COURSE SYLLABUS
ENGL 360: WRITTEN ARGUMENT

Class Time and Location: TTH, 11:00am-12:15 pm; Liberal Arts, A230

Instructor Information

Instructor: Dr. Dianna Winslow, Associate Director of the University Writing Program

Contact Information:
Office Location: Liberal Arts, A112
Phone: 585-475-3962
Email: dkwgla@rit.edu

Contact Policy and Preferences:
Email is the best, and fastest, way to contact me

Online Course Material/Course Webpage:
MyCourses for our class

Course Description

Catalog Description
This course will focus on academic writing specifically, the arguments presented in different fields and professions about issues of significance. Students will learn about the rhetorical, ethical, emotional, historical and logical elements of persuasion as they relate to written and visual arguments and they will practice making claims, providing evidence, exploring underlying assumptions and anticipating counter-arguments as they relate to different audiences. In addition to argument analyses, students will develop arguments of their own through inquiry-based essays. This class is part of the writing studies immersion and may also be taken as an elective. Fulfills a perspectives requirement in the social category and an intensive writing requirement. Class 3, Credit 3

Course Overview
This course is designed to introduce you to the world of argumentation, writ large. We will certainly talk about classical forms of argument, how they work and how they translate into written arguments you might write for your university classes. But we will also investigate and create other forms of argument that will lead us outside of the academy and into the worlds in which we live, work and play. The most important things you can bring to this inquiry-based class is your curiosity, a willingness to consider positions other than your own, and generosity as a reader and peer.

Teaching Philosophy
I teach from an inquiry-based perspective: we all have new things to learn, nuances to discover, and interesting and provocative new ideas to uncover. I am as excited to learn from you as I hope you are from me.
I also teach with student-centeredness in mind. What this means is that, while I will be guiding the work of the class from my expertise in Rhetoric and Composition, I have structured the course’s assignments and activities to give each of you some responsibility for engaging your peers and taking a leadership role in the course material delivery.

**Audience**

This course is for students who have already completed First Year Writing, and who have a solid grasp on academic writing and the skills required to accomplish it. If you have not taken FYW, please see me immediately after the first class session.

**Course Materials**

**Required Texts**


ISBN: 978-1-4576-0606-9—**NOTE: this is the text without readings.**

Available at Amazon.com


Available at Amazon.com


ISBN: 0-87421-642-7

Available for free online as an e-book in RIT’s Wallace Library collection

**Course Topics**

**Unit 1: The Anatomy of Arguments**

- The Why, When and What of Arguments
- Modes of Appeal: Pathos, Ethos, Logos
- Audiences and Rhetorical Contexts
- When Arguments Break Bad: Fallacies of Argument

[**Unit 1 Major Assignment: Rhetorical Analysis Essay**]

**Unit 2: Analyzing Argument Structures**

- Classical Oration Style
- Carl Rogers and Invitational Arguments
- Stephen Toulmin and the Toulmin Method of Arguing

**Unit 3: Writing Arguments**

- Argument of Fact
- Argument of Definition
- Evaluations
- Proposals

[Unit 3 Major Assignment: Argument Essay]

Unit 4: Visual and Multimedia Arguments
- Visual Rhetorical Analysis
- Composing Visual Arguments

[Unit 4 Major Assignment: Visual Argument Presentation]

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Unit</th>
<th>Topic</th>
<th>Important Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 27</td>
<td>1</td>
<td>Everything’s an Argument Cont’d</td>
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<td></td>
<td>Jan 29</td>
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<tr>
<td>2</td>
<td>Feb 3</td>
<td>1</td>
<td>Ethos</td>
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<td></td>
<td>Feb 5</td>
<td></td>
<td>Pathos</td>
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<td>3</td>
<td>Feb 10</td>
<td>1</td>
<td>Logos</td>
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<td></td>
<td>Feb 12</td>
<td></td>
<td>Fallacies</td>
<td></td>
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<tr>
<td>4</td>
<td>Feb 17</td>
<td>1</td>
<td>Finish Fallacies</td>
<td></td>
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<td>Feb 15</td>
<td></td>
<td>Rhetorical Analysis</td>
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<td>5</td>
<td>Feb 24</td>
<td>1</td>
<td>Writing Rhet Analyses Cont’d</td>
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<td>Feb 26</td>
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<tr>
<td>6</td>
<td>Mar 3</td>
<td>2</td>
<td>Peer Review Rhet Analysis</td>
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<td></td>
<td>Mar 5</td>
<td></td>
<td>Classical Arg Structure</td>
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<tr>
<td>7</td>
<td>Mar 10</td>
<td>2</td>
<td>Rogerian Arg Structure</td>
<td>Mar 10, Rhet Analysis Essay</td>
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<td></td>
<td>Mar 12</td>
<td></td>
<td>Toulmin Arg Structure</td>
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<tr>
<td>8</td>
<td>Mar 17</td>
<td>3</td>
<td>No Classes</td>
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<td></td>
<td></td>
<td></td>
<td>Prep Group Work for Mar 31 – Apr 9; lead class on Arg types, referencing best structure for type</td>
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<tr>
<td>9</td>
<td>Mar 24</td>
<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>10</td>
<td>Mar 31</td>
<td>3</td>
<td>Arguments of Fact</td>
<td>Fact Grp Leads</td>
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<td></td>
<td>Apr 2</td>
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<td>Arguments of Definition</td>
<td>Def Grp Leads</td>
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<tr>
<td>11</td>
<td>Apr 7</td>
<td>3</td>
<td>Arguments as Evaluation</td>
<td>Eval Grp Leads</td>
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<td></td>
<td>Apr 9</td>
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<td>Arguments as Proposals</td>
<td>Prop Grp Leads</td>
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Grading/Evaluation

