Cincinnati Christian University
Foster School of Biblical Studies, Arts & Sciences

ENGL 111 01 COLLEGE ENGLISH 2 (Section 01)

Professor: Brian Derico	Semester: Fall 2018
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3 Semester Credit Hours	Meeting Times: TH 1:30-2:45

Course Description

ENGL 111 is a companion course to ENGL 110 covering additional patterns of development and writing situations. A major research project forms a part of the requirements. Also, attention is given to textual analysis. Prerequisite: ENGL 110 or its equivalent.

Course Rationale

It is the purpose of this course to equip students with the rhetorical orientation, knowledge, and skills required to create and analyze persuasive texts in a variety of contexts.

Arts & Sciences Outcomes

Courses belonging to the Arts & Sciences curriculum of Cincinnati Christian University promote the following outcomes:

- A&S 1: Students should be able to communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English
- A&S 2: Students should be able to adeptly utilize modern research and writing tools
- A&S 3: Students should be able to identify decisive events and ideas in the human experience and assess their influences on modern culture and thought
- A&S 4: Students should be able to employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities
- A&S 5: Students should be able to demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview

Course Objectives

Students who satisfactorily complete this course will have made progress in their ability to do the following:

1. Analyze a rhetorical situation and respond to it with a strategically designed text (supports A&S 1)
2. Demonstrate thoughtfulness about their writing process (supports A&S 1)
3. Integrate ideas and language from contextually credible sources in a manner that conforms to the expectations of their audience (supports A&S 1 and A&S 2)
4. Offer thoughtful analysis of texts (supports A&S 4)

Course Texts

They Say, I Say by Graff and Birkenstein, Third Edition
Course Notes (Canvas)

Purdue OWL
"Backpacks vs. Briefcases," Laura Bolin Carroll (Canvas)
"Reading Games: Strategies for Reading Scholarly Sources," Karen Rosenberg (Canvas)
"Annoying Ways People Use Sources," Kyle D. Stedman (Canvas)
"Everything Changes, or Why MLA Isn't (Always) Right," Janice R. Walker (Canvas)
"Navigating Genres," Kerry Dirk (Canvas)

Assignment Values

- Essay 1 15%
- Essay 2 15%
- Essay 3 20%
- Analyses 40%
- Exam 10%

Course Agenda

All dates are approximate and subject to change without notice. Reading assignments must be completed before class on the assigned date. Assignments must be submitted before class begins on the assigned due date.

August	28	Introduction to ENGL 111 Read: "Text," "Rhetoric," "Rhetorical Situation," "Rhetorical Thinking," "Rhetorical Thinking and Leadership" (Course Notes)
	30	Assignment Introduction: Article/Chapter Analysis Read: "Writing Process," "Imitation," "Collaboration," "Rhetorical Ecosystem," "Openness," "Why Texts Fail" (Course Notes)
September	04	Read: "Reading Games," Rosenberg (Canvas Text) Due: Article/Chapter Analysis ("Reading Games") Read: *They Say, I Say*: Chapter 14 Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 14)
	06	Read: "Metacognition," "Analysis," "Praxis," "Illogic," "Emotion," "Impulse," "Accident," "Play" (Course Notes) Read: *They Say, I Say*: Chapter 12 Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 12)
	11	Read: "Joining the Conversation," "Choosing Dialog: Audience as Partner vs. Audience as Opponent" (Course Notes) Read: *They Say, I Say*: Introduction Due: Article/Chapter Analysis (*They Say, I Say*: Introduction) Read: *They Say, I Say*: Chapter 1 Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 1)
	13	Read: "Exigence," "Audience," "Logos," "Pathos," "Ethos," "Kairos," "Constraints" (Course Notes) Read: "Backpacks vs. Briefcases" (Canvas Text)

Due: Article/Chapter Analysis ("Backpacks vs. Briefcases")

18   Read: "Strategic Decisions about Audience Expectations," "Multimodality and Affordances," "Genre" (Course Notes)
Read: "Navigating Genres," Dirk (Canvas Text)
Due: Article/Chapter Analysis ("Navigating Genres")

20   Read: "Quoting," "Paraphrasing," "Summarizing," "Plagiarism," "Common Knowledge" (Course Notes)
Read: *They Say, I Say*: Chapter 4
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 4)

