

Instructor: Katherine Jackson

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Office Hours: Tues. 11-12:15, Wed. 1-2 and by appt.

Classroom: ODU-Virginia Beach, Lab 232

ENGL 211C Composition Fall 2017

Course Description

This course emphasizes critical reading, thinking, and writing. Students will be introduced to principles of analysis and argumentation, and learn the skills that will allow them to paraphrase, summarize, and synthesize research in the common modes of academic writing. The course culminates in the preparation of a documented research paper. Prerequisite: ENGL 110C with a grade of C or higher.

Required Materials

- *Everything's an Argument*, 7th ed, Lunsford, Ruskiewicz, and Walters (Bedford St. Martins, 2016) ISBN-10: 1-319-08574-1. *With readings and 2016 MLA Update*
- Writing materials for in-class activities (pencil or pen and paper)
- Access to a reliable printer / ink for bringing copies of drafts and reading assignments to class

Assignments & Assessment

Rhetorical Analysis Essay	100 points
In-class Topic Essay	50 points
Annotated Bibliography	100 points
Research Essay	200 points
Oral Presentation of Research	20 points
Reflective Essay and Portfolio	100 points
Journals, in-class assignments, unannounced reading quizzes	10 points each
Attendance & participation	20 points

Students must submit *all* of the major papers as well as the final portfolio to pass this course.

Grading Scale:

93% – 100% = A	87% – 89% = B+	77% – 79% = C+	67% – 69% = D+
90% – 92% = A-	83% – 86% = B	73% – 76% = C	63% – 66% = D
	80% – 82% = B-	70% – 72% = C-	60% – 62% = D-

Conferences: Each student will meet with the instructor for a one-on-one conference. Missing the conference will count as a class absence and must be rescheduled.

Course Policies

Electronics: Electronic devices may be used in class only for class activities: note-taking, reading assignments, and related research.

Attendance and participation: Attendance and participation points will be awarded to students who attend class regularly, and who voluntarily and actively engage in class discussions and activities. Missing more than 6 classes may result in failure of the course. Arriving late or leaving early six times will count as an absence. Reasonable provisions may be made for documented representation at University sponsored athletic or academic functions, mandatory military training, and documented illness.

Deadlines: All assignments must be submitted on Blackboard before the beginning of class on the date they are due. **Essays that are turned in late will be reduced a full letter grade per day late** unless previous arrangements have been made. Homework assignments may be turned in within two days for half credit only. If you miss a class, it is your responsibility to double check with a classmate for the assignments that are due for the next class period and turn them in on time. The quizzes cannot be made up unless you work through Student Outreach & Support Services (757-683-3442) and have a documented absence.

Communication: Check your ODU e-mail daily in case of changes to assignments or class cancellations.

Honor Code: All students are expected to abide by Old Dominion University's Honor Code, which states: "We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenge to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others." (*Old Dominion University Catalog*, p. 14.). **Plagiarism** is a serious offense, and it will not be overlooked in this class. Writers who use the words or ideas of others are obligated to give credit through proper acknowledgment and documentation. All sources must be cited using Modern Language Association or American Psychological Association guidelines, which you can find on the Online Writing Lab at Purdue at <https://owl.english.purdue.edu>. If you have concerns about citation or plagiarism, please schedule a conference with me or with the Writing Center (see below).

Special Needs: Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing an Accommodation Letter to their instructor early in the semester to start receiving accommodations. Accommodations will not be made until the letter is provided to the instructor.

Resources

Writing Center: Graduate students from the English Department are available at the Writing Center in Virginia Beach, Norfolk, or online to help you at any phase of the writing process and to provide feedback on drafts. To schedule an appointment, go to odu.mywconline.com. You must register with your ODU email.

Assistance with Academic or Personal Concerns: Student Outreach & Support Services: 757-683-3442.

Citation Assistance and other Writing Resources: Online Writing Lab at Purdue:
<https://owl.english.purdue.edu/owl/>

See below for assignments

Assignments: All assignments are subject to change. It is your responsibility to stay abreast of assignments. If you miss a class, it is your responsibility to contact a classmate to find out if assignments or deadlines have changed. Reading assignments refer to *Everything's an Argument* unless otherwise noted.

