

ENC 1101_E-503_3312
Department of English
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Tallahassee, FL 32307-4800



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ENC 1101-E-503 Freshman Communicative Skills I Course Ref 3312 Credit Hours 3
MoWeFr 12:05-12:55
E-Course ASYNCRHONOUS Virtual Assignments

Florida Agricultural and Mechanical University
College of Social Sciences, Arts and Humanities
Tallahassee, Florida 32307

Professor: Dr. DeSilver Cohen
Tenured Associate Professor of English

Department: English and Modern Languages

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Professor's Virtual Contact Conference Hours

Email: desilver.cohen@famu.edu

Remote Instructional Conferences 1:00-3:00 p.m. Tuesday and Thursday (Zoom video)

Contact and Conferencing

Remote Instructional Conferencing: Appointments call be scheduled on Mondays, Wednesday, and Thursday 2:30-3:30

Remote Instructional Conferencing may also be audio or video—but according to the professor's determination. After the professor has addressed the matter of availability, the professor alone will host the Zoom conference and extend the invite link.

The student may not pre-plan and host meetings via Zoom or other media.

Meeting times by availability and upon confirmation by the professor are as listed above.

Course Description

ENC1101 is the first of two three-credit mandatory composition courses. Its purpose is to improve students' written (as well as oral) communication skills. The course refines students' research and critical thinking abilities through the explication of the logic of the English sentence (grammar) and through composing the essay in various modes—narration, exposition and especially argumentation. Library research tools as well as language skills (such as scholarly diction) prepare students for professional communication.

Prerequisites: None

Required Texts/Readings/Software

Achieve Kirszner. Patterns of College Writing 15e. Publisher: MAC Higher.
(custom package includes Achieve, print textbook, and eBook)

This print textbook is included in the bundle:

Kirszner, Laurie G, and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*, Fifteenth Edition.

Additional Required Texts

All Canvas documents and other media posted/recommended by the professor are required readings/assignments.

Required Technology and Supplies

Computer with Webcam for Online Conferencing with Professor and/or Peers
Internet Access to support Canvas media content

Performance Objectives/ Learning Outcomes

In order to complete ENC 1101 with a grade of “C” or higher, the student must satisfy the following requirements:

1. Students must complete the Diagnostic Study Plan of the “Macmillan Learning Unit Module” on Canvas—all activities by the posted deadlines. These activities are course requirements for all students; no grade points are assigned for any of these diagnostics.
2. Students must read all assigned Achieve Patterns textbook selections and professor’s Canvas documents and media as required. A student must be ready to access whatever materials are designated on the “Assignments” Sequence in Canvas—as needed for targeted personal learning during a specific class session; materials required for ready-access may be specified Canvas media/ documents or the student’s own assignment sheets/responses.
3. Students must perform all assignments according to the schedule—those designated as homework and as class session activities. Students must also participate fully in all in-session activities/assignments by reciting and presenting homework as well as participating in peer-exercises. According to the professor’s directions, students must prepare and submit on time all writing skills/grammar exercises. Students must read their essays aloud. Students also read Observation journal entries, written about essays posted on Canvas and read in-class; journal entries analyze student essay selections in brief entries. Students must complete any quizzes posted on Canvas by the posted deadline.
4. Students must write two out- of- class MLA undocumented essays: the ungraded Diagnostic and a credited essay.
5. Students must comprise an Observation Journal with written critical analyses of readings, student essays and responses to other prompts posted on Canvas. The Journal comprises a word-count equivalent to one essay.
6. Students must write a research supported argumentative essay in the MLA documentation style and perform/submit the required related pre-writings (*procedurals*) e.g., the argument in sentence outline form.
7. The student must attend—if necessary—the Writing Resource Center tutorials and Workshops.
8. The students write a short response essay on a scholarly issue.

