ENGLISH 102 SYLLABUS
Argument and Persuasion

Sect 7577 ENGL& 102 GHA English Composition II; Fall 2012; MW 11:00-1:15. GHC 106. 5 credits

Instructor: Jacob Martens
Office hours: After class or by appointment with additional availability online, or by arrangement. Preferred contact methods: 1) jmartens@tacomacc.edu goes directly to iPad 2) TCC voicemail: 253-460-2377 goes directly to email 3) (Cell) 253-720-1768 (7am-10pm) Webpage: www.tacomacc.edu/jacobmartens Note: a backup copy of this syllabus and weekly schedule can be downloaded from the English 102 section of my webpage.

Catalog Description
(Formerly ENGL-102) The application and further development of writing principles covered in ENGL&-101. ENGL&-102 is a composition course designed to develop the student's ability to write sound and cogent arguments in several academic disciplines. Course work focuses on strategies for developing convincing evidence, with emphasis on critical thinking and library research skills. This course may not be taken "S/U."

Degree Learning Outcomes (DLO)
Upon completing a degree at Tacoma Community College, students will be able to:
1. Core of Knowledge (COK): Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences; or, as applicable, specific professional/technical programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic and personal endeavors.
2. Communication (COM): Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
3. Critical Thinking & Problem Solving (CRT): Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.
4. Information & Information Technology (IIT): Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.
5. Living & Working Cooperatively/Valuing Differences (LWC): Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.
5. Responsibility & Ethics (RES): Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

Program Learning Outcomes (PLO)
Upon successful completion of English 101, students will:
1. Craft, develop, and support a specific, debatable thesis.
2. Draft and refine a well-organized essay, speech or other forms of communication appropriate to context and audience.
3. Read critically and research effectively to support thesis.
4. Use appropriate writing and/or communication strategies, standard grammar, and academic documentation conventions.
5. Demonstrate ethical standard in all phases of the writing and/or communication process to include using collaboration within academically appropriate guidelines.

Course Learning Objectives
1. Develop further proficiency in English 101 skills. (PLO 1,2,3,4,5)
2. Analyze and evaluate the elements of an argument – proposition, main issues and supporting evidence. (PLO 3)
3. Recognize and assess audience profiles for arguments. 3
4. Recognize and assess the writer's commitment to issues and test whether such attachment has a rational basis. 3,4
5. Assess the evidence provided for an argument – its factual strength, authoritative support, logical validity, relevance to the proposition, etc. 3,4
6. Detect and evaluate non-argumentative persuasive techniques – rhetorical devices such as irony, satire, anecdotal evidence, flattery and analogies, and logical fallacies – used to sway readers' emotions. 3,4
7. Use library research skills in electronic, print, and other sources to gather support for arguments. 4
8. Recognize that different academic disciplines may rely on different kinds of arguments and assess what types of argument and evidence are appropriate for different fields of knowledge. 3
9. Write arguments appropriate to audience, occasion and discipline. 4
10. Participate in collaborative projects. 5

**Instructional Methods**
Include games, mini-lecture, in class discussion and workshops, small group work, Internet and database research, writing and analyzing arguments.

More specifically, students will be taking an active role in selecting, reading, evaluating, and discussing the readings in the text; all writings and reflections will be gathered into a journal for submission at the end of the term.

As for major papers, students will be working on one main topics the entire term. One essay will be related to proving there is a problem, the next to examining all sides of the debate fairly and suggesting compromises, and finally, revising all the research into a compelling, educated argument. Each essay should become more revised, researched, and refined than the previous essay. Drafts will be graded for completeness and affect the participation score.

Finally, there will be team debate presentations that will re-enact the entire research process and attempt to persuade an audience toward your side.

**Textbooks & Supplies**
Both books required. Paper and ink for both in and out of class writing; a binder; a dictionary. Memory stick/flash drive.

**Technology**
A computer with word processing (Microsoft Word preferred), Internet, and printing capabilities is required. If you do not have this technology at home, it is available at Gig Harbor and Tacoma campuses.