Components of Evaluation

- Class Participation
- Argument Journal
- Quizzes (3-4)
- Low-Stakes Assignments (6-8)
- Major Assignments (3)

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Argument Journal</td>
<td>5%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Low-Stakes Assignments</td>
<td>25%</td>
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<tr>
<td>Major Assignments</td>
<td>50%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grade Scale

Based on the 100% total listed above, letter grades will be assigned as follows:

- A: 90 points or above
- B: 80 points to 89.9 points
- C: 70 points to 79.9 points
- D: 65 points to 69.9 points
- F: below 65 points
- I: incomplete

I am using the electronic grade book in MyCourses, so you will be able to check your current standing at any time. The participation grade will be added at the end of the course; you may ask me at any time if you are concerned about your participation.
Late Work

I do not accept late work unless the situation is particularly compelling to do so. In order to negotiate with me about turning in work late, you must apprise me of your need prior to the due date of the assignment.

Attendance and Participation

Because this course is participation and discussion-based, attendance is an important component of your participation in this course. You are allowed to miss 2 weeks of classes for the semester (that’s 4 classes for T/TH sections). Beginning with the next absence after this limit, your course grade may be lowered 1/2 letter grade for each absence.

Extenuating circumstances (a death in the family, serious illness, etc.) will be considered on a case-by-case basis. I do not differentiate between excused and unexcused absences, so you do not need to tell me why you missed class. However, if you anticipate exceeding the 2-week absence limit, you should talk with me immediately.

If you participate in athletics or other academic activities that might take you out of class on occasion, be sure to talk with me about this so that we can make arrangements for you to complete the work you will miss.

Any student who misses more than 1/3 of the class may be given an "F" in the course.

Expectations

Time commitment

Since this is a 3-credit hour course, you should plan to spend 3 hours per week in class and an additional 6 to 9 hours on readings, research, discussions, assignments, etc. The rule-of-thumb is 2 to 3 hours per week outside the classroom for every credit hour per week in the classroom. If you do the math, it adds to 9–12 hours per week, total.

Writing standards

Written work should adhere to Standard American English. Because I know that my classes always have a mix of native and non-native speakers of English, I am a generous and open reader in terms of spelling, grammar conventions and punctuation. However, I still expect that, to the best of your ability, you will proof your papers and e-mail messages before submitting them. I will grade for content, completeness, and organization, as well as demonstration of knowledge gained in the course and your ability to apply it.

Course Policies

Technology in the classroom

Yes, please! I encourage you to use the technology of your choice while in class—laptops, tablet, and smart phone, etc. I understand that many of you are digital natives, and most of you do almost all of
your work in digital environments. I would be an unreasonable instructor if I insisted that you become part Luddite like me 😊

**However, I do have one caveat: Do not misuse this generous arrangement.** I expect that while you are in class you will be taking notes, engaging in discussions, working to find a bit of information that would help the class get that “Aha!” moment. If I think you are playing games, doing email unrelated to the class, or mindlessly surfing the web, I will ask you to shut down your devices for the remainder of the class. If I have to ask you more than once to use them appropriately, I will disallow their use for the term.

**Academic Integrity Statement**

As an institution of higher learning, RIT expects students to behave honestly and ethically at all times, especially when submitting work for evaluation in conjunction with any course or degree requirement. All students are encouraged to become familiar with the RIT Honor Code and with RIT’s Academic Honesty Policy. The RIT policy on Academic Integrity is online: [https://www.rit.edu/academicaffairs/policiesmanual/d080](https://www.rit.edu/academicaffairs/policiesmanual/d080)

This is from the policy’s introduction:

As members of an academic community, both students and faculty share responsibility for maintaining high standards of personal and professional integrity. If a student violates these standards, the Academic Integrity Process affords a fair resolution. The committee outlined herein may be called upon to hear cases where a breach of student academic integrity is alleged by instructor. In all cases, it is the responsibility of any university representatives to render fair and appropriate decisions reaffirming standards of integrity expected in the academic community. (RIT.edu)

**Statement on Reasonable Accommodations**

RIT is committed to providing reasonable accommodations to students with disabilities. If you would like to request accommodations such as special seating or testing modifications due to a disability, please contact the Disability Services Office. It is located in the Student Alumni Union, Room 1150; the Web site is [www.rit.edu/dso](http://www.rit.edu/dso). After you receive accommodation approval, it is imperative that you see me during office hours so that we can work out whatever arrangement is necessary.

**Changes to the syllabus**

I have provided this syllabus as guide to our course and have made every attempt to provide an accurate overview of the course. However, as instructor, I reserve the right to modify this document during the semester, if necessary, to ensure that we achieve course learning objectives. You will receive advance notice of any changes to the syllabus through myCourses/email.

**Resources**

The UWP Writing Commons provides free writing instruction for all RIT students at any stage of the writing process. Located on the first floor of the Wallace Center, the Writing Commons is staffed by peer and professional writing consultants with diverse backgrounds and from a variety of academic disciplines. Whether you need help getting started, organizing your thoughts, developing ideas, struggle with grammar and mechanical issues, using sources effectively or properly formatting your citations, we help students develop productive writing habits and revision strategies. For more information, or to schedule an appointment, go to: [www.rit.edu/WritingCommons](http://www.rit.edu/WritingCommons).