This course satisfies the General Education Expected Learning Outcomes for Communication:

COMMUNICATION COMPETENCIES

1. Read with literal comprehension
 - *identify main ideas
 - *list supporting details
 - *explain the contextual meanings of words
- 1.2 Read with critical comprehension
 - *state the author's purpose
 - *describe author's tone
 - *detect bias in text
 - *draw logical inferences and conclusions
2. Write expository essays
- 2.1 Write critical/analytical essays
 - *write position papers
 - *provide impromptu written responses to questions about literary works
 - *analyze various elements of literature, such as character analysis, theme, imagery and symbolism
 - *write critical evaluation of non-literary texts and other genres (film, for example)
- 2.2 Transmit ideas and information which conform to conventional standards of written English

Critical Thinking Learning Outcomes

In addition to the General Education Outcomes described above, the course also has these expected critical thinking learning outcomes.

FAMU's Definition of Critical Thinking

The ability to understand, apply, analyze and solve problems, develop new knowledge and think creatively.

Specific Critical Thinking Learning Outcomes Based on Revised Bloom's Taxonomy

1. **Remembering.** Students will demonstrate the ability to recall previously learned material, specific facts and theories.
2. **Understanding.** Students will demonstrate an awareness of what the material means and demonstrate an understanding of a work based on their knowledge of it.
3. **Apply.** Students will demonstrate the ability to use data, principles and theories learned to answer questions in a new environment and demonstrate the ability to apply what is learned and understood.
4. **Analyzing.** Students will demonstrate the ability to break down material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing and attributing.
5. **Evaluating.** Students will demonstrate the ability to make judgments based on criteria and standards through checking and critiquing.
6. **Creating.** Students will demonstrate the ability to put elements together to form a coherent or functional whole, and demonstrate the ability to reorganize elements into a new pattern or structure through generating, planning or producing ideas.

Course Objectives

The student must complete the Achieve Diagnostic/Plan and show mastery of the following grammar editing and writing skills within essays and writing-related assignments:

1. Selecting a subject which lends itself to development,

2. Determining the purpose and the audience for writing,
3. Limiting the subject to a topic that can be developed within the requirement of time, purpose and audience,
4. Formulating a thesis statement that focuses the essay, and
5. Developing the thesis or main idea statement through the following:
 - a. providing adequate support that reflects the ability to distinguish between generalized and specific evidence
 - b. arranging the ideas and supporting details in logical pattern appropriate to the purpose and focus.
 - c. writing unified prose in which all supporting material is relevant to the thesis or main idea statement, and
 - d. writing coherent prose and providing effective transitional devices which clearly reflect the organizational pattern and the relationship of the parts.
6. Demonstrating effective word choice by the following:
 - a. using words that convey the denotative and connotative meanings required by context
 - b. avoiding inappropriate use of slang, jargon, clichés, and pretentious expressions, and
 - c. avoiding wordiness
7. Employing conventional sentence structure by the following:
 - a. placing modifiers correctly,
 - b. coordinating and subordinating sentence elements according to their relative importance,
 - c. using parallel expressions for parallel ideas, and
 - d. avoiding fragments comma splices and fused sentences
8. Employing effective sentence structure by the following:
 - a. using a variety of sentence patterns, and
 - b. avoiding overuse of passive constructions
9. Observing the conventions of standard American English grammar and usage through the

following:

- a. using standard verb forms,
 - b. maintaining agreement between a subject and verb, pronoun and antecedent
 - c. avoiding inappropriate shifts in tense,
 - d. using proper case forms,
 - e. maintaining a consistent point of view,
 - f. using parts of speech correctly, including adjectives and adverbs,
and
 - g. making logical comparisons
10. Using standard practices for spelling, punctuation, and capitalization, and revising, editing and proofreading units of discourse to ensure clarity, consistency and conformity to the convention of standard written American English.

Instructional Methods

Lectures, professor-student interactive class activities and discussions, collaborative (peer) learning activities, reading, student-centered critical thinking analyses (exploratory activities), research, media explorations, writing for learning activities, grammar exercises, rhetorical models analyses, essay writing and journaling

Grade Computation

The grading scale is as follows:

100-90 =	A
89-80 =	B
79-70 =	C (C is the lowest passing grade)
69-60 =	D/D- failing to pass the course
59- =	F failing to pass the course

- 20% Writing- related assignments: technical skills exercises and other assignments.
- 75% Writings: drafted essay contents and essays, short analyses
(Assignments show specified assignment grade points altogether comprising 100 points.)

