Course Overview: English 109 is an active course designed to strengthen your academic writing. The material and activities are so arranged to familiarize students with the techniques and conventions of academic research and writing. The lectures and activities introduce students to critical analysis and research strategies; it also familiarizes students with strategies of structuring and outlining ideas into consistent, concise and argumentative writing.

Objectives: Upon completion of this course, students should be able to: read and think critically and communicate effectively; learn and practice a variety of strategies for inventing, drafting, and editing texts written in a variety of academic genres; write persuasively by effectively employing elements of formal argumentation; adapt their writing to a variety of academic contexts so that they can more effectively and powerfully communicate with audiences across the disciplines.

Teaching: Students will be taught 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. To get the best out of this course, students must engage the reading material and the assignments devotedly by reading, discussing, analyzing, and writing extensively. Also, peer editing is stressed in the course to give a chance to students to sharpen their critical reading and writing as a practice in self-improvement and collaboration.

Required Text


Optional Reading: *Discovering Arguments: An Introduction to Critical Thinking, Writing, and Style*, by William Palmer, Pearson: 2012. Additional short material will be provided during each class to supplement the course handbook.

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. Plagiarism is using someone else’s ideas or words without clearly identifying the original source. All sources in this course must be credited properly.
Violation of the plagiarism policy will result in a zero for the assignment, suspension from the class, or even expulsion from the school.

**Discipline and Class Participation:** Expect frequent writings and readings. This is a “writing” class and writing can be learned through a lot of practice in reading and writing. Attend the classes actively and always bring the required textbook and announced reading materials to class; write your assignments, submit a paper copy and upload an electronic copy to LEARN on time.

**Class Participation:** Your participation is about your professionalism rather than merely attending the class. Participation is graded based on timely attendance, timely submission of writings, class activities, and collaboration with peers. Avoid cell phones use in class. You must have both paper and writing tools as well as your laptops for use. If you are asked to bring homework to class, you must bring it in paper copy, not on your computer.

You are expected to always bring your textbook; print the additional required readings and bring to class.

**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.

**Meetings with Instructor**
Office hours are Mondays and Wednesdays both at 1:00 to 1:50. My office is in PAS, Room 2217. If for some strong reason you need a different time for discussion, ask for an appointment by email.

**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”.

**Response and Evaluation**
This syllabus trains you gradually with simpler writings towards more complex skills that finally empower you to write a complete academic paper. Final assessment of your learning depends on all of your assignments.

**Guidelines for Written Assignments:** In the top left hand of your assignments, include your name, the name of the assignment, and the day of submission. Assignments must be word processed; one side of the page, and double-spaced typed in Times New Roman, 12 pt font. Staple your papers; loose papers would not be accepted.

**Mark Breakdown**
Writing has multiple aspects and scholars must master all dimensions of writing. For this purpose, I have assigned the most fundamental elements of academic writing for your learning to be marked in the course. Assignments are reasonably short and manageable.

<table>
<thead>
<tr>
<th>May 10</th>
<th>Rhetorical Analysis</th>
<th>% 10</th>
<th>July 19</th>
<th>Oral Presentation</th>
<th>% 10</th>
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<tbody>
<tr>
<td>May 24</td>
<td>Compare and Contrast.</td>
<td>% 10</td>
<td>July 26</td>
<td>Final Paper</td>
<td>% 30</td>
</tr>
</tbody>
</table>
June 5 | Argumentative Essay | % 10 | Full-term | Class Participation | % 20
June 21 | Interpretation of Fact and Evidence | % 10 | | | |

Grading Scale:
A = 93-100  A- = 90-92  B+ = 88-89  B = 83-87  B- = 80-82
C+ = 78-79  C = 73-77  C- = 70-72  D = 60-69  F = ≤59

**Late Work:** Late assignments and papers will be penalized % 10 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**
Some linked material may not function in Word if you use the electronic version of the syllabus. In that case please email me immediately so I can send you a link to the material.

**M May 1**  
Course Overview

Demonstration of three academic essay (in Mathematics; Cognitive Science; and Literature)
Cicero on How Writing Improves Speech.

**W May 3**  
Critical Reading/Active Reading
Previewing: Identify Authors, Place of Publication, Title, and abstract.
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 Activity: Sit in groups of four and discuss the article. Skim the text to find the thesis, major ideas, claims and conclusion. What is the methodology? What are the evidences? Underline and Highlight the main claims. Annotate. Approach the text with questions such as: “why this fact/evidence and not another?” “What is the approach through which the conclusion is drawn?”
Then Each student writes a one-page response to the article, by giving a summary and a commentary on the current political conflicts among citizens in a particular country of choice.
Lecture: Major Elements of Rhetoric: Purpose; Audience; Fact and Opinion; Evidence (Highly Effective, Effective, Ineffective); Stance and Tone.
Lecture: “Rhetorical Analysis” and its Key Elements.
Before class: print and bring to class Alexander I. Solzhenitsyn’s “A World Split Apart — Commencement Address Delivered At Harvard University, June 8, 1978”

Writing Assignment: Write a Rhetorical Analysis.
Strategy: 1. Summarize the message; 2. Decide what you want to say about it (you may choose to write about its content, message, language, imagery, sounds, and emotions); How did it attract you?); 3. Bring it under a larger context. 4. Choose your audience; 5. What is the writer’s position? What is yours? 6. Analyze the argument: What is claimed? How and with what is it supported? Does it include opponents’ views? Is there a fallacy?


