



Course Syllabus

ENG 1060: College Composition II

Division of Arts and Sciences

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Class Days: Class Time:
Location: Classroom: Laboratory:
Credit Hours: 3 Contact Hours: Lab Hours: Lecture Hours: 3

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Instructor: Office Location:
Phone: Email Address:
Office Hours:
Division Office/Location: A 202 Division Fax: 419/355-1248
Full-time Contact Person: Steve Mohr Phone(s): 419/559-2143

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Course Description:

English 1060 is an advanced college writing course in research supported argumentation; the course "encourages practice in close analysis, use of supporting materials, and logical organization" (Rottenberg iii). Students will generate topics for their arguments from their major field of study or an area of interest if a major has not yet been declared. In either case, the instructor will approve the topic. The instructor may also assign topics. Students are actively encouraged to consult often with their academic advisor, professors in their major, or professors in the content area of the argument's topic for help with content material or a topic itself.

Prerequisite(s):

"C" or better in ENG 1020 or ENG 1050, or exemption from ENG 1050 as established by first day writing sample.

Co-requisite(s): N/A

Entry Level Skills and Knowledge:

See prerequisite(s)

Required Texts, Supplies and Equipment:

- Rottenberg, Annette T. The Structure of Argument. 4th edition.
Raimes, Ann. Keys for Writers: A Brief Handbook. 4th edition.
English 106 Course Packet (available at the bookstore)
Computer diskettes or CD for electronic copies of essays
A college-level dictionary

**Grading:**

Please refer to the “Grading Criteria” in the Course Packet for descriptions of individual assignment grading. The final grade is derived from a point total. Individual essay and quiz point totals are as follows. The contribution of participation to the final grade is determined by the instructor, in accordance with College policy.

Quizzes	50 (5 @ 10 points maximum each)
Essay 1	35 points maximum
Essay 2	50 points maximum
<u>Essay 3</u>	<u>65 points maximum</u>
TOTAL	200 points maximum

Essays one and two may be revised and resubmitted at the end of the quarter for up to one full letter grade higher.

Each grade level represents ten percent of the maximum possible points for the quarter; thus, an “A” equals 200-180 points, a “B” 179-160 points, a “C” 159-140 points, and so on. Individual essay or quiz grades follow the same ten percent, grade increment scale.

**Learning Outcomes:**

At the completion of the course, students will be able to demonstrate an understanding of and/or be able to

## General Education

- Communicate effectively
- Evaluate arguments in a logical fashion
- Employ methods of inquiry characteristic of natural sciences, social sciences, mathematics, and the arts and humanities

Technical: N/A

## Course:

- Learn the components of argument structure
- Learn some of the fundamental cognitive functions which generate argument structure
- Apply the three main components of argument structure—claim, support and warrant—while including an audience based component of audience identification
- Research strategies and application of them

**Assessment of Student Learning:** N/A

**Plan of Work:**

This schedule is for student and instructor planning. Adjustments may be made as the quarter progresses.

**NOTE:** It is extremely important for students to begin researching their topics as soon as the instructor assigns or approves them. Often, students will need to use interlibrary loan services, and this takes time. It also takes time to read and analyze research material, synthesizing it with one’s own thinking.

Furthermore, it also takes time to plan, draft, and revise a quality argument. For all of these reasons, the English Department highly recommends that students begin work on their arguments immediately upon instructor approval of their topics.

1. **Week 1** Chapter 1 “Understanding Argument”

1.1 Assignments

1.1.1 Study Chapter One, *TSA*, “Understanding Argument,” pp. 3-24.

1.1.2 Review and complete research PowerPoint at [www.terra.edu/support/library.asp](http://www.terra.edu/support/library.asp) and click on “Library Power Point.”

1.1.3 Read pp. 6-42 in *Keys For Writers*

1.2 Lecture

1.2.1 Introduction to the course.

1.2.2 Review the writing process, unity, and coherence.

1.2.3 Discuss the nature of argument.

1.2.4 Discuss the terms of argument.

2. **Week 2** Chapter 1 “Understanding Argument,” cont’d.

2.1 Assignments

2.1.1 Begin work on argument one, an argument in support of a claim of fact; minimum of four full pages, excluding the works cited page and separate title and outline pages, if required by instructor.