"I" Grade Policy

It is not class policy to assign "I" grades. The "I" grade will not be assigned except for documented emergencies. If the student's emergency is verified, the student will need to sign the "I" grade form *before* the semester closes. Only students who have at least a D average in the course and provide documentation of the emergency may be considered as eligible for *requesting* "incompletes." These are rarely assigned. The University concludes these matters of eligibility for the "I."

Students who receive the "I" for verified emergencies are responsible for submitting the remainder of the required work three weeks in advance of the University/CSSAH College deadline for "I" removal during the next semester of their enrollment. Failure to compile will result in an "F" that the professor cannot remove.

Additional Requirements/Policies

Attendance Policy

Attendance is mandatory.

Four unexcused absences may result in failure of the course. An *attending* student arrives on time and leaves only when the session ends.

Policy on Submitting Class Work

All assignments are mandatory for all students. In-class quizzes/exercises must be completed by the time posted in the Sequence and course calendar. They are often due before a

scheduled session so that students properly preview the concepts to be studied in that session. Where homework exercises/assignments are not submitted by dates designated on the Sequence, indicated forfeitures for missed and late assignments will lower the overall grade. Missed assignments—with diminished points for late work—can together result in a failing grade for the course.

A few class sessions exercises are not permitted as makeup work, such as student recitations and group presentations; for these, credit points will be forfeited.

Academic Honor Policy Statement

Florida A & M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. Being unaware of the Academic Honesty Policy is not a defense for violations of academic honesty. Additional detail on FAMU Academic Honesty Violations are provided in University Policy 2.012 (10.(s). If you have any questions, please ask your Academic Advisor.

Cheating

All cheating is prohibited. Students are to observe the specified University policy on honesty: “Academic Honors Violations,” within the Student Code of Conduct, pages 9-10. Review these regulations and penalties at www.famu.edu.

All forms of academic cheating are strictly prohibited: claiming that the work and ideas of others are one’s own, replicating and submitting another person’s work as one’s own, or misrepresenting your own work as another’s ideas.

It is also a breach of university policy to impersonate others by signing anyone else’s name to course documents—including rolls and class assignments. No student can misrepresent himself or herself as another student—in person or online—by making a fraudulent claim for another student’s attendance or participation in credit or non-credit activities. Any persons *soliciting* or allowing another person to sign any course documents as their substitutes are also perpetrating fraud. Any such persons involved in this impersonation fraud will commit a grave infraction that will result in serious penalties—such as course failure—and other appropriate disciplinary actions. These assignments are “0” grades.

Any schemes devised to breach the proctoring and evaluative procedures the professor plans for monitoring course records and assignments fall within the ***cheating breaches*** of this course policy on cheating. For example, students may not share by any means (e.g., by phone) those writing prompts which are disclosed as in-class only activities or give test answers or test writing prompts to students via media. It is an academic honors violation to revise the professor’s course process for proprietary proctoring of this course. For example, a pair of student decides to “revise” the professor’s proctoring and evaluative course procedures which dictate that assignments must be performed as *individual*

homework/in-class work—unless the professor labels them as shared work. This pair of students “exchanges” grammar homework, “revising” the course to create their own “group activity” assignment. No, the pair has cheated knowingly, and must expect grading and disciplinary penalty. This and other violations of the proctoring rules—such as the impropriety of opening the text during a closed book exam— sufficiently disqualify a student for point credits—even those needed to pass the course.

It is a requirement of this course that digital devices beside the student’s class access computer be put away during credited recitation assignments to establish that a student is not attempting to circumvent the proctoring procedures of this course. To avoid the suspicion of cheating practices, **students must not be on phones when evaluated in-class assignments are in progress.** The only exception will be where the professor instructs the students to use more digital devices besides their class access computers for an in-class activity. Students entitled to ADA accommodations should inform the professor before a scheduled class activity starts, where device-assisting is desired/needed.

Policy on Decorum

Interruptions and Disruptions of Class

No student is permitted to forestall or misdirect an instructional process designed to serve the entire class. A student cannot seek disproportionate personal attention during a class session’s lesson. That student must instead request a conference session, which depends upon the professor’s availability. Where the student needs basic skills support, that student should seek a voluntary Writing Resource Center virtual tutorial. The professor might require that the student take tutorial sessions, even where the tutorial is not the adjunct tutorial, through the Diagnostic Essay Referral Process. This policy accommodates all students’ **shared** needs for inquiry and feedback during our sessions.

