



## **ENG142 Rhetoric and Academic Writing**

### **(3 credit hours)**

### **Course Syllabus**

#### **Course Description**

This course provides instruction in persuasive and analytical writing and research through critical reading and analysis of texts, and the practice of rhetorical and analytical strategies that can be applied across various disciplines. Through reading, discussion, critical analysis, and instruction in locating and evaluating resources, students practice a range of approaches to academic writing. Students must receive a grade of “C” or better in ENG142 to receive credit toward graduation for this course, and to enroll in courses for which it is a prerequisite. This course is a writing intensive course.

#### **Course Learning Outcomes**

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

1. Demonstrate proficiency in rhetorical analysis and employment of rhetorical motives.
2. Conduct research using library research tools and evaluate and employ sources to demonstrate information literacy skills.
3. Employ APA style correctly to incorporate textual support.
4. Formulate a viable research question that results in a thesis and be supported throughout a sustained presentation.
5. Demonstrate technical control over structural conventions, including linguistic structures such as grammar, punctuation, and spelling.
6. Demonstrate a broad understand of writing as a multi-modal practice within the broader context of information literacy.

#### **Prerequisites/Corequisites**

“C” or better in ENG141

#### **Required Textbook(s) and Resources**

Howard, R. & Taggart, A. (2013). *Research Matters 2016 MLA Updates*. 2nd edition. McGraw-Hill.

Note: this course may contain additional resources for specific activities or modules. Be sure to read the instructions carefully for individual assignments or activities for those

requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

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 you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for 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, Critique Essay, Analysis of a Scholarly Source Essay, Annotated Bibliography, and the final course project, the Research Essay. Upon completion of the course, you should be able to analyze source material effectively, develop a research project, and illustrate the ability to use different types of source material in your written work and presentations.

## Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides students with the opportunity to demonstrate core competencies and shows how the course fits within the broader curriculum.

For this course, the key assessment will be the Final Research Essay Project due on the final week of the course. The Project will be written and revised throughout the course.

## Grading

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

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	50	50	50	50	50	50	50	350
Assignment	25	25	50	50	25	100	50	325
Project	-	25	50	50	50	50	100	325
<b>Total</b>	<b>75</b>	<b>100</b>	<b>150</b>	<b>150</b>	<b>125</b>	<b>200</b>	<b>200</b>	<b>1000</b>

## Grading Scale

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

## <Course No.> Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 1: What's this Course About?	<ul style="list-style-type: none"> <li>€ WED: Activity 1.1 (Forum): Introduce Yourself and Meet Your Classmates! – Initial Post</li> <li>€ WED: Activity 1.2 (Forum): The Importance of Research – Initial Post</li> <li>€ SAT: Activity 1.2 (Forum): The Importance of Research – Secondary Posts</li> <li>€ SUN: Activity 1.3: Written Assignment: Course Diagnostic Essay</li> <li>€ SUN: Activity 1.4: Library Search Reflection Assignment</li> </ul>
Week 2: Research Questions and Plans; Searching Databases; Topic Proposal	<ul style="list-style-type: none"> <li>€ WED: Activity 2.1 (Forum): Choosing a Topic for the Research Essay – Initial Post</li> <li>€ WED: Activity 2.2: Written Assignment: Final Research Essay Topic Proposal, Research Plan, and Outline</li> <li>€ SAT: Activity 2.1 (Forum): Choosing a Topic for the Research Essay – Secondary Posts</li> <li>€ SUN: Activity 2.3: Multimodal Project Proposal Assignment</li> </ul>

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 3: Analysis of a Scholarly Article, Annotated Bibliography</p>	<ul style="list-style-type: none"> <li>€ WED: Activity 3.1 (Forum): Discussion Assignment: Scholarly vs. Popular Sources – Initial Post</li> <li>€ SAT: Activity 3.1 (Forum): Discussion Assignment: Scholarly vs. Popular Sources – Secondary Posts</li> <li>€ SUN: Activity 3.2: Analysis of a Scholarly Article Draft Assignment</li> <li>€ SUN: Activity 3.3: Annotated Bibliography Draft Assignment</li> </ul>
<p>Week 4: Formal Critiques</p>	<ul style="list-style-type: none"> <li>€ WED: Activity 4.1 (Forum): Critiquing a Resource – Initial Post</li> <li>€ SAT: Activity 4.1 (Forum): Critiquing a Resource – Secondary Posts</li> <li>€ SUN: Activity 4.2: Critique Essay Draft Assignment</li> <li>€ SUN: Activity 4.3: Analysis of a Scholarly Article Revision Assignment</li> </ul>
<p>Week 5: Using Source Material Effectively, Multimodal Project Draft Check-In</p>	<ul style="list-style-type: none"> <li>€ WED: Activity 5.1 (Forum): Peer Review of Source Material – Initial Post</li> <li>€ SAT: Activity 5.1 (Forum): Peer Review of Source Material – Secondary Posts</li> <li>€ SUN: Activity 5.2: Critique Essay Revision Assignment</li> <li>€ SUN: Activity 5.3: Multimodal Project Draft Check-in Assignment</li> </ul>
<p>Week 6: Research Essay Draft, Annotated Bibliography Final</p>	<ul style="list-style-type: none"> <li>€ WED: Activity 6.1 (Forum): Peer Review of Research Essay – Initial Post</li> <li>€ SAT: Activity 6.1 (Forum): Peer Review of Research Essay – Secondary Posts</li> <li>€ SUN: Activity 6.2: Final Research Essay Draft</li> <li>€ SUN: Activity 6.3: Annotated Bibliography Final Assignment</li> </ul>
<p>Week 7: Research Essay Final, Multimodal Project Final, Course Wrap-up Final, Research Guide Final, Course Wrap-up</p>	<ul style="list-style-type: none"> <li>€ WED: Activity 7.1 (Forum): Reflection on the Term – Initial Post</li> <li>€ THU: Activity 7.2: Final Research Essay (Revised)</li> <li>€ SAT: Activity 7.1 (Forum): Reflection on the Term – Secondary Posts</li> <li>€ SUN: Activity 7.3: Multimodal Project Final Assignment</li> </ul>

## Tips for Success

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

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week 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.