Instructor Information

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Dear Student

The purpose of English 109 is to help you develop your abilities as a writer. I will help you to think critically and communicate effectively. You will learn and practice a variety of strategies for inventing, drafting, and editing texts written in different genres and for different audiences. Through this work, you will learn ways to adapt your writing to different situations, so that you can more effectively and more powerfully communicate. This course will prepare you to succeed throughout your academic career, regardless of your discipline.

To facilitate this learning, I will assign reading and writing assignments that will ask you to study and reflect on personal, academic, and civic contexts. You will be encouraged to think critically about your place in the world and the ways you can best negotiate it as a writer and reader.

In addition, because I value learning as a social activity, and thus recognize that writers and readers learn from one another, much of your work in English 109 will involve different kinds of collaboration, including small group workshops and discussions. Finally, I believe that writing is an important process that takes place over time. So you will revise all of your work, and we will use portfolio evaluation as the primary means to assess your work.

How can you succeed? Work hard, revise your writing as much as you possibly can, come to me for help, help your peers (and learn from that process), take risks, and be original.

Required Text

Course Goals and Learning Outcomes

English 109 is designed to:

• To help you to think critically and communicate effectively
• To give you the chance to learn and practice a variety of strategies for inventing, drafting, and editing texts
• To give you the opportunity to learn and practice writing in a variety of academic genres
• To help you learn to read critically
• To help you learn to write persuasively by effectively employing elements of formal argumentation
• To help you give and receive useful feedback on writing for the purposes of revision
• To help you learn and practice communicating to a variety of academic audiences.

Accommodations

We will all need some accommodations in this class, because we all learn differently. If you need specific accommodations, let me know. The University of Waterloo has a long-standing commitment to support the participation and access to university programs, services, and facilities by persons with all types of disabilities. All students who have a permanent disability as well as those with temporary disabilities have the right to what UW calls “AccessAbility Services.” To register for these services, you must provide documentation from a qualified professional to verify your disability. 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.

Standard of Work

This is a University-level course, and you are expected to be comfortable with the mechanics of writing: that is, to understand and use proper grammar, syntax, and punctuation in order to communicate effectively. The course textbook, *How To Write Anything*, offers guidelines and activities to help you with these mechanics. If you need extra assistance with the basics of writing, it is your responsibility to come to office hours or make an appointment with me for extra help.

Response and Evaluation

You will write three major essays in this class, and this work will represent the bulk of your course grade. You will not receive a final grade on individual papers when you first hand them in. Instead, you will receive a “final-for-now” grade. You can then revise any of your papers to improve the writing. Finally, you will collect your best work and create a final portfolio, which you’ll submit at the end of the semester for a final grade. You will always receive extensive comments on your papers to give you a sense of what you need to revise for your final portfolio. You will be given opportunity to rewrite all papers.

You will also be evaluated on a few short writing assignments. If this work is completed satisfactorily, you will receive a high grade. Doing this work also prepares you to do well on your longer writing assignments.
Participation is assessed based not only on attendance, but also on your investment in class activities and discussion, and your ability to respect and work well with others. You are expected to write a lot and to engage in group-work and class discussions.

You are welcome to talk to me if you have questions about your progress in the class. Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, and to take risks. The final portfolio will include your three major papers, revised.

Final Portfolio: Three Major Papers (33% each) 70%
Short Writing Assignments 10%
Participation 20%

There will be no exam in this class. Portfolios will be returned by the end of the exam period.

Course Policies

Late Work
Late papers (major assignments) will be penalized 2% per day late. All major papers must be completed: you will fail the class if a major paper is not completed and submitted. You must also complete all other reading and writing assignments on time. Short-writing submitted late will be accepted, but will work against your short-writing grade. Check syllabus for all due dates.

Absences
You must attend all classes. Attendance will be taken at all class sessions. Students who miss more than two classes are in danger of a failing participation grade. Always bring your course book How To Write Anything to both lectures and workshops.

Course Concerns
If you are experiencing problems with the course or with the marking, you should first discuss your difficulties with your teacher, Prof. Murray McArthur. Students who believe that they have been wrongfully or unjustly treated or penalized have the right to grieve; refer to Policy #70, Student Grievance: http://www.adm.uwaterloo.ca/infosec/Policies/policy70.html. 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) http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Academic Honesty
All students registered in courses in the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult
the summary of Policy #71 which is supplied in the Undergraduate Calendar (on the Web at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html).

If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean. Students seeking guidance on academic honesty are urged consult the following page of the Arts Faculty Web site, “How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors” (http://watarts.uwaterloo.ca/~sager/plagiarism.html).

