Course Description

ENGL 20803: Intermediate Composition is a writing workshop that builds on and goes beyond ENGL 10803 by focusing on the analysis and production of arguments in a variety of media including print, visual, oral, and digital. In the course, students will work individually and in groups to analyze, write, and research arguments about local and national issues that affect the public good.

Course Outcomes

At the end of this course, students should be able to:
1. Identify, analyze, and respond to arguments on issues that affect the common good.
2. Use research to produce effective arguments aimed at specific public audiences.
3. Identify and use a variety of rhetorical strategies in making arguments.
4. Use different modes of argument—visual, digital, oral, and multimedia forms—to achieve different effects and reach different audiences.

TCU Core WC2 Outcomes
1. Students will demonstrate facility with the language and analysis of argument.
2. Students will demonstrate the ability to write an argument for a specific rhetorical situation.
4. Students will demonstrate the ability to use computers effectively as a communication mechanism.

Required Texts

Lunsford and Ruszkiewicz, *Everything’s an Argument* 6th edition (red cover)
Daily access to a computer with an Internet connection
Course Requirements

Attendance and Participation
Writing workshops require that you engage in discussions about writing, produce writing regularly, and respond to the writing of your peers; consequently, your attendance is required. I’ll adhere to the English Department’s policy that nine absences in a MWF class is grounds for failure of the course. Only official university absences—absences REQUIRED by an official body of TCU and documented in writing—will be excused. Work due during an excused absence should be submitted in advance unless alternative arrangements have been approved by me. Keep in mind that since everything you do in class “counts” toward your final grade, any absence can affect your grade. For example, most class days will include some in-class writing or peer response that cannot be made up.

Quizzes
During each unit, you’ll take a key terms quiz that covers the textbook reading, lectures, and discussions. Quizzes cannot be made up unless arrangements are made in advance.

Drafts/Workshops
You will complete four major writing projects. For each project you will be asked to submit a preliminary draft to the course website that will be workshopped in small groups and responded to by me. Each draft should include a process memo explaining to readers 1) what you were trying to accomplish in this draft 2) what you think is going well and 3) what you are having trouble with or would like advice on. *Failure to submit drafts when due will affect your portfolio grade.*

Prior to workshop days, you will be expected to read your group’s drafts and write a response to each (about a half page single-spaced for each draft). These responses should let writers know what you like about their draft, address the PR questions posted on the course website, and respond to each writer’s specific concerns as discussed in their process memo. Responses to the writer must be posted to the course website and submitted in your unit portfolio so you can get credit for doing this work. During workshops, you’ll have time to discuss your responses to each other’s drafts and develop a revision plan. *Failure to respond to assigned peer drafts or missing class on workshop days will also affect your portfolio grade.*

Reading and Informal Writing
Throughout the course, you’ll be asked to do various kinds of reading and informal writing activities, sometimes for homework and sometimes in class, that are intended to facilitate discussion and contribute to your understanding of course material. This work will be submitted with each unit portfolio and will contribute up to a half letter grade for that portfolio.

Computers
This course meets in a computer classroom so please bring a travel (jump/thumb) drive or plan to save your work on your university drive. You are also welcome to bring your own laptop if you prefer. Feel free to use the computers for your own purposes BEFORE CLASS. Once class starts, please do not use the computer (or any other electronic device) for anything except
assigned activities. It is rude and distracting to others in the class. I reserve the right to interrupt your non-classroom related computing and ask you to stop. If you don’t stop, I reserve the right to ask you to leave class, and the time you miss will be counted as an absence.

**Writing Assignments**

*Personalizing the Common Good (25%)*

Choose an issue that affects the common good with which you have substantial personal experience. In this essay, you will use your experience as well as outside sources to make an argument for the importance of the issue for an audience that is uninformed, indifferent, or skeptical about the issue. **You must choose a subject with which you have direct experience that you can use as evidence.** The effectiveness of this essay will depend on how successfully you 1) convey evidence from your experience using techniques common to personal essays and 2) blend that personal evidence with evidence from outside authorities. Your personal experience must be integrated with secondary research, documented in MLA style (about 1500 words, not counting Works Cited page).

*Rhetorical Analysis: Common Good Controversy (25%)*

In this assignment, you’ll be providing a rhetorical analysis of three different argumentative texts produced in response to a current event, related to the common good, about which stakeholders disagree. This project involves researching the event (something that has actually happened in the last 2-3 months that is not yet resolved) then analyzing specific arguments that represent different positions in response to the event. One of these texts must be a visual argument (a photograph, a political cartoon, an illustration, an advertisement, a video).