25   Assignment Introduction: Essay 1

27   Read: "Writing for Exams" (Course Notes)

October   02   Peer Review
Read: "MLA Formatting and Style Guide" (Canvas Text/Purdue OWL)

04   Fall Recess (No Class)

09   Assignment Introduction: Essay 2
Due: Essay 1

11   Read: "Contextual Credibility," "Primary Sources and Secondary Sources," "Contextual Credibility in Scholarly Genres and Context," "Evaluating Sources of Information" (Course Notes)

16   Peer Review
Read: "Telos," "To Prepon," "Topoi," "Taxis," "Phronesis," "Endoxa" (Course Notes)

18   Introduction to Library Resources
Assignment Introduction: Essay 3
Assignment Introduction: Essay 3 Schedule
Assignment Introduction: Essay 3 Preliminary Bibliography
Due: Essay 2

23   Research Strategies
Read: "Everything Changes, or Why MLA Isn't (Always) Right," Walker (Canvas Text)
Due: Article/Chapter Analysis ("Everything Changes")
Due: Essay 3 Schedule

25   Read: *They Say, I Say*: Chapter 2
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 2)
Due: Essay 3 Preliminary Bibliography

30   Read: "Integrating Quotations into Sentences" (Canvas Text)
Read: "Annoying Ways People Use Sources," Stedman (Canvas Text)
Due: Article/Chapter Analysis ("Annoying Ways People Use Sources")
Read: *They Say, I Say*: Chapter 3

Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 3)

November 01 Read: *They Say, I Say*: Chapter 5
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 5)

06 Read: *They Say, I Say*: Chapter 6
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 6)
Read: *They Say, I Say*: Chapter 7
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 7)

08 Read: *They Say, I Say*: Chapter 8
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 8)
Read: *They Say, I Say*: Chapter 9
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 9)
Read: *They Say, I Say*: Chapter 10
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 10)

13 Peer Review

15 Semester Review/Exam Review
Read: "MLA In-Text Citations: The Basics" (Canvas Text/Purdue OWL)

20 Thanksgiving Recess (No Class)

22 Thanksgiving Recess (No Class)

27 Semester Review/Exam Review
Read: "MLA Works Cited Page: Basic Format" (Canvas Text/Purdue OWL)
Read: "MLA Example Works Cited Page" (Canvas Text/Purdue OWL)
Read: "MLA Works Cited: Electronic Sources" (Canvas Text/Purdue OWL)

29 Read: *They Say, I Say*: Chapter 11
Due: Article/Chapter Analysis (*They Say, I Say*: Chapter 11)

December 04 Semester Review/Exam Review
Due: Essay 3

06 Semester Review/Exam Review

11 Semester Review/Exam Review

13 Semester Review/Exam Review

CCU Semester Examinations December 17-20

Course Policies

Disability Services

Students who require academic accommodations due to any documented physical, psychological, or learning

disability should request assistance from the Student Services Department within the first two weeks of class. The Student Services Department is located on the upper level of the Presidents Hall. You may also contact the office by phone (513.244.8150).

Academic Integrity

The CCU Policy on Academic Integrity applies to this course.

Class Participation

- The attendance regulations listed in the CCU catalog apply to this course.
- Students must arrive on-time and remain for the entire meeting. Arriving late to class and leaving early from class may be counted as ¼ absence.
- Students must arrive to class prepared to participate in class activities. They should complete writing assignments on time, read assigned texts, and plan ways to contribute to our production of knowledge during course meetings.
- Students who arrive without a copy of the assigned reading may be marked absent.
- Students must actively participate in class activities. They should participate in class discussions. They should not use class meeting as opportunity to complete work unrelated to this course.
- Students may not use computers, phones, tablets, or other personal electronic devices during course meetings. Students may not have phones in view. Students may not wear headphones (external or in-ear). Any use of personal electronic devices during course meetings may be counted as an absence.

Peer Review

Peer-review serves a number of purposes.

- Peer review motivates recursive writing.
- Peer review underscores the collaborative nature of writing.
- Peer review gives students an opportunity to practice participating in a dialog about writing.

Reading

The reading assignments listed in the course syllabus are an important component of this course. No specific credit will be assigned for the completion of reading assignments, but a student's ability to participate in class discussions and perform well on written assignments and the final exam will require familiarity with assigned portions of course texts.