W May 10
Key Elements of an Academic Texts
Before Class: Print and bring to class: 1. Schopenhauer’s “On Reading and Books”; 2. “Reading and the Brain”; 3. “Your Brain on Fiction”
In-class activity: Sit in teams and start discussing the readings. Find the thesis of each, their major claim(s), their evidence, their perspectives, and their tones. Take note of these. Keep your notes. Write one paragraph per article responding to each. Only write in response to their thesis, stance, and conclusion. Keep your writing for later use.
Home Assignment: “Argumentative Essay”. Draft due May 15. Expand your class writing. Cross-reference the articles and find similarities and differences of ideas. Quote the most significant/most important ideas from each article. Bring your writing to one meaningful piece of writing. You should shape a thesis. Give the writing an appropriate title based on your thesis.
Length maximum 5 pages, double spaced. **Bring a paper copies of this assignment to next class for peer-review.**

M May 15
Draft Due: Argumentative Essay on Reading and the Mind
Arguments and Controversies; Critical Reading and Writing: Agree, Disagree, or maybe Both?
Reading: pages 75-83 from Discovering Arguments.
Lecture: How to Evaluate a Thesis Statement? Scholarly Argument; Supporting the ‘thesis’ by valid evidence; Variety of Perspectives in Research; Taking a stance.
Peer-review: for a useful peer-review read pages 30-33 Discovering Arguments.
Trade your drafts for peer-review. Each student reviews another student’s paper. Comment of correctness and consistency; is the thesis clearly stated? Is the thesis reasonably argued? Does the text quote from the three sources? Does the text connect the three texts? Is there a clear conclusion? Is the conclusion based on the evidences? Does the conclusion mirror the introduction?
Home Assignment: Apply the reviewer’s comments (if useful) on your “Argumentative Essay”. Submit your polished version on May 31.
Compare and Contrast as A Mode of Developing Ideas.

Two Patterns of compare and contrast: 1. Alternating; 2. Block Pattern.

**Before class:** 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; 55 minutes length)

**In-class:** Bring a print of the text to class. Students sit in teams for 20 minutes and discuss the story and the film with other classmates; discuss the theme; what is the story about? What is the thesis of the story? What do you think about fear and courage? Take notes on major ideas during this meeting.

Then discuss the difference between “a text” and “a film” (what are they made of?). Which one is more engaging? Why? Do you have a thesis? What is your claim? What is your evidence form the text and the movie? Keep this practice to use for your home assignment.

**Home Assignment:** Compare and Contrast. Due May 24. Write an essay of 4 pages, comparing how a film tells a story and how a text tells a story.

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**M May 22 No Class**

**W May 24**

Essay Due: “Compare and Contrast”

**Lecture:** Fundamental Forms of Argument: Definition; Comparison; Relationship; and Analysis

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

**In-class Activity:** We discuss the argumentative strategy of the essays and then find the thesis, assumptions, audience type, delivery of information, evidence, and tone. Students start reading, taking notes, brainstorming for a one-page argumentative writing: using one or a combination of “argumentation forms,” write a response to the text. While you summarize the main idea of the texts, you must quote, agree or disagree with the author and shape a thesis of your own. Support your argument by an example, a comparison, or an analysis. Length one page. Write in pen and paper.

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**M May 29**

Paragraph development and coherence

**Lecture:** The three components of Single Paragraph: Topic, Restriction and Illustration. You will be given a handout for these concepts.

Methods of developing the “Illustration” component: narration; definition; classification; analysis into parts; compare and contrast; cause and effect; and example.

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

**In-class Assignment:**
Where does Mill give his topic? Write it in quotation and give the number of the paragraph. How does Mill “restrict” his object of study? And how does he “illustrate” his thesis (topic)?

Taking paragraphs 3.1 and 3.2 (under “Of Individuality as one of the Elements of Well-being”) as your insight, write one Paragraph in which you “illustrate” the topic “freedom of speech” or “limitation of free speech” by an “example.”

What is Mill’s argument on “uniformity” and “difference”? How does he develop his idea? (Definition? Classification? Cause and Effect?)

How do the “transition words” such as “firstly,” “secondly,” and “thirdly” help Mill to “illustrate” his points?

