

**English 111-10: Composition, Research, and Rhetoric**

Block 1: Wednesday, August 20—Friday, September 12

PM: 12:30-3:30

Library 117

Professor:XXX

Office: 301 XXX

Office Hours: MTWR 11-12:15

Office Phone: (423) 636-XXX

E-mail: XXX@tusculum.edu

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**Text** Morton, Sheila. *Navigating Argument: A Guidebook to Academic Writing*. Greeneville, TN: Tusculum College, 2014. Print.

Additional readings distributed in class and posted on Moodle.

**Course Description** This course introduces you to college-level research and argumentative writing. You will learn research analysis, argument strategies, research techniques, and documentation. You will research a topic of your choosing, emphasizing its links to community, society, and citizenship. Prerequisite: ENGL 110 or its equivalent. Learning Outcome: Writing and Information Literacy.

**Course Goals** to develop your skills in writing, analytical reading, and critical analysis as outlined in the Commons program; to develop your confidence with these skills, preparing you for more effective participation in college-level courses; to develop and enhance your research skills, especially proper and effective use of traditional and electronic sources in a research paper.

**Student Learning Outcomes**

1. You will communicate clearly and effectively through writing.
2. You will identify information needs and locate and evaluate information sources in traditional and electronic form.
3. You will analyze and respond to critical readings, annotating the text to identify main points, important details, and to draw inferences.
4. You will recognize and create valid arguments.
5. You will formulate thesis statements and write argumentative research papers.
6. You will identify and locate authoritative sources in the library catalog (both print and electronic books), research databases, and the web, using authoritative sources to support the argument.
7. You will adapt the writing process to argumentative research writing (planning and drafting their text), peer evaluate others' texts and self-evaluate their own written texts in the context of research writing.
8. You will know and use MLA or APA documentation, including the creation of the Works Cited page.

**Tusculum College General Education Program Outcomes**

English 111 is part of the general education program. The following two General Education Learning Outcomes are an important part of the aims of the course:

- Students will communicate clearly and effectively through writing.

This is measured by the final English 111 research paper, and the assessment for that paper includes a focus on the student's sense of purpose, coherence, development, and correctness. Students will be asked to present an annotated final draft of their research papers in an effort to improve coherence in their writing.

- Students will identify information needs and locate information sources in traditional and electronic forms.

This is measured by a final research writing portfolio that includes a research proposal, an annotated bibliography, and an annotated final draft of a research paper, and the assessment for those assignments includes a focus on the student's ability to gauge information needs, to locate credible sources, and then to evaluate and use those sources ethically and legally.

### Professionalism Outcomes

English 111 participates in the professionalism initiative and seeks to instill the following professional virtues through the attendant assignments listed:

- **Professional Virtue:** Commitment to Excellence  
Assignment: Final Portfolio
- **Professional Virtue:** Integrity & Honesty  
Assignment: Annotated Bibliography
- **Professional Virtue:** Humility  
Assignment: Self-Review
- **Professional Virtue:** Respect  
Assignment: Peer-Review

### Class Policies

1. Attendance: The Tusculum College attendance policy dictates that your attendance at daily class sessions is mandatory and allows three valid absences for school-sponsored events (including participation in sports events but not practice). Arrangements to complete missed work ahead of time should be made well in advance. Class lasts for three hours and attendance is required for the entire class session. The fourth absence from class will result in a failing grade for the course.
2. Late Work: Late work will not be accepted. It is your responsibility to talk to me prior to the class that you will miss and arrange for all your work to be turned in on time. I will not accept assignments via email unless you are ill and unable to attend class. Computer/printer malfunctions or other electronic problems are not acceptable excuses for late work.
3. Classroom Comportment: You are required to conduct yourself appropriately at all times. Show respect for every person in the classroom. I will not tolerate racist, sexist, or other offensive and/or discriminatory language. If you disrupt class, you will be asked to leave for the remainder of the block—therefore failing the course. Turn off your cell phone and put it away. Do not use earphones, wear sunglasses, or eat food during class. If you want to use a laptop, discuss it with me beforehand.
4. Professionalism: We are a community of learners. Complete the assignments on time and be ready to participate in discussion. You should demonstrate professionalism—thoughtfulness and politeness—through the use of listening and conversational skills. You are expected to arrive prepared, having completed the reading and assignments, and on time.