2.1.2 If not an assigned topic, clear topic for essay with instructor.

2.2 Lecture

2.2.1 Discuss audience and argument.

2.2.2 Discuss the terms of argument and their application to contemporary issues.

2.2.3 Analyze “The Declaration of Independence” as an argument, pp.17-22.

3. **Week 3** Chapter 3 “Claims”

3.1 Assignments

3.1.1 Study Chapter 3, *TSA*, “Claims,” pp. 57-110.

3.1.2 Continue work on argument one.

3.2 Lecture

3.2.1 Discuss claims of fact.

3.2.2 Review sample, annotated analysis of an argument supporting a claim of fact, pp. 62-65.

3.2.3 Discuss claims of value.

3.2.4 Review sample, annotated analysis of an argument supporting a claim of value, pp. 71-77.

3.2.5 Discuss claims of policy.

3.2.6 Review sample, annotated analysis of an argument supporting a claim of policy, pp. 79-83.

4. **Week 4** Chapter 9 “Writing an Argument Paper”

4.1 Assignments

4.1.1 Study Chapter Nine, *TSA*, pp. 325-45.

4.1.2 Continue work on argument one.

4.1.3 **Quiz over Chapters One and Three.**

4.2 Lecture

4.2.1 Discuss the processes for writing an argument.

4.2.2 Discuss the checklist for argumentative papers, p. 345.

4.2.3 Review MLA page formatting from *Keys for Writers*, pp. 173-182, and “Directions for Preparing and Submitting Papers” in the Course Packet.

5. **Week 5** Chapter 10 “Researching an Argumentative Paper”

5.1 Assignments

5.1.1 Study Chapter Ten, *TSA*, pp. 346-411.

5.1.2 **Argument one due on the last meeting day of the week.**

5.1.3 Schedule conference with instructor.

5.2 Lecture

5.2.1 Discuss the process for researching an argument.

5.2.2 Discuss procedures for using primary and secondary sources.

5.2.3 Review MLA documentation and citation format in *TSA*, pp. 378-399 and *Keys for Writers*, pp. 142-182.

6. **Week 6** Chapter 5 “Support”

6.1 Assignments

6.1.1 Study Chapter Five, *TSA*, pp. 155-193.

6.1.2 **Quiz over Chapters Nine and Ten**

6.1.3 Begin work on argument two, an argument in support of a claim of value; minimum of five full pages, excluding the works cited page and separate title and outline pages, if required by instructor.

6.1.4 If not an assigned topic, clear topic for essay with instructor.

6.1.5 Conference with instructor

6.2 Lecture

6.2.1 Discuss types of support: evidence, and appeals to needs and values.

6.2.2 Discuss types of evidence.

6.2.3 Discuss types of appeals to needs and values.

6.2.4 Review sample, annotated argument pp. 177-181, identifying types of support.

6.2.5 Analyze a reading selection from the chapter.

7. **Week 7** Chapter 5 “Support,” cont’d.

7.1 Assignments

7.1.1 Continue work on argument two.

7.2 Lecture

7.2.1 Review sample, annotated argument pp. 177-181, identifying types of support.

7.2.2 Analyze a reading selection from the chapter.

8. **Week 8** Chapter 6 “Warrants”

8.1 Assignments

8.1.1 Study Chapter Six, *TSA*, pp. 194-236.

8.1.2 Conference with the instructor.

8.1.4 Continue work on argument two.

8.2 Lecture

8.2.1 Discuss the types of warrants.

8.2.2 Discuss authoritative warrants.

8.2.3 Discuss substantive warrants.

8.2.4 Discuss motivational warrants.

8.2.5 Review sample, annotated argument, pp. 202-206, identifying the warrant(s) and type thereof.

8.2.6 Analyze a reading selection from the chapter

9. **Week 9** Chapter 4 “Definition”

9.1 Assignments

9.1.1 Study Chapter Four, *TSA*, pp. 111-154.

9.1.2 **Quiz over Chapters Five and Six**

9.1.3 Continue work on argument two.

## 9.2 Lecture

- 9.2.1 Discuss the two purposes of definition.
- 9.2.2 Discuss defining vague or ambiguous terms.
- 9.2.3 Discuss the methods for defining terms.
- 9.2.4 Discuss dictionary definition.
- 9.2.5 Discuss stipulation.
- 9.2.6 Discuss negation.
- 9.2.7 Discuss examples.
- 9.2.8 Discuss extended definition.
- 9.2.9 Review sample, annotated essay, pp. 124-137.
- 9.2.10 Analyze a reading selection from the chapter.

## 10. Week 10 Chapter Seven “Language and Thought”

### 10.1 Assignments

- 10.1.1 Study Chapter Seven, *TSA*, pp. 237 – 260.
- 10.1.2 **Argument two due on the last meeting day of the week.**
- 10.1.3 Begin work on argument three, an argument in support of a claim of policy; six full pages minimum length, excluding the Works Cited page and separate title and outline pages, if required by instructor.
- 10.1.4 If not an assigned topic, clear topic for essay with instructor.

