

# ENGL 110

## Policy Statement

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Instructor: J. Daniel Hasty  
Email: Daniel.Hasty@davenport.edu

### Required Materials

Goshgarian, Gary. 2009. *Dialogues (Custom)*  
Harris, Muriel. 2008. *Prentice Hall Reference Guide (Custom)*  
Regularly checked Davenport email account  
(email is considered an official form of communication)

### Course Goals

This course is designed to help you improve the writing, reading, and critical thinking skills that you began developing in ENGL 109 as well as to introduce you to researching skills that will be helpful as you move through your college and professional career. In this course, you will learn both to critically analyze texts and to use other texts to develop your own ideas and arguments.

This course will help you develop your writing skills through the implementation of the entire writing process—from the conception of a topic, to the brainstorming and drafting of a thesis and argument, to the revision and editing of a final essay. Because reading, discussing, and writing are all necessary in the critical interpretation and exposition of an issue or text, in this class you will not only write your own essays, but you will also be reading, discussing, and responding to other's writing throughout the semester.

When you complete this course, you should have gained proficiency with the following:

- Articulating, arguing, and supporting a **thesis** with adequate evidence from outside sources
- Developing and organizing essays effectively, both in terms of **content** and **format**
- Using **exposition** and **argumentation** effectively
- Incorporating **other's ideas** into **your own** effectively and appropriately
- Using **critical**, **analytical**, and **rhetorical** skills in analyzing and in composing texts
- Implementing **prewriting**, **drafting**, and **revision** strategies
- Using a **style** and **tone** appropriate for a **professional** audience

### Central Question of the Course

This course will ask you to write persuasively. To be persuasive in your arguments you must carefully consider these questions:

- What would the opposition say to the points of my argument?
- What are the points my opposition is making and how can I respond to them?
- What rhetorical strategies should I use to get my message across to a particular audience?

The key to this course is to learn how to argue logically and effectively without alienating your audience.

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## Course Requirements and Evaluation

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In this course you will write several critical responses to readings, compose an Audience Analysis Paper, write two major papers (one of which will require you to do a substantial amount of research), and participate in a final team project consisting of written, visual, and oral components. You will also participate in in-class activities and discussions, and respond to the writing of your peers. Note that you must complete the Research Paper to PASS this class.

### Course Grade Determination

- |                                |     |
|--------------------------------|-----|
| • Drafts                       | 5%  |
| • Critical Responses           | 15% |
| • Audience Analysis Paper      | 15% |
| • Advertisement Analysis Paper | 20% |
| • Research Paper               | 30% |
| • Team Case Study Analysis     | 15% |

### Paper Assignments

#### *Audience Analysis Paper* (2-3 pages)

Students begin the process of critically considering audience as an essential part of the writing process. Students will analyze what kind of audience they are specifically as well as include what types of appeals and arguments that will be most effective given their values and warrants. Achieves Learning Outcomes 1 and 6 and addresses DUES: Written Communication, Interpersonal Communication, Honesty and Integrity, and Computer Proficiency.

#### *Ad Analysis Paper* (3-4 pages)

Students develop their skills of argument and analysis. Students will analyze the arguments made by advertisers noticing strengths and weaknesses. Students will continue to learn critical thinking skills through analyzing visual as well as written arguments. Achieves Learning Outcomes 1, 5, and 6 and addresses DUES: Reasoning and Problem Solving, Written Communication, Interpersonal Communication, Honesty and Integrity, and Computer Proficiency.

#### *Research Paper* (6-8 pages)

Students compose a persuasive argument using outside sources for support. Students will actively argue a position utilizing rhetorical strategies to keep from alienating their audience. Students will employ research skills to locate and integrate outside scholarly sources into their argument for support. Students will cite sources and format paper using APA style. Achieves Learning Outcomes 1, 2, 4, 5, and 6 and addresses DUES: Reasoning and Problem Solving, Written Communication, Interpersonal Communication, Honesty and Integrity, Computer Proficiency, and Information Literacy.

#### *Case Study Project*

Students will work in groups to apply principles of case study analysis to a local problem. Students will then present their analysis in a PowerPoint presentation. Students will also write a small paper in which they reflect on the assignment as well as evaluate their group members. Achieves Learning Outcomes 1, 2, 3, 4, 5, and 6 and addresses DUES: Leadership, Reasoning and Problem solving, Teamwork, Oral Communication, Written Communication, Interpersonal Communication, Honesty and Integrity, Computer Proficiency, and Information Literacy.