Plagiarism or copying other people’s style or ideas and claiming them as your own is a serious academic offense. Any incident of plagiarism will automatically cause a paper to fail, could cause you to fail the course, and will be reported to the Dean’s office.

Procedural Basics

Word process all written assignments (except for in-class work, of course).

Use MLA format for all written work (see HTWA for guidelines): Times New Roman, 12pt. Font, 1 inch margins, numbered pages, and so on.

The three major assignments and final portfolio will be submitted on Learn 109:008 in a Word, rtf, doc, or dox.x format, not pdf.

Keep copies of all your work, as hard copy and electronically.

When we will be peer-reviewing writing in class, you are expected to bring 4 copies of your essay to class with you.

Please try to print double-sided or print on the back of already-used paper. Just be sure your writing is not obscured in any way.

Save multiple versions of all work. If you make changes to an essay, save the file under a new name. This will allow you to view the development of your work between drafts, show this development to your teachers, and reflect on it.

Save everything. Save peer review comments, notes from conferences, pre-writing, all in-class work, and every draft of your essays, with teacher comments.

Classroom Etiquette

We want the classroom environment to be a positive one for everyone. Together we will create a space that promotes mutual respect, positive discussions, the free exchange of ideas, and the productive use of time. No cell phones in class – if you have it with you, turn it off and put it away. No laptops allowed unless this is an accommodation you need. When we write in class, you will do so with a pen and paper. If you are asked to bring work to class, you must bring it in hard copy, not on your computer.
THE FOLLOWING UNIT OVERVIEWS AND SCHEDULES ARE TENTATIVE AND LIKELY TO CHANGE. THEY ARE PROVIDED HERE IN A DETAILED FORM TO HELP YOU PLAN YOUR SEMESTER AND TO HELP YOU UNDERSTAND THE CLASS. PLEASE EXPECT THE SCHEDULE TO CHANGE.

Unit One: Literacy Narrative

The first unit, which asks students to explore their personal literacy histories and to write a narrative, focuses on thinking reflectively about experiences. All units are also designed to help you learn processes for effective writing. Here are some other specific goals for the first unit of 109:

1. Explore your thinking about your own experiences and beliefs, and about the cultures and communities you are a part of.
2. Develop knowledge about your literate strengths and goals, and about what processes work best for you as a writer.
3. Analyze your experiences within different contexts – social, cultural, physical and so on.
4. Understand how writing is a process, and that one piece of writing might take several drafts, some conversations with peers or your instructor, and several revisions before it is fully developed. Also, be able to give others useful feedback about their writing.

Literacy Narrative Assignment

“Stories, the argument goes, are the main way we make sense of things, whether in thinking of our lives as a progression leading somewhere or in telling ourselves what is happening in the world.”
Jonathan Culler (Literary Theory: A Very Short Introduction 82)

A literacy narrative is the autobiographical story of a person’s acquisition of literacy. Literacy used to refer to how many words you knew – now it can more broadly connote the communicative strategies and languages you use to express yourself. Literacy can extend from spoken or written communication to include many forms of non-verbal expression. You will tell a story about the ways that you remember, practice, and understand your acquisition of literacy.

Jonathan Culler argues that stories help us to make sense of things. In writing your literacy narrative, you will focus on important literacy moments, relationships, or even objects that have made a difference in your life. A literacy narrative is a story that shows a reader something essential about how you communicate, or how you learned to do so, how this shapes who you are, and where you stand in a community and culture as a result. This is not always a story of triumph. Your purpose is to explore and reflect on one specific aspect of your literacy–to communicate some point about it to your audience, to tell your readers something new about you and about literacy.

This may sound like a big assignment. It really isn’t. In looking at your literacies, you can isolate a scene, focus on an object, or trace your use or development of a particular skill. Your main research resource is yourself. You are researching your own history for this paper.

This paper should have a rather narrow focus. You want to explore one aspect of your literacy in depth, and you have only five pages in which to do so. Your purpose is to use detail in telling your story, and also to analyze, explore and reflect on how literacy shapes who you are.
You will use your personal story to communicate something important about literacy to your audience.

