

Intermediate Composition

Writing as Argument

[semester] spring 2009
[course] English 20803, section 076
[time] Mon & Wed, 2:00-3:20 pm
[place] Sid Richardson 138
[instructor] April Patrick
[email] april.patrick@tcu.edu
[office] Reed Hall, room 312
[office hours]
Mon & Wed, 11:00-11:50 am
and by appointment
[class blog] engl20803.blogspot.com

required materials

[textbook] Lunsford, Angela A. and John J. Ruskiewicz. *everything's an argument*. 4th ed. (referred to as **ea** in course schedule)
[copies] money to make copies or print-outs of some readings and drafts
[technology] access to a computer and printer to complete assignments and to print readings and assignments

description and goals of this course

English 20803 is in some ways a continuation of English 10803 (or an equivalent) that expands the discussion of writing. 20803 differs from 10803 in that the consideration of writing is more closely focused on the analysis and development of argumentative texts. Thus, our conversations will revolve around rhetorical strategies and their effectiveness based on purpose, medium, and audience.

Over the course of the semester, we are working toward the following goals:

- [1] learning the language and analysis of argument
- [2] writing an effective argument for a specific rhetorical situation
- [3] using primary, secondary, and electronic sources in constructing an argument

assigned requirements

Over the course of the semester, you'll be producing a total of 20-30 pages of polished text for this class, which will be divided into three main units. Throughout each unit, your writing will develop in subsequent drafts that will be completed both in and out of class. For these activities, there will be specific deadlines and opportunities for workshopping. At the end of each unit, you will submit a portfolio for evaluation. It is vital for you to meet the deadlines and participate in the activities to be successful on the overall portfolio. Before each essay is due, you'll receive a detailed assignment sheet.

blogging

Each student must set up a blog at Blogger.com for the purposes of this course. You will write responses to the readings and discuss class matters on your blogs. The blog for each class meeting is due by 2pm each Monday and Wednesday. Since the purpose of these entries is to prepare you for class discussion, late blog entries will not count for credit. (you can, of course, post them early.) Full instructions for setting up your blog and your first blog post are in a separate handout. Remember that this is a graded portion of the class and that a blog is a public forum, so please keep in mind how professionalism impacts your grade and compose your blog entries with your readers in mind.

notes on submission

Everything you turn in should be typed. Any documents from a word processor must be submitted in Rich Text Format (.rtf).

- [4] using and analyzing technology in arguments

Our discussions of argument and rhetoric this semester will focus on issues relevant on a local level. Our local environments greatly shape our daily lives and who we are as individuals. Thus, the arguments taking place in our local communities are especially important to analyze and discuss. In this section of 20803, we will focus almost exclusively on everyday texts connected to your local environments to learn about persuasion and argument. Approaching these texts analytically will not only help us as members of these local communities to become stronger in understanding (and perhaps resisting or else perhaps accepting more readily) the arguments we encounter but also to become more effective producers of our own texts.

three units/portfolios

[unit 1, 30%] Public Space Analysis – You will spend time in a space related to a local community and then analyze the arguments and rhetoric used in this place.
[unit 2, 30%] Rhetorical Case Study – You will research and analyze primary materials related to an issue important in one of your local communities.
[unit 3, 30%] Editorial Arguments – You will choose a topic related to one of your local communities and will produce a letter to the editor in response to a published editorial or article, an op-ed piece of your own, and a humorous editorial product.
[unit 4, 10%] Final Presentation – At the end of the course, during our scheduled final exam time, you will give a ten-minute group presentation, and part of your presentation grade will be based on asking questions of others' presentations. The presentation is meant to demonstrate the learning and thinking you've done in the course, and you'll receive more details as we move into the semester.

factors in each portfolio grade

[daily work] completing related prewriting and other assignments
[drafts and workshops] producing preliminary and revised drafts, participation in workshop, bringing *full* drafts to workshops, incorporating feedback, providing useful feedback to peers (all related work in portfolio)
[blogs] completion of required blogs and comments
[final product] based on rubric provided prior to due date

Grading

It is important to remember that simply fulfilling the *minimum* requirements of the course warrants an average grade (as in C), not an A. Coming to class every day and doing assignments is not something that earns “extra credit” or an automatic A; it’s expected by you being in the course. A higher grade will be based on the distinctive quality and development of your work, on your ability to guide a piece of writing through the various stages of revision, and on a willingness to explore new subjects, genres, and techniques.