Exam

The exam will be offered during exam week and will require familiarity with class discussions and the assigned readings. The exam may not be taken early.

Extra Credit

I do not offer extra credit.

Late Work

- Work is due at the beginning of class on an assignment's due date. I will accept late work for reduced credit for 24 hours after the beginning of class on an assignment's due date. A 10% penalty will be assigned for late work. A grade of 0% will be assigned for work not submitted within 24 hours after an assignment's due date.
- Excuses will not be accepted for late work or work that is not submitted properly. Submit work early, double-check your submissions, and when necessary use the Canvas help line (855-976-8718).

Revisions

Revision is a necessary part of everyone's writing process. Revision can be motivated by and reflect developments in your understanding of the rhetorical context of your text, comments made by readers, further research and inquiry, and further consideration of your rhetorical ambitions. I do not allow revisions after an assignment has been assigned a grade.

Assignment Descriptions

The following assignment descriptions will be supplemented by class discussion and assigned reading. The student is responsible for completing each assignment in a fashion that reflects familiarity with class discussion and assigned readings.

Article/Chapter Analyses

Purpose

Article/Chapter Analyses give you a method for reading scholarly texts that emphasizes their rhetorical nature, a method for taking notes that facilitate contributions to class discussions, and potential material for integration into other writing assignments. The Article/Chapter Analysis assignment is also an opportunity to develop your ability to paraphrase, summarize, quote, and conform to MLA style. Article/Chapter Analyses should display thoughtful, meaningful, and complex interactions with the assigned readings.

Procedure

In order to develop usable insights into the assigned readings, you will need to strip away all unnecessary information and develop a sharp focus on four areas:

- Exigence Description
- Abstract
- Joining the Conversation
- Term/Concept Description

Please be careful not to work too closely with peers on Article/Chapter Analysis assignments. There are limited ways to complete this assignment, and parallel patterns of sentence structure and word choice will lead to an inquiry by the CCU committee on Academic Integrity.

Exigence Descriptions

Exigence Descriptions should describe the problem or opportunity that motivated the author to write the article or chapter. Typically, an exigence motivating a scholarly article or chapter will be a problem or opportunity arising from the thinking, action, knowledge, or ability of some category of people. Do not describe your problems with the article or chapter or problems you think readers have when reading it. Do not quote directly,

but do provide page numbers for paraphrases and summaries in parenthetical citations. Identify the title and the full name of the author of the article or chapter in the Exigence Description. Exigence Descriptions should comprise between 25 and 75 words.

Abstracts

Discourse Descriptions should describe the work the article or chapter does in response to the exigence that appears to have motivated the author to write it. What is the goal of the article or chapter and how does the article or chapter attempt to achieve that goal? Your Discourse Description should correspond in an obvious way to your Exigence Description. Your Discourse Description should include summary and descriptions of key concepts. Again, do not quote directly, but do provide page numbers for paraphrases and summaries in parenthetical citations. Your Discourse Description should comprise between 50 and 200 words.

Joining the Conversation

This section should enter into dialog with the article or chapter. That is, you should respond to a clearly articulated idea in the article or chapter with a clearly articulated idea of your own. The idea to which you respond should be specific enough that you can introduce a page number in a parenthetical citation that directs me to the idea in the article or chapter. You must provide a clear, compelling, and generous presentation of the idea to which you are responding. Your response to this idea will be either an agreement with reasons, agreement with further development, agreement with qualification, or disagreement with reasons. Your response idea must be developed beyond simple agreement or disagreement. This section may include quotations from the article or chapter that is the subject of your Article/Chapter Analysis. This section may also include ideas and language from additional sources. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. This section should comprise between 50 and 100 words.

Term or Concept Descriptions

Term or Concept Descriptions define the meaning and function of a term or concept that does substantial work in the article or chapter. Define the meaning of the term or concept as it functions in this article or chapter. Do not offer a dictionary definition. The term or concept you choose does not have to be the most important term or concept–simply one that is worthy of consideration during a class discussion of the article or chapter. This section must include an explanation of why we should discuss this term or concept in our class discussion. Choose a different term or concept if you cannot offer a compelling justification for a discussion of this term or concept. **You must integrate a quotation into this section.** Italicize a word when referring to that word. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. Term/Concept Descriptions should comprise between 50 and 75 words.

