

**Required Text:** Elbow, Peter and Pat Belanoff. *Being a Writer: A Community of Writers Revisited*. Boston: McGraw Hill, 2003. Print.

**Required Text:**

- ♣ Faigley, Lester and Jack Selzer. *A Little Argument*. Longman: Boston, 2010. Print.

**Required Materials:**

Moodle account

Web/printer access

Index cards

**Outcomes**

1. Use writing and reading for inquiry, learning, thinking, communicating and persuading.
2. Learn how to conduct research and use it effectively in your written works:
  - a. Interpret, evaluate, integrate, and document information gathered from primary and secondary sources;
  - b. Understand a research assignment as a series of tasks that include: finding, evaluating, analyzing, and synthesizing information from primary and secondary sources;
  - c. Use a variety of research strategies (interviews, surveys, online and print journal articles, books and databases, etc.);
  - d. Integrate information from sources into your writing, documenting it according to appropriate conventions.
3. Respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various audiences using appropriate genre conventions.
4. Adopt appropriate voice, tone, and level of formality.
5. Apply knowledge of structure and organization, paragraphing, and mechanics.

**Course Components and Requirements:**

- ♣ In and out of class writing for each meeting
- ♣ Four writing projects
- ♣ Reading assignments, responses, and reflections
- ♣ Working with classmates in group activities
- ♣ Active participation during class meetings

**Course Work:** In this course, you are required to engage in work that includes

- ♣ Reading assigned texts closely and critically;
- ♣ Completing in-class and out-of-class writing assignments thoughtfully;
- ♣ Conducting careful, inquiry-based, critical, documented research;
- ♣ Actively participating in class and online discussions and activities;
- ♣ Completing work within the prescribed timeframes;

- ✦ Working with classmates to compose, provide collaborative feedback, and revise texts

**Group Work:** Most class activities will involve group work in some form. Students are required to respond to each other's individual writing and some class activities and projects will involve collaborative writing. Unsatisfactory participation in group activities will adversely affect your participation grade.

**Late Policies:** Class reflections are due on Moodle within 24 hours after the class meeting. Homework is due on Moodle before the next class meeting. **Late Daily Work:** Daily work (reflections and homework) that is submitted late will earn no credit. If you are absent and wish to receive credit for an assignment that is due during class, the assignment must be submitted before the beginning of class. Scores for in-class activities are typically impossible to make up. **Late Writing Projects:** If a writing project is submitted after noon on the due date, it is labeled as late and ineligible for the highest grade. If a project is submitted two or more calendar days late, it will automatically earn the lowest letter grade. Any project submitted late is ineligible for the revision policy.

**Extended Revision Policy:** The Rhetorical Analysis and Perspectives Analysis are revisable for a higher score, time permitting. Projects originally submitted late are ineligible for revision. If you submit a revised project for a higher evaluation, you must follow these procedures:

- Revise the project **within one week** after evaluated drafts are returned to the class.
- Type a Revision Cover Letter that 1) describes the changes you have made from the previous draft, and 2) explains how these changes improve the quality of the draft.
- Submit the following items in a folder: 1) Revision Cover Letter, 2) new draft to be evaluated, 3) previous instructor evaluation sheet, 4) previously evaluated draft, 5) previous cover letter, if there was one. You may also include all supporting documents for that particular project.

*A revised project will not be accepted for re-evaluation if it fails to adhere to any of these procedures.*

**Courtesies and Rules:** Please observe the following courtesies during our class meetings. Failure to do so will affect your participation grade:

- ✦ Stay engaged with class activities during class. Mere attendance is not the same as participation. Texting, working on assignments for other classes, and similar activities detract from classroom learning and create a distraction for peers and instructors. If you must be technologically accessible during class to those outside the classroom, discuss options with me before class.
- ✦ Be on time. Tardiness is disruptive and discourteous to class members who are on time.
- ✦ Be honest and considerate in your interpersonal dealings with your classmates and instructors.

**Attendance Policy:** When students have valid reasons for absence (see [PS-22](#)), they are responsible “for providing reasonable advance notification and appropriate documentation of the reason for the absence” and “for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed.” Teachers “will assist those students who have valid reasons,” but some in-class activities are difficult to make up. Valid reasons that must be documented include: Illness; serious family emergency; special curricular requirements such as judging trips or field trips; court-imposed legal obligations such as subpoenas or jury duty; military obligations; serious weather conditions; religious observances (see the interfaith calendar website); official participation in varsity athletic competitions or university musical events.

Absences without valid reasons, or unexcused absences, are limited to three per term in classes that meet three times a week (e.g., MWF) and two per term in classes that meet two times a week (e.g., TTH or MW). Beyond these limits, each unexcused absence will lower the final course grade by half

a letter grade, or five points on a 100-point scale.

**NOTE: DOCUMENTATION FOR ABSENCES ARE DUE TO THE INSTRUCTOR WITHIN A WEEK FOLLOWING THE ABSENCE.**

**Academic Integrity:** According to section 10.1 of the LSU Code of Student Conduct, “A student may be charged with Academic Misconduct” for a variety of offenses, including the following: unauthorized copying, collusion, or collaboration; “falsifying” data or citations; “assisting someone in the commission or attempted commission of an offense”; and plagiarism, which is defined in section 10.1.H as a “lack of appropriate citation, or the unacknowledged inclusion of someone else's words, structure, ideas, or data; failure to identify a source, or the submission of essentially the same work for two assignments without permission of the instructor(s).”

**Disability Code:** According to the *General Catalogue*, The Office of Disability Services assists students in identifying and developing accommodations and services to help over-come barriers to the achievement of personal and academic goals. Services are provided for students with temporary or permanent disabilities. Accommodations and services are based on the individual student's disability-based need. Students must provide current documentation of their disabilities. Students should contact the office early so that necessary accommodations can be arranged.