As we move into the semester you’ll receive more detailed descriptions and we’ll talk more about how I evaluate your writing, but this is a general breakdown:

A—excellent overall

B—good with some excellent aspects

C—adequate

D—mostly adequate with some unacceptable aspects

F—unacceptable overall

late work

Work will be due by its assigned due date and will be considered late thereafter. If an assignment is due at the beginning of class, it will not be accepted at the end of class. If you know you will be missing a class, you need to submit the assignment

attendance policy

Improvement in writing is a complex process that requires lots of practice and feedback from readers. Regular attendance is necessary to your success in this course. It is a Composition Program policy that in writing workshop courses, only official university absences are excused. Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance*. Absences due to illness, sleeping, and long weekends are unexcused—they all count toward the three weeks’ absences limit. Since illness is likely at some point during the semester, you are encouraged to reserve your unexcused absences for times when you are too sick to come to class. This means that, even with a doctor’s note, the absence is not automatically excused. Students whose absences are due to circumstances beyond their control may appeal this policy by scheduling a meeting with the Director of Composition. Generally, the Director of Composition does not excuse additional absences without documentation. To do well in this course, you must come to class.

professionalism and our learning environment

Our class will operate in many ways as a ‘real world’ work environment, and each member of the class is expected to participate professionally—being punctual, meeting deadlines, collaborating, pulling your ‘weight,’ and respecting both your fellow students and me. Professionalism also includes regular attendance, willing participation in all facets of classroom life, and sincere effort to improve your own writing and that of your peers through peer review, revision, and conferencing.

ahead of time. As explained in the attendance policy, all assignments due during an official university-mandated activity need to be submitted in advance of the absence. Because completion of every assignment is necessary for active participation in class, no assignments will be accepted late for any reason.

This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. Problems with technology (i.e.: computer crash, printer malfunction, internet connectivity issues, etc.) are not acceptable excuses for submitting late work. Plan ahead to avoid last minute crises related to submittal of your assignments.

This late work policy applies to all work for the course unless the instructor has agreed to late submission in advance of the due date.

revisions

In this course, you will have the opportunity to revise **one** portfolio for a higher grade. Deadlines and requirements for revisions plans and revised portfolios will be discussed in class after midterm.

tardies

Three tardies (5 minutes late or more) equal one absence.

attendance and your grade

Three weeks of unexcused absences (six classes in a Mon/Wed course) constitute grounds for failure of this course. After two unexcused absences, each additional absence will cause your semester grade to drop half a letter grade (i.e.: if you are at a B and miss three classes, your grade would be a B-, with four, a C+, with five, a C, etc.).

attendance and conferences

Several times throughout the semester, we’ll meet one-on-one and in small groups to discuss your goals and work for the course. When we meet, please come prepared—with questions or items you would like to discuss with me—because you will plan the agenda for our time together. Attendance is required for these conferences; if you need to reschedule, *contact me ahead of time*. Conferences will not be rescheduled due to lateness or an unexcused absence. Missed conferences will count as two absences.

Out of respect, please refrain from using any mobile technology—regardless of whether or not it is silenced—including but not limited to MP3 players, cell phones, text messaging, etc. Each student will have a computer in our classroom, so please limit your computer activities during class time to those related to the course. Other usage will negatively impact your grade. Also, please turn mobile phones to silent mode during class unless someone’s life depends on it. If that is the case, please discuss this with me prior to class.

office hours

During the office hours posted above, I will be in my office and available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is yours. If the hours don't work for you, come make an appointment with me.

technology

Many activities in this section of English 20803 will require access to a computer with an internet connection. Students have access to the university-provided computers in the library as well as computers in a variety of labs on campus. The location and hours of those labs are available at <http://www.is.tcu.edu/helpdesk/labs/index.html>. As explained above, inability to print, get online, etc. is **never** an acceptable excuse for not completing assignments in a timely manner. As computers can be unreliable at times, you are advised to plan ahead and back-up files frequently to avoid problems.

