Course title and number: English 104-507: Composition and Rhetoric

Term: Spring 2013

Meeting times/location: TR 2:20-3:45 LAAH 551

Instructor: Christine Murray, Ph.D. Email: chris_murray@tamu.edu Tel: 979-847-4550

Office Hours/Location: M 12:00-2:00, T4:00-5:00, and by appointment/ LAAH 358

Catalog Course Description:

Engl. 104: Composition and Rhetoric. (3-0). Credit 3. Focus on referential and persuasive researched essays through the development of analytical reading ability, critical thinking and library research skills.

Course Description:

This course introduces students to the principles of rhetoric and provides them with foundational writing skills essential for the completion of researched, persuasive writing for a variety of audiences, particularly the academic community. Reading assignments focus on analysis of rhetorical modes. Writing assignments focus on development of personal responsibility, awareness of audience, purpose, style, and proper use of grammar, syntax and mechanics. English 104 emphasizes academic writing as an activity for the clear expression of ideas, awareness of the effects of messages and the fostering of understanding. The sequence of assignments offers extensive practice in critical thinking, library research, analysis of researched sources, supporting claims, and in the use of persuasive appeals. The sequence also offers extensive practice in drafting, revising, and editing researched persuasive essays that support a clear thesis statement with relevant evidence. No college courses are prerequisite.

Learning Outcomes:

At the end of the semester, students will be able to do the following:

- Communicate clearly by writing persuasive academic essays appropriate to subject, occasion, and audience.
- Communicate clearly by using appropriate scholarly research, analytical reading, critical thinking, and the mastery of Standard Written English
- Demonstrate awareness of key rhetorical concepts and use of critical thinking; demonstrate and enhance awareness of personal responsibility to compose researched, ethically cited, persuasive essays
- Work effectively as team members in group-assignments while discussing, analyzing and writing various forms of persuasive communication

Core Curriculum Objectives:

- Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas about persuasive discourse.
- Communication Skills (CS): The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings; through regular practice in persuasive forms of writing.
- Teamwork (T): The course enhances the ability to work in teams by providing students with regular opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentational skills, and classroom tasks.
• **Personal Responsibility (PR):** The course teaches personal responsibility by enhancing students’ understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question; the course teaches personal responsibility by regular practice in teams and group discussion about ideas and issues.

**Assessment of Core Objectives:**

• **CTS:** The assessment of critical thinking skills will be based on written work, exams, oral presentations, and/or participation in class discussions.
• **CS:** The assessment of communication skills will be based on written work, exams, oral presentations, and/or participation during class discussions, individually and/or in teamed groups.
• **T:** The assessment of teamwork ability will be based on participation in collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and oral presentational skills to support a shared purpose or goal.
• **PR:** The assessment of personal responsibility will be based on assignments in which students are expected ethically to cite another person’s work in composing an oral presentation and/or written research essay

**Required Textbooks (available at the University Bookstore):**


**Grading:**

<table>
<thead>
<tr>
<th>Major Grade Categories/Assignments</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Consistent Participation in Teamwork Activities, In-class Discussions,</td>
<td>15%</td>
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<tr>
<td>and Other Classwork</td>
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<tr>
<td>Major Writing Project 1: Comparative Analysis Essay</td>
<td>20%</td>
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<tr>
<td>Major Writing Project 2: Rhetorical Analysis Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Major Writing Project 3: Annotated List of Works Cited</td>
<td>20%</td>
</tr>
<tr>
<td>Major Writing Project 4: Researched Persuasive Essay</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale:** A (90-100) B (80-89) C (70-79) D (60-69) F (0-59)

**Attendance and Absenteeism:** see policies in general: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07), and policies in particular, Student Rules 7.1.6.1 and 7.1.6.2. Students are required to be in class at the stated times, and to turn in work as instructed, on the stated due dates.