**Grading System:**

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| Participation and Daily Work                   | 15% |
| Project 1: Annotated Bibliography (1000 words) | 20% |
| Project 2: Rhetorical Analysis (1200 words)    | 20% |
| Project 3: Perspectives Analysis (1300 words)  | 20% |
| Project 4: Researched Argument (1500 words)    | 25% |

**Plus/Minus Grade Policy:**

According to the Office of the University Registrar, “Plus/Minus Grading is required for all undergraduate, graduate, and professional courses using the A through F letter grading system. The letter grades A, B, C, and D have the suffix plus (+) or minus (-) included to distinguish higher and lower performances within each of these letter grades. The letter grade F does not include the plus/minus distinction.”

For determining mid-term and final grades, the following scale will be used:

|           |          |          |          |                |
|-----------|----------|----------|----------|----------------|
| 100-97=A+ | 89-87=B+ | 79-77=C+ | 69-67=D+ | 59 and below=F |
| 96-93=A   | 86-83=B  | 76-73=C  | 66-63=D  |                |
| 92-90=A-  | 82-80=B- | 72-70=C- | 62-60=D- |                |

**General Course Syllabus: 1/15-5/2**

Specific descriptions/schedules for each project will be distributed separately. This general syllabus is subject to change.

**Week 1 – 4 (T 1/15 – R 2/7)Project 1: *Annotated Bibliography* (Due 2/7)**

Compile an informative and useful list of sources with summaries and highlights about a debate in your professional discipline. Your introduction to the bibliography will provide a brief

overview of the chosen topic, a description of the bibliography, rationale for source inclusion and exclusion, and your direction for future research.

**Week 4-7 (R 2/7 – R 2/28)**

**Project 2: *Rhetorical Analysis*** (Due 2/28)

Analyze an argument from your Annotated Bibliography. You will interpret the argument's rhetorical strategies and evaluate its effectiveness.

**Week 7-11 (R 2/28 – M 3/28)**

**Project 3: *Perspectives Analysis*** (Due 3/28)

Without taking any sides, construct an essay in which you explain the variety of opinions surrounding your chosen topic. Use a thesis statement that transcends simplistic yes/no binaries to focus your writing.

**Week 12 (T 4/9 – R 5/2)**

**Project 4: *Researched Argument*** (Due 4/30)

Take a position on your chosen topic. Persuade the reader using a strong thesis statement, evidence from credible sources, and a professional tone.

**General Course Syllabus** (subject to change)

The following provides a general outline of this course. Specific information about assignments and homework will be posted on Moodle throughout the semester. You should expect, however, two homework assignments after each class period. One will require reflection over the last class period; one will preview the class period to come.

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| Day 1:<br>▲ Introduction to Course   | Day 2:<br>▲ Expectations/practice of daily work<br>▲ Introduction to Research Proposal  |
| Day 3:<br>▲ Finding a topic (Faigley/Selzer 131-135)<br>▲ Forming a research question (Faigley/Selzer 46-50) | Day 4:<br>▲ Research/Evaluation Strategies (Faigley/Selzer 135-145)   |
| Day 5:<br>▲ Research day   | Day 6:<br>▲ Writing Workshop  |
| Day 7:<br>▲ Peer Workshop<br>▲ Introduction to Rhetorical Analysis   | Day 8: ( <i>Annotated Bibliography Due</i> )<br>▲ Forming a research question<br>▲ Understanding Context (Faigley/Selzer 18-27) |
| Day 9:<br>▲ Analyzing Texts (Faigley/Selzer 10-18)   |   |
| Day 10:<br>▲ Analyzing Texts cont. (Faigley/Selzer 10-18)  | Day 11:<br>▲ Writing Workshop   |

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|---|--|
| Day 12:<br>▲ Peer Workshop<br>▲ Introduction to Perspectives Analysis                                     | Day 13: ( <i>Rhetorical Analysis Due</i> )<br>▲ Forming a research question<br>▲ Using Perspectives (Faigley/Selzer 46-50) |
| Day 14:<br>▲ Logical Fallacies (Faigley/Selzer 57-59)   | Day 15:<br>▲ Reasoning (Faigley/Selzer 59-64)  |
| Day 16:<br>▲ Evidence (Faigley/Selzer 64-66)  | Day 17:<br>▲ Thesis (Faigley/Selzer 66-70)   |
| Day 18:<br>▲ Documentation (Faigley/Selzer 147-179)   | Day 19:<br>▲ Organization (Faigley/Selzer 70-73)<br>▲ Conclusions (Faigley/Selzer 74-75)                                   |
| Day 20:<br>▲ Peer Workshop  | Day 21: ( <i>Perspectives Analysis Due</i> )<br>▲ Mid-Term Evaluation<br>▲ Introduction to Researched Argument             |
| <i>Spring Break</i>   |  |
| Day 21:<br>▲ Forming a research question<br>▲ Definition Arguments (Faigley/Selzer 76-92)                 | Day 23:<br>▲ Causal Arugments (Faigley/Selzer 92-100)<br>▲ Evaluative Arguments (Faigley/Selzer 100-106)                   |
| Day 24:<br>▲ Rebuttal Arguments (Faigley/Selzer 106-116)<br>▲ Proposal Arguments (Faigley/Selzer 116-130) | Day 25:<br>▲ Synthesis   |
| Day 26:<br>▲ Documentation  | Day 27:<br>▲ Writing Workshop  |
| Day 28: ( <i>Researched Argument Due</i> )<br>▲ Project Reflection  | Day 29:<br>▲ End of course reflection  |