Uncivil, disruptive behavior—such as boisterous talking and use of cell phones —and abusive behaviors toward the professor or student peers (e.g., insults, cursing, threats, etc.) will not be tolerated, and the professor shall follow procedures to use methods for the removal of any such offending persons from the class session virtual space. Abusive behaviors, such as defaming class member peers as they express differences of opinions—or verbalizing negative labels for perceived differences—are not tolerated. For abusive behaviors, students may be removed from the course. Recitation credit will be adversely affected by improper behaviors (such as defamatory insults).

For the academic benefit of all students attending sessions, students are required to remain quiet (or keep phones muted) except during recitations, question-and-answer sessions, and appropriate discussions of lessons. Appropriate penalties will be exacted for unacceptable behavior during recitations. Notes on any students (e.g., napping, leaving the virtual class session) will be added to the attendance record. These students will forfeit points for any recitation credits related to that session’s assignments. During video conferencing, a student should go to a space where persons not enrolled will not be present during the conference

online space; other persons cannot be allowed to participate in video conferencing. The University platform is proprietary, and should not be shared with unenrolled persons; neither emailing or video conferencing, or Canvas messages with these unenrolled persons will be entertained by the professor.

Disruptive students are those who infringe upon the professor's prerogatives to conduct her classroom effectively and/or upon fellow students' rights to civil and peaceable sessions conducive to learning. Any such disruptive person will be removed from the class virtual space and, where necessary, from the course itself through permissible procedures.

University Policy on Observing the Americans with Disabilities Act (ADA)

The course will observe the stated FAMU policy on equitable access to education for Americans with disabilities, as provided within the ADA statute.

The Florida A&M University Americans with Disabilities Act (ADA) Policy Statement states: "Individuals who need a reasonable accommodation must notify the Office of Equal Opportunity Programs as 599-3076." It is the responsibility of the FAMU Equal Opportunity Programs (EOP) Office, through EOP Officer, Equal Opportunity Programs, 674 Gamble Street, Tallahassee, FL 32307, (850) 599-3076.

Center for Disability, Access, and Resources (CeDAR)

Students requiring accommodations should contact the Center for Disability Access and Resources (CeDAR), as well as the professor, in advance. Students may seek assistance, however, at times throughout the course. See the professor before a credited assignment is given and assigned a grade.

CeDAR uses an online accessible information management portal called AIM which allows students to apply for services, request accommodations, set up testing appointments and more. To submit accommodation requests students should simply visit <https://www.famu.edu/students/student-resources/center-for-disability-access-and-resources/index.php>

Policy Statement on Non-discrimination

The course observes the FAMU policy on non-discrimination.

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination-- including on the basis of race, religion, color, age, disability, sex, marital status, national origin, or veteran status. Sexual harassment is also prohibited by state and federal statutes.

This non-discrimination policy extends also to persons applying for admission to the University and for employment at FAMU.

Topics--Course Outline

Introduction to Course Rationale and Philosophy
Introduction to Syllabus, Course Procedures, Performance Requirements, Objectives, Activities, and Assessments
Argumentative Writing
Introduction to the Toulmin Model for Arguments
Introduction to the Master Project: Researched Refutation Argument
Models of Refutation Arguments
Issues and Claims of Written Arguments
Argument Rhetorical Situation: Persona (Ethos), Thesis-Purpose (Logos) and Audience (Pathos)
Toulmin Model: Introduction to Writing *Assumptions*
Introduction to Logos in Arguments: Inductive Reasoning
Logos in Arguments: Induction “Fallacies” to Avoid and Refute
Logos in Argumentation: Techniques for Induction
Argumentation Strategies: *Logos* with *Pathos* and *Ethos* Argumentation Strategies
Logos in Arguments: Deductive Reasoning
Logos in Arguments: Writing Logical Sentences
English Sentence Sense (Grammar Principles for Editing Essays)
Researching Sources to Support and Refute Arguments (Coleman Library)
MLA Documentation with In-Text Citations and *Works Cited*
Logos Design: Structuring Logical Arguments and Other Scholarly Essays
Writing the Argument and Editing the Essay
Researched Refutation Argument Checklist
Combining Rhetorical Patterns to Support Argument
Effective Combinations of Rhetorical Patterns within Various Scholarly Essays
Editing the Essay: Reviewing Grammar for Editing the Argument/Other Essays
Documenting the Argument
Assessment: Presenting and Evaluating Writing

Summary of MAIN Study Topics, Objectives, Performance Activities, and Assessments Not all assignments are indicated here.

