

# English 3366: Advanced Composition II

Spring 2014 Online

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## Course Description:

Welcome to Advanced Composition and Rhetoric II. The focus in this writing course will be argumentation. We will analyze argumentation, consider its pervasive nature in our culture, locate examples of it (good and bad), and compose multi-media arguments ourselves. Additionally, we will learn how to write clear, efficient prose.

While the guiding principle of the course is argumentation, the specific angle we will take is what it means to be an informed citizen. We will look at political, social, and scientific issues as they are presented in popular media, social media, and so on. Throughout the course, we will apply the argumentation analysis concepts we learn to these “artifacts” and by the end of the semester, you will create a multi-media case study.

## Course Goals

In this class you will:

- Learn fundamental rhetorical concepts that will help you interpret and produce a variety of arguments for different audiences and purposes.
- Strengthen your reasoning skills.
- Analyze connections between language and power.
- Acquire a repertoire of strategies to use in your writing.
- Improve your ability to use research to your advantage and integrate it into your texts.
- Learn basic visual design techniques and strategies.

## Textbooks

Herrick, J. (2011). *Argumentation: Understanding and shaping arguments*. 4<sup>th</sup> ed. State College, PA: Strata Publishing.

Lanham, R. (2007). *Revising prose*. 5th ed. New York: Pearson.

## Materials

Throughout the course you'll need to refer to a reference source on style, grammar, punctuation, and documentation (such as APA or MLA). You can purchase a writer's handbook at the UTEP Bookstore or refer to web resources such as the Online Writing Lab (OWL) at Purdue University. The University Writing Center in Library 227 offers writing resources both in person and online (<http://academics.utep.edu/writingcenter>).

## Course Organization and Policies

Each time you sign into the course, you will be on the Homepage. In addition to reading or listening to each week's content, you will read the assigned textbooks and online class materials, view the additional resources provided for each week, participate in class discussions, and work collaboratively with other classmates in group activities and peer review. In the left sidebar of the course, you will find additional links to help you succeed in this course. Take a few moments to review each of these.

## Course Participation

As part of this course, you will

- Spend approximately **three hours per week** on the course website reading and reviewing materials and participating in Group Activity, Class, and Readings Discussion boards. Each week begins on Monday morning at 8:00 am.
- Spend an additional **six hours per week** on- and off-line working on your projects.
- Work collaboratively with your classmates on assignments.
- Correspond with your instructor concerning questions or concerns.

## Communication Tools

Because this is a completely online course, all communication is through UTEP Blackboard Learn and UTEP email. To ensure that this is an interactive course, you will find the following links available to communicate with me and your other classmates.

**Announcements:** Periodically, I will post reminders and/or updates to the calendar as announcements.

**Weekly Checklists:** Each Monday morning, I will post a weekly checklist with the activities (readings, discussion boards, mini-assignments, etc.) to be

completed for the week. Be sure to follow these checklists carefully. Links to materials and activities will be provided in the same area as the checklists.

**Discussions:** My plan is for this course to be highly interactive. I will be posting comments and questions to the Discussion Boards and encourage you to do the same. Each week has two Discussion Boards: Group Activity and Class Discussion. To receive credit for the course, you must post to both weekly, using the guidelines provided in the grading criteria. The Discussion Board topics open for the week on Monday morning at 8:00 am and remain open for the semester, but you will receive credit for postings made only during the current week. For example, Week 1 “Pleased to Meet You” postings must be completed during the first week (Monday, 8:00 am to the next Monday, 7:59 am).

Please remember that the Group Activity and Class Discussion Boards are reserved for meaningful classroom discussion. You will not receive credit for a post if you simply say, “I have nothing to add,” or “I have no questions.” It is not appropriate to use the Discussion Boards to talk about topics not related to this course, to complain, to promote your business, or to sell anything. I reserve the right to delete any message that I feel is not on topic or that contains controversial or insulting language.

