

ENG 2100, Research Writing and Argumentation

Approved by Eng. Dept. Writing Programs Committee 1/4/10

Catalog Description:

Adapts principles introduced in ENG 1100 to typical university writing tasks. Stresses communicating effectively within disciplinary contexts, reading critically, and using source materials effectively in argumentative and research writing. Students may use any of the following courses to satisfy the requirements of the Core, but only one may count: ENG 2100, ENG 2110, ENG 2120, or ENG 2130.

1. Unit Offering the Course

College/School: Liberal Arts
Department: English

2. Course Information

Title: Research Writing and Argumentation
Prefix and Number: ENG 2100
Credit Hours: 3
Cross Listing(s): None

3. Course Registration

Prerequisites: C or better in ENG 1100, 1110, 1130, 1140, or ENG 101
Co-requisites: None
Restrictions: 24 credit hours earned

4. Student Learning Outcomes

Applicable WSU Core Objectives:

- a. communicate effectively
- b. evaluate arguments and evidence critically
- c. apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities
- d. demonstrate understanding of contemporary social and ethical issues
- e. participate in democratic society as informed and civically engaged citizens

WSU Core Element 1 (Communication) Learning Objectives:

- a. Adapt writing processes and strategies for audience, purpose, and type of task
- b. Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances
- c. Employ appropriate mechanics, usage, grammar, and spelling conventions
- d. Find, analyze, summarize, and synthesize appropriate source material from both print and electronic environments
- e. Present focused, logical arguments that support a thesis
- f. Use reliable and varied evidence to support claims, incorporate sources from others appropriately, and acknowledge and document the works of others appropriately

- g. Use electronic environments to draft, revise, edit, and share or publish texts use writing processes to explore, think, and learn, and to write appropriately for various tasks and audiences.

Course and Writing Program Objectives and Learning Outcomes:

Academic reading

Choose and evaluate sources for

- Authority
- Accuracy
- Objectivity
- Currency
- Relevance

Analysis

Develop facility with academic conventions introduced in ENG 1100

Present self-evaluation that identifies, demonstrates, and articulates learning and writing skills

Research

Locate, evaluate, and use academic sources

Incorporate a variety of types of reliable sources, including within major academic areas

Use sources to support claims and develop thesis

Interpret evidence

Establish connections, references, and relationships between sources

Evaluate possible bias and entrenched loyalties of sources

Avoid quote-stacking and throw-away quotes

Foreground writer's argument without overreliance on sources

Document and cite correctly in MLA and APA formats, choosing appropriate format for academic area

Argument

Write an arguable thesis statement

Use reasonable tone that

- establishes common ground
- avoids personal attacks

Respect and grapple with the complexity of issues

Recognize emotional appeal and logical fallacies

Sustain progressive, focused, and logical argument that supports thesis

Acknowledge, accommodate, and refute counterarguments logically and ethically

Choose and engage target audience that includes skeptical readers

Avoid stereotyping and oversimplification

Use reliable and varied evidence to support claims

Facility with language and writing

Establish purpose and use precise language understandable for any academic reader

Avoid plagiarism

Observe sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer

Produce texts whose meaning and purpose can be readily understood by a cold reader

Use electronic environments to draft, revise, edit, and share or publish texts.

5. Suggested Course Materials (required and recommended)

Required Texts:

Everything's an Argument, by Andrea A. Lunsford and John J. Ruszkiewicz; or

A Rulebook for Arguments, by Anthony Weston; or

Good Reasons, by Lester Faigley and Jack Selzer

Aims of Argument: A Brief Guide, by Timothy Crusius and Carolyn Channell

Critical Strategies for Academic Thinking and Writing, by Mike Rose and Malcolm Kiniry; or

The Norton Field Guide to Writing, by Richard Bullock

AND

Recommended Texts and Materials:

A Writer's Reference, by Diana Hacker or similar handbook

The Writer's Options: Lessons in Style and Arrangement (8th ed.) by Max Morenberg and Jeff Sommers

Essays and articles supplied by instructor and class members

Essays and articles on writing in various disciplines

Access to computers with word-processing software

6. Suggested Method of Instruction

Lecture, Seminar, Workshop, Hybrid, Web-Only, Small Group Activities, Individual Conferences

7. Suggested Evaluation and Policy

Evaluation: A collection of writing that is drafted, revised, and edited during the course is required, including a minimum of 2 extended formal papers of at least 3 pages each.