Week 1 August 29	Meet in ODU-Virginia Beach room 232
Due before class on August 31	<ul style="list-style-type: none"> Read Chapters 1 (Arguments), 2 (Pathos) & 3 (Ethos). A copy of the textbook is temporarily available in the Learning Commons (first floor). Read "Attention Whole Foods Shoppers" page 610.
Week 2 Due before class on Sept. 5	<ul style="list-style-type: none"> Read Chapters 4 (Logos), 5 (Fallacies) & 6 (Rhetorical Analysis) Be thinking about a topic for the Research Essay. Check out the ODU Library Idea Generator: http://guides.lib.odu.edu/ideagenerator?hs=a <p><i>Last day to add/drop is Sept. 5</i></p>
Due before class on Sept. 7	<ul style="list-style-type: none"> Read Chapters 20 (Incorporating Sources), 21 (Plagiarism) & 22 (Citation). Read the Pro/Con articles on student debt on the CQ Press Library. Go to Libraries / Databases A-Z / C / CQ Press Library / CQ Researcher Plus Archive. Search "Student Debt," find the report from November 18, 2016, and read the two Pro/Con articles by Winograd and Staisloff.
Week 3 Due before class on Sept. 12	<ul style="list-style-type: none"> Rhetorical Analysis Draft due for in-class workshop. Bring three printed copies. Your final grade for the essay will be reduced by 10 points for failure to bring copies to class and participate in the workshop. You do not need to submit your draft on Blackboard until after revision following the workshop.
Due before class on Sept. 14	<ul style="list-style-type: none"> Rhetorical Analysis Revision due on Blackboard.
Week 4 Due before class on Sept. 19	<ul style="list-style-type: none"> Read Chapter 12 (Proposal arguments) including essays at the end of the chapter.
Due before class on Sept. 21	<ul style="list-style-type: none"> Read Chapters 18 (Evidence) & 19 (Evaluating Sources)
Week 5 Due before class on Sept. 26	<ul style="list-style-type: none"> Rhetorical Analysis Final Revision due on Blackboard.
Due before class on Sept. 28	<ul style="list-style-type: none"> Journal 1: Read "Where the Wild Things Should Be: Healing Nature Deficit Disorder through the Schoolyard" page 396. Write a rhetorical analysis in which you identify the problem / solution, and the use of logos/pathos/ethos in the essay (250 word minimum). Pay special attention to the way the writer incorporates and cites sources.
Week 6 Due on Blackboard on Oct. 3 by 11 a.m.	<ul style="list-style-type: none"> Online assignment: By 11 a.m. today, complete the Research Fundamentals Tutorial on the ODU Library Website including the <u>quiz</u> at the end. Be sure to click on all the tabs and embedded videos to get the most from the tutorial. It's a really good research training tool and doesn't take that much time. Find the tutorial at http://guides.lib.odu.edu/researchfundamentals. At the end of the tutorial is a notification of completion that you will email to me. No class meeting today – complete the online assignment above before the end of class time.
Due on Blackboard on Oct. 5 by 11 a.m.	<ul style="list-style-type: none"> Journal 2 due on Blackboard by 11 a.m.: Discuss what you know so far about the problem you have been researching. Then write three questions related to your topic that you will want to find out more about as part of your research. The questions may begin with Who? What? When? Where? Why? etc. You will not be allowed to change your topic after your commit to it in this journal. (250 words minimum).

