ENGL 1020: CRITICAL THINKING AND ARGUMENTATION

Instructor: Marty Massengale
Email: massengalemm@etsu.edu
Office: Virtual

Class Meetings: Virtual asynchronous
Office Hours: Virtual by appointment

*You can always email me to schedule a meeting (on Zoom)

Course Overview

Prerequisites: ENGL 1010 or equivalent. Writing essays based on critical analyses of various literary texts. Emphasis on sound argumentative techniques. Requires documented research paper. Students must earn a grade of "C" or above to pass this course.

English 1020: Civic Engagement will explore the workings of social groups and institutions. These sections are open to students of any major; researching and writing projects may relate to history, political science, criminal justice, education, business, women's studies, or sociology.

The semester-long 1020 sequence progresses in four overlapping and interrelated phases: Critical Reading, Annotated Bibliography, Project Proposal, and Research Project. During the Critical Reading phases, students practice reading actively, summarizing accurately and concisely, recognizing and evaluating rhetorical strategies, and comparing material from multiple works in terms of purpose, argument and audience. These skills are then employed in the construction of an Annotated Bibliography, as students locate, evaluate, select and summarize sources reflecting diverse approaches to a topic of their choice.

The Annotated Bibliography is an exploratory endeavor through which students organically discover the angle or aspect of the topic they find most compelling. This then becomes the basis for their Project Proposal. After defining the problem, students categorize the critical arguments which inform the problem, identify gaps in current research, and formulate a potential solution to the problem. Students then identify a real-world audience for the proposal, define the form of proposal appropriate to that audience/discipline, determine the appropriate rhetorical stance, and then draft, revise, edit and proofread the proposal with support from a peer writing group.

Based on the assumption that the audience has approved the Project Proposal, students begin work on the Research Project or "deliverable." Students will first conduct additional necessary research, construct a working thesis, and formulate supporting arguments and rhetorical strategies appropriate to the discipline and the audience. Students will then assemble and incorporate evidence from secondary sources, taking care that such sources support rather than supplant the students' own arguments. Finally, as with the Project Proposal, students will then draft, revise, edit and proofread the Research Project with support from a peer writing group.

Course Learning Objectives

By the end of this course, students will be able to:

• Describe and define issues from relevant social and cultural topics

• Develop rhetorical awareness, using written, verbal, and/ or multimodal communication strategies to reach audiences and achieve purposes

• Select, evaluate and analyze sources that give insight into a specific cultural issue

• Synthesize information from other written sources

• Plan, draft, write, and revise a research essay that addresses a relevant social or cultural issue

• Cultivate effective writing processes through repetition, practice, and revision

• Apply appropriate conventions, including grammar and citation practices, to participate in academic discourse

There is no required textbook for this course. All required readings are available through the ETSU Charles C. Sherrod Library OER Reader found at https://libraries.etsu.edu/guides/course/oer_engl_1010_1020.

Online MLA Style Resources and links are available through the ETSU Charles C. Sherrod Library site https://libraries.etsu.edu/research/writecite/mla.

Evaluation and Grading

Note: To earn a passing grade, you must complete all major writing assignments.

Final Grade Breakdown (1000 possible points = 100%)

A = 900

B = 800

C = 700

D = 600

F = <600

1.Critical Reading Responses— 25 points each (100 possible points): 10%

2. Quizzes — (100 possible points): 10%

3. Peer reviews — (100 possible points): 10%

4. Discussion participation — 10 discussion topics each with an original post and replies for 2 other students, 10 points per original post/2.5 points per reply (150 possible points): 15%

5. Annotated Bibliography — (150 possible points): 15%

6. Persuasive Proposal — (150 possible points): 15%

7. Research Paper—(250 possible points): 25%

"A" WORK (90-100%) will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context. **"B" WORK** (80-89.9%) will represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original. **"C" WORK** (70-79.9%) will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately challenged in organization, articulation, perception, and/or effectiveness. **"D" WORK** (60-69.9%) will represent an overall response that is incomplete and may be severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates. **"F" WORK** (0-59.9%) will represent an overall response that is unacceptable.

Plagiarism Policy

Plagiarism will not be tolerated in this department, and its consequences are serious. Proven willful plagiarism can result in failure in the course and may include dismissal from the university.

The MLA Handbook (8th edition, 2016) defines plagiarism as repeating...
"...as your own someone else's sentences, more or less verbatim. . . . Other forms of plagiarism include repeating someone else's particularly apt phrase without appropriate acknowledgment, paraphrasing another person's argument as your own, and presenting another's line of thinking. . . as though it were your own."

Instructor Policies and Expectations:

Participation and Civility: We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. I expect you to conduct yourself in a professional and respectful manner during all interactions and class-related activities. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement, do so in a civil manner. Excessive disruptions of our class time—including inappropriate or inflammatory comments or harassing others—are unacceptable. Please respect the class environment by using your time effectively and helping your classmates do the same. Remember that you are accountable for all of your actions in this course, including your submitted work, your grades, and your participation in this class.

Attendance and Absences: This is a participatory, collaborative, and discussion-based course, so participation is important to your success. Lack of participation (more than one full week of

class) will impact your success.. Please arrange any planned absences with me ahead of time in order to avoid penalty, including absences that are authorized as excusable by the university: (1) religious holy day, including travel for that purpose; (2) active military service, including travel for that purpose; (3) participation in an official university function; (4) illness or other extenuating circumstances; (5) pregnancy and parenting under Title IX; and (6) when the University is officially closed by the President.

Communication Expectations: The best way to contact me is through my ETSU email address. When you write me, please include the subject of your email in the subject line, and write from your official ETSU email address. This will help me respond to you quickly. Note that I am only able to discuss information relating to academic records and grades through your official ETSU accounts.

Instructor Responsibilities and Feedback: My responsibility as your instructor is to challenge you, to help you understand the course material, and to help you grow and learn as a student. I will provide clear instructions for projects and assignments, answer your questions, and identify additional resources as necessary. I will also provide feedback on your written work. You can expect me to have feedback and grades returned to you within two weeks of the submission date for each assignment.

D2L: Announcements, major assignments, some activities and discussions, and grades for this course will all be handled within ETSU's D2L Learning Management System. You must be able to access D2L regularly in order to succeed in this course.

Late or Missed Assignments: All papers are due by class time on the due date, unless otherwise posted on D2L. No late work will be accepted unless you have previously made arrangements with me. If you know that you need an extension, talk to me before the paper is due. If you can explain why you need more time, how your project will benefit from more time, and how you will use the extra time, it is possible to get an extension without impacting your grade.

Public Writing: You should consider all of your submitted writing for this course, including prewriting, drafts, in-class assignments, and final projects, public writing. The writing that you submit in this course may be viewed by me and your classmates. Please do not submit any information about yourself that you do not want to share.

Syllabus Change Policy: I have made every attempt to provide this syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. Advance notice will be given for any changes made to the syllabus.