

Syllabus

ENGL-503: Theory and Practice of Synthesis and Argumentative Writing

Indiana Wesleyan University

Online – combo

Session dates: 5/3/2022 – 6/27/2022

Summer I

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Instructor: TBD

Course Description

A study of the theory and practice of rhetorical analysis, synthesis, and argumentative writing with a special emphasis on writing analyses of nonfiction. This is a writing-intensive course that includes both formal and informal modes of writing

Credit Hours: 3

Prerequisite Courses: None

Course Outcomes

Upon successful completion of this course, students should be able to:

1. Assess the effectiveness of an argument.
2. Construct sophisticated written syntheses of multiple sources.
3. Assess written rhetorical strategies.
4. Generate a formal argument using various rhetorical devices.
5. Evaluate an argument using biblical principles.

Course Topics

- Identification of Logical Fallacies
- Theory and practice of argumentative writing
- Revising arguments for logic
- Revising arguments for organization and clarity
- Theory and practice of synthesis writing

- Analysis of synthesis essays
 - Analysis of audience, context, and purpose in non-fiction essays
 - Evaluating Rhetorical Devices
 - Writing for a specific audience, context, and purpose
 - Choosing rhetorical devices for argumentative essays
 - Biblical Analysis of Argumentative Essays
 - Theory and practice of timed writing
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Major Course Resources

Current Issues and Enduring Questions Twelfth Edition by Sylvan Barnet, Hugo Bedau, and John O'Hare

ISBN:9781319198183

Workshop Resources

Workshop One

- Textbook: *Current Issues and Enduring Questions*
- Essay: [Why Pastafarians are Off Their Noodles](#)
- Web Article: [Women Don't Belong in Combat Units](#)
- Website: Purdue OWL: [Exploratory Essay](#)
- Website: Purdue OWL: [How to Organize an Exploratory Essay](#)
- File: [APA 7e Guide](#)
- Website: [Turnitin Similarity Report Instruction Guide](#)

Workshop Two

- Textbook: *Current Issues and Enduring Questions*
- Essay: [Why Pastafarians are Off Their Noodles](#)
- Web Article: [Women Don't Belong in Combat Units](#)
- Video: [What is Ethos?](#)
- Video: [Challenging Assumptions](#)
- Website: [Off-Campus Library Service](#)
- Web Resource: [6 Proven Steps to Write a Rhetorical Analysis Essay Effectively and Scoring High](#)
- Rhetorical Analysis Essay Thesis Statement Guide
- Rhetorical Analysis Essay Template
- Web Article: [The End of Identity Politics](#)
- Web Article: [U.S. Election Fraud is Real – and it's Being Ignored](#)

- Web Article: [Blame the Welfare State, Not Racism, for Blacks' Problems](#)
- Web Article: [Don't Count on American Compliance with Gun Confiscation](#)
- Web Article: [Free College in Europe: A Cautionary Tale for the United States](#)

Workshop Three

- Textbook: Current Issues and Enduring Questions
- Website: [Rare Historical Photos: Execution of the Lincoln Conspirators, 1865](#)
- Website: [Bible Gateway](#)
- Website: [Purdue OWL -- Analyzing Visual Rhetoric](#)
- Website: [State College of Florida Library: Online Images](#)

Workshop Four

- Textbook: Current Issues and Enduring Questions
- Website: [Purdue OWL – Argumentative Essays](#)
- Web Essay: [The Pope on Panhandling: Give Without Worry](#)
- Website: [Bible Gateway](#)
- Website: Purdue OWL -- [On Paragraphs](#)
- Document: [Sample Argumentative Paragraph \(annotated\)](#)

Workshop Five

- Textbook: Current Issues and Enduring Questions
- Website: [Off-Campus Library Service](#)
- File: [APA 7e Guide](#)
- Website: [Purdue OWL – References List](#)
- Website: [Purdue OWL – Signal and Lead-in Phrases](#)
- Website: [Purdue OWL – In-text Citation Basics](#)

Workshop Six

- Textbook: Current Issues and Enduring Questions
 - Video: [Top 10 Logical Fallacies](#)
 - Website: [Bible Gateway](#)
 - Video: [Quisp vs. Quake](#)
 - Video: [Ideal Life Insurance](#)
 - Video: [Time Warner Cable](#)
 - Video: [DirecTV](#)
 - Video: [Chevy](#)
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IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A-	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919
B	3.0	85%–88.9%	850–889
B-	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2.0	75%–78.9%	750–789
C-	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1.0	65%–68.9%	650–689
F	0.0	0%–64.9%	0–649

Note: In graduate-level courses, a grade of C- or below will require the course to be repeated.

