

Vanguard University
School for Professional Studies
Degree Program

“RESEARCHED WRITING”
ENGL 220C
ONLINE

Student Guide

11/08
(j. payne '11)

TEXTS AND MATERIALS

Required texts:

Rottenberg, Annette T. and Donna Haisty Winchell (2006). *Elements of Argument* (9th ed.). Boston: Bedford St Martin's.

Students should also have a paperback college-level dictionary.

COURSE DESCRIPTION

Interpretive and analytic writing, including several problem-solving research-based essays investigating topics related to class themes. The course emphasizes writing, revising and editing, reading, analytical skills, and computer technology (word processing, Internet research) and reinforces those skills learned in ENGL 120C. Must be passed with a "C" (not "C-") or better to fulfill the core curriculum requirement. (satisfies English Composition requirement)

OVERVIEW

Community life is a great word picture for the writing classroom. We write in order to share our ideas and perspectives with others, we read to understand someone else's views, we research authoritative scholarship, and we gather input from other readers and allow it to influence our revisions so that our communication is clearer and more appealing. Very obviously, we do not write or read in isolation.

As a productive member of the professional community, the students will have the opportunity to put into practice the critical reading, careful research, and thoughtful writing skills focused on in this course. As delineated in our text book, these skills include accurately summarizing arguments, locating an essay's thesis and assumptions, analyzing and evaluating the evidence and reasoning in an essay, and representing properly documented information in an orderly fashion in our own thoughtful arguments.

Since "argument" does not have the same antagonistic flavor in a writing classroom that it takes on in a family setting, when we employ rhetoric, we are not trying to intimidate, posture, or shout our opponent into a corner. The very idea of argument implies that two reasonable, intelligent people can have differing views on a topic. A major goal of this course is to teach students how to represent their thoughts in this framework of reason and intelligence.

Applying sound reasoning to our thinking and writing begins with common sense, so most of the students need only to refine their reasoning. Students will learn to support their arguments with research, employing evidence and gaining authority in their arguments. We will look at the methods of persuading others with sound ideas that can withstand the pressure of scrutiny. Students will not be asked to defend ideas they don't believe in, but they will be asked to consider possible merit in arguments they don't agree with. It is possible to hold firmly to one's beliefs and values and understand the grounds for others' beliefs. Grasping this paradox is another important goal of the course.

Constructing intelligent arguments requires hard work and careful research. In this course, students will be gathering outside sources, choosing the ones that are most useful, and incorporating them into arguments. Even though they may not be an expert on the internet or have a research assistant, they can learn to come up with snappy statistics, illuminating illustrations, or stirring scenarios.

One of the most satisfying aspects of the course is the chance to revise essays before the final grade is calculated. The instructor will grade and return the first draft; in addition, the first four essays will be reviewed by classmates. Students then have at most until the end of the course to revise the essays, using the instructor's and peers' input to improve and clarify the writing. To ensure that students will apply feedback to upcoming assignments, the instructor may require that rewrites be completed within one week of the graded papers being returned. This revision process should encourage students to become more aware and confident as readers and writers.

Thus, whether reading, writing, researching, or editing, community is an important aspect of this course. We are members of the immediate writing community and we are preparing students to be a vital part of the professional community, able to read critically and write thoughtfully, in order to affect our world positively today and in the future.

LEARNING OUTCOMES

Educational targets and course objectives for students

Intellectual Engagement

Students will engage in effective search strategies to find information, using a variety of print, electronic, and other formats.

Students will evaluate the usefulness of sources that support and conflict with an idea under discussion.

Students will learn to provide rational and evidence-based arguments and rebuttals.

Students will independently transform early drafts into more effective final products.

Students will explain how the use of rhetorical strategies influences meaning.

Students will be able to identify common logical fallacies.

Spiritual Formation

Students will practice openness as they dialogue, not only with their readings, but with one another in classroom discussion.

Professional Excellence

Students will develop their thinking skills, as they read analytically.

Students will develop their rhetorical skills, as they write in various academic and professional forms.