	<ul style="list-style-type: none"> ● Research Day -- No class meeting today
Week 7 Oct. 7-10	Fall Break – Enjoy!
Due before class on Oct. 12	<ul style="list-style-type: none"> ● Journal 3: Read “Are Engineered Foods Evil” page 630 and answer questions 1-3 page 639. Read “Coca-Cola’s Multilingual America” page 570 and answer questions 1-5 page 572. ● Be prepared to discuss with your classmates the research you have done so far on the problem you selected to research.
Week 8 Oct. 17	<ul style="list-style-type: none"> ● Be prepared to write a 500-word essay in class in which you discuss different perspectives and possible solutions to the problem you have been researching.
Due before class on Oct. 19	<ul style="list-style-type: none"> ● Read Chapter 13 (style). ● Read and bring to class a copy of the essays on Blackboard assigned for today.
Week 9 Due before class on Oct. 24	<ul style="list-style-type: none"> ● Read Chapter 14 (Visual Rhetoric)
Due before class on Oct. 26	<ul style="list-style-type: none"> ● Annotated Bibliography (final revision) due on Blackboard.
Week 10 Oct. 31	Class cancelled for conferences in room 201 Bring your thesis statement, audience analysis, and outline for the Research Essay
Nov. 2	Class cancelled for conferences in room 201 Bring your thesis statement, audience analysis, and outline for the Research Essay
Week 11 Due in class on Nov. 7	<ul style="list-style-type: none"> ● Research Essay Draft due. ● Bring three printed copies to class to exchange with classmates. Your final grade for the essay will be reduced by 10 points for failure to bring copies to class and/or participate in the workshop. You do not need to submit your draft on Blackboard until after the workshop.
Due before class on Nov. 9	<ul style="list-style-type: none"> ● Journal 4 due on Blackboard: Write a letter to each of the writers in your workshop group, focusing on a rhetorical analysis of their argument. Submit a copy of the letters in a single document on Blackboard and bring a printed copy of each letter to class to give to your classmate during the in-class workshop. (250 words minimum for each letter). Your final grade for the essay will be reduced by 10 points for failure to participate in the workshop.
Week 12 Due before class on Nov. 14	<ul style="list-style-type: none"> ● Research Essay Revision due on Blackboard
Due before class on Nov. 16	<ul style="list-style-type: none"> ● Read Chapter 15 (Presenting Arguments).
Week 13 Due before class on Nov. 21	<ul style="list-style-type: none"> ● To be Announced: See Blackboard Announcements page for Assignments
Nov. 22-26	Thanksgiving Break – Enjoy!
Week 14 Due before class on Nov. 28	<ul style="list-style-type: none"> ● Research Essay Final Revision due on Blackboard
Nov. 30	Presentations
Week 15	Presentations

Dec. 5	
Dec. 7 Due by 11 a.m.	<ul style="list-style-type: none"> ● Reflective Essay and Portfolio due on docs.google.com by Thursday, Dec. 7, at 11 a.m.

ENGL 211C Rhetorical Analysis Essay

Deadlines: See Syllabus. Please note that failure to bring drafts to class, participate in the in-class workshop, and submit revisions on time will result in a letter grade deduction from the final grade for this essay.

Topic: A rhetorical analysis of the argument contained in one of the following target essays: “Appropriating Native American Imagery” (textbook page 522) or “Can a Playground Be Too Safe?” (textbook page 268).

Purpose: To analyze and evaluate the effectiveness of the argument presented in the target essay; ultimately, to convince your audience of the validity of your analysis

Audience: An academic audience consisting of people who are studying the elements of argument

Style: An academic essay that is appropriate for the audience. Cite the target essay using Modern Language Association guidelines as a Selection in an Edited Book (see page 473) with two or more editors. If you prefer to use APA citation, please see me in advance.

Description:

Use the principles conveyed in Chapters 1 - 6 of the textbook to analyze the rhetorical effectiveness of the target essay. Your goal is to determine how well the components of the argument work together to support its claim. Consider logos, pathos, ethos, and possible fallacies in your analysis, and remember to take into consideration the context and intended audience of the target essay. Then write an essay (an argument of your own) in which you discuss the aspects of the argument that cause it to succeed or fail, or to do something else. The focus of your essay should be on analysis rather than description, and on the argument in the target essay, not the issue that is being debated in the target essay. Your essay should have an explicit claim (your judgment on the target essay), and an array of reasons and evidence in support. Write the essay using third person, avoiding first person unless you are describing personal experience related to the topic. The Guide to Writing a Rhetorical Analysis that begins on page 112, and the example of a rhetorical analysis on pages 106-111 of the textbook will be useful resources as you begin your analysis and work through the writing process.