Format

- Your Article/Chapter Analysis must include a Work Cited entry.
- Your Article/Chapter Analysis must conform to MLA style.
  - Double-space all sections of your text.
  - Include a complete identification section on the first page.
  - Include your last name and the page number in a header that appears at the top right of each page.
  - Use headings preceded by Arabic numerals to divide the sections of your Article/Chapter Analysis.
  - Mark the title of the article or chapter with quotation marks.
  - Use parenthetical citations to provide page numbers for quotations, paraphrases, and summaries.
  - Mark language integrated from the article or chapter that is the subject of your analysis with quotation marks.

- Identify the title and the full name of the author(s) of the article or chapter in the Exigence Description.
- Your Article/Chapter Analysis should not be a cohesive essay with an introduction and conclusion.
- Your completed article analysis should be between 175-450 words.
- Review the "Style and Format Expectations" document in Canvas.
- Review the "Example Article Analysis" document in Canvas.
- To receive full credit for this assignment you must submit the Article/Chapter Analysis to the designated assignment section of Canvas before class on the assignment's due date.

Work Cited Entry

Entries for *Writing Spaces* articles should follow this pattern**:**

Last name, First name. "Title of Chapter." *Title of Collection*, edited by Editor's Name(s). Publisher, Year, Page

   range of entry.

For example,

Rosenberg, Karen. "Reading Games: Strategies for Reading Scholarly Sources." *Writing Spaces: Readings on*

   Writings. Vol. 1., edited by Charles Lowe and Pavel Zemliansky, Parlor Press, 2011. pp. 211-220.

Entries for *They Say, I Say* chapters should follow this pattern:

Last name, First name, and First name Last name. *Title of Book*. Publisher, Publication Date.

For example,

Graff, Gerald, and Cathy Birkenstein. *They Say, I Say*. W. W. Norton & Co., 2014.

Essay 1

- Write an essay of at least 1050 words that enters into conversation with an idea in "Reading Games," "Backpacks vs. Briefcases," or "Navigating Genres." Your essay must be framed as a response to an idea that you encounter in one of these Writing Spaces articles.
- After you identify an exigence—that is, a problem or opportunity that you are going to address by creating a text—this assignment requires that you strategically use a cause and effect relationship in your text. The entire essay does not need to be organized using this relationship, but you have to make strategic use of a cause and effect relationship in your text.

   An example introduction that uses cause and effect:

   Although she does not use the term, *metacognition* is a foundational concept in Laura Bollin Carroll's "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis." Metacognition occurs when a person's thinking is the object of her thinking. This concept is premised on the idea that meanings are not natural, but instead are the product of enculturated patterns of thinking, interpretation, and action that evolve over time. Carroll believes that although students have internalized patterns of rhetorical analysis that allow them to successfully navigate the world as it is, their inability to use metacognition limits their ability to act strategically. I think this is an important idea. Cultural patterns of thinking, interpretation,

and action are powerful, but metacognitive rhetorical analysis gives us a way to resist received wisdom about what is what is true, good, and inevitable.

- First choose an exigence and a goal and then use cause and effect to discover things to say rather than beginning with a cause and effect relationship and then finding an exigence that fits.
- Your essay should integrate ideas and language from contextually credible sources in both quotation and paraphrase form (introduced; integrated grammatically; interpreted; cited).
- Review the "Style and Format Expectations" document in Canvas.
- Review the "Example Essay 1" document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment's due date.

Essay 2

- Write an essay of at least 1050 words that enters into conversation with an idea in "Reading Games," "Backpacks vs. Briefcases," or "Navigating Genres." Your essay must be framed as a response to an idea that you encounter in one of these Writing Spaces articles.
- After you identify an exigence—that is, a problem or opportunity that you are going to address by creating a text—this assignment requires that you strategically use either division or classification in your text. The entire essay does not need to be organized using one of these relationships, but you have to make strategic use of division or classification in your text.
- Division is when you divide a person, place, thing, method, or idea into its component parts.
- Classification is organizing a number of people, places, things, methods, or ideas based upon shared characteristics.