**Assignments and Evaluation Criteria & Grading Standards**
- Paper 1: 3-5 page eye-witness driven argument/problem defined classical argument paper (MLA format) 15%
- Paper 2: 7-10 page Rogerian/option 3 Literature Review research paper (APA format) on paper 1 topic 30%
- Paper 3: 5-6 classical/delayed thesis argument paper (MLA format) arguing your earned opinion 20%
- Participation: Complete rough drafts, peer review participation and Reading Responses (Journal), 15%
- 2 page Analysis and synopsis incorporating peers’ responses and leading discussion about your essay selection 10%
- Team Debates 10%

**Total: 100%**

**Extra Credit:**
1) **100% attendance AND significant class discussion participation results in 3% extra credit**

**Grading Scale**

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<tr>
<td>Grade</td>
<td>100-94.0%</td>
<td>86.9-84.0</td>
<td>76.9-74.0</td>
<td>66.9-64.0</td>
<td>59.9-0%</td>
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Grades will be updated in Canvas as significant work is completed.

**TCC’s policy for withdrawals** (W grade assigned by registration): “While faculty permission is not required, a completed add/drop form must be submitted to Registration and Records to complete drops from the 11th instructional
day through the 55th calendar day of the quarter” – Nov 16, 2012. “The instructor must sign the form or [send] an e-mail [to Registration] acknowledging the withdrawal. If the instructor is not available, a signature from a full-time advisor in the Advising Center is an acceptable substitute.” (pg. 14 of the catalog.) “After the 55th calendar day of the quarter . . . an instructor may grant a grade of ‘WI’ (Instructor Withdrawal)” – if you may grant this grade, include your criteria – also pg. 14 of the Catalog. Exceptions will be considered on a case by case basis per TCC’s policy for incomplete grades: (I) (requires contract @ TCC Online > Forms > Academic Affairs.)

Academic Dishonesty
“As stated in the TCC Catalog, ’Students are expected to be honest and forthright in their academic endeavors. Cheating, plagiarism, fabrication or other forms of academic dishonesty corrupt the learning process and threaten the educational environment for all students’” (pg. 33).

DEFINED: According to the Administrative Procedures for Academic Dishonesty, “ Plagiarism is the inclusion of someone else’s words, ideas or data as one’s own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references and, if verbatim statements are included, through quotation marks.”
http://www.tacomacc.edu/abouttcc/policies/administrativeprocedureforacademicdishonesty

Sanctions of plagiarism, whether accidental or intentional, will be as follows:
First count of plagiarism: 0 points on assignment, with re-do at instructor’s discretion
Second count of plagiarism: 0 points for the class; no re-do of plagiarized assignment

Accommodations
Students with Special Needs: All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific auxiliary aids or services due to a disability, please contact the Access Services office in Building 7 (253-566-5328). They will require you to present formal, written documentation of your disability from an appropriate professional. When this step has been completed, arrangements will be made for you to receive reasonable auxiliary aids or services. The disability accommodation documentation prepared by Access Services must be given to me before the accommodation is needed so that appropriate arrangements can be made.

Classroom Policies
Class is only an hour long, so please take your bathroom breaks between classes, or, if you must, discretely and with minimal interruption.

Non-distracting food/beverages are okay; however, please dispose of trash after class, not during.

Computers, laptops, iPads, or smart phone use may be appropriate at certain times; however, it is not appropriate during class discussion or presentations. Distracting, off-task computer/ cell phone users may be asked to leave. Excuse yourself if you must attend to your phone.

As a reflection of our formal, professional, academic setting, all out-of-class writing (including emails to the instructor) should be typed, double spaced, use standard spelling and be free from slang, profanity, grammatical and capitalization errors, lest the reader’s perception is that the writer (or speaker) is inappropriately disrespectful. As logical, the same applies to classroom conversation. In other words, do no harm to your ethos.

Attendance—recommended, requested. 100% attendance AND regular contribution to class discussion results in 3% extra credit. Statistically, poor attendance (more that 10% of classes) lowers final course grade substantially due to lost instruction. Please sign attendance sheet prior to the start of class or at the end. Excessive and regular tardiness or early departures may count against extra credit.