### Homework and due today:  
<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
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<tbody>
<tr>
<td>Mon 9/14</td>
<td>Find classroom, books, and Learn site.</td>
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<tr>
<td>Tues 9/15</td>
<td>Read <em>HTWA</em> Chapter 1, Narrative, Chapter 25, Strategies Revise timeline and scene</td>
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</tbody>
</table>
| Thur 9/17 | Read Pequeno, p. 21  
**Due Today:** Timelines and Scene | Discuss Chapter 1  
Discuss Pequeno |
| Mon 9/21 | Read Satrapi, p. 27  
**Due today:** Introduction to Narrative | Discuss Satrapi Activity: Introduction to Narratives |
| Tues 9/22 | Draft your Narrative  
Read *HTWA* Chapter 35, Revising Your Own Work, Chapter 36, Peer Editing | Discuss Chapters 35, 36  
Sign up for Conferences |
| Thurs 9/24 | Revise Your Narrative  
**Due Today:** Draft for Conference | One-on-One Conferences with Instructor |
| Mon 9/28 | Continue to Revise  
**Due Today:** Draft for Conference | One-on-One Conferences with Instructor |
| Tues 9/29 | Read *HTWA* Chapters 52, 53, 54, Apostrophes and Commas, Chapters 55, 56, Verbs | Discuss Chapters 52-56 |
| Thurs 10/1 | **Due Today:** Rough Draft of Narrative (4 copies) | Peer Review of Narrative Drafts |
| Mon 10/5 | Read Goodman, p. 7  
Continue to revise | Discuss Goodman Activity: Showing Instead of Telling |
| Tues 10/6 | Read *HTWA*, Chapter 57, 58, 59, Pronouns, Chapter 60, Misplaced and Dangling Modifiers, Chapter 61, Parallelism | Discuss Chapters 57 to 61 |
| Thurs 10/8 | **Due Today:** Literary Narrative Assignment (Learn 109:008) | Activity: Self-Evaluation |
Unit Two: Literary and Rhetorical Analysis

The second unit, which asks students to select, summarize, and analyze a cultural text, focuses on thinking critically to better understand cultures and their texts. The unit also focuses on organizing and structuring writing to get a point across. Here are some other specific goals for the second unit of 109:

1. Understand and think critically about texts you encounter. Collect relevant cultural texts (in this case a popular song) for analysis.
2. Read/analyze rhetorically, paying attention to strategies of persuasion, the purposes of an author, and the effect of a text on an audience. Analyze texts in order to better compose your own.
3. Integrate other voices into your writing—through summary, paraphrase and quotation.
4. Engage both in the process of analyzing texts in conversation with others, and in developing analytical writing with the input of others. Be able to give others useful feedback about their writing and their ideas.

Popular Song Analysis Assignment

Having an opinion is easy. Criticizing is easy. Thinking thoughtfully and critically to develop an interpretation and then to support your ideas is difficult.

In writing your popular song analysis essay, you will choose a print a popular song that you can spend some time with, get to know, and think deeply and critically about (not all popular songs will merit this attention). Your evaluation will offer thought-out commentary and criticism. You will develop an analytic thesis about your advertisement that moves beyond liking or disliking. You will then develop claims and support for your thesis about this song.

As with your narrative, this paper should have a rather narrow focus. You want to choose the most important details to evaluate. Focus on analyzing the rhetoric of the song. The course textbook, HTWA, has chapters on “Literary Analysis” and “Rhetorical Analysis” that offers detailed information about how to write an analysis essay like this one.

Your assessment on this paper will be based on the goals of this unit. This assignment will be five pages in length.

Homework and due today:

<table>
<thead>
<tr>
<th>Mon 10/12</th>
<th>Thanksgiving</th>
<th>No Class</th>
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<tbody>
<tr>
<td>Tues 10/13</td>
<td>Read HTWA Chapter 20, Smart Reading, Chapter 21, Critical Thinking</td>
<td>Assign Literary and Rhetorical Analysis Discuss Chapters 20 and 21</td>
</tr>
<tr>
<td>Thurs 10/15</td>
<td>Read HTWA Chapter 7, Literary Analysis Read Mitchell, Paglia, 868-77 Select and begin to analyze your popular song</td>
<td>Discuss Chapter 7, Mitchell, Paglia</td>
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<tr>
<td>Mon 10/19</td>
<td>Read HTWA Chapter 8, Rhetorical Analysis</td>
<td>Discuss Chapter 8</td>
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<td>Date</td>
<td>Activity Description</td>
<td>Discussion/Assignment</td>
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<tr>
<td>Tues 10/20</td>
<td>Read <em>HTWA</em>, chapter 41, Annotating Sources, 42, Summarizing Sources, Chapter 43, Paraphrasing Sources</td>
<td>Discuss Chapters 41-43</td>
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<tr>
<td>Thurs 10/22</td>
<td>Print out and annotate the lyrics of your popular song</td>
<td>Group discussion of annotations</td>
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<tr>
<td>Mon 10/26</td>
<td><strong>Due Today:</strong> Annotated Song Lyrics</td>
<td>Discuss Chapters 24, 26, 27</td>
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<td></td>
<td>Read <em>HTWA</em> Chapter 24, Thesis, Chapter 26, Organization, Chapter 27, Outlines</td>
<td>Share theses and outlines</td>
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<td></td>
<td>From your annotations, draft a thesis and outline for your essay</td>
<td>Sign up for Conferences</td>
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<tr>
<td>Tues 10/27</td>
<td><strong>Due Today:</strong> Thesis and Outline</td>
<td>One-on-One Conferences with Instructor</td>
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<tr>
<td>Thurs 10/29</td>
<td><strong>Due Today:</strong> Thesis and Outline</td>
<td>One-on-One Conferences with Instructor</td>
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<tr>
<td>Mon 11/2</td>
<td>Read <em>HTWA</em> Chapter 28, Paragraphs, Chapter 30, Introductions and Conclusions</td>
<td>Discuss Chapters 28 and 30.</td>
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<td></td>
<td>Draft your analysis essay with introduction and conclusion</td>
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<tr>
<td>Tues 11/3</td>
<td>Revise your analysis for peer review <strong>Due Today:</strong> Rough Draft of Analysis (4 copies)</td>
<td>Peer Review of Analysis Drafts</td>
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<tr>
<td>Thurs 11/5</td>
<td><strong>Due Today:</strong> Analysis Assignment (Learn 109:008)</td>
<td>Activity: Self Evaluation</td>
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**Unit Three: Research and Argument**