An excerpt from an example introduction that uses classification:

In her article "Navigating Genres" Kerry Dirk asserts that lacking a sophisticated understanding of genre limits a person's ability to respond in strategically appropriate ways to the rhetorical situations they encounter. She wants her readers to think of genre as the pattern of strategic choices that writers make in response to similar situations in order to accomplish some strategic action. Dirk focuses on why writers should seek to recognize and reproduce these patterns, but I think it is important that we also think carefully about why we might choose to deviate from these patterns.

An excerpt from an example introduction that uses division:

Laura Bolin Carroll wrote Backpacks vs. Briefcases: Steps toward Rhetorical Analysis" in order to help her readers become more sophisticated readers of texts. I think it is important to recognize, however, that the concepts associated with rhetorical analysis that Carroll introduces can make us more sophisticated writers as well. In this essay I want to give particular attention to the way the rhetorical concepts exigence, audience, and constraints can help writers *create* strategic texts.

- First choose an exigence and a goal and then use division or classification to discover things to say rather than beginning with a division or classification relationship and then finding an exigence that fits.
- Your essay should integrate ideas and language from contextually credible sources in both quotation and paraphrase form (introduced; integrated grammatically; interpreted; cited).
- Review the "Style and Format Expectations" document in Canvas.
- Review the "Example Essay 2" document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section

of Canvas before class on the assignment's due date.

Essay 3 Schedule

- Create a schedule that organizes the tasks and activities that must be accomplished in order to successfully complete the Essay 3 assignment.
- This schedule should include all relevant due dates, tasks, and activities required by this assignment, typical of this kind of assignment, and relevant to your specific essay.
- You may use the "Example Essay 3 Schedule Format" document as a template.
- Review the "Style and Format Expectations" document in Canvas.
- Your Essay 3 Schedule will be included in the Analyses section of your semester grade.
- To receive full credit for this assignment you must submit your Essay 3 Schedule to the designated assignment section of Canvas before class on the assignment's due date.

Essay 3 Preliminary Bibliography

- Create a list that provides complete bibliographic information for at least 10 potential sources that are relevant to your planned essay.
- You must discover at least three of your potential sources using the EBSCO databases on the CCU Library website.
- You must discover at least three of your potential sources using the OhioLINK Central Catalog on the CCU Library website. You should request these sources.
- Your document and list must be formatted using MLA style (header, identification section, hanging indent, double-spaced, etc.). Your title should appear as follows: Preliminary Bibliography
- Refer to the "Example Essay 3 Preliminary Bibliography" document as an example.
- Review the "Style and Format Expectations" document in Canvas.
- Your Essay 3 Preliminary Bibliography will be included in the Analyses section of your semester grade.
- To receive full credit for this assignment you must submit your Essay 3 Preliminary Bibliography to the designated assignment section of Canvas before class on the assignment's due date.

Essay 3

- Write an essay of at least 1750 words that performs the *Writing Spaces* article genre.
- The exigence for your essay must be a problem that your audience of first year college students will encounter. For example, Karen Rosenberg wrote "Reading Games" because she believes that many of her readers don't know how to read scholarly texts. Laura Bolin Carroll wrote "Backpacks vs. Briefcases" because she believes that her readers don't know how to perform metacognitive rhetorical analysis. Janice R. Walker wrote "Everything Changes, or Why MLA Isn't (Always) Right," because she thinks student writers haven't been taught to think rhetorically about citation practices. Kyle D. Steadman wrote "Annoying Ways People Use Sources" because students don't know the relevant conventions for using sources in scholarly rhetorical contexts. Kerry Dirk wrote "Navigating Genres" because she believes her readers have a too limited understanding of "genre."
- Your primary goal must be to respond to your exigence by introducing an important concept or skill to your audience. That concept or skill does not need to be related to writing.
- Support your assertion with appropriately documented contextually credible evidence. You must use sources written by credentialed experts for an audience of scholars rather than sources written for audiences of general readers.
- Your essay must include at least three quotations.

- Your essay must include at least three attributed paraphrases.
- Your essay must include at least three parenthetical citations.
- Your essay must include at least three examples of in-sentence attribution.
- Your essay must have at least two sources.
- Review the "Style and Format Expectations" document in Canvas.
- Review the "Example Essay 3" document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment's due date.