**Grading Criteria**

Assessment measures will be based on the learning outcomes, the DUES, and the Writing and Communication across the Curriculum/Quantitative Analysis across the Curriculum (WCAC/QuAAC) initiatives. Students will demonstrate their ability to meet learning outcomes 1-6. They will also meet the following DUES: Reasoning and Problem Solving, Teamwork, Written Communication, Honesty and Integrity, and Computer Proficiency.

I will be evaluating specifically the following areas of your essays:

- Clear and Effective Thesis
- Development and Support
- Organization
- Proper use of Sources
- Sentence Structure
- Word Choice
- Usage and Mechanics

Please note that your **ideas** and the **content** and **organization** of your essays are the most important elements of your writing. Writing grammatically “clean” papers does not guarantee you an “A.”

**Drafts**

One of the major purposes of this course is to help you develop your own writing process. Since writing takes places in steps, rough drafts are an essential part of this process. To help you implement this process, you will receive or lose credit for each of the assigned drafts. Since a rough draft is clearly not the final draft, drafts will be assigned a grade based on completion; incomplete drafts will receive only partial credit. 5% of your course grade will come from the completion of the drafts.

**Peer Response**

Part of this course requires that you help your classmates become better writers. You will critically, thoughtfully, and professionally respond to peer drafts for all writing assignments. You will also participate collaboratively in group work both to facilitate class discussion and to actively compose and deliver the final Group Project. You will learn more about this as the semester progresses.

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## Policies and Procedures

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### Attendance

To do well in this class, it is essential that you be in class each week. If you are unable to attend a class for any reason, you are responsible for contacting me to receive any materials distributed on that day. Also, an absence on the date an assignment is due will not qualify you to an extension. If you know that you will not be in class on the date an assignment is due, you must contact me **BEFORE** our class meeting to make arrangements for turning in the assignment.

### Late Work

All work must be turned in at the beginning of class on the date it is due. Late work not will NOT be accepted. (extenuating circumstances will be considered on a case by case basis)

### Assignment Guidelines

All work not written in class must follow these guidelines:

- Typed, Double Spaced
- Times New Roman 12 pt font
- 1 inch margins (top, bottom, left, and right)
- Head first page in upper left hand corner single spaced:

Your Name  
ENGL 110  
Daniel Hasty  
00 Month 2011

- All essays must have a title centered two spaces below the date. Do NOT underline, italicize, or put your title in quotes
- Each page except the first should have a page number in the upper right hand corner
- All papers must be stapled
- Using a heavy duty clip, attach all drafts and prewriting material under the final draft

### Plagiarism

Plagiarism is representing someone else's work as your own. This is a serious offense and will not be tolerated in any form. See the university's policy for dealing with plagiarism. Turnitin.com will be utilized at the instructor's discretion.

### Classroom Etiquette

You are expected to conduct yourself in a professional manner regarding your dealings with the instructor and as well as with your fellow classmates. Lively discussion and multiple viewpoints are encouraged in this class; however, you are expected to respond in a professional manner towards the ideas and opinions of your classmates.

All cell phones, iPods, and any other device that makes noise must be turned **OFF** before entering the classroom. You may bring food and drinks to class unless this becomes a distraction.

# ENGL 110 Schedule

This schedule is tentative and subject to change as necessary.

Week	Date	Description	Reading
1	May 3	First Day, Critical Analysis	
	May 5	Audience Analysis Paper Assigned	
2	May 10	CR-1 due, MAP, Rhetorical Analysis	
	May 12	Audience Analysis Paper Rough draft due, Peer Response	
3	May 17	Aristotelian Rhetoric	
	May 19	<b>Audience Analysis Paper Due</b> , Ad Analysis Assigned	
4	May 24	CR-2 due; Determining Audience	
	May 26	Ad Analysis rough draft due, Peer Response	
	May 31	Memorial Day Break	
5	June 2	Ad Analysis draft due	
	June 7	Magazine Analysis	
6	June 9	CR-3 due; Ad Analysis in-class editing	
	June 14	In class ad analysis	
7	June 16	Counterargument	
	June 21	<b>Ad Analysis Paper Due</b> , Research Paper Assigned	
8	June 23	CR-4 due; Intro to APA documentation	
	June 28	Integrating Quotes	
9	June 30	Transitions and Paragraph Organization	
	July 2	Last day to drop with a W	
	July 5	Independence Day Break	
	July 7	Research Paper rough draft due, Peer Response	
10	July 12	Research Paper draft due, Argumentative Thesis statements	
	July 14	CR-5 due, Citing Web Sites	
11	July 19	Research Paper in-class editing, Team Project Assigned	
	July 21	Team Project	
12	July 26	<b>Research Paper Due</b> , Team Project	
	July 28	<b>Team Project Due</b>	

\*Grades due August 4