Your purpose is NOT TAKE A POSITION on the issue but to inform readers about the controversy by analyzing differing positions that need to be considered in any attempt to find common ground or mediate a solution. The texts you choose to analyze must be submitted for approval and will be presented as appendices to your analysis (1500-2000 words, not counting primary texts or Works Cited page).

*Designing Common Good Campaigns (25%)*

In this project, you will work in small groups to research a problem related to the common good and then design a campaign--multiple arguments intended to persuade a specific sector of the public to intervene in the problem. As a class, we will work together to choose topics, and groups will be assigned on the basis of shared interest in a topic.

One purpose of this project is to learn to use primary research (surveys, interviews, observation) to study problems that affect real people. Another purpose is to learn to work as a team to design effective arguments for specific audiences. A third purpose is to learn how to produce arguments in multiple forms (editorials, posters, videos, webpages, social media pages, etc.) Each team will share their campaign in a formal class presentation.

Final grades will be based in part on individual contributions and in part on the overall effectiveness of the team’s work, including the presentation.
Final Commentary on the Common Good (10%)
For your final project, you’ll compose a commentary about the nature, status, and/or future of the common good that is designed to intervene in or respond to an actual conversation going on among people in some public context. The commentary might be written, oral, visual, or multimodal, depending on the context.

Evaluation

Personalizing the Common Good 25% (250 pts)
Rhetorical Analysis: Common Good Controversy 25% (250 pts)
Designing Common Good Campaigns 25% (250 pts)
Final Commentary 10% (100 pts)
3 Key Terms quizzes 3 @5% each (3 @ 50 pts each)

At the end of each unit, you’ll submit a unit portfolio that includes your workshop draft, the responses you wrote for your peers, your final draft, and all relevant homework and in-class work for that unit. Final unit portfolios are due in class on the date specified in the calendar, unless an extension has been granted in advance. Late papers will be penalized one letter grade for each class day they are late.

For purposes of determining a final grade, letter grades will be translated into numbers based on the following scale. Note that an A on an assignment will receive a 96, but you need only a 94% average to earn an A in the course.

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<thead>
<tr>
<th>Grade</th>
<th>B+ 88</th>
<th>C+ 78</th>
<th>D+ 68</th>
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<tr>
<td>A</td>
<td>96</td>
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<tr>
<td>A-</td>
<td>92</td>
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<td>A-/B+</td>
<td>90</td>
<td>B-/C+ 80</td>
<td>C-/D+ 70</td>
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<td>A-/B+</td>
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<td>C+ 770-799</td>
<td>D 640-669</td>
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<td>B+</td>
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<td>C</td>
<td>740-769</td>
<td>D 600-639</td>
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<td>F</td>
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<tr>
<td>Not submitted</td>
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Final grades will be determined based on the following scale (out of 1000 pts):

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<th>Grade</th>
<th>B- 800-839</th>
<th>D+ 670-699</th>
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<tbody>
<tr>
<td>A- 900-939</td>
<td>C+ 770-799</td>
<td>D 640-669</td>
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<tr>
<td>B+ 870-899</td>
<td>C 740-769</td>
<td>D-600-639</td>
</tr>
<tr>
<td>B 840-869</td>
<td>C- 700-739</td>
<td>F 599 and below</td>
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Academic Misconduct
The English Department has a zero tolerance policy regarding academic dishonesty. The Department now requires that all suspected cases of academic dishonesty be submitted to the English Department Chair for evaluation. The minimum penalty for cases in which academic dishonesty is discovered is a grade of “0” for the assignment. In the most serious cases, the Dean may assign an academic misconduct “F” in the course. For a definition of academic misconduct, see below:
Academic Misconduct (Sec. 3.4 from the Student Handbook) – Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself;

- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.

- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

Most commonly, academic dishonesty in writing course involves the use of others’ words or ideas without attribution. This includes the unattributed use of writing produced by other students or print sources or Internet sources in part or in whole. It is also academically dishonest to submit writing you have done and received credit for in previous courses. That work cannot be given credit twice. The best guard against academic dishonesty is to take seriously the writing assignments given, to allow enough time to complete them properly, to submit drafts when required, and to seek advice from your instructor, the writing center, or reference books regarding the use of outside sources in your writing.

**Additional Resources**

**Office Hours**
Please feel free to visit my office at any time to discuss any aspect of your performance in the course, either during regular office hours or by appointment.

The Williams L. Adams Center for Writing is an academic support service available to all TCU students, faculty, and staff. Writing specialists and peer tutors are available for individual tutorials from 8-5 Monday through Friday on the fourth floor of Reed Hall. Online tutorials area also available at www.wrt.tcu.edu.