Write one paragraph in which you respond to Mill’s question: “What, then is the rightful limit of the sovereignty of the individual over himself? Where does the authority of society begin?”

Your paragraph must consider the formula: Topic, Restriction and Illustration.

Reading: *The Little Brown Compact Handbook* pp 35-36
Extend the single paragraph to three paragraphs. Bring this writing to next class.

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W May 31

**Lecture:** Punctuation and Mechanics

You will be given a number of cases to practice on punctuation and mechanics.

**Reading:** pages 269-285 of *The Little Brown Compact Handbook*

After this class all your writing will be graded for your punctuations.

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M June 5

**Lecture:** Persuasion; Interpretation of Facts and Evidences.

**On Objectivity** p 545 of Discovering Arguments

Reading pp 531-532 of Discovering Arguments.

**In-class activity:** Sit in groups of four. Read the handout excerpts from *Novum Organum*, by Francis Bacon. What is Bacon arguing about scientific method of research? What is his thesis and how does he develop his argument? What is his opinion on evidence, objectivity and interpretation of facts? You should shape an idea of how using or abusing facts influences the direction of knowledge.

Then sit individually and summarize the main points, quote Bacon and write your opinion on Facts and the importance of interpretation. Include a current example with political controversy.

**Assignment Due:** “Argumentative Essay”

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W June 7

**Draft Due:** Interpretation of Evidences

**On Objectivity.** *The Little Brown Compact Handbook* pages 83-90

Before class: Print and bring to class

*The Administration’s War on Facts Is a War on Democracy Itself, By Jonathan Foley* | *ScientificAmerican May 2017 Issue.*
Students will continue discussing Bacon’s text and bring the insight into a 21st century issue. What do you think of the “March of Science”? What goals does it claim? Keep notes for your home assignment.

Read the following text by Jonathan Foley. Find his thesis. Is his writing objective? What are the writer’s assumptions about readers? Could you support/refuse his ideas? Reshape and polish your writing and develop it into an essay of maximum two pages. Give it a title that suits your analysis. Bring one paper copy to class on June 12.

M June 12
Lecture on Style; Concision and Precision: Length of expression vs. length of thought. Effective strategies to reduce Wordiness

In-class activity: Peer-editing of “Interpretation of facts” essay. Bring your writing from the last class. Instructions will be given for peer-review.

Reading:
Ch. 3 The Little Brown Little Compact Handbook (page 145-150 and 133-135).

Home Assignment: Application of revisions on the essay “Interpretation of Fact and Evidence.” Apply the peer’s comments and corrections (if useful). Bring the polished copy to next class.

W June 14
Some Analytical Tools: Definition; Determination of Causes and Effects; Analogy; Classification; and Comparison.
Taking a Stance on Evidences.
Reading: The Elements of Rhetoric pp 75-88;
On Style
Foregrounding ideas by writing emphatically;
Readings: Ch. 3 The Little Brown Compact Handbook (pages 117-132).

Before class: prepare a copy of your essay “Interpretation of Fact and Evidence.” Bring it to class for editing according to today’s skills and instructions.

M June 19
Convincing and Persuading by Organization, Logical Reasoning, Including the Opposition, and Avoiding Fallacy.
Read: The Little Brown Compact Handbook pages 1-17 and pages 83-100.

In-class writing: You are expected to connect your unfinished essay “Interpretation of Facts and Evidence” to a major controversial topic in politics. Write in your computer. Find a valid source and summarize its main point, thesis, evidence, and stance. Now synthesize your previous writing with this new material which read critically. Your essay should not exceed 6 pages. Submit this paper on June 21.

W June 21
Proposal Writing: An Essential Skill for Academic Situations
Key Elements: A) Find a well-defined problem; B) Give a Solution to the Problem; C) Argue with evidence; D) A Call to Action; E) An Appropriate Tone
Thesis of the proposal
Reading about thesis: 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 maximum 150 words. Choose a problem you can solve. Generate ideas through brainstorming and outlining; Explore several solutions; Decide on the Most desirable solution; Explain why your solution is best. Do you have a “thesis”?

**Peer-review of the proposal.** Trade your proposal with a peer for review. Reviewers should comment on the skills taught today. Keep your writing to use for “introduction” in next class.

**Essay Due:** “Interpretation of Fact and Evidence”.

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**M June 26**

Introduction: In Scientific and Humanities Research. Length, Scope and Goal of Introduction.

Readings: The Elements of Rhetoric p 94; Discovering Arguments pp 38-39 and 625-26

**In-class activity:** Bring your reviewed “proposal” to class. It must be word processed. Start writing introduction for your final paper. Write in your computer.

Further instructions will be provided in class for a step by step shaping of Introduction. Keep your work for next class.