**Groups:** This is where you will participate, in the form of a blog, in weekly small group discussions and activities.

**UTEP Email:** I anticipate many interesting questions and want to ensure that everyone benefits from hearing the answer, so rather than emailing me, I encourage you to post your questions in the available discussion areas, but you may also email me or your fellow students as needed. I will do my best to respond to your emails within 24 hours Monday through Friday. Expect a bit longer, however, on the weekends.

## Grading Criteria

**Final Course Grade:** The grade you earn will be based on the quality and quantity of your work.

### Project Point Values

Project	Points Available
Project 1: Analysis	150
Project 2: Analysis	150
Project 3: Case Study	300
Discussion Posts	200
Mini-assignments	200
	<b>1000</b>

## Grading Scale

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	599 and below

## Technical Requirements and Support

Course content is delivered via the Internet through the UTEP Blackboard Learn course management system. You should have a UTEP e-mail account, have access to a computer and the Internet, and be familiar with using Blackboard Learn, a Web browser, e-mail, and *Microsoft Office*.

## Disabilities Statement

If you have or believe you have a disability, you may wish to identify yourself. If you need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <http://sa.utep.edu/cass>. CASS' staff members can validate and authorize accommodations for students with disabilities.

## Academic Dishonesty

The UTEP Handbook of Operating Procedures defines plagiarism as “the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students.”

## Schedule

Please note that dates are subject to change (with advanced notice).  
More details will be provided in your weekly checklist insider the modules on Blackboard.

The course is divided into three “modules” each concluding with a major project. What’s listed below is a basic guideline. Be sure to use the checklist for the specific assignments and activities required each week.

	Week	What we are talking about	What we are reading/watching
<b>M O D U L E  O N E</b>	<b>One</b> Jan. 21	Introduction to course	Writing Program Administration Outcomes Statement Framework for Success “The Argument Clinic”
	<b>Two</b> Jan. 27	Introduction to argument and Elements of argument	Herrick: Chapters 1 and 2 Lanham: Chapter 1
	<b>Three</b> Feb. 3	Tools for analyzing arguments	Herrick: Chapter 3 Web: “Rhetorical Appeals” in Writing Commons Lanham: Chapter 2
	<b>Four</b> Feb. 10	Ethical advocacy and Reasonable arguments/Reasonable People	Herrick: Chapters 4 and 5 Lanham: Chapter 3
<b>M O D U L E</b>	<b>Five</b> Feb. 17	Evaluating evidence, Locating and evaluating sources of evidence	Herrick: Chapters 6 and 7 Lanham: Chapter 4 Web: “Evaluating Sources”
	<b>Six</b> Feb. 24	Using Statistics as evidence and Using Testimony as evidence	Herrick: Chapters 8 and 9
	<b>Seven</b> Mar. 3	Validity in conditional and enumeration arguments and Validity in Categorical arguments	Herrick: Chapters 10 and 11
<b>T W O</b>	Spring Break Mar. 10	Nada	Zilch
	<b>Eight</b> Mar. 17	Definition in argument and Ambiguity, Equivocation, and Other Language Considerations	Herrick: Chapters 12 and 13

<b>M O D U L E  T H R E E</b>	<b>Nine</b> Mar. 24	Analogies, examples, and narratives and Reasoning about causes	Herrick: Chapters 14 and 15
	<b>Ten</b> Mar. 31	Moral and practical arguments and Essential nature arguments	Herrick: Chapters 16 and 17
	<b>Eleven</b> Apr. 7	Fallacies and appeals	Herrick: Chapter 18
	<b>Twelve</b> Apr. 14	Adapting arguments to an audience and Rogerian argument	Herrick: Chapter 20 Web: "The Rogerian Argument" and "What is Rogerian Argument?"
	<b>Thirteen</b> Apr. 21	Visual arguments and Policy case construction	Herrick Chapter 19 Lanham: Chapter 7
	<b>Fourteen</b> Apr. 28	Work on case	Lanham: Chapter 8
	<b>Fifteen</b> May 5	Peer reviews of case	
	<b>Sixteen</b> May 12	Project presentations	