To encourage attendance in a class that meets only twice a week, the following penalties apply:
Miss 0 classes: +3% bonus
Miss 1 class with reasonable/verifiable excuse +1% Miss 5 classes -10%
Miss 2 classes -0% Miss 6 classes -15%
Miss 3 classes -3% Miss 7 classes or more=cannot pass the course
Miss 4 classes -5%
Late work: Late papers result in a C at most. Reading Responses must be done by the beginning of class time in order to get credit.

Children in class are not recommended; however, if a rare necessity, please ask first. In desperate situations, and only as a last resort and for good reason, arrangements may be made to attend class remotely. Please see instructor for more details.

Civility: According to F. Scott Fitzgerald, “The test of first-rate intelligence is the ability to hold two opposing ideas in mind at the same time and still retain the ability to function” (qtd. in Irvine 202, Best American Science and Nature Writing of 2011). In other words, I expect civility even in a heated debate.

Etiquette for Classroom Dispute Resolution
If you have questions or concerns about this class or me, please come to talk with me about your concerns. If we are unable to find a solution, you may talk with Janine Mott, executive director of Gig Harbor Campus.

Caveats
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check for announcements made while you were absent. Changes to the syllabus will be posted on the updated PDF file at www.tacomacc.edu/home/jmartens/Syllabus102.pdf

Reading Responses:

Purpose: Critical thinking and communicating ideas through writing are important and highly prized skill in the marketplace. Therefore, each week, two students will be assigned to select that week’s readings. First come, first served—and yes, you can claim your selection early, if you wish. Use the table of contents of our CTRW text to select a reading. In addition, those selecting the text will be required to write 2 page minimum critical analysis of their selected reading based on the reading response modeled on pages 183-192 in our CTRW text. For these essays, each student will collect the class’s reading responses to “their” essay and incorporate some of their peer’s responses into to their critical essay. Everyone else will write a at least a half-page response that follows one of the following prompts:

1. □□□ Discuss why you think this selection has landed in our text book. What does it teach you about writing arguments?

2. □□□ Determine an argument or issue the writing is reporting about, and make an argument taking a stand on that issue. Use quotes, paraphrases, and summaries from the report to support your argument; you may also use anecdotes from your own experience.

3. □□□ Respond to specific quotes in the selection, arguing, questioning, or unpacking the meaning by looking up terms or vocabulary words, or conducting further outside research on the topic and explain how your understanding of the issue changes with research.

4. □□□ Do outside research on the biography and possible biases of the author, or of any source used in the essay; refute or support the argument based on your findings.

5. □□□ How do the ideas presented violate or challenge your ways of thinking? Which ideas in the essay and which ways of thinking? Be specific. Why do you hold your position? Refute with your own evidence.
6. How do the ideas presented integrate into or contradict with something you are studying, or have studied in another class, or something that you or a loved one has experienced?

7. Identify any claims the essay makes, and evaluate the reasons and evidence provided.

8. Comment on writing or story telling techniques that make the writing particularly persuasive, memorable, or engaging. Identify specific appeals to ethos, logos, or pathos, and explain how that appeal is being used to persuade or reveal bias. Evaluate and discuss whether or not this is a fair use of the appeal.

9. optional creative response: Art, poetry, music, photography in response to essay. You must be prepared to share (perform?) your creation with the class and provide a paragraph explaining your connections, if you choose this option.

Tips for successful essays and reading responses:

Tip #1) Introducing Sources: In general, whether you are writing a summary response to an argument, or a term paper, or a quick position paper you must assume your reader needs a formal introduction to your source, especially if that either is the basis for understanding your argument, or the source of important reasons/evidence that helps back up your position, so include in your introduction of the source (in many cases, but not always the first paragraph of the essay) as follows:

   Step 1) The name of the author, along with an authority-building position or title, the format of the source (video, essay, article, poem, painting, etc), the title of the source, when and where it was published, when logical. This information may be the first part of your sentence described in step two
      Example: In Instructor Martens’ English 102 syllabus, …

   Step 2) Write a one or two sentence summary of the source’s overall position or thesis using a verb that accurately depicts the purpose of the author (claims that, argues, reports, examines, discusses, etc.) followed by an “in order to” phrase: in order to convince voters of… etc.
      Example: …he asserts that students need to summarize a source and announce the thesis of the source in order to introduce readers to the source and build context for the argument that the writer will make.