blogging

As described above, you will be responsible for setting up a blog through Blogger for the purposes of this course. If you have already created a blog on Blogger for a previous course, you are welcome to continue using the same blog address for this course. You will be posting on a regular basis and will be required to comment on your classmates' blogs as well. Statements on your blog are expected remain professional and related to the course assignments. Instructions for the blog will be provided on the first day of class.

the TCU writing center

Please refer the [TCU Undergraduate Studies Catalog](#), quoted here: "The Center for Writing offers assistance with writing projects and assignments to all TCU students. Staffed by professional writing instructors and peer consultants, the Center for Writing provides students with one-on-one tutorials free of charge. Conferences usually focus on a particular project or assignment but may also include general writing instruction. The ten PCs in the center's computer lab are available for the use of any TCU student during normal office hours and provide email and Internet access. Located in Suite 244 of the Rickel

academic dishonesty

All cases of suspected academic misconduct will be referred to the Director of Composition. Sanctions imposed for cases of academic misconduct range from zero credit for the assignment to expulsion from the University. This policy applies to homework and drafts as well as final papers. Refer to the [TCU Undergraduate Studies Catalog](#) as quoted here: "An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its missions. In such a community faculty, students, and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations which can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which will be used when these standards are violated. In this spirit, definitions of academic misconduct are listed below. These are not meant to be exhaustive.

eCollege

In order to log in to our course site, go to www.tcuglobal.edu. At the Login ID box enter your TCU ID number. Tab to the Password box. Students who are NEW to eCollege will use their birth date (format mmdd) as their password. Students who exist on eCollege already will continue to use their same eCollege passwords. If you are unable to login, select the link titled "Login Help" located under the password box and complete the form by entering your first and last name and then using the tab to go to the User ID box and where you enter your TCU ID number. You will receive an email to your TCU mail account providing you with your login credentials. You can also contact the tcuglobal helpdesk by sending an email to helpdesk@tcuglobal.edu or by calling 1-800-826-1665.

helpdesk information

If you need assistance with logging in to this course or have issues with eCollege, contact the eLearning staff by writing to eLearning@tcu.edu. For immediate assistance on weekends, please page us by dialing 817-227-0516. The eLearning staff will check email various times on the weekends.

Academic Wing of the University Recreation Center, the Center for Writing is open Monday through Friday from 8 a.m. to 5 p.m. Students may make an appointment by accessing an online scheduling service through the center's website (at <http://www.tcu.edu>) or by calling 817-257-7221. Students may also use the Center for Writing's annex at the library Monday through Friday from 2 p.m. to 5 p.m., Saturday from noon to 4 p.m., and Sunday through Thursday from 6 p.m. to 9 p.m. Those who wish to submit a paper online may do so via the center's website. A consultant will read the paper and offer feedback within 48 hours."

Academic Misconduct is any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:

A. Cheating. Includes, but is not limited to:

1. Copying from another student's test paper, laboratory report, other report, or computer files and listings.
2. Using in any academic exercise or academic setting, material and/or devices not authorized by the person in charge of the test.
3. Collaborating with or seeking aid from another student during an academic exercise without the permission of the person in charge of the exercise.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.
5. Substituting for another student, or permitting another student to substitute for oneself, in a manner that leads to misrepresentation of either or both students work.

B. Plagiarism. The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

C. Collusion. The unauthorized collaboration with another in preparing work offered for credit.

D. Abuse of resource materials. Mutilating, destroying, concealing, or stealing such materials.

E. Computer misuse. Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased, or operated by TCU or any of its

academic units for the purpose of affecting the academic standing of a student.

F. Fabrication and falsification. Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

G. Multiple submission. The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

H. Complicity in academic misconduct. Helping another to commit an act of academic misconduct.

I. Bearing false witness. Knowingly and falsely accusing another student of academic misconduct.”

policies and procedures for students with disabilities

Please refer to the [TCU Undergraduate Studies Catalog](#), quoted here: “Texas Christian University complies with the Americans With Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. No otherwise qualified individual shall be denied access to or participation in the services, programs, and activities of TCU solely on the basis of a disability. The University shall provide reasonable accommodations for each eligible student who (a) has a physical or mental impairment that substantially limits a major life activity, (b) has a record or history of such an impairment, or (c) is regarded as having such an impairment. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator of Services for Students with Disabilities. Information concerning a student's disability is treated in a confidential manner in accordance with University policies as well as applicable federal and state laws. Documentation presented to the Coordinator shall be reviewed by appropriate University professional(s) to verify the existence of a disability. Further

documentation may be required from the student to substantiate the claim of a disability or to assist the University in determining appropriate accommodations. The Coordinator of Services for Students with Disabilities may be contacted in the Center for Academic Services located in Sadler Hall, room 11 or at (817) 257-7486.