**Homework Assignment:** Expand your “Introduction” to 500 words. Have a clearly stated thesis, a research methodology pointed out, your case studies introduced, the scope of your work indicated, and your goal of the research articulately expressed.

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**W June 28**

Writing strategies and contribution to knowledge:

Integrating Sources in your Work; 2. 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:** Students continue to writing the analytical part of their “final essay.” Today you should start to do some writing on the background of your research: who has written on this topic? What have they said? What was their case studies? Then write about your goal, your case study, and your methodology. How is your research similar or different from others? What new knowledge are your producing?

**Homework Assignment:** continue writing your essay. Bring a draft of no less than 1000 words to class on July 5. Use quotations, summary and paraphrase from some sources. Use modes of argumentation (definition, classification, compare and contrast, and so on). Your next step in the assignment is based on this piece of writing. Bring at least two sources for the next class.

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**M July 3 holiday**

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**W July 5**

Short draft of 1000 words due.

**Lecture:** Documenting and Acknowledging Sources
In-class activity: Students continue to work with their sources. Have your sources available to you in class. Use direct quotation, block quotes (if needed), summary, paraphrase (cite according to MLA). Use signal words. Start shaping your “Works Cited” at the end of your document. An academic writing, including the final paper in this class, is expected to have a reasonable number of sources. You should indicate the solid use of at least 5 valid sources for your final paper.

Next step for July 10: Polish your paper. Bring your writing in paper to class.

M July 10

Conclusion and Critical Judgment; Length, scope and goal of conclusion.
Bring your draft to class on July 10. In the body of your essay evaluate the conclusions in your sources. Do you agree with their inferences, assumptions and conclusion? If not, what is your alternative? Based on the same facts in the sources? Or you have provided other/various facts for a new conclusion? What is your conclusion?

In-class activity: Start writing your conclusion. Instruction will be given for a step by step writing.

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

Home Assignment: Revise and polish your conclusion at home. Prepare two paper copies and bring to class for peer-review on July 12.

W July 12

Workshop: Peer Review
Draft Due. You will be graded for this draft. Give a copy to the instructor: students must submit a draft of their final essay at 2000 words. It must contain all sections of an academic paper (Abstract, Introduction, Body, Conclusion, Works Cited).

Peer Review:
Before class: read on topics such as Clarity and Stylistic, Parallelism; Completeness; Variety and Details; Coordination.
Readings: The Little Brown Compact Handbook (pages121-132)

In class practice: Trade your paper with a classmate. Each student is expected to provide critical feedback for others. Peer reviewers must write their names on the papers that they review. Look at the entire syllabus and consider the subjects in your review. Comment on grammar, spelling, shape and design, indentation, punctuation, citation, and transition between paragraphs. Comment on thesis, evidence, and conclusions drawn on data. Challenge their arguments.
Each student will be marked for their professionalism and accountability of peer editing. Peer reviewers must apply their acquired techniques such as “critical reading”, and use their general knowledge of academic writing to comment on peers’ papers for review.

Per-reviewers should submit their reviews to me at the end of the class.

M July 17

Presentation: Spoken Delivery of Information; Oral Communication of Academic Writing.
**Before Class**: Prepare for a Spoken Presentation of your paper. Think of maximum 5 minutes.

**In-Class Practice**: Each student Presents a very short version of their paper to their team. Students are expected to cover their thesis, purpose, main claim, its evidence, and conclusion. Length 3 minutes. Each member of the team gives a quick feedback. We might Do this practice in a larger room or in the open.

Graded peer-review editions will be returned to you today. **Owners of the original paper should scan this peer-review and upload to LEARN** with their final paper on July 26.

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**W July 19 Presenting a Research Paper**

Students have a maximum of 5 minutes to present their final paper for the class. Your grade is based on delivery, bodily communication, voice, confidence, clarity, handling of time, and answering questions. Peer-reviews will be returned to you on this day.

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**M July 24 Class Ends**

Finishing up. Bring your polished writing to date. Apply peer’s review on your paper in class.

**Final Paper** Due by July 26 midnight. Upload your paper to LEARN.

Submit your paper, documented with MLA style, Use Times New Roman 12pt font, double-spaced with 1 inch margins. Length: 2,000 – 2,500 words, with at least 5 sources acceptable for an academic research. These sources must be appropriately used, arguing with their claims, facts and conclusions. Scan and submit the peer’s review of your work.

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**Academic Integrity; note on plagiarism**: 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**: The University of Waterloo has a long standing commitment to support the participation and access to university programs, services, and facilities by persons with disabilities.

Students who have a permanent disability as well as those with a temporary disability get AccessAbility Services. To register for 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.

**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.

**Discipline:** Familiarize yourself with “academic integrity” to avoid committing an academic offence, and to take responsibility for your actions. Consult Policy 71 for all categories of offences and types of penalties.

**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.