Ultimately, your claim in your essay should focus on the target argument. It might be something such as, “The essay fails to make a persuasive argument because even though it contains a strong appeal to emotion it lacks evidence to support its claims.”

Length: Approximately 750-1000 words

Your essay will be evaluated using the following criteria:

1. **Focus:** clarity and communication of your claim (thesis) and purpose, limitation of your topic, and use of relevant material.
2. **Development:** effective support by use of principles from Chapters 1 – 6 in the textbook.
3. **Perspective:** expression of thoughtful connections; the essay says something compelling.
4. **Rhetorical awareness:** effectiveness of the essay for the specific situation and audience.
5. **Organization:** an arrangement of sentences and paragraphs that transitions smoothly, and reflects planning and the purpose of the essay.
6. **Expressiveness:** control and variety of sentences; appropriate and articulate use of words and phrases.
7. **Mechanics:** grammar, spelling, punctuation, citation, etc.

ENGL 211C Annotated Bibliography

Deadline: See syllabus

Compile an annotated bibliography including at least six scholarly sources that present diverse points of view on the problem you are researching. Use the three-paragraph format below for each source. The title of this document should be Annotated Bibliography, and the entries should be alphabetized by the authors' last names.

Begin with a citation for each source using Modern Language Association (MLA) or American Psychological Association (APA) citation guidelines (see Chapter 22 for guidelines). Then write a summary paragraph beginning with the title of the article, the author's name, and the publication information, and restating via paraphrase and quotation the author's thesis and main ideas. Include at least one direct quotation from each source, which could be a few words or a sentence. Do not include your opinion of the article in this paragraph. A summary should reflect only the ideas expressed in the source. In a second paragraph, establish the credibility of your source. In other words, write a justification for why this is a source that an academic audience will accept as authoritative and credible. In a third paragraph, reflect on how this article enhances your understanding of the topic, and how it confirms or disputes one of the other sources on your list. Additionally, discuss how you think you might use the source in your essay.

Example using MLA citation:

Annotated Bibliography

Kelly, John. "Service Learning: Community Service on Steroids." *Education Theory and Practice*, vol. 14, no. 3, Mar. 2015, pp. 595-600, www.edtheo.org/socio_contect.pdf.

In an article titled "Service Learning: Community Service on Steroids" published in *Education Theory and Practice*, Dr. John Kelly discusses how the benefits of service learning projects outweigh the disadvantages. Kelly argues that teachers who implement service learning "not only help their students learn but also contribute to their own professional development" (596). He recognizes that service learning projects take time to develop and are often underfunded. However, he maintains that the increased learning and exposure to community needs benefit everyone involved (Kelly 597).

Dr. John Kelly holds a doctorate in educational development from Harvard University and has published many articles on topics in education. This article appeared in a national journal for the Society of American

Educators, which is peer-reviewed and widely accepted as a valid source among educational researchers. In addition to his credentials, Kelly cites several authorities on educational theory and cognitive development. The statistics he includes are recent, having been compiled in 2016.

Before reading this article, I thought service learning was just a way for communities to get free labor for fixing community problems and for teachers to get out of teaching boring lessons in the classroom. Now I see that service learning projects could be productive for students with diverse learning styles, especially those who learn best through active projects. I was impressed by the case study about urban gardening; the project taught important lessons about environmental stewardship and the benefits of eating locally grown food. This article disputes the argument I summarized by Fowler, which asserts that the cost of service learning projects is not worth the learning outcomes. This discrepancy caused me to look for additional cost/benefit analyses of service learning projects. The garden project might be a useful way to introduce my research essay and provide a valid example of a project that had measurable results.

ENGL 211C Research Essay 200 points

Fall 2017

Deadlines

Nov. 7: Bring three printed copies of your draft to class to exchange with classmates.

Nov. 9: In-class workshop. Bring to class a copy of your review letters to your classmates; also, submit the letters in Journal 4 on Blackboard prior to class. (See syllabus for instructions on letters.)