Summary Module 1 Topic Introduction to Course Rationale, Syllabus, Topics, Methods, Requirements, Objectives, Activities, and Assessments and Master Project
Weeks 1-2

Introduce students to the design and assessment, pedagogy, performance requirements, and activities of the course.

Activities Include:

Read Syllabus, Argument Master Project, Sample Scholarly Article and discuss with questions and comments.

Assessment/Objective

1. Student began and continue the unit, Diagnostic Study Plan (Achieve Macmillan Learning Module) on Canvas:
in order to assess the students' grammar-related writing skills levels and determine the needs of both the full class and individual learners. The student also reflects upon the personal process of learning during the course within Achieve Reflective Exercises.
2. Students discuss the Syllabus to reveal what they think and understand about the course design.

Canvas Materials Include:

Diagnostic Study Plan, Macmillan Learning Activities Unit (Module--Ungraded)
Syllabus

Refutation Procedural 1 State Your Own Position on one Scholarly Issue—for the Refutation Argument Master Project
Scholar's Essay as Sample Argument

Summary Module 2 Topic Toulmin Argument Model: Making Connected Evidence and Assumptions
Weeks 3-4
Significant (Write Warrants)
Evidence as Facts and Sound Reasoning (Induction/Deduction)

Toulmin Model for sound arguments will direct students to define a position on an issue (claim), declare the assumptions: personal value principles, life principles, general knowledge rules (theories) that generated the position advocated (claim) (assumptions). Explained and verified as significant, the assumptions tie facts and claim to invent warrants. Students will write their own warrants—after they define their own general rules assumptions in Procedural 2. Students see classical argument elements relate to Toulmin Method. They will see how scholarly authors depict themselves as convincing reliable advocate (ethical proofs) within the rhetorical situation of their essays, and then notice strategies of ethos related to logos and pathos in the student’s master project, “Researched Refutation Argument.”

Credit Activities Include:

Students relate class lecture/discussions to homework readings, and then write short analyses of scholarly arguments--evaluating these techniques of argumentation by the Toulmin Model standard for sound arguments.

Assessment/Objectives

1. As they refer to homework reading and written notes, students discuss ideas to anticipate logical applications of Toulmin techniques they will make themselves while pre-writings sound arguments.
2. Student writing sentences and paragraphs as sequenced pre-writing steps—Procedurals-- for the Researched Refutation Argument:

The student writes his/her own position on one argument issue, the Refutation paper’s intended topic (Refutation Procedural P1, P1).

The student reads a scholarly argument on a scientific subject and student examples of claims and assumptions before class. The student then writes to evaluate techniques for stating his/her own thesis-*claims* (P1) and *assumptions* (P2).

The activities serve to clarify for students the Toulmin standards for effectively writing elements of arguments.

The students write to make explicit significant connections between their own personal declared argument position and their own beliefs/values influencing that position; that is, they write *warrants* (P3).

These Toulmin standards are assessed by writing and discussing pre-writing steps P1-P3:

A position claimed as the purpose of a written argument must be sensible/logical (sound *logos*)

A written argument must make the position (*claim*) appealing--convincing (persuasive *pathos*)

The argument’s words must reveal the author’s verbal self-image as credible (reliable *ethos*).

The author must tie the *evidence* of reasoning and data to the conviction statement with significance, so that the argument's purpose might matter also to someone else (*warrants*).

Canvas Resource/Materials Include:

Researched Refutation Argument (Specifications for the ENC 1101 Master Project)
Scholar Economist, Specialist on Scientific Issues, Argumentative Essay (Professional example of an argument).

Professor's Researched Refutation Argument Procedurals (interactive lessons):

P1-P3 Researched Refutation Procedurals

These pre-writing steps evaluate the student's progress toward a strong, sound argument essay.