Students will practice working with others in developing peer editing skills and collaborative research and writing

Students will learn the methods of citation and documentation customary in their professional field.

Socio-cultural Responsiveness

Students will gain a broader perspective on their own cultural position as they learn to see through other perspectives.

Responsible Stewardship

Students will prepare their assignments in a prompt and thorough manner.

Students will work responsibly, avoiding plagiarism and citing their research properly.

COURSE POLICIES

ATTENDANCE POLICY

Because each course meets only five to eight times, it is important that students not miss class unless it is unavoidable. To receive the full participation points students must arrive on time to class with a working knowledge of each sessions assignments and they must actively engage in class discussions.

Students who miss more than five class hours in any given course will automatically receive a failing grade and need to retake the course to obtain a passing grade. If an instructor deems that a student's absence, beyond the 5 hours was under extremely unavoidable and unusual circumstances (i.e. hospitalization, death in the family, major auto accident), the professor may file an academic petition on behalf of the student to the Program Chair. If the academic petition is approved, the instructor may give the student a "W" (Withdrawal) grade in place of a failing grade. The student will be required to re-take the course.

Students who miss the first two class sessions, or the first five hours of a course, will automatically be dropped and be required to retake the course.

ACADEMIC DISHONESTY (incl. Plagiarism)

Academic dishonesty, either cheating or plagiarism (presenting the words or opinions of others as one's own work), is regarded as a serious violation of both the academic and moral standards of Vanguard University. Dishonesty in any class assignment can result in: loss of credit for the assignment, loss of credit for the entire course, and referral to the Director and/or Provost. It is the prerogative and responsibility of the instructor to determine if academic dishonesty has occurred and the seriousness of the infraction. The Office of the Provost is to be notified of instances of academic dishonesty.

A student commits plagiarism if he/she submits as his/her own work:

1. Part or all of an assignment copied from another person's assignments, notes, or computer file.
2. Part or all of an assignment copied or paraphrased from a book, magazine, pamphlet, or website.
3. A sequence of ideas transferred from another source which the student has digested, integrated, and reorganized, and for which he/she fails to give proper acknowledgement.

A student is an accomplice in plagiarism if he/she

1. Allows his/her paper or other assignments, in outline or finished form, to be copied and submitted as the work of another.
2. Lends his/her computer disk to another student or otherwise allows his/her computer files to be copied for the purposes of plagiarism.
3. Prepares a written assignment for another student and allows it to be submitted as another's work.

DISABILITY SERVICES

For students with documented medical or psychological disabilities, please contact the Coordinator of Disability Services to request reasonable accommodations. The Coordinator of Disability Services is located in the Counseling Center on the second floor of the Scott Academic Center and can be reached at extension 4489 or by email at disabilityservices@vanguard.edu

For students with a documented learning disability who would like to request appropriate accommodations, please contact the Director of Learning Skills, located upstairs in Scott Academic Center at extension 2540 or by email at disabilityservices@vanguard.edu

DIVERSITY STATEMENT

The School for Professional Studies intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of all members, and values differences in gender, race, abilities, and generation. As such, we endeavor to communicate with honesty, to speak with encouraging and edifying words, and to create a safe environment in our classes and interactions.

GRADED HOMEWORK/ASSIGNMENTS

If an instructor chooses to submit graded papers or assignments to the SPS office, students may pick-up their work at the SPS Office Front Desk. Graded work is not kept 5 weeks beyond the last class session. Please note: the SPS office is not responsible for unclaimed or lost papers or assignments.

If a student chooses to submit their paper or assignment to the SPS office, this must be arranged between the instructor and student prior to submission. The SPS Office will gladly forward the completed paper or assignment to the instructor, however the SPS office is not responsible for unclaimed or lost papers or assignments.

LATE WORK

No late work is accepted. Exceptions may be made between the instructor and student.

STUDENT EVALUATION

The students' grades will depend on their performance in the following five categories:

1. Attendance of Classroom Sessions (50 points)

Students will receive 50 points if they attend every class session from start to finish.

