

# ENGL 145

## Fall 2016

# Reasoning, Argumentation, and Writing

Section 01: MW 10:10-12pm

Section 02: MW 12:10-2pm

Section 20: TTh 10:10-12pm

### Catalog Description:

Prerequisite: Completion of GE Area A1 with a C- or better, or consent of instructor.

Recommended: Completion of GE Area A2.

The principles of reasoning in argumentation. Examination of rhetorical principles and responsible rhetorical behavior. Application of these principles to written and oral communications. Effective use of research methods and sources. 4 lectures. Fulfills GE A3.

**Instructor:** Dr. Sarah Grieve

**Office:** Jespersen Hall (116) Rm. 113

**Email:** [sgrieve@calpoly.edu](mailto:sgrieve@calpoly.edu)

### Office Hours:

M: 9-10am

Tu: 9-10am & 12-1pm

W: 9-10am

Thu: 9-10am

& by appointment

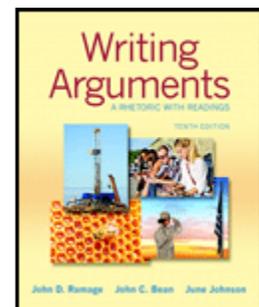


### Course Objectives:

The focus in this class is on rhetorical analysis and argumentation, but overall, I would like you to come away from this class with your own individual writing process, one that can be adapted for the various writing situations and audiences you will face in the future. My aim as the instructor is to challenge you to improve your writing, provide constructive criticism and praise, act as a sounding board, and create an environment that enables you to think critically about complex issues. I will respect you as writers and trust that you will come to class prepared to engage in the material to the best of your ability every day.

### Required Materials:

- Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. 10<sup>th</sup> ed. Boston: Pearson, 2016. (ISBN: 9780321906731)
- Each student must enroll in the course through Schoology, the website on which course materials and discussion boards are located. Access code for this section:
- OWL Purdue Website: <http://owl.english.purdue.edu/>
- File folders to turn in drafts



**Students will learn to:**

- Identify and utilize various strategies of argumentation
- Analyze and evaluate texts (written, oral, or visual)
- Synthesize elements of argumentation (structure, appeals, research, opposing views)
- Identify underlying assumptions (warrants)
- Account for counterarguments and multiple positions
- Adapt arguments for specific audiences
- Understand the ethical implications of argumentation
- Undertake and incorporate research
- Develop writing and rhetorical styles
- Think critically about subjects that are complex, contested, and/or relevant
- Work with others in collaborative writing situations
- Augment and revise writing processes
- Contribute individual expertise, knowledge, talent, and skill to the classroom

**Course Work and Policies:**

**Major Essays: 75%**

During the quarter, we will be working on three sequences. Free writes, homework, Schoology posts, minor essays, and drafts will help you move towards creating a polished major essay. The culminating essays will demonstrate your prowess as a writer—your depth of thought, organizational techniques, creativity, and understanding of each sequence’s main objectives.

Sequence One.....	20%
Sequence Two .....	35%
Sequence Three .....	25%

Each major essay will be due in class on the specific day I designate. Papers MAY NOT be emailed to me or left at my office without prior approval. Please see me if you have a legitimate reason for requiring an extension; situations will be dealt with on an individual basis.

**ALL MAJOR ESSAYS AND THEIR DRAFTS MUST BE COMPLETED AND TURNED IN TO EARN A PASSING GRADE IN THIS COURSE.**

**Major Essay Descriptions:**

*Sequence One:* **Rhetorical Analysis (20%).** In an essay of 3-5 (1,000-1,500 words), identify and evaluate the effectiveness of the rhetorical strategies used in one of the articles provided. Emphasis should be placed on making an argument about the rhetorical strategies employed in the piece—not merely on describing or summarizing the essay.

*Sequence Two:* **Proposal & Visual Support (20 +15=35%).** In 7-8 pages (1,750-2,000 words), identify an existing local problem and present the best (both viable and effective) solution. Your proposal will also include a visual project that helps illustrate the necessity, viability, and/or effectiveness of your solution.

*Sequence Three:* **Definitional Argument (25%).** In 4-6 pages (1,000-1,500 words), write an argument of definition for a term related to a university, local, or personal issue.

**Homework and Discussion Board Posts: 10%**

You will be assigned shorter essays and assignments throughout the sequences in order to prepare you for each sequence’s major paper. These assignments will be graded on a  $\sqrt{+}$ ,  $\sqrt{}$ ,  $\sqrt{-}$  scale. A  $\sqrt{+}$  = full

credit,  $\sqrt{}$ = equivalent to a B, and  $\sqrt{-}$ = equivalent to a C-. If you obviously did not put effort into your work, you will receive a zero or no credit (NC).

## Grading

Your grade can be broken down into the following percentages

Major Essays .....	80%
Homework & Discussion Board .....	10%
Participation & Attendance .....	10%

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through F:

A = 93-99%	C+ = 77-79%
A- = 90-92%	C = 70-76%
B+ = 87-89%	D = 60-69%
B = 83-86%	F = 1-59%
B- = 80-82%	No paper = 0.0

“The difference between the *almost right* word and the *right* word is really a large matter. ’tis the difference between the lightning bug and the lightning.”