Eligible students seeking accommodations should contact the coordinator as soon as possible in the academic term for which they are seeking accommodations. The Coordinator will prepare letters to appropriate faculty members concerning specific, reasonable academic adjustments for the student. The student is responsible for delivering accommodations letters, conferring with faculty members, and returning validation of the receipt of information to the Coordinator. The Coordinator consults with the student and with University faculty and staff to ensure delivery of appropriate support services and serves as liaison between the student and the faculty member as needed. Students who wish to appeal a decision regarding appropriate accommodations shall do so in writing to the Affirmative Action Officer, who shall decide the appeal.”

Course Schedule for English 20803, Spring 2009

week	dates	what's due?	what's going on in class?
1	M 1/12	Nothing. Just come to class.	<ul style="list-style-type: none"> • Introductions – to class & to each other
	W 1/14	[read] <i>ea</i> , ch 1 (pp. 3-42) [bring] example of argument in any medium, be prepared to discuss [blog] set up blog, write introductory post	<ul style="list-style-type: none"> • Is everything an argument? • Sample arguments
2	M, 1/19	NO CLASS, MLK HOLIDAY	
	W, 1/21	[read] <i>ea</i> , ch 2-4 (pp. 45-101) [bring] example of argument that uses pathos, ethos, and/or logos [blog] discuss sample argument for class	<ul style="list-style-type: none"> • Pathos, Ethos, Logos and the Rhetorical Situation • Sample arguments

week	dates	what's due?	what's going on in class?
3	M, 1/26	[read] <i>ea</i> , ch 5 (pp. 102-122) [bring] [blog] discuss some of your favorite local spaces within the communities of which you're a member	<ul style="list-style-type: none"> • Discuss rhetorical analysis (reading and thinking rhetorically) • Assign Public Space Analysis • Choosing a topic for assignment
	W, 1/28	[read] <i>ea</i> , ch 7 (pp. 175-194) [bring] example of an argument of fact [blog] a proposal for a space to analyze	<ul style="list-style-type: none"> • Arguments of fact in the 'real world' • Sample arguments • Observing a public space
4	M, 2/2	[read] <i>ea</i> , ch 8 (pp. 217-233), sample argument on eC [bring] example of an argument of definition, observation notes [blog] describe your experiences observing your space	<ul style="list-style-type: none"> • Arguments of definition on a local level • Sample arguments • Moving from observation to analysis
	W, 2/4	[read] <i>ea</i> , ch 9 (pp. 250-268), sample argument on eC [bring] observation and completed analysis notes [blog] discuss the meaning of this space for the local community	<ul style="list-style-type: none"> • Pre-Writing for Public Space Analysis
5	M, 2/9	[read] sample Public Space Analysis essays [bring] drafts of Public Space Analysis for workshop [blog] author's note for this draft	<ul style="list-style-type: none"> • Sample workshop on essay • Workshop Public Space Analysis
	W, 2/11	[read] — [bring] qualities of effective Public Space Analysis, 1-2 copies of revised draft for workshop [blog] describe the feedback you received in Monday's workshop and what you changed since then	<ul style="list-style-type: none"> • Grading Chart for Public Space Analysis • Workshop Table
6	M, 2/16	[read] <i>ea</i> , ch 5 (pp. 129-134), ch. 19 (pp. 528-547) [bring] Public Space Analysis Portfolio [blog] your author's note	<ul style="list-style-type: none"> • Introduce and assign rhetorical case study • Brainstorm about issues and topics for rhetorical case study • Using and evaluating TCU library resources • Differences between primary and secondary sources
	W, 2/18	[read] — [bring] a topic for your rhetorical case study that meets the requirements described on p. 129 [blog] discuss your chosen issue for the rhetorical case study activity and why it's important to you as a citizen	<ul style="list-style-type: none"> • Share and refine topics in groups • Research Day • Complete rhetorical analyses with 3 sources
7	M, 2/23	NO CLASS, RESEARCH ON OWN	
	W, 2/25	[read] <i>ea</i> , ch. 6 (pp. 139-174), sources [bring] 3+ sources and completed rhetorical analysis charts [blog] discuss your experiences researching for your topic and how your sources handle your issue	<ul style="list-style-type: none"> • Structuring Arguments, Toulmin • Work on Toulmin Charts • Workshop of source analysis charts
8	M, 3/2	[read] additional sources, if needed [bring] all materials for Rhetorical Case Study [blog] discuss how your perspective about the issue has developed while researching and analyzing	<ul style="list-style-type: none"> • Prewriting and drafting of rhetorical case study
	W, 3/4	[read] — [bring] copies of first draft of rhetorical case study [blog] discuss your preparation of this draft and what you've discovered about your issue	<ul style="list-style-type: none"> • Workshop first draft of rhetorical case study
9	M, 3/9	[read] — [bring] copy of draft of rhetorical case study [blog] discuss how you think your topic for the rhetorical case study impacts the local community	<ul style="list-style-type: none"> • Revising, expanding, and deepening analysis in rhetorical case study
	W, 3/11	[bring] questions or plan for conferences	NO CLASS, INDIVIDUAL CONFERENCES SCHEDULED
3/16-20		SPRING BREAK	