Patterns, Fallacies, "pp. 528-531,

Patterns, "Cause-effect (Reasoning)," 318-321

,

Summary Module 3 Topic Evidence as Sound Logical Reasoning and *Evidence* as Sources—
Experiential and Experts

Weeks 5-6

Students will assess ideas for sound logic during the induction lessons and in the interactive in-class *Logos* Workshop, within homework reading analysis, and within planning collaborative critical thinking on *reason* in writing.

Credit Activity

As homework, read a scholar’s famous refutation,” which employs techniques of argumentation. Before class, submit on Canvas answers to the study questions on that scholarly essay.

Assessment/Objective

In their submitted answers and ideas spoken during discussion, students will demonstrate their skill in interpreting and evaluating techniques of argument. Student judge for themselves whether the Scholar Argument effectively applies Toulmin standards for reasoning well. The student judges whether the author is writing logically (*logos*). The student writes, assessing techniques, in order to:

- (1) state insights for improving the student’s own reliability as a debater of ideas (ethical proofs) and
- (2) connect more convincingly with the student’s own targeted audience-- *pathos*.

Logos Activities on reasoning require the students to apply this assessment of logic to their own *Pre-writings on their Researched Refutation* as well as to drafting other well-reasoned college writing.

Materials Include:

A Scholar’s Refutation Argument: a famous Refutation [Canvas]
Study Questions on Techniques of Argumentation: A Scholar Refutation Argument [Canvas]
Patterns, A Scholar Refutation Argument and Study Questions (Open-ended)

LOGOS Workshop Activity:

Students compete the professor’s packet to learn and apply interactively a technique for testing sound deduction.

Application: The students must use sound deductive reasoning in the course master project, Researched Refutation as well as in college papers of varied disciplines.

Materials

LOGOS Workshop on Deduction, under Canvas Assignments (no preview before virtual class time)

Activity

As homework, read another scholar's essay in *Patterns*, and answers the open-ended study questions, to analyze and assess whether the Professional Author effectively executes **Toulmin standards**.

Assessment/Objective

The assignment is for students to evaluate those techniques of refuting ideas that the Professional Author uses in *Patterns*, "Walk on By," 231-34). Like the Professional Author in his essay—in their own Refutation essays, students will perform Rebuttal: identify fallacies and assess induction fallacies within the opposite ideas of an influential thinker as students (like the Professional Author) debate one central issue of an essay. In class the Professional Author Argument written analysis assignments ("Answers") on ethos and pathos appeals as well as logical fallacies also leave students with an awareness of more options for staging rebuttals within their own Researched Refutation Argument.

Resources/Materials

Patterns (15th Ed), "Argumentation," and "Fallacies"

Professional Author Argument in *Patterns* and [Canvas]

"Logos Techniques: Write to Evaluate Author's Techniques; Answers *Patterns* Questions, page 235.]

"Induction" [Canvas]

Refutation Argument Step 7: Evaluate Logical Fallacies in an Influential Opponent's Argument--

(Pre-writing: Rebuttal Content for Your Researched Refutation (Induction/Deduction) Two Paragraphs [Canvas]

Summary Module 3 Sub-Topic Week 7

Finding and Using Credible Sources as Evidence to Support Scholarly Arguments/ MLA Documentation

Objective:

Assisted Learning: Consulting Others for Technical Insights and Evidence—to Advance Stronger Written Arguments

Activity

After professor’s lecture on research as evidence content (Toulmin) in the Refutation, students must find expert to defend and help explain their Refutation Argument Procedural 4 Virtual Coleman Library Seminar (5 Possible Grade Points)

Assessment/Objective

The student acquires and uses library search methods to locate sources in order to validate the thesis or rethink the *claim* for a verifiable position on the paper’s issue. Students also locate an opponent to refute in their argument counterpoints.

