) this short explanation of 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”

In Class Discussion and Writing: Write a one-page Rhetorical Analysis on Solzhenitsyn’s speech. Strategies of writing will be given in class.

Homework Assignment: Submit “Rhetorical Analysis” on September 19. Length 2p.

T Sep 19

Assignment Due: “Rhetorical Analysis” 2 pages, double spaced.


Before Class: Print and bring to class this set of readings: 1. Schopenhauer’s “On Reading and Books”; 2. “Your Brain on Fiction”; 3) Seneca on Discursiveness in Reading

In-class Group discussion and Writing: Write one paragraph per article responding to each. Instructions for writing will be given in class.

Home Assignment: Expand this writing, called “Argumentative Essay,” to 2 pages. On Sep 21, bring a paper copy of this assignment to next class for peer-review. Instructions for writing will be given in class.


Lecture: Scholarly Argument; Taking a stance, using Arguments and Controversies

Reading: pages 75-83 from *Discovering Arguments*.

Peer-review: a guidance will be given. Read *Discovering Arguments pp 30-33*.

Home Assignment: Expand your essay to 3 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

Attach peer-review version to your revised version. Submit this essay in Paper on Sep 26.

T Sep 26 Assignment due: “Argumentative Essay” (Length 3 pages)

Lecture: Compare and Contrast as A Mode of Developing Ideas; Two Patterns of compare and contrast

Before class: Bring, read and watch:

1. Text: “The Story of A Boy Who Went Forth to Learn Fear,” Translated by D. L. Ashliman (The story is available online and on LEARN)

2. Film: The Boy Who Left Home to Find Out About the Shivers (available on YouTube)

Group discussion and Writing: Instructions for discussion will be given in class.

Home Assignment: Compare and Contrast, due Oct 3. Write an essay of 3 pages, comparing how a film tells a story and how a text tells a story.

Th Sep 28 Fundamental Forms of Argument: Definition; Comparison; Relationship; and Analysis

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

In-class Activity and writing: Group discussion of the argumentative strategy of the essays; find the thesis, assumptions, audience type, delivery of information, evidence, and tone. Take notes; brainstorm for a 1-page writing, using a combination of “argumentation forms.” Instructions for writing will be given in class.

T Oct 3 Assignment due: Submit “Compare and Contrast” (Length 3 pages).
Lecture: Paragraph development and coherence; Components of a Single Paragraph; Methods of developing a paragraph. Reading: The Little Brown pp 35-36

Before Class: Print and read extracts from John Stuart Mill’s On Liberty.

In-class activity and writing: Groups discuss Mill’s writing style. Write one page in which you “illustrate” the topic “freedom of speech.” Instructions will be given in class.

Home assignment: Developing research skills and Writing. Find a related article and connect Mill’s idea to a current topic. Develop this writing into a 3-page “Critical Essay on Freedom.” Bring this writing in paper for peer-review to the next class on Oct 5.


Lecture: Punctuation and Mechanics; Reading: pages 269-285 of The Little Brown Compact Handbook

In-class practice: Apply today’s teaching on your “Critical Essay on Freedom.” Then, trade your paper with a peer and review their writing for TWO TASKS: 1: Paragraph development and coherence; 2) punctuation.

Homework: Apply every skill you have learned as well as the peer-reviewed suggestions (if useful) on your “Critical Essay on Freedom.” Submit on Oct 12.

T Oct 10 Reading Week-No class


Lecture: Persuasion; Interpretation of Facts and Evidences; On Objectivity p 545 of Discovering Arguments; Reading pp 531-532 of Discovering Arguments.

In-class activity and Writing: Groups discuss excerpts from Novum Organum, by Francis Bacon. How using or abusing facts influences the direction of knowledge? Write one page, summarizing the main points, quote Bacon, and connect to a current example with political controversy. Bring this writing to the next class (Oct 17).

T Oct 17 On Objectivity in scholarship and academic research. The Little Brown Compact Handbook pages 83-90

Before class: Print, read and bring to class these two articles:
1. The Administration’s War on Facts Is a War on Democracy Itself, By Jonathan Foley | ScientificAmerican May 2017 Issue.
2. The Ideal of Objectivity by Janet D. Stemwedel, Feb, 2013
3. Read some blogs on the “March of Science”? the topic. What goals does it claim? Take some notes in bullet form.

In-class activity and writing: Groups discussion of the texts in relation to current controversies on the status of science. Write a one-page and bring this writing to class, on Oct 19, to synthesize with your writing on Bacon.

Th Oct 19 Critical writing/ Critical thinking and research objectivity:

Before class: Print, read and bring to class (1) Critical Reading toward Critical Writing (University of Toronto); (2) taking notes from U of T; (3) “Building a Scientific Method Around the Ideal of Objectivity” by Janet D. Stemwedel, March 2013 (linked here).

In class activity and writing: Groups discuss the given materials, summarize and take notes. Add one page to your “Interpretation of Fact and Evidence” essay: you will be guided to agree, disagree, or use a combination of both. Map your essay: To shape your “thesis,” “providing your proofs,” and move towards “a conclusion,” synthesize your summaries (from Oct 12-19) instructions will be given in class.

Homework assignment: polish your writing. Bring this writing in paper to next class. Length 2 pages

T Oct 24 Draft 1 Due: Interpretation of Evidences. 2 pages.