week	dates	what's due?	what's going on in class?
10	M, 3/23	[read] — [bring] copies of second draft of rhetorical case study [blog] discuss how your rhetorical case study has developed from the previous drafts	<ul style="list-style-type: none"> Workshop second draft of rhetorical case study
	W, 3/25	[read] <i>ea</i> , ch 12 (pp. 369-390) [bring] Rhetorical Case Study Portfolio , group work preference form [blog] your author's note	<ul style="list-style-type: none"> Assign Editorial Project (3 mini-assignments) Choosing a topic for Editorial Project
11	M, 3/30	[read] sample letters to the editor on eC [bring] example of an editorial or article related to one of your local communities [blog] discuss the editorial (what do you think the author is arguing?) and your chosen topic	<ul style="list-style-type: none"> Sample letters to the editor Guidelines for letters to the editor Pre-writing for letter to the editor
	W, 4/1	[read] — [bring] your letter to the editor and the original editorial for workshop [blog] letter to the editor responding to editorial	<ul style="list-style-type: none"> Workshop Letters to the Editor
12	M, 4/6	[read] sample Op-Eds [bring] a sample Op-Ed on the topic you've chosen [blog] what is effective and ineffective about the way the Op-Ed covers your topic?	<ul style="list-style-type: none"> Discuss potential venues and audiences for op-ed How does an Op-Ed differ from a Letter to the Editor?
	W, 4/8	[read] other Op-Eds from the venue you've chosen [bring] venue & audience for op-ed [blog] describe the tone and assumed audience of the Op-Eds in the chosen venue	<ul style="list-style-type: none"> Analysis of venue & audience for op-ed Pre-writing for op-ed
13	M, 4/13	[read] — [bring] op-ed for workshop [blog] op-ed	<ul style="list-style-type: none"> Workshop Op-Ed pieces
	W, 4/15	[read] <i>ea</i> , ch 13 (pp. 393-409), sample humor argument [bring] example of argument that uses humor to discuss your topic [blog] discuss how humor operates in sample argument	<ul style="list-style-type: none"> Discuss humor in argument Consider sample humorous arguments Discuss ways humor is rhetorically effective Pre-writing and planning for humor argument
14	M, 4/20	[bring] draft of humor argument to share with class on assigned day [blog on day you present] your humorous argument	<ul style="list-style-type: none"> Presentation & workshopping of humor arguments
	W, 4/22	[blog on other day] discuss how your classmates have incorporated humor in unique or exciting ways	
15	M, 4/27	[read] <i>ea</i> , ch 14 (pp. 411-437) [bring] Editorial Arguments Portfolio [blog] discuss how your group's chosen topic and roles	<ul style="list-style-type: none"> Assign final project Creating effective visual arguments Group work on visual arguments
	W, 4/29	[read] — [bring] any materials needed for group work [blog] how your group is planning to use rhetorical strategies to make your argument	<ul style="list-style-type: none"> Group work day
finals	W, 5/6	Final Exam: Presentation of Visual Arguments 3:00-5:30PM	