Student writing will be evaluated using rubrics derived from course outcomes stated above.

8. Suggested Grading Policy:

At least 70% of the course grade will be based on evaluation of the formal writing. Tests, quizzes, oral presentations, and various brief, formal and informal writing assignments may also be required. As mandated by the University System of Ohio's outcomes for English composition second course, ENG 2100 students will produce the following:

- a. A variety of texts, including at least one researched essay, with opportunities for response and revision.
- b. A minimum of 5,000 total words (roughly 20 pages). Electronic or other projects of equivalent rigor may be included.

Attendance: Required.

9. Suggested Assignments and Course Outline

Suggested Weekly Course Outline Including Typical Assignments (bolded)

Wk 1: Introduction to syllabus, course policies, expected outcomes, and familiarization with classroom and electronic environments for composing. Introductory writing assignments and reading exercises. Introduction to **Contemporary and Discipline-specific Argument and research**.

Wk 2: In-class workshops on locating resources in specific academic areas and to navigate discipline-specific databases. Readings, discussions, analysis, and lessons on argumentative strategies, bias, emotional appeal, tone, logic, logical fallacies, and accommodating readers' needs.

Wk 3: Introduction to **Review and Summary** of contemporary issues in academic disciplines. Brief review of citation, documentation, and signal phrasing. Discussion and analysis of varying emphases on the same issues from different fields. Lessons on thesis statements, supporting arguments, and counterarguments. Continued readings, discussions, and analysis of argumentative strategies, bias, emotional appeal, logic, and logical fallacies.

Wk 4: Review and Summary assignment of contemporary issues due. Introduction to **Proposal for Discipline-based Argument** assignment and **Issues Presentation** assignment to class of issues and potential focus for upcoming essay. May alternately include conferences with students.

Wk 5: Continue presentations or conferences. Proposal for contemporary argument due. Introduction to **Annotated Bibliography** assignment.

Wk 6: Lessons on evaluating resources. In-class workshops with librarians on locating topic-specific resources for argument essay. Annotated bibliography assignment due.

Wk 7: Review, practice, and compare MLA and APA documentation style and citation formats. Lessons on selecting documentation style, practice integrating basic paraphrases, quotes, and summarized ideas, and avoiding plagiarism.

Wk 8: Drafting the discipline-based argument. May include conferences with students.

Wk 9: Revision, editing, and peer review: In-class workshop on persuasive techniques, sufficient mechanics, usage, grammar, and spelling (MUGS) conventions. In-depth self-assessment. Discipline-based argument due in polished form. Introduction to **Call to Action** assignment.

Wk 10: Letter-writing lessons: genre features, persuasive voice, calling readers to action, tone, choosing target audience and accommodating skeptical readers. Readings, discussion, models, and examples of calls to action and persuasive letters.

Wk 11: Drafting the Call to Action letter. May include conferences with students.

Wk 12: Revision, editing, and peer review of Call to Action draft: In-class workshop on persuasive techniques, sufficient mechanics, usage, grammar, and spelling (MUGS) conventions

Wk 13: **Presentation** to class of students' work, including discussion of discipline-specific rhetoric and language.

Wk 14: **Portfolio or final collection** preparations: Final revisions of student work, self-evaluation, course evaluations. May include individual conferences between Instructor and students.

Wk 15: Finals week: **Final portfolio or collection of work** due.

X. Other Information

This is a sample course syllabus guideline. Course materials, method of instruction, evaluation and policy, grading policy, assignments, and other course matters can differ by specific course sections and individual professors. Additional information can be obtained by contacting the appropriate college and department.