Lecture: Some Analytical Tools: Definition; Determination of Causes and Effects; Analogy; Classification. Foregrounding ideas by writing emphatically to show your Stance on Evidences. Reading: The Elements of Rhetoric pp 75-88; Ch. 3 The Little Brown Compact Handbook (pages 117-132).

In class writing: Using the “analytical tools” continue writing your essay “Interpretation of Fact and Evidence. Clearly articulate your stance on the topic you have written on. Extend your writing to 3 pages.
Homework writing: “Finish” and “Polish” your essay. Bring a paper copy of this writing to class (on Oct 26) for peer-editing based on instructions from Oct 24 and 26.

Th Oct 26 Draft due: Interpretation of facts, length 3 pages.
Lecture: Concision and Precision: Length of expression vs. length of thought; Effective strategies to reduce Wordiness; Reading: Ch. 3 The Little Brown Little Compact Handbook (page 145-150 and 133-135).
In-class activity: Peer-editing of “Interpretation of facts” essay. Guidance will be handed in class.
Home Assignment: Application of revisions on the essay “Interpretation of Fact and Evidence.” Apply the peer’s comments and corrections (if useful). Extend your writing to 4 pages, adding a conclusion. Bring the polished copy to next class.

Before class: At home, find a new valid source and bring to class.
In-class writing: Revise your writing for its persuasive aspects. Instructions will be given in class to guide you for “logical reasoning,” “opposing views,” and avoiding fallacies, using Summary, Definition, Classification, Cause and Effect, Refutation by analysis, Agreement by analysis.
Homework writing: Finish this writing and submit it on Nov 2. Length 4 pages.

Th Nov 2 Assignment due: “Interpretation of Fact and Evidence”. 4-pages
Lecture: Proposal Writing: An Essential Skill for Academic Situations; Key Elements. Reading: Ch. 2 (p. 65; p. 84; pp 14-15; p. 334) of The Little Brown Compact Handbook.
In-class assignment: write a proposal for your final paper. Length 150 words. Instructions in class.
Peer-review of the proposal. Trade your proposal with a peer for review. Keep your writing to use for “introduction” in next class.

T Nov 7 Introduction: In Scientific and Humanities Research. Length, Scope and Goal of Introduction. How to write summaries and paraphrases for introductions?
Readings: The Elements of Rhetoric p 94; Discovering Arguments pp 38-39 and 625-26
Class activity: Extend your “proposal” into an introduction. Instructions in class.
Homework Assignment: Expand your “Introduction” to 300 words. Instructions will be given in class.

Th Nov 9 Writing strategies and contribution to knowledge: Integrating Sources in your Work; Developing your own voice. Who is speaking? Whose idea? Optional Reading: Graff, G. & Birkenstein, C. They Say, I Say (pp. 1-66) in the Dana Porter Library.
In-class activity: Continue to write the background of your research and the analytical part of your “final essay.” Instruction in class.
Homework Assignment: Write a draft of 1000 words to class on Nov 14. Instructions in class. Bring this writing and your sources to the next class.

T Nov 14 Due: Short draft of 1000 words due.
Lecture: Structuring your academic paper; Abstract (How to write an abstract?); Coherence and Transition between ideas and paragraphs; Works cited ; Documenting and Acknowledging Sources. Reading: pages 325-333 of The Little Brown Compact Handbook
In-class activity: Give your writing cohesion, using “transitions.” Write an “Abstract” and start building your “Works cited” section (at least 5 valid sources) according to MLA.
Homework Assignment: Polish your paper and bring your writing (in your computer) to class to write the conclusion on Nov 16.
Th Nov 16 Conclusion and Critical Judgment; Length, scope and goal of conclusion; 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 for a step by step writing.

**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 Nov 21. Length 2000 words.

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T Nov 21 **Draft Due:** final essay at 2000 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 Dec 5 midnight.

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Th Nov 23 Presentation: Spoken Delivery of Information; Oral Communication of Academic Writing.

**Reading:** Pages 67-79 of *Oxford Guide to Effective Writing & Speaking*.

**Before Class:** Prepare for a maximum 5-minutes Spoken Presentation of your paper.

**In-Class Practice:** Present your paper to your team in 3 minutes. Instructions will be given in class.

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T Nov 28 **Presenting a Research Paper**

5 minutes presentation in class. Your grade is based on delivery, bodily communication, voice, confidence, clarity, handling of time, and answering questions.

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T Nov 30 **Class Ends** Finishing up. Apply peer’s review on your paper in class.

**Final Paper** Due by Dec 5 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: 2000 to 2500 words, with at least 5 sources acceptable for an academic research. Attach the scan of your peer-reviewed paper. Upload as one document.

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**Academic Integrity:** To maintain a culture of 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.

**Notes for Students with Disabilities:** At the University of Waterloo Students who have a permanent disability as well as those with a temporary disability get AccessAbility Services. Please contact them at 519-888-4567 ext. 35082 or drop into Needles Hall 1132 to book an appointment to meet with an advisor to discuss their services and supports. Students with disabilities can speak with me for necessary accommodation in relation to instructions, course materials, and assignments.

**Course Concerns:** If you are experiencing problems with the course or with the marking, you should first discuss your difficulties with your teacher, Saeed Sabzian. Students who believe that they have been wrongfully or unjustly treated or penalized have the right to grieve; refer to Policy #70, Student Grievance: **Grievance:** In case that a decision affecting some aspect of a student’s university life has been unfair or unreasonable, they may have grounds for initiating a grievance according to Policy 70, Student Petitions and Grievances, Section 4.https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70. 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 a ground. 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