—Mark Twain

## Conferences:

Office hours and conferences with instructors are invaluable aspects of the university and educational experience. Twice during the quarter, you will conference with me. Discussing your writing in an atmosphere specifically directed towards your personal development allows you to understand yourself and your writing more thoroughly.

## Attendance:

Your attendance is required. Your final grade will be affected if you choose not to attend class. You may miss 2 classes (an entire week of a 10 week quarter) for any reason, without penalty. After that, your Participation & Attendance grade will be lowered 1/3<sup>rd</sup> of a grade for each missed class. For example, if you were to receive an A- in this category and you missed 3 days of class, you would instead receive a B+. You should always inform me, ahead of time when possible, about missing class. Save your absences for when you get sick (it will happen, trust me) or for family emergencies. If, due to extenuating circumstances, you need to miss class beyond your given absences, I am happy to work with you, but you must obtain prior approval. Absences will be dealt with on a case-by-case basis. In a class this size, your absence will be noticed.

During the quarter we will hold conferences in my office in place of your class period. If you miss a conference, you will be counted absent for class the same number of classes that were canceled.

Please be advised that in-class work cannot be made up without prior approval, and all essays must be turned in on or before the day they are due. A late paper’s grade will drop by 1/3 for each day it is late (i.e., 1 day late = B → B-, or 2 days late = C+ → C-); a paper turned in after class on the day it is due will be counted as a day late. If you are turning in a paper late, you need to make arrangements with me; I count calendar days, NOT class meetings.

If you are going to miss a class scheduled for peer revision, you MUST communicate with me in advance and make arrangements for peer review; it is not fair to your classmates to miss the

opportunity to hear your opinion. The highest grade your essay can receive without peer workshop is a B.

### **The Public Nature of Writing and Discussions:**

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny or things you feel so strongly about that you are unwilling to listen to other perspectives. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly; please be considerate of others' contributions and viewpoints. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students, though I expect us all to approach topics of discussion respectfully. If you have concerns about any course content, please bring these concerns to my attention.

### **Technological Distractions:**

Refrain from any unauthorized usages of technology during our class sessions. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. If I sense you are distracted by technology in class, you will lose participation credit for that day, and I reserve the right to ask you to leave the room.

### **All Writing for This Class Must be Written for This Class:**

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

### **Academic Dishonesty:**

Students are expected to write and submit original work in all classes, and to incorporate others' words, images, or ideas into their writing using standard citation practices. Academic dishonesty in any form will not be tolerated, and students are expected to be familiar with all relevant university policies. Plagiarism will be dealt with on a case-by-case basis; however, intentional plagiarism will result in failing the assignment, a formal meeting with me, and reporting the dishonesty to the Office of Student Rights & Responsibilities. Please see Cal Poly's website for more information: <http://www.osrr.calpoly.edu/plagiarism/>

### **Disruptive, Threatening, or Violent Behavior:**

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of "W" or "F" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form will not be tolerated, and students are expected to be familiar with all relevant university policies.

### **Disability Resources**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If you have a disability for which you are or may be requesting an

accommodation, you are encouraged to contact both me and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

### **Cal Poly Writing & Rhetoric Center**

The Writing Center offers one-on-one help for students with their writing. Writing tutors can help students understand assignments, think of and organize ideas, work on drafts and revision, and understand principles and styles of documentation. Visit the Writing & Rhetoric Center's website for more information (<http://writingcenter.calpoly.edu/content/index>). The Center is a great asset; please take advantage of it.

### **Conduct and Deportment:**

- *Cell phones:* Please turn off your cell phones before entering the classroom. A ringing cell phone is distracting and shows your lack of respect for your education, classmates, and myself.
- *Sensitivity:* Please note that some course content may be sensitive. As we conduct scholarly investigation and engage in critical thinking about class topics, we will often entertain many different opinions about a topic or text or perspective; please be considerate of others' contributions and viewpoints. An environment of respect will allow all of us the opportunity to participate and learn.
- *Promptness:* Please be on time. If you are consistently late, I will request a meeting with you to formally discuss the problem. Your participation in class begins when class starts; you are not able to fully participate in the day's discussion if you are late. Your participation grade will be adversely affected by your inability to come to class on time (see policy above).
- *Food, etc.:* Food and drink are prohibited in campus classrooms. Water is permissible.
- *Attitude:* As with most things, you will get out of this class what you put into it; a positive outlook and commitment to excellence will serve you well. How you project yourself and the attitude with which you approach this class will be easily recognized by your classmates and by myself. I expect you to be respectful of yourself and others, committed to improvement, and dedicated to putting forth your best effort.

*“Success comes to a writer, as a rule, so gradually that it is always something of a shock to him to look back and realize the heights to which he has climbed.” --P.G. Wodehouse*

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### **University Learning Objectives**

All students who complete an undergraduate or graduate program at Cal Poly should be able to:

- Think critically and creatively
- Communicate effectively
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
- Work productively as individuals and in groups
- Use their knowledge and skills to make a positive contribution to society
- Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
- Engage in lifelong learning