2. Reading and Written Assignments (250 points)

Students can receive a maximum of 50 points each week, a total of 250 points, for reading the text and completing the assigned writing. The reading and assignments must be finished by the beginning of the class session for which they are due. For example, assignments under the heading, "Week one" are due on the first day of class.

3. Essays (400 points)

Students will write and revise four essays. Each essay is worth 100 points. The instructor will assign a provisional score to each essay. The final score of each essay will be assigned after the revised drafts are turned in. The final copies of essays 1-3 will be turned in during week five, and the final copy of essay 4 will be turned in with the final.

4. Peer Editing Assignments (100 point)

Students can receive 25 points for each successfully completed peer editing worksheet. The students will fill out the worksheet in class each week, evaluating an essay written by another class member.

5. Final Essay and Critique (200 points)

The final essay, worth 150 points, is due one week after the last class and is not available for revision. Along with the final, a critique explaining the writing process the students used for the final will be due at the same time and will be worth 50 points.

When the points each student earns have been added together she or he will receive a letter grade according to the following scale:

STUDENT EVALUATION

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+	Good	3.33
83-86.9%	830-869	B		3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+	Satisfactory	2.33
73-76.9%	730-769	C		2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+	Poor	1.33
63-66.9%	630-669	D		1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

LOGISTICS CHART

Hour	Week 1	Week 2	Week 3	Week 4	Week 5
1	Introductions to syllabus and to class members Aspects of Argument	Feedback on Homework Responding to Arguments Support	Feedback on Homework Definitions	Feedback on Homework Warrants	Feedback on Homework Discussion of Topics for Final Paper
2	Structure of the Essay	Library Session	Internet Research	Induction and Deduction	Discussion (continued) Break
3	Break Types of Claims Preview of Next Week's Assignments	Break MLA and APA Documentation Preview of Next Week's Assignments	Break Logical Fallacies Preview of Next Week's Assignments	Break Language and Thought Preview of Next Week's Assignments	Discussion of Proposal Writing Student Presentations of Proposals
4	Peer Editing	Peer Editing	Peer Editing	Peer Editing	Student Presentations (continued) Course Evaluations

STUDENT ASSIGNMENTS

WEEK ONE

Assignments Due:

Reading: Chapters 1 (pages 3-30), 4 (pages 80-102), and 5 (pages 122-137, 140-142, 145-155). Be sure to mark your text with questions or comments that you want to discuss in class.

Writing: Chapter 1 exercises 1-4 (pages 29-30) and chapter 5 discussion questions 2 and 3 on page 126; 2-6 on page 142; 1, 3, and 5 on pages 144-145, and 1-3 on page 155.

Essay: Write an essay on the topic you explored in exercise 2 or 3 of chapter 1. The claim (thesis statement) should be clearly identifiable. Use the questions below to guide your structure and content. Your essay should be three pages long (750 words), typed and double spaced. Format your paper according to the example on pages 431-453 (MLA, preferred in the humanities) or 453-465 (APA, used more in the social sciences). ***Bring an extra copy to class for peer editing.***

On a separate sheet of paper answer the following questions concerning your essay:

- 1) What crucial terms have you defined?
- 2) What is your claim? What kind of claim is it?
- 3) What evidence do you offer to support your ideas?
- 4) What warrants or assumptions does your argument build on?
- 5) What opposing arguments do you face?
- 6) What is the structure of your essay? Give simple point-by-point outline.

LEARNING ACTIVITIES

WEEK ONE

I. INTRODUCTIONS	(30 MINUTES)
II. ASPECTS OF ARGUMENT	(40 MINUTES)
III. STRUCTURE OF ESSAY	(30 MINUTES)
IV. BREAK	(20 MINUTES)
V. TYPES OF CLAIMS	(30 MINUTES)
VI. DISCUSSION OF NEXT WEEK’S ASSIGNMENTS	(30 MINUTES)
VII. PEER EDITING	(60 MINUTES)

WEEK TWO

Assignments Due

Reading: Chapters 2 (pages 31-60), 5 (pages 137-140), 7 (pages 211-241), and 11 (pages 431-473). Be sure to mark your text with questions and comments that you want to discuss in class.

