



ENG141 Rhetoric and Introductory Research Writing

(3 credit hours)

Course Syllabus

Course Description

This course prepares students for academic writing and research. Students will develop skills in summary, synthesis, and argument writing, and will be introduced to college research. They may be taught these skills through a variety of rhetorical modes (pro/con, cause/effect, comparison/contrast, etc.) and/or through rhetorical analysis (ethos, logos, and pathos). Emphasis is placed on developing essays characterized by strong thesis statements; focused, coherent, and logically ordered paragraphs; correct grammar; and correct documentation in APA style. Students must receive a grade of “C” or better to enroll in ENG142.

Course Learning Outcomes

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

1. Describe the writing process and identify the three considerations necessary when communicating: audience, purpose, and voice.
2. Analyze the rhetorical context of a text by showing how the audience, purpose, and genre contribute to its composition.
3. Understand and use complex, college-level texts and be able to reference the ideas present.
4. Write an analytically sound, well-organized, correctly documented, and grammatically clear paper in APA format. The paper will include a thesis statement, concrete supporting evidence, and incorporate multiple sources.
5. Understand basic tools of library research and how to locate and evaluate sources.

Required Textbook(s) and Resources

For this course you will need to obtain the following materials:

- Howard, Rebecca Moore. *Writing Matters: A Handbook for Writing and Research*. 4th ed., McGraw Hill LLC, 2022.

Be sure to also review the weekly **Explore** sections for additional library or web resources.

For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

The main course assessments will consist of discussions and peer reviews, self-study session completion, written essay assignments, and revisions of written work. The main assessments are the weekly discussions and peer reviews, Summary Essay, Rhetorical Analysis Essay, and the final course project, the Persuasive Essay. Upon completion of the course, you should be able to analyze and understand rhetorical and writing strategies in reading material; demonstrate an understanding of audience, purpose, and approach in writing; write an APA-formatted college-level summary, rhetorical analysis, and persuasive essay; and use college-level texts in your own writing.

Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum. For this course, your final Persuasive Essay due in Week 7 will be the Key Assessment uploaded to Taskstream.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (50)	Discussions Activity 2.1 (50)	Discussions Activity 3.1 (50)	Discussions Activity 4.1 (50)	Discussions Activity 5.1 (50)	Discussions Activity 6.1 (50)	Discussions Activity 7.1 (50)	350
Assignments Activity 1.3 (25) Activity 1.4 (50)	Assignments Activity 2.2 (50)	Assignments Activity 3.2 (50)	Assignments Activity 4.2 (20) Activity 4.3 (30) Activity 4.4 (50)	Assignments Activity 5.2 (50) Activity 5.3 (100)	Assignments Activity 6.2 (50)	Assignments Activity 7.2 (100)	575
	Journal Activity 2.3 (25)	Journal Activity 3.3 (25)		Journal Activity 5.4 (25)			75
125	125	125	150	225	100	150	1000

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

Course Schedule and Weekly Checklist

Start Here

- MON: Activity 1.1: Driving Force - Initial Post

Week 1

- WED: Activity 1.1: Driving Force - Secondary Post
- WED: Activity 1.2: Reading and Writing Processes - Initial Post
- SAT: Activity 1.2: Reading and Writing Processes - Secondary Post
- SUN: Activity 1.3: Course Diagnostic Essay
- SUN: Activity 1.4: Grammarly Practice Essay

Week 2

- WED: Activity 2.1: Topic for Persuasive Essay - Initial Post
- SAT: Activity 2.1: Topic for Persuasive Essay - Secondary Post
- SUN: Activity 2.2: Persuasive Essay Topic Proposal and Outline
- SUN: Activity 2.3: Journal Assignment

Week 3

- WED: Activity 3.1: Peer Review - Initial Post
- SAT: Activity 3.1: Peer Review - Secondary Post
- SUN: Activity 3.2: Summary Essay
- SUN: Activity 3.3: Journal Assignment

Week 4

- WED: Activity 4.1: Peer Review- Initial Post
- SAT: Activity 4.1: Peer Review - Secondary Post
- SUN: Activity 4.2: Summary Essay Feedback
- SUN: Activity 4.3: Summary Essay (Revision)
- SUN: Activity 4.4: Rhetorical Analysis Essay

Week 5

- WED: Activity 5.1: Peer Review - Initial Post

- SAT: Activity 5.1: Peer Review - Secondary Post
- SUN: Activity 5.2: Rhetorical Analysis Essay (Revision)
- SUN: Activity 5.3: APA Citation Machine Practice and Summary
- SUN: Activity 5.4: Journal Assignment

Week 6

- WED: Activity 6.1: Peer Review- Initial Post
- SAT: Activity 6.1: Peer Review- Secondary Post
- SUN: Activity 6.2: Persuasive Essay

Week 7

- WED: Activity 7.1 Reflection - Initial Post
- THU: Activity 7.2: Persuasive Essay (Revision)
- SAT: Activity 7.1: Reflection - Secondary Post

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.