The third unit, which asks students to develop research questions, undertake some research, formulate a thesis, and then create an argument, focuses on *writing persuasively*. Here are some other specific goals for the third unit of 109:

1. Explore a relevant and contentious issue from a variety of perspectives, considering multiple viewpoints and arguments, using a variety of research strategies
2. Creatively and critically synthesize research from multiple sources—develop awareness of different personal, academic, and civic contexts and express your unique ideas in relationship to the ideas of others.
3. Formulate academic research questions and theses.
4. Use academic citation systems for documenting work, and know where to find resources that will help you with this.

**Argument Assignment**

In this assignment, you will begin by choosing a current issue that you are interested in. This issue, ideally, will be a complex one. There will be more than just a “for” or “against” position to be taken, and the issue won’t be so charged and loaded that people’s minds are already made up about it. Your instructors will help you very carefully choose your issue. Some issues, as we will discuss, are not acceptable for this assignment.
You will then do some research to learn more about the issue and about various viewpoints and stakeholders. Eventually, you will form a unique thesis about this issue and use research to support a series of claims. You will organize your essay and write persuasively to change people’s minds about your issue.

The course textbook, *HTWA*, has much more detailed information about what an argumentative essay is, and how to write one.

This assignment will be **five pages** in length.

### Homework and due today:

| Mon 11/9 | Read *HTWA*, Chapter 19, Brainstorming, Chapter 3, Arguments | Assign Argument
|          | Discuss Chapter 19
|          | Discuss Chapter 3 |

| Tues 11/10 | Read Casso, p. 70
|            | Come up with some topic ideas | Discuss Chapter 3, Discuss Casso, p. 70
|            | Discuss Topic Ideas |

| Thurs 11/12 | Read Lomborg, p. 92
|             | Create claims for an argument | Discuss Chapter 3, Exploring Purpose and Topic and Understanding Your Audience
|             | Discuss Lomborg
|             | Discuss Claims |

| Mon 11/16 | Read *HTWA* Research and Sources Chapters, 37-40, 44-46 | Discuss Chapter 3, Finding and Developing Materials |

| Tues 11/17 | Read *HTWA* Research and Sources Chapters, 37-40, 44-46 | Discuss Research and Sources Chapters
|            | Activity: Research Worksheet
|            | Sign up for Conferences. |

| Thurs 11/19 | Conduct research and complete research worksheet. **Due Today: Research Worksheet** | One-on-One Conferences with Instructor |

| Mon 11/23 | **Due Today: Research Worksheet** | One-on-One Conferences with Instructor |

| Tues 11/24 | Read *HTWA* Style Chapters, 32-34 | Discuss Chapter Three, Creating a Structure and Choosing a Style and Design and Style Chapters |

| Thurs 11/26 | **Due Today: Rough Draft of Argument (4 copies)** | Peer Review of Argument Drafts |

| Mon 11/30 | **Due Today: Argument Assignment (Learn 109:008)** | No Class: Conference Availability: Portfolios |

| Tues 12/1 | Revise Portfolios | No Class: Conference Availability: Portfolios |

| Thurs 12/3 | Revise Portfolios | Class Wrap-up/Celebration |

| Mon 12/7 | **Due Today: Final Portfolios (Learn 109:008)** | |