Writing: Answer Chapter 2 exercises 9 and 10 on page 60; Chapter 5 reading and discussion questions 1 and 4 on page 139-140; Chapter 7 questions 1 and 3 on page 241; exercise 2 and 6 on page 270.

Essay: Choose one of the debates in the text, on the following pages: “How Serious is the Problem of Online Predators?” (pages 116-120), “Is the Definition of Marriage Changing?” (pages 145-155), “Is Assuming the Role of Citizen Journalist Worth the Risk?” (pages 266-269), “Are You Responsible For Your Own Weight?” (pages 317-320), “Should the Federal Government Fund Embryonic Stem-Cell Research?” (pages 362-365), “Does The Government Have The Right To Regulate Guns?” (pages 417-425). Write an analysis of each article presented in that section. Identify the article’s claim, support, and warrants. How convincing is the article’s argument? Is the data sufficient to prove the claim? Use your reading in chapter 2 as a guide. Each essay (there are two in each set, one analyzing each article) should be 1-1/2 pages long (450 words), typed and double-spaced. Focus on what is said in each argument, how the argument is presented, and what the argument is worth. *Bring an extra copy to class for peer editing.*

WEEK TWO

LEARNING ACTIVITIES

- | | |
|------------------------------------------------|---------------------|
| I. FEEBACK ON WRITING ASSIGNMENTS | (20 MINUTES) |
| II. RESPONDING TO ARGUMENTS | (20 MINUTES) |
| III. SUPPORT | (20 MINUTES) |
| IV. LIBRARY | (60 MINUTES) |
| V. BREAK | (20 MINUTES) |
| VI. MLA AND APA | (30 MINUTES) |
| VII. PREVIEW OF NEXT WEEK’S ASSIGNMENTS | (10 MINUTES) |
| VIII. PEER EDITING | (60 MINUTES) |

WEEK THREE

Assignments Due

Reading: Chapter 6 (pages 157-191) and 9 (322-354). Be sure to mark your text with questions or comments that you want to discuss in class.

Writing: Chapter 6 reading questions 1-3 on page 189, questions 2, 4, and 5 on page 191; chapter 9 reading questions 1 and 3 page 351, and 1-4 on page 354.

Essay: Choose a topic from among those in Part III: Multiple Viewpoints. Your choices include “How Far Will We Go To Change Our Body Image?,” “Is Academic Integrity on Our College Campuses Under Assault?,” “Have We Become Too Reliant on Standardized Testing?,” “What Is the Role of Sex and Violence in Popular Culture?,” “Are Limits on Freedom of Speech Ever Justified?,” “Why and How Should Immigration Be Controlled?,” “In the World of Medicine, Who Decides What is Ethical?,” and “How Has Terrorism Affected the American Idea of Justice?” Choose carefully: preferably, the rest of your papers will deal with this topic. Write an essay of 3 pages (900 words) that defines a term important to the issue you have chosen from section III of Rottenberg & Winchell. You may choose to define a single term or to write a comparative essay that distinguishes between two easily confused terms. Follow the guidelines in Chapter 3. Carefully screening your research, use at least three sources from the internet to support your argument (possible sources are listed in the text). Document your research using MLA or APA style to avoid plagiarism. Your essay should be typed and double-spaced. *Bring an extra copy to class for peer editing.*

WEEK THREE

LEARNING ACTIVITIES

- | | |
|-----------------------------------------------|---------------------|
| I. FEEDBACK ON LAST WEEK’S ASSIGNMENTS | (20 MINUTES) |
| II. DEFINITIONS | (30 MINUTES) |
| III. INTERNET RESEARCH | (40 MINUTES) |
| IV. BREAK | (20 MINUTES) |
| V. LOGICAL FALLACIES | (60 MINUTES) |
| VI. PREVIEW OF NEXT WEEK’S ASSIGNMENTS | (10 MINUTES) |
| VII. PEER EDITING | (60 MINUTES) |

WEEK FOUR

Assignments Due

Read: Chapter 8 (pages 272-299) and Chapter 10 (pages 367-405). Be sure to mark your text with questions or comments that you want to discuss in class.