## Students with Disabilities

Tusculum provides individuals with disabilities reasonable accommodations to facilitate their participation in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or to meet course requirements can make arrangements by contacting:

**Greeneville:** Ms. Bobbie Greenway at (423) 636-7300 ext. 5154; 1-800-729-0256, ext. 5154; or at [bgreenway@tusculum.edu](mailto:bgreenway@tusculum.edu). The mailing address is: Tusculum College Academic Resource

**Tusculum College Learning Centers:** Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

**Greeneville:** Annie Hogan Byrd Hall, Room 112; Box 5025, Tusculum College, Greeneville, TN 37743

To make arrangements, please contact Mrs. Bobbie Greenway at (423) 636-7300 ext. 5154; 1-800-729-0256; or at [bgreenway@tusculum.edu](mailto:bgreenway@tusculum.edu)

**Research Assignments and Library Resources:** To ensure that GPS candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: <http://library.tusculum.edu>. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact the following:

**Greeneville:** Crystal Johnson, Education Librarian NE, and Webmaster

(423) 636-7320; 1-800-729-0256, extension 5801 [cjohnson@tusculum.edu](mailto:cjohnson@tusculum.edu)

## Tusculum College Plagiarism Policy

Cheating and plagiarism are violations of Ethics of Social Responsibility—one of the competencies that we have identified as essential to the Civic Arts. Plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source.
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

Besides plagiarism, other forms of academic dishonesty include the following:

4. Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved.
5. Submitting purchased, borrowed, copied, or specially commissioned work as if it were one's own.
6. Knowingly permitting others to submit your work under their names.
7. Copying the work of others during an examination or other academic exercise.
8. Knowingly allowing others to copy your work during an examination or other academic exercise.

9. Using "cheat sheets" or any other unauthorized form of assistance during an exam, quiz, or other academic exercise.

NOTE: AUTHORIZED HELP is encouraged and includes:

- attendance at help sessions
  - tutoring received with your instructor's knowledge (responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules, and information, as well as on skills development)
  - work with Learning Center or Student Support Services staff done with the knowledge of your instructor
10. Manipulating or fabricating data to support erroneous conclusions.

The effect of cheating within a community is to destroy the environment of honesty and trust on which the community depends. A dishonest performance diminishes the achievement of those who have worked hard and demonstrated real mastery of a subject. For this reason, you are encouraged to confront peers who violate the standard of honesty by any form of cheating or plagiarism and, if necessary, to report their behavior to an appropriate authority (instructor, director, or authorized college agency or body). No one but you can know if you should take the kind of action just described.

### **Plagiarism Sanctions**

Stage 1 In a case of unintentional or doubtful plagiarism, you receive a written warning from me. You will receive an "F" for the assignment.

Stage 2 This stage is for an offense after warning or for a first offense in which you knowingly and willfully engages in academic misconduct. The penalty is automatically an "F" in the course. The action is reported to the Admissions and Standards Committee. You are warned in writing of the consequences of a future Stage 3 offense.

Stage 3 Depending on where you started (with unintentional or intentional violation), Stage 3 is for a second offense in cheating or a second or third offense in plagiarism. The penalty is an "F" in the course and suspension or expulsion from the College - a matter that is recorded on your transcript. Most students suspended for academic misconduct may not be readmitted until one calendar from the date of their suspension. Most accredited institutions will deny admission to a student currently on suspension.

### **Course Requirements**

You will submit four formal essays over the course of the semester—a worldview essay, a topic proposal, an annotated bibliography, and a researched argumentative essay—as well as a number of preliminary drafts and reading quizzes. You will spend a significant amount of time writing in class and sharing that writing with one another. You must be willing to engage in open and constructive conversation about your work and the work of other students. At some point in the semester, you will lead a discussion of an assigned text, submit a draft to be workshopped by the class, and give a formal in-class presentation on your argumentative topic.