### 10.2 Lecture

- 10.2.1 Discuss language usage at the word and text levels.
- 10.2.2 Discuss language “short cuts.”
- 10.2.3 Analyze a reading selection from the chapter, pp. 261-274.

**11. Week 11** Chapter 8 “Induction, Deduction and Logical Fallacies”

11.1 Assignments

11.1.1 Study Chapter Eight, *TSA*, pp. 275-291.

11.1.2 **Quiz over Chapters Four and Seven**

11.1.3 Continue work on argument three.

11.2 Lecture

11.2.1 Discuss induction.

11.2.2 Discuss deduction.

11.2.3 Discuss syllogisms.

11.2.4 Discuss the relationship between syllogisms and the Toulmin model of argument structure.

11.2.5 Review sample, annotated essays pp. 277-280 and 285-289.

**12. Week 12** Chapter Eight cont'd. “Induction, Deduction and Logical Fallacies”

12.1 Assignments

12.1.1 Study Chapter Eight, *TSA*, pp. 291-301.

12.1.2 Continue work on argument three.

12.2 Lecture

12.2.1 Discuss logical fallacies.

12.2.2 Discuss specific types of logical fallacies.

12.2.3 Analyze a reading selection from the chapter, pp. 301-318.

**13. Week 13** Revising and Writing

13.1 Assignments

13.1.1 Begin revising argument essays one and two.

13.1.2 Continue work on argument three.

13.1.3 **Quiz over Chapter Eight.**

13.2 Lecture

13.2.1 Completion of chapter material from syllabus, if not finished.

13.2.2 In-class work on argument three.

13.2.3 Conferences with instructor and instructor review of drafts of essay three.

14. **Week 14** Revising and Writing

14.1 Assignments

14.1.1 Continue revising arguments one and two.

14.1.2 Continue writing argument three.

14.2 Lecture

14.2.1 Conferences with instructor and instructor review of drafts of argument three.

14.2.2 In-class work on argument three and revisions.

15. **Week 15** Revising and Writing

15.1 Assignments

15.1.1 **Final revisions of arguments one and two due.**

15.2.1 Continue work on argument three.

15.2 Lecture

15.2.1 In-class work on argument three.

15.2.2 Conferences with instructor and instructor review of drafts of argument three.

16. **Week 16** Completion of Course

16.1 **Argument three due during scheduled exam time.**

### **Course Requirements:**

- Attend class with ruthless regularity
- Study all assigned material
- Participate actively in class discussions
- Complete all arguments in a professional manner, which includes MLA format and on-time submission
- Complete quizzes over reading assignments and lecture materials
- Professionalism: Positive attitude, regular attendance, and participation in discussion; timely submission of work

### **Policies:**

- **All work must be submitted to pass the class.**
- Absences are not recommended. Late work is penalized.
- Essays are graded on mechanics (spelling, punctuation, formatting, etc.), content, quality of support, use of support, coherence, and logic (strength of argument).
- Plagiarism will not be tolerated and can result in automatic failure of the class as well as an official report to the Dean of Students. Please see the college catalog at the address below for the plagiarism policy.
- No cell phone calls.

**Course Withdrawing:** If for any reason you need to withdraw from this course, be certain that you do so according to College procedure. It is your responsibility to know and follow this procedure. If you simply stop coming to class, without officially withdrawing from the course, your grade is an automatic “F.” Please follow official College procedure for withdrawing from this or any course.

*College Academic Policies are located in the College Catalog. A copy of the current catalog may be picked up in any of the division offices or admissions. The list of college policies is also available online at <https://www.terra.edu/register/Collegecat/policies.asp>.*

**Support Services:** The College offers a number of support services to assist in your success in this course and all courses. Among these services are the Writing & Math Center in B105, the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs, the computer labs, and the computers in the atriums.

Any student who feels he/she may need an accommodation based on the documentation of a disability should contact the Office of Learning Support Services privately to discuss his/her specific issues. Please contact the OLSS at (419) 334-8400 X 208 or visit 100 Roy Klay Hall (Building A) to coordinate reasonable accommodations.

***If you have a documented disability and are receiving academic accommodations through the Office of Learning Support Services, please schedule a meeting with your instructor in a timely manner so that we may discuss how these services will be arranged.***

Tutoring services are available to students beginning the second week of every quarter. Students requesting tutoring services should obtain a tutor request form from the OLSS in 100 Roy Klay Hall (Building A) or online at the Terra website. Please note that instructor verification and acceptance of the Student Learner Agreement is necessary for all tutoring requests. All requests should be submitted to 100 Roy Klay Hall (Building A).