**Policies and Procedures for Students with Disabilities**
Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 016. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which
they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

**Tentative Course Calendar**

(Any schedule changes will be announced in advance and posted to the course website)

**Week 1**
- **M Jan. 13** Intro to the course.
- **W Jan. 15** EA Ch. 1 Everything’s an Argument.
  - “Common Good” (Encyclopedia Britannica) [http://www.britannica.com/EBchecked/topic/128312/common-good](http://www.britannica.com/EBchecked/topic/128312/common-good)
- **F Jan. 17** EA Ch 2 Pathos, EA Ch 3 Ethos. Assign Project 1: Personalizing the Common Good

**Week 2**
- **M Jan. 20** MLK Day. No class
- **W Jan. 22** Williams, “Clan of One-Breasted Women”; Narrative Technique

**Week 3**
- **M Jan. 27** EA Ch 18 Evaluating Sources, EA Ch 19 Using Sources. Bring 3 sources (or links to sources) to share in class.
- **W Jan. 29** Quiz
- **F Jan. 31** Draft of Project 1 due to course website by class time. Practice peer response.

**Week 4**
- **M Feb. 3** Peer Response Workshop.
- **W Feb. 5** Revision/editing activity.
- **F Feb. 7** Project 1 Portfolio due. Assign Project 2: Rhetorical Analysis. Invention.

**Week 5**
- **M Feb. 10** EA Ch. 6 Rhetorical Analysis; “The Rhetorical Situation” [http://rhetorica.net/kairos.htm](http://rhetorica.net/kairos.htm)
- **F Feb. 14** MLK, “Letter from Birmingham Jail.” (on course website)

**Week 6**
- **M Feb. 17** Ch. 14 Visual Argument. Eyes on the Prize: “No Easy Walk” [http://www.youtube.com/watch?v=ul_57aUXIpo](http://www.youtube.com/watch?v=ul_57aUXIpo)
- **W Feb. 19** Annotated Bib/sources due.
- **F Feb. 21** Ch. 5 Fallacies
## Week 7
- **M Feb. 24**: Rhetorical Analysis Worksheet due. EA Ch 7 Structuring Arguments
- **W Feb. 26**: Quiz
- **F Feb. 28**: Draft of Project 2: Rhetorical Analysis due to course website by class time. Practice peer response.

## Week 8
- **M Mar 3**: Peer Response Workshop
- **W Mar 5**: Revision/editing
- **F Mar 7**: Project 2 Portfolio due. Assign Project 3: Designing Common Good Campaigns. Invention.

### Spring Break March 8-16

## Week 9
- **M Mar 17**: Collaboration survey. Assign groups. EA Ch 17 Finding Evidence. Primary Research.
- **W Mar 19**: Group time: Collect secondary sources, annotate. Plan primary research.
- **F Mar 21**: Group time: Common Good Problem Definition and Research plan with annotated bibliography due including survey and interview questions.

## Week 10
- **M Mar 24**: Genre. Discuss sample common good arguments (texts) Group time: Brainstorm designs.
- **W Mar 26**: Discuss sample common good arguments (multimedia). Group time: Share research results.
- **F Mar 28**: EA Ch 12 Proposals. Group time: draft campaign proposal

## Week 11
- **W Apr 2**: Workshop campaign proposal drafts.
- **F Apr 4**: Share drafts of campaign arguments.

## Week 12
- **M Apr 7**: Share drafts of campaign arguments.
- **W Apr 9**: EA Ch. 15 Presenting Arguments Revision/editing
- **F Apr 11**: Quiz

## Week 13
- **M Apr 14**: Plan presentations. Complete portfolios.
- **W Apr 16**: Presentations. Project 3 Portfolio due. Assign Final Project.
- **F Apr 18**: Good Friday Holiday. No class.

## Week 14
- **M Apr 21**: EA Ch. 9 Arguments of Definition.
- **W Apr 23**: Share modes and means of commentary. Read “Still Bowling Alone?” posted to the course website. Be prepared to respond to Sandler and Putnam’s argument that Americans are becoming less and less socially connected, with negative consequences for the common good.
<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>F Apr 25</td>
<td>Sample commentaries. TBA</td>
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<tr>
<td><strong>Week 15</strong></td>
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<tr>
<td>M Apr 28</td>
<td>Workshop drafts of Commentary</td>
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<tr>
<td>W Apr 30</td>
<td>Last Day of Class. Course reflection.</td>
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<tr>
<td>M May 5, 8-10:30</td>
<td>Final Portfolio: Commentary due.</td>
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