Worldview Essay: In 2 pages, you will delineate your own worldview and the experiences and institutions that have influenced it. 5%

Topic Proposal: In 3-4 pages, you will analyze the characteristics of a primary source related to your chosen research question, refine and add to that question, and propose a course of research and study that will culminate in the final paper of the semester. 10%

Annotated Bibliography: You will summarize and cite the arguments of 10-20 scholarly sources. 30%

Researched Argumentative Essay: in 8-10 pages, you will draw conclusions about the research questions you developed and researched and construct an argument proving the validity of those conclusions with evidence from at least ten scholarly sources. Your essay must include a works cited page, list of references, or bibliography and appropriate in-text source documentation. **Papers less than eight pages and/or without source citations will not be read.** 30%

Quizzes: Many classes will begin with a quiz on the assigned reading material. **Quizzes missed (due to tardiness or absence) may not be made up.** 10%

Notebook: In the notebook, you will keep in-class writing assignments as well as research notes. You should bring your notebook to each class meeting. Your notebook will be collected at the end of the semester and should contain at least thirty pages of in-class writing and research notes (handwritten and/or typed). 5%

Professionalism: Your scholarly presentation, your comportsment and participation in discussions and group work. 5%

Final Exam: Will assess your understanding of essential concepts like argument structure, source documentation, and source reliability. 5%

With the exception of notebook writing, all submitted written assignments should conform to these aesthetic standards:

- Font: Times New Roman or Calibri, 12 point
- Margins: 1 inch, left and right, top and bottom
- Justification: left margin only
- Line spacing: double-spaced, no extra space between paragraphs
- Print: dark, and on one side of the paper (no double-sided printing)
- Graphics: in an appendix only
- Documentation: MLA or other discipline-appropriate style.

## Grading

A 100 – 93	A- 92 – 90	
B+ 89 – 87	B 86 – 83	B- 82 - 80
C+ 79 – 77	C 76 – 73	C- 72 – 70
D+ 69 – 67	D 66 – 60	F Below 60

Your writing will be assessed using these guidelines:

- **The “A” paper** exhibits a controlling main point made about a single topic with **purposeful** awareness of the task. Thesis is clear and integrated with the text. There is a clear arrangement of content into paragraphs that follow the main idea; the paper uses clear transitions and internal **coherence**. Well-developed **content** demonstrates support through appropriate and useful details and development of the thesis; paraphrasing, quoting and summarizing are skillful, integrated into the text, and properly cited; complex argument includes some counter-

arguments. With regard to **style**, there are diverse sentence and paragraph structures and verb usage; careful and appropriate choices in language; careful attention to cohesiveness and organization. **Mechanically**, errors in grammar, spelling, and usage do not interfere overall with communication of ideas.