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

Letter Grade Equivalencies

The chart below provides a broad overview of how Indiana Wesleyan University understands each grade level. Grade levels are primarily associated with the degree to which a student meets (or exceeds or fails to meet) the outcomes of a particular assignment. Scores and grades are based on the quality of student work as measured by stated rubrics. The pluses and minuses in each grade level allow the instructor some leeway as they apply their expertise in the evaluation of student work. Grades are often a delicate matter that involves both the instructor's sincere judgment and the student's effort and openness to feedback. If you have any questions about IWU's grading practices, please contact your instructor personally.

Grade	Category	Description
A	Excellent	The student's work exceeds some or all stated outcomes (with all outcomes being met). The work demonstrates original thinking, critical analysis, and probing beneath basic issues that result in fresh insights. The student shows an awareness of the breadth of the subject matter and integrates relevant points into his/her work in wise and creative ways.
B	Competent	The student's work either competently meets all stated outcomes or has a mixture of excelling on some outcomes while falling slightly below on others. The student's work demonstrates some critical thinking and analysis, dealing directly with the assigned topic and developing sound content. The student shows an awareness of some other dimensions of the subject matter and makes reasonable connections at a few points.
C	Needs Improvement	The student's work meets some outcomes and fails to meet others. Critical thinking and analysis have flaws or are applied inconsistently and incompletely, leading to gaps and mistakes. The work shows noticeable gaps in the awareness of the subject matter and does not make helpful connections, resulting in work that needs improvement.
D	Inadequate	The student's work fails to meet most of the stated outcomes. Critical thinking and analysis are either largely absent or regularly flawed, resulting in mere restating of content or problematic conclusions. The work shows little awareness or mistaken representations of the subject matter and misses obvious connections. This work demonstrates a lack of competence in this area.
F	Failing	The student's work fails to meet the stated outcomes, sometimes not even touching on some of the assignment requirements. Critical thinking and analysis are either entirely absent or seriously flawed. The work shows no connections to the broader subject matter or reiterates mistaken understandings. Such work demonstrates a severe lack of competence and suitability for passing an assignment or course.

Note: In graduate-level courses, a grade of C- or below will require the course to be repeated.

Grade Summary

Workshop Overviews

Workshop One Outcomes

Upon successful completion of this workshop, you will be able to:

- Recognize and examine variation and discrepancy in diverse perspectives on issues.
- Account for variation and discrepancy in diverse perspectives on issues.
- Evaluate an argument using biblical principles.
- Assess the effectiveness of an argument.
- Assess the use of rhetorical techniques in an argument.
- Present multiple sides of an issue in writing.

Workshop One Outline

Title	Due Dates	Time	Points
1.1 Discussion: Introduction to Critical Thinking	Initial post due by the fourth day of the workshop. Two responses are due by the end of the workshop.	1 hour	20
1.2 Assignment: Applying Critical Thinking - Biometrics in the Workplace	Due by the end of the workshop.	1.5 hours	20
1.3 Assignment: Examining Assumptions - Women in the Military	Due by the end of the workshop.	1.5 hours	20
1.4 Assignment: Assessment - Exploratory Essay	Due by the end of the workshop.	4 hours	120
Totals		8 hours*	180

*These times are only estimates. Actual completion times will vary.

Workshop Two Outcomes

Upon successful completion of this workshop, students will be able to:

- Identify and explain an author's use of ethos in an argument.
- Identify the assumption(s) inherent in a claim.
- Evaluate the validity of the assumptions inherent in a claim.
- Identify an authoritative source for information on multiple issues.

- Explain why a source has the authority to speak on a specific issue.
- Identify faulty emotional appeals.
- Identify the emotion appealed to in a faulty emotional appeal.
- Counter faulty emotional appeals with logical refutations.
- Assess the rhetorical strategies used in a written argument.

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Discussion: Thinking Critically - Identifying Ethos	Initial post due by the fourth day of the workshop. Two responses are due by the end of the workshop.	1 hour	20
2.2 Discussion: Challenging Assumptions	Initial post due by the fourth day of the workshop. Two responses are due by the end of the workshop.	1 hour	20
2.3 Assignment: Authoritative Testimony	Due by the end of the workshop.	1 hour	20
2.4 Assignment: Irrational Appeals	Due by the end of the workshop.	1 hour	20
2.5 Assignment: Rhetorical Analysis Essay	Due by the end of the workshop.	4 hours	120
Totals		8 hours*	200

*These times are only estimates. Actual completion times will vary.