Write: Chapter 8, reading and discussion questions 1-6 on page 289; questions 1-4 on page 299; and Chapter 10 reading and discussion questions 1-3 on page 351; reading and discussion questions 1-4 on page 353.

Essay: Using as your resources the essays provided in Rottenberg & Winchell, write a researched essay that makes and supports a claim of value regarding the issue you have chosen to focus on. Be careful to document your sources, using at least three and avoiding plagiarism. Your essay should be 3 pages long (900 words), typed, and double-spaced. *Bring an extra copy to class for peer editing.*

WEEK FOUR

LEARNING ACTIVITIES

- | | |
|-----------------------------------------------|---------------------|
| I. FEEDBACK ON LAST WEEK’S ASSIGNMENTS | (20 MINUTES) |
| II. WARRANTS | (50 MINUTES) |
| III. INDUCTION AND DEDUCTION | (20 MINUTES) |
| IV. BREAK | (20 MINUTES) |
| V. LANGUAGE AND THOUGHT | (50 MINUTES) |
| VI. PREVIEW OF NEXT WEEK’S ASSIGNMENTS | (20 MINUTES) |
| VII. PEER EDITING | (60 MINUTES) |

WEEK FIVE

Assignments Due

Read: The section on claims of policy from chapter 6 (pages 179-181), and Jonathan Swift’s “A Modest Proposal” (pages 354-361).

Write: Choose two possible proposals you could make in response to the topic you have been writing and reading about. Answer the following questions about each possible proposal:

- What experiences or teaching have I had that would bias me in one direction or another on this issue?
- What reasons are there to support the opposite if this view?
- What reasons are there to support this view ?
- Why isn’t this an open-and-shut case?
- What are the short-and long-term effects if this position is adopted or accepted?

Essay: Revise essays 1, 2, and 3 according to the input you received from peers and the instructor.

WEEK FIVE

LEARNING ACTIVITIES

- | | |
|-------------------------------------------------|---------------------|
| I. FEEDBACK ON LAST WEEK’S ASSIGNMENTS | (20 MINUTES) |
| II. DISCUSSION OF TOPICS FOR FINAL ESSAY | (60 MINUTES) |
| III. BREAK | (20 MINUTES) |
| IV. DISCUSSION OF PROPOSAL WRITING | (50 MINUTES) |
| V. STUDENT PRESENTATIONS | (60 MINUTES) |
| VI. COURSE EVALUATIONS | (30 MINUTES) |

TAKE HOME FINAL

The final essay and critique are due to the professor of the course within seven days following the final session of this course. Be sure to confirm what the professor's preferences are for delivery of this exam and critique, and do not leave these papers in the SPS office. This final essay and critique are to be typed and formatted according to MLA or APA standards.

The final essay will be a 5 page (1400-1500 word) persuasive essay that proposes a solution to some problematic aspect of the topic the student has chosen from section III of the text.

The paper is to contain 4 or 5 documented sources. One may be from our text; at least 2 or 3 must be from (originally) print sources. One or two may be internet sources.

The critique is an essay of about 250 words (one page). It should include a discussion of your research process, your drafting process, and your revision process.

PEER REVIEW WORKSHEET

Author's Name: _____	Editor's Name: _____
Title of the essay: _____	
Date: _____	

What is the author's thesis statement?

Write out a simple outline for the essay, summarizing each paragraph in a phrase or short sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What did you like about the essay? What did the writer do well?

What areas of the essay does the author need to revise? What can the author do to improve these areas?

On your copy of the essay, mark misspelled words, grammatical errors, and instances of bad style. Also identify examples of outstanding word choices, good reasoning, and particularly effective support (examples and other evidence).