   Step 3) Write a one or two sentence summary or paraphrase of the part of the source you would like to address or refute, possibly including a specific quote or paraphrase of this narrowed issue.
      Example: In other words, summarizing the source shows readers that the writer has done the research carefully and is using the source in context.

   Step 4) Your thesis: The point you are making about the issue you are focusing on. This is YOUR response and “use” of the source to support your thesis. Note, in many cases, your thesis might come first as a topic sentence, and your source may illustrate or exemplify your topic-sentence claim, so these steps could then be 4,1,2,3,4, with the second step 4 driving home your point.
      Example: However, students often present ideas without considering the argument’s context or the validity of the source. For example, “September 11 was an inside job” (Wong). I disagree because…

Tip #2) Always title your reading responses. If using a basic response from the menu below, include the prompt # in your title. And remember to address the prompt you promise to address. Titles should have a creative, catchy part separated by a colon (:) and a subtitle that announces the topic of the paper. Example: Love at First Sight: How to Judge a Book by its Title

Tip #3) Every response, whether it is just a reading response or a formal term paper essay, should incorporate specific quotes from the essay, correctly. If citing sources is new to you, please revise your ways as you learn the proper methods. Avoid dropped quotes; use signal phrases. Give page numbers for your quotes and paraphrases following MLA or APA formats.

Tip #4) In responding to another source, whether it is published in a text or posted in an online forum, avoid writing at the writer. Instead, acknowledge the position given by summarizing the message and then agree or disagree and provide
additional and unique reasons and evidence for your position. The objective here is to build context for all readers, not just those following the discussion, which is, after all what all written communication is—one giant discussion through time.

**Rubric for Reading Responses**

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<th>Exemplary (A) 10-9 points</th>
<th>Good (B) 9-8 points</th>
<th>Okay (C) 8-7 points.</th>
<th>Not so good (D-F) 6-0</th>
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<tr>
<td><strong>Length and format</strong></td>
<td>1) Easily over 1/2 page double spaced including MLA header and title; Provides correct bibliography typed</td>
<td>1) at least 1/2 page double spaced Including header and title but not bib. Provides correct bibliography typed</td>
<td>About 1/2 page double spaced; titled. Uses some sort of bibliography to count as length typed</td>
<td>Less than 1/2 page. Not double spaced or formatted No bibliography Not typed</td>
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<td><strong>Content: The quality of the writing shows the following evidence:</strong></td>
<td>1) introduces source for all readers regardless of familiarity with material. 2) provides brief 1-2 sentence summary and clear position statement. 3) supports position with detailed evidence from the reading, outside research, or personal experience.</td>
<td>1) introduces source for all readers regardless of familiarity with material. 2) provides several sentences of summary and position statement. 3) supports position with less detailed evidence from the reading, outside research, or personal experience.</td>
<td>1) introduces source for readers already familiar with material. 2) provides 1-2 paragraphs summary and a predictable position statement. 3) supports position with general reasons and evidence from the reading</td>
<td>1) does not introduce source. 2) all or no summary; All or no position statement. 3) little or no support for position; a rant</td>
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<td><strong>Conventions and Citations:</strong></td>
<td>1) uses complete signal phrases almost always 2) blends quotes seamlessly 3) drops no quotes 4) provides correct parenthetical citation content blended with in-sentence citation</td>
<td>1) uses signal phrases occasionally 2) blends quotes rather seamlessly 3) drops few, if any, quotes 4) provides mostly correct parenthetical citation content</td>
<td>1) uses signal phrases once 2) attempts to blend quotes 3) drops a few quotes, but correctly 4) provides some parenthetical citation content; redundancy</td>
<td>1) uses no signal phrases 2) no attempt to blend quotes 3) drops a few quotes, incorrectly 4) no citation</td>
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<td><strong>Spilling, punctuation, and mechanics (5 points)</strong></td>
<td>Few, if any, noticeable errors</td>
<td>A few noticeable errors; common punctuation support needed</td>
<td>A few blatant errors erode ethos, both spelling and grammar</td>
<td>Many errors stop reader’s understanding</td>
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Course Schedule at a glance
Refer to detailed Weekly Schedule on the next page for complete homework activities. White days are days we meet as a class. Additional reading assignments may be assigned in class. Not all due dates are listed; please see next page and write in your own due dates.