- **The “B” paper** has an identifiable purpose and a clear main point made about a single topic with awareness of the task. The thesis is clear and mostly integrated with the text. There is a clear arrangement of content into paragraphs that follow the main idea; for the most part the paper uses clear transitions and internal **coherence**. **Content** demonstrates support through appropriate and useful details and development of the thesis; paraphrasing, quoting and summarizing are integrated into the text, and properly cited; argument includes some counter-arguments. With regard to **style**, there are diverse sentence and paragraph structures and verb usage and appropriate choices in language with some attention to cohesiveness and organization. **Mechanically**, there are a few errors in grammar, spelling, and usage, which do not interfere with communication.
- **The “C” paper** may exhibit noticeable weaknesses in one or two general areas. The paper identifies a single topic, though the thesis may be less complex and/or may not be integrated into the text in a **purposeful** way. There is a reasonable arrangement of content into paragraphs that follow the main idea; transitions and internal **coherence** are mostly effective. Sufficiently developed **content** with adequate use of details related to the main idea; paraphrasing, quoting and summarizing are mostly clear, appropriate and cited; the argument is recognized but does not necessarily include counter arguments. Regarding **style**, there are satisfactory sentence and paragraph structures and verb usage; appropriate choices in language; adequate attention to cohesiveness and organization. **Mechanically**, errors in grammar, spelling, usage somewhat interfere with communication.
- **The “D” paper** exhibits minimal evidence of topic with no controlling idea or thesis, or a lack of **purpose**. With regard to **coherence**, there may be simple or confused arrangement of content. Paragraphs may not establish a logical pattern of organization or there may be poor transitions. Limited **content**; details not all related to main idea; paraphrasing, quoting and summarizing is appropriate but is often disjointed and disconnected from the text; citations are appropriate but may not be clear or complete; simplified argument; no counter argument recognized. **Stylistically**, there are limited sentence and paragraph structures and verb usage; unfitting, disjointed and/or distracting choices in language, or possibly inadequate attention to cohesiveness and organization. **Mechanically**, errors in grammar, spelling, usage interferes with communication.

### Schedule

Subject	Class Date	<b>Readings and assignments</b> are listed on the date by which they should be completed. All readings with page numbers are from the Morton text, all others are distributed in class and posted on Moodle. Take notes on the readings so you can take a quiz on the material and contribute to the discussion.
Course Introduction	Wednesday, August 20	Syllabus Overview Worldview Assignment: in-class writing

Topic Brainstorm/ Scholarly Inquiry	Thursday, August 21	<b>Due:</b> Worldview Assignment <b>Read:</b> Machiavelli excerpts and commentary
Research Questions	Friday, August 22	<b>Due:</b> your two best research questions (or <i>series</i> of questions)
Primary Source Analysis	Monday, August 25	<b>Bring:</b> a primary source related to your most promising research question.
Source Evaluation	Tuesday, August 26	<b>Read:</b> “The Confidence Gap” and “Supporting with Evidence”—p. 35-40
Preliminary Research	Wednesday, August 27	<b>Read:</b> Chapter 6: “The Research Proposal”—p. 149-170
Topic Proposal	Thursday, August 28	<b>Topic Proposal Due</b> —conferences <b>Read:</b> Chapter 7: “The Annotated Bibliography”—p. 171-190
Integrating sources	Friday, August 29	<b>Annotations for two sources due</b> <b>Read:</b> “Paraphrasing, Summarizing, and Quoting”—p. 193-197
Agreeing/disagreeing	Monday, September 1	<b>Two more annotations due</b> <b>Read:</b> “Avoiding Plagiarism”—p. 197-199
Logic and Reasoning	Tuesday, September 2	<b>Two more annotations due</b> <b>Read:</b> “Avoiding Fallacies”—p. 87-99
Claims	Wednesday, September 3	<b>Complete Annotated Bibliography due</b> <b>Read:</b> “Outlining an Argument”—p. 25-34
Argument Structure/ Outline	Thursday, September 4	<b>Read:</b> “Letter from a Birmingham Jail” <b>Read:</b> “Retaining Rhetorical Authority” and “Addressing Counter Claims”—p. 199-207
Drafting	Friday, September 5	<b>First draft of final 8-10-page essay due</b> <b>Read:</b> “Introducing and Concluding”—p. 40-51— and “Some General Rules for Formatting in MLA”—p. 245-246
Revising	Monday, September 8	<b>Second draft due</b> —conferences <b>Read:</b> “Revising Globally”—p. 54-58—and “Revising a Research Paper”—p. 207-210
Presenting	Tuesday, September 9	<b>Presentations</b> <b>Read:</b> “Revising Locally”—p. 62-67
Presenting	Wednesday, September 10	<b>Presentations</b> <b>Third draft due</b> —conferences
Presenting	Thursday, September 11	<b>Presentations</b> Final Exam Review
Final Exam	Friday, September 12	Final paper and notebook due (at least thirty pages of in-class writing and research notes—handwritten and/or typed) <b>Final Exam</b>