Workshop Three Outcomes

Upon successful completion of this workshop, students will be able to:

- Analyze and evaluate the rhetorical strategy and persuasive power of an image.
- Evaluate the effectiveness of the argument made in a political cartoon.
- Evaluate the effectiveness of a visual argument.
- Evaluate an argument using biblical principles.
- Assess rhetorical strategies in a visual argument.

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Discussion: Visual Rhetoric – Deconstructing Images	Initial post due by the fourth day of the workshop. Two responses are due by the end of the workshop.	1 hour	20

Workshop Three Outline

Title	Due Dates	Time	Points
3.2 Assignment: Political Cartoon Analysis	Due by the end of the workshop.	1 hour	20
3.3 Assignment: Visual Rhetoric and Ethics	Due by the end of the workshop.	1 hour	20
3.4 Assignment: Visual Rhetoric Analysis Essay	Due by the end of the workshop.	3 hours	120
Totals		6 hours*	180

*These times are only estimates. Actual completion times will vary.

Workshop Four Outcomes

Upon successful completion of this workshop, students will be able to:

- Generate and organize ideas for a formal argument.
- Evaluate the effectiveness of an argument.
- Recognize biased language.
- Revise sentences to correct biased language.
- Revise to eliminate sexist language from a text.
- Revise to remove the first-person usage from a text.
- Assess the effectiveness of an argument.
- Analyze the rhetorical strategies used in an argument.
- Use deductive and/or inductive reasoning to support a claim.
- Avoid logical fallacies.

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Discussion: Brainstorming Strategies: Freewriting, Listing, Diagramming	Initial post due by the fourth day of the workshop. Two responses are due by the end of the workshop.	1 hour	20
4.2 Discussion: Loaded Words - Biased Language	Initial post due by the fourth day of the workshop. Two responses are due by the end of the workshop.	1 hour	20
4.3 Assignment: Eliminating First-Person Pronouns	Due by the end of the workshop.	1 hour	20
4.4 Assignment: Critical Thinking and Writing - Spare Change	Due by the end of the workshop.	1.5 hours	20

Workshop Four Outline

Title	Due Dates	Time	Points
4.5 Assignment: Single-claim Argumentative Paragraph	Due by the end of the workshop.	4 hours	120
Totals		8.5 hours*	200

*These times are only estimates. Actual completion times will vary.

Workshop Five Outcomes

Upon successful completion of this workshop, students will be able to:

- Evaluate sources for reliability, relevance, and timeliness.
- Synthesize information from sources into an essay.
- Use signal phrases to blend source material smoothly into your own writing.
- Cite sources in APA style.
- Assess the effectiveness of an argument.
- Construct sophisticated written syntheses of multiple sources
- Assess written rhetorical strategies
- Generate a formal argument using various rhetorical devices.

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Discussion: OCLS Research: Finding Sources	Initial post due by the fourth day of the workshop. Two responses are due by the end of the workshop.	1 hour	20
5.2 Discussion: Signal Phrases	Initial post due by the fourth day of the workshop. Two responses are due by the end of the workshop.	1 hour	20
5.3 Assignment: Argumentative Essay	Due by the end of the workshop.	5 hours	140
Totals		7 hours*	180

*These times are only estimates. Actual completion times will vary.

Workshop Six Outcomes

Upon successful completion of this workshop, students will be able to:

- Recognize and identify logical fallacies in an argument.
- Recognize logical fallacies in advertising.
- Identify logical fallacies in written arguments.
- Assess the effectiveness of an argument.
- Construct sophisticated written syntheses of multiple sources.
- Assess written rhetorical strategies.
- Generate a formal argument using various rhetorical devices.

Workshop Six Outline

Title	Due Dates	Time	Points
6.1 Discussion: Thinking Critically: Logical Fallacies	Initial post due by the fourth day of the workshop. Two responses are due by the end of the workshop.	1 hour	20
6.2 Discussion: Identifying Logical Fallacies in Advertising	Initial post due by the fourth day of the workshop. Two responses are due by the end of the workshop.	1 hour	20
6.3 Assignment: Identifying Logical Fallacies in Writing	Due by the end of the workshop.	1 hour	20
6.4 Assignment: (Optional) Revision of Essay of Student's Choice	Due by the end of the workshop.	3 hours	0
End of Course Survey	Due by the end of the workshop.	30 minutes	10 Extra Credit
Totals		6.5 hours*	60

*These times are only estimates. Actual completion times will vary.

Outline Totals

Total Time	Total Points
44 hours*	1000

* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information

Course References

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