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<td>2</td>
<td>30</td>
<td>1 Due from All: read group A’s chosen essays and write a reading response to each essay</td>
<td>2</td>
<td>3 Due from All: read group B’s chosen essays and write a reading response to each essay individual conferences during class</td>
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<td>3</td>
<td>7</td>
<td>8 Paper 1 draft due - 50 points for complete draft - bring 3 copies individual conferences during class Due from All: read group C’s chosen essays and write a reading response to each essay</td>
<td>9</td>
<td>10 Due from All: read group D’s chosen essays and write a reading response to each essay individual conferences during class</td>
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<td>4</td>
<td>14</td>
<td>15 Paper 1 final due Due from All: read group E’s chosen essays and write a reading response to each essay</td>
<td>16</td>
<td>17 Due from All: read group F’s chosen essays and write a reading response to each essay</td>
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<td>5</td>
<td>21</td>
<td>22 Due from All: read group G’s chosen essays and write a reading response to each essay</td>
<td>23</td>
<td>24 Due from All: read group H’s chosen essays and write a reading response to each essay</td>
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<td>6</td>
<td>28</td>
<td>29 Paper 2 draft due - 50 points for complete draft - bring 3 copies</td>
<td>30</td>
<td>31 Due from All: read group I’s chosen essays and write a reading response to each essay</td>
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<td>2</td>
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<td>7</td>
<td>4</td>
<td>5 Paper 2 final due</td>
<td>6</td>
<td>7 Debate teams set up Due from All: read group J’s chosen essays and write a reading response to each essay</td>
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<td>8</td>
<td>11</td>
<td>12 NO School - Veteran’s Day</td>
<td>13</td>
<td>14 Due from All: read group K’s chosen essays and write a reading response to each essay Conf. signups</td>
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<td>9</td>
<td>18</td>
<td>19 Conferences in lieu of class Nov 19, 20, and 21</td>
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<td>21 No School - Thanksgiving Holiday</td>
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<td>10</td>
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<td>26 Due from All: read group L’s chosen essays and write a reading response to each essay Paper 3 draft due - 50 points for complete draft - bring 3 copies - Take home PRview</td>
<td>27</td>
<td>28 Debate prep time</td>
<td>29</td>
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<td>11</td>
<td>2</td>
<td>3 Paper 3 final due - Debates</td>
<td>4</td>
<td>5 Journal Due Debates</td>
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<td>12</td>
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<td>10 Journals &amp; papers available for pick up from 9:30 to 1:30 For those who want comments.</td>
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# Reading Assignments - To be determined

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<th>Group A</th>
<th>Essay Title</th>
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<td>Group L</td>
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Please note: Your choice of text is due **one class period before** the class is to read your group’s assignments. If you do not meet your deadline, the instructor will choose for you. Any essay listed by an author in the table of contents of CTRW is open for consideration. First come, first served. No repeats.

Your 2 page synopsis (summary) of your peer’s reading responses and critique of the essay you selected is **due one class period after** the class reads your assignments. You will also need to write your reading response at the same time as everyone else, because in part of your synopsis, you need to explain how your peers’ responses affected your understanding of the argument. Save all your reading responses and synopsis for your journal, which will be submitted at the end of the term for evaluation and credit. Throughout the term, you may revise. If you do, include originals in your journal.
On the day your reading is due, you will need to be prepared to lead the discussion. What would you like to focus on? What argument would you like to analyze or pursue? Will you be on the offense, or defense?