Credit Activity

Student records sources that support and inform the claim on a properly formatted MLA Works Cited Page, and submit the source list as “P5 Works Cited.” (One page)

Canvas Resources

Researched Refutation Argument

Patterns, Chapter 18, “Documenting Sources” (eBook)

Refutation Procedural 4 Coleman Library Seminar

Refutation Procedural 5 Works Cited Page(s)

Refutation Procedural Step 6 Summarize Opponent’s Antithesis and Main Counterpoints
(A Paragraph/Page with MLA In-text Citation)

Resources/Materials

Patterns (15th Ed), “Argumentation,” “Fallacies”

Professional Author Argument (LOGOS Techniques Example) *Patterns* and on Canvas
“Induction” [Canvas]

2. Activity

Complete pre-writing: “Refutation Procedural Step 7: Refute Opponent’s Fallacies—Two Paragraphs (Ungraded) under Resource Module.

Assessment/Objectives

These assess two fallacies within the student's choice of an opponent essay to refute within the Refutation. Students learn what rebuttal content belongs in the Refutation; this P7 content or similar further developed content should be included in the paper.

Summary Module 4 Topic Writing the Logically Structured (Evidence-Based) and Well-edited Essay
Weeks 8-10

Activity

Objective: In P4 and other Module 4 assignments, apply logical principles for choosing sources (P3-P4), and then recording and evaluating source content—resource documents discussed/posted during “Week 3 Reasoning Evidence (Deduction) and Source Evidence”:

“Refutation Checklist: Addendum on Sources,” (Module 3/Week 3)

Required steps in writing the Refutation—all requiring source evidence: P4 Coleman Seminar, P5 MLA Works Cited, Steps 6-8 (under Refutation Resources Module)

Activity

After the professor's lecture on “Outlining Principles,” students compose the “*Logos* All-Evidence Sentence Outline” of the Refutation Argument—where students present reasoning evidence and source evidence—including the Opponent's antithesis reasoning and counterevidence.

Assessment/Objective

Student have submitted the credited Refutation Procedural 3 Warrants Outline (P3). In class, the professor will emphasize a technique: using this P3 Warrants first-level outline as the basic design for building with the thesis-claim the proper logical organization of the Refutation essay. —where the thesis is fully developed. its thesis. Students are required to bring their P3 Warrants Outline to class every day this week that outlining is scheduled for discussion.

Student will submit Refutation Argument Step 8 under Assignments

In Step 8 All-Evidence Outline, the student fully develops the Refutation's entire Logos:

With P3 Warrant Summary Outline as the guide, the students must write all reasoning evidence (premises) and source evidence (facts) while thinking in-depth down through four-levels of *explaining/verifying* analysis.

The professor will show how to develop the summarized evidence of P3 Warrant Summary Outline (roman numeral i/ii/III/IV) fully by adding Warrant explanation (A/B/C), and then adding Rebuttal details (1/2/3) and specified source evidence (a/b/c).

The professor will use the Lee Model to illustrate these concepts of analytical essay development. The lecture summary, “Outlining Principles,” is required reading; it explains logical essay design.

proper techniques that build logical organization of an essay, fully developing its thesis.

Activity

During class and continued out-of-class pre-writing activities, students apply the professor's taught process of writing on the main points of the thesis (key reasons) in their Refutation. Through lessons and practice pre-writing steps (in-class, homework activities), the student learns to use the thesis-main

points to dictate the whole paper: its content sequence, sufficiency of explanation, supportive research evidence, and reasoning *evidence* within a well- ordered Refutation. Students submit the credit exercise under Assignments.

Canvas Materials

Refutation Argument Step 8 Writing the All-Evidence Sentence Outline (ungraded), *Assignments* (“0” Points) Step 8 appears also under Module 4 Resources (No submission box there.) (Step 8 has lecture summary, “Outlining Principles” with Samples), under Module 4/Week 4

Module 5 Combining Writing Patterns for Persuasive, Well-edited Arguments

Weeks 11-14

Students read *Patterns* writing samples of varied modes/patterns and review arguments to see where the thesis claim –when sentence outlined—dictates the argument paper’s design (structure). The thesis also dictates the structure of non-argumentative essays of varied patterns (such as process, cause-effect papers and combinations of supportive patterns.)