**Requirements for the 4 Major Writing Projects:**

Students will receive a formal assignment instruction prompt for each of the major projects. The sequence of major written projects is designed to lead student writers through critical thinking and analysis of researched sources in a systematic process of development. All major assignments will involve learning how to ethically cite sources in building persuasive arguments, this will also be the primary goal of major assignment 3, Annotated Works Cited. Major Writing Projects 1, 2, and 4 are standard essays, including an introduction where context, background, and thesis statement are clearly communicated; a middle section of analysis and persuasion; and a standard essay-conclusion. The four major assignments are: 1. Comparative Analysis of differing sources enhances critical thinking and clear communication regarding an appropriate academic subject, occasion and audience (1000-1250
words). 2. Rhetorical Analysis continues this process by enhancing awareness of the rhetorical elements of persuasive discourse (1000-1250 words); 3. Annotated List of Works Cited enhances understanding of research sources while emphasizing the ethical citation and documentation of research source (1000 words); 4. The Researched Argument Essay combines lessons of Major Projects 1-3 while also focusing on the elements of persuasive discourse at sustained length (2500-3000 words). Overall, the Major Writing Projects will assess three core objectives: critical thinking, communication skills, and personal responsibility for original thought and ethically citing all sources. Format of Written Projects: All work must be typed on a computer and formatted according to MLA referencing guidelines. All work must demonstrate ethical practices of citation and documentation of all sources informing the work, in MLA format. A guide to MLA formatting style is available in the required textbook, A Writer's Reference. Additionally, regular lessons and practice in how ethically to cite sources in MLA form and style are scheduled for Unit 1 of the course.

Major Writing Projects are graded based on clarity and persuasiveness of argument; knowledge of the issue-topic and sources used; accurate, ethically citing of all sources in proper MLA form; and appropriate use of grammar and mechanics.

Make-up work for absences is only acceptable with university-approved documentation. Other reasons for late work are unacceptable and will be graded as zero. See university policies at http://student-rules.tamu.edu

Participation Requirements (15%): Students are expected to keep up with the course readings, writings, and other assignments. The participation grade is based on evidence of preparation (completed readings), demonstration of critical thinking and clear communication in the forms of classroom discussion and written responses, as well as asking questions, responding to instructor's questions, and engaging in cooperative teamwork and debate with classmates.

Americans with Disabilities Act (ADA): The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity: "An Aggie does not lie, cheat or steal, or tolerate those who do." Students are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://aggiehonor.tamu.edu

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### Course Topics, Calendar of Activities, Major Assignment Dates

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>UNIT 1: Comparative Analysis Essay</td>
<td>- Syllabus, A Writer's Reference: MLA form</td>
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<tr>
<td></td>
<td></td>
<td>- Course Introduction, Different Kinds of Writing, What is Academic Writing, MLA Form</td>
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Organizing Academic Papers, Intro to Comparative Analysis, Critical Thinking Team work in class. Choosing an Essay Topic, Understanding the Rhetorical Situation and Audience; Global Idea Development; Teamwork and Personal Responsibility in writing and discussion

Treating Sources Fairly, Plagiarism and Academic Integrity, Turnitin.com, Thesis Statements, Essay Introductions and Conclusions, Essay Planning

Classwork exercises on Grammar, Mechanics, Editing and Revision, Peer Edits. **Major Writing Project 1 due: Comparative Analysis Essay.**

**UNIT 2: Rhetorical Analysis**
Introduction to Rhetoric, Rhetorical Situation, Rhetoric in Persuasive Writing

Rhetorical Modes of Appeal and Logical Fallacies

Picking a Research Topic, Using Rhetoric, Writing with clarity, Writing: Exposition and Analysis

Sentence Structure and Transitional Phrasing, Grammar, Mechanics, Editing and Revision, Peer Edits. **Major Writing Project 2 due: Rhetorical Analysis Essay.**

**UNIT 3: Annotated Bibliographic Research**
Introduction to Research, Planning for Academic Research, Using the Library, Plagiarism

Conducting Web-Based Research, Evaluating Sources, MLA Formatting and Citations, Citation Generators, Annotations, Paraphrasing, Summarizing, Quotations, Evaluations. **Major Writing Project 3 due: Annotated List of Works Cited (MLA format).**

**UNIT 4: Researched Persuasive Writing**
Introduction to Academic Argument, Stasis Theory

Contradiction and Silo Arguments, Bias

Treating Sources Fairly, Integrating Research, Review on MLA Citations, Authority and Evidence, Thesis Statements, Conclusions

Peer reviews of Two Drafts of Project 4 with Revisions

Final Review of Grammar and Mechanics, Editing and Revision, Peer Edits, Question Sessions. **Final Revision of Major Writing Project 4 due, Researched Persuasive Essay**