Nov. 14: Research Essay Revision due on Blackboard

Nov. 28: Research Essay Final Revision due on Blackboard

Your grade for the final revision of this essay will be reduced by ten points if you fail to bring in copies of the draft and participate in the in-class workshop

Topic: A problem that is relevant to your major or about which you have a significant concern

Purpose: A proposal argument in which you argue in favor of a specific solution to the problem, ideally a solution that has not been proposed in the past. See Chapter 12.

Audience: An audience comprised of people who may be opposed to the proposal you are making and who have the power to decide if your solution is funded and/or enacted

Style: Appropriate for an academic audience; all sources must be cited using Modern Language Association or American Psychological Association guidelines.

Description: The first step in this project is to identify your topic: a problem that is relevant to your major or a problem about which you have a significant concern. Since you will do a lot of reading about the topic, pick something that is beneficial and meaningful to you. A good research project often begins with a question. What should be done about grade inflation? How can public support be garnered for municipal construction projects? What can be done to relieve testing anxiety for nursing students?

You must choose something that you have not researched or written about before.

Your mission is to conduct extensive research on the history and current status of the problem, and on failed and potential solutions to the problem. Ideally, your research and critical thinking on the topic will result in your development of a *new* solution to the problem.

After conducting your research, write an essay in which you propose a solution that you think has the best chance of solving the problem. Your essay should show that the problem exists and discuss what has caused the problem. The essay should show that your proposal meets a need and has a good chance of solving this problem. The essay should have an explicit claim (the solution you propose) and provide valid reasons and credible evidence to support the claim. Additionally, the essay should outline possible objections to your solution, and discuss the weaknesses of alternate solutions. In essence, your essay should argue for your proposed solution, using logos, pathos, and ethos to persuade your audience to take action. A proposal often ends with a specific call for action or response. See the “Guide to Writing a Proposal” on pages 288-93 of the textbook.

Your argument must be supported by at least six credible and scholarly sources. Do not use .com websites unless you have them approved by me in advance. I encourage you to find a way to conduct field research, interviews with credible experts, or surveys as part of your research. You may use the sources you outlined on the Annotated Bibliography as well as other sources you have found in your subsequent research.

Length: 2,000 – 2,250 words, not including the citation page. Please include a word count at the end of the essay

Your essay will be evaluated using the following criteria:

8. **Perspective:** development of a compelling topic and expression of thoughtful connections; the essay contributes something new to the conversation on this topic.
9. **Focus:** clarity of your claim and purpose.
10. **Development:** effective support for your claim using logos, pathos, and ethos; inclusion of at least six credible sources; consideration of opposing views.
11. **Rhetorical awareness:** effectiveness of the essay for the specific situation and audience.
12. **Expressiveness:** control and variety of sentences; appropriate and articulate use of words and phrases.
13. **Mechanics:** organization, grammar, spelling, punctuation, citation, etc.

ENGL 211C Portfolio and Reflective Essay

Spring 2017 (not yet revised for fall

DUE on docs.google.com by Tuesday, May 2, at 9 a.m.

Portfolio

Upload the following documents (finalized with grammar and mechanical errors corrected, clean copies without grading marks or notes) to the folder with your name on docs.google.com. A link to this folder was sent to you via email. The file names should be as follows:

Reflective Essay
Research Essay
Annotated Bibliography
Exploratory Essay
Rhetorical Analysis Essay

Reflective Essay

Reflect on and assess what you have learned and the documents you have written this semester, including the formal essays as well as the informal writing (journals, letters to classmates, writing activities in class, etc.). Then write an essay that discusses what you have accomplished and serves as an introduction to your portfolio. The audience for this essay is the University's assessment team, which evaluates undergraduate writing and recommends changes to the University's writing program.

Specifically, the essay should comment on how your efforts in ENGL 211C have enhanced the following: your critical thinking and rhetorical analysis skills in terms of evaluating and creating arguments; your research and citation skills; and your writing process. Conclude your essay with an analogy in which you describe yourself as an academic and professional writer. Your essay should be well organized and supported by examples from the writing, discussions, reading, and activities you completed during the class.

Length: 600 – 750 words

For the purposes of the class, your essay will be evaluated on criteria used throughout the semester: perspective, focus, development, rhetorical effectiveness, organization, expressiveness, and mechanics.

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