Activity: Compose the Logical Essay (Outline):
Thesis Dictates Key/ Supportive Patterns

Professor used the student Lee Outline Model during an interactive lecture to show the student how to read the thesis to predict where logical analyses fall in a paper: where to narrate, describe, define, classify, compare-contrast and analyze cause-effect. Then the exercise is conducted in the next session: “Lee Sentence Outline on Key Verbs of Analysis and Dictated Supportive Modes.” (Assignments). Out of class, the students use their own Refutation Sentence Outline to complete the exercise: “You Compose the Logical Essay: Thesis Must Dictate Key/Supportive Patterns” (Assignments) Each student highlights the verbs of his/her own outline and then uses the Patterns Checklist to write down the thesis-predicted patterns to be used in the Refutation: narrating, describing, process analyzing, causal reasoning, and so forth on the worksheet. Each student’s starting point must be the completed Warrant Abstract Outline, the first-level outline of the main ideas of the Refutation essay project (Procedural 3). The professor provided feedback on the students’ “Warrant Abstract Sentence Outline: Thesis-Reasons/Assumptions.” Some conferencing also involves advice on refining the student’s Warrant Outline into the whole-essay Evidence Outline (Step 8, Ungraded) –an outline to guide the writing of the paper. Resource: “Step 8: Refutation Evidence Sentence Outline.” [Canvas]

Materials Include:

Patterns, Chapter 15, “Combining Patterns”

Combining Patterns: Logical Demands of Patterns of Support and Development

Professor’s Document [Canvas]

Sentence Outlining Principles

Professor’s Document [Canvas]

Lee Refutation Sentence Outline with Supportive Patterns Combined [Canvas]

Professor’s Document

Compose the Logical Essay (Outline): Thesis Must Dictate Key/Supportive Patterns

Compose the Logical Essay (Lee Outline Model): Thesis Must Dictate Key/Supportive Patterns

Module Sub-topic Editing Essays

Activity

Complete Achieve exercises.

Assessment/Objectives

In the Macmillan Unit, they will write responses, take quizzes, and answer questions to reveal their understanding of grammar concepts revisited--and applied to their studied editing techniques for writing.

Canvas Materials Include:

Achieve Diagnostic Study Plan

Professor's Materials

Activity

The Macmillan Unit will appear all semester on Canvas.

Module 6 Topic Summative Assessments: Multi-source Arguments, Written Observations and Paper Presentations

Weeks 15-16

Credit Activity

Submit the MLA documented Researched Refutation Argument, observing all specifications. The professor will have discussed—in class and in Virtual Office Hours conferences—matters regarding proper essay and submission specifications.

Credit Activity

Out-of-class, students write analytical responses to student essays in the Observation Journal. The “Observation Journal” document provides the prompt and rubric for response entries as well as the student essays whose literary elements will be observed.

Assessment/Objective

The Observation peer activities reinforce all the content taught and skills exercised during the course.

Activity

Write and submit on Canvas your essay assessing the evidence for the thesis of the Scholar Author. The student chooses among four choices of open-ended prompts. See the media/texts to preview before writing the essays.

Activity (In-class/out-of-class)

Some students will read their own “My Reply to Scholar” assignment aloud; other students will also publish their essay in “Essay Collection—Student Responses.” Other students will read their Narrative Argument or their Refutation Arguments. All publications and recited essays must be approved to become course material by the professor based upon its quality, propriety and pedagogic purpose.

Assessment/Objective

The “My Reply” essay with multi-media reinforces all the content on argumentative writing already taught and skills exercised during the course.

Paper Presentation/Publication Activity:
More Assessment Objectives

The student must present one paper as a credited Presentation Recitation. The Paper Presentation rehearses skills of clarifying voice as a feature of *ethical proofs*—classical *ethos appeals* techniques. Students are also alert in presentation to avoid logical fallacies and observe conventions of civil scholarly discourse.

The presentation demonstrates enhanced independent thinking that inform argumentative writing course principles. Each student aims for originality of expressed opinions and more diligent interpretation as well as honed persuasive appeals while presenting on their essay's complex issue—which an actual present audience demands.

Publication

The professor publishes a student essay in the Collection only where the essay illustrates the technique concepts taught in the course.

Activity

Complete Achieve Unit assignments.

Canvas Materials Include

“My Reply to Scholar Author—Prompt Choices and Media”

“Observation Journal”

“Collection—Student Argumentative Essays: Narratives, “My Reply,” Refutation Arguments

Assessment—Grade and Performance Reviews