

ENGLISH DEPARTMENT SYLLABUS

ENGL 2152: Argument and Exposition (3 Credits)

Instructor: TBA

Contact Information: TBA

Text Example: *Elements of Argument: A Text and Reader* by Annette T. Rottenberg, Donna Haisty Winchell (Bedford/St. Martin's)

Catalog Description

Instruction and practice in writing for various academic and similar contexts, with particular focus on formal and informal argument for specific rather than general audiences. Includes seeking out, selecting, using, and documenting written sources, and a component on oral presentation. Prerequisite: ENGL 1151 Composition

Students will:

- complete substantial formal writing assignments, such as term papers;
- complete informal writing assignments;
- through effective exposition and implied or multiple theses, practice argumentative writing, including
 - thesis-driven traditional, formal argument
 - and less narrowly constrained persuasion;
- search for information;
- evaluate sources of that information;
- document sources using academically accepted documentation styles;
- write and be graded upon four or five papers of increasing length, all of them argumentative in nature, and the larger of them requiring research and documentation.

Assessment

In this course the primary goal is to get students actively and intelligently involved in reasoned and informative academic writing, including overt debate.

In the thesis-driven formal arguments, at a minimum, work will be assessed to ascertain whether students have:

- articulated their arguments, oral and written, in adequately formal and correct English style in the thesis-driven arguments;
- appropriately documented all quoted material, such factual claims as are not common knowledge, and other points for which they are indebted to specific sources;
- reasoned their own and their audience's way from facts to thesis, or thesis to facts, clearly and validly;
- anticipated and responded to counter-arguments likely to arise in the minds of an intelligent skeptical audience;
- organized overall coherence in a written discourse of substantial length, i.e. in the thousands of words.

In the informal arguments, at a minimum, work will be assessed to ascertain whether students have:

- conveyed information convincingly, using multiple means of establishing authority;
- adapted voice and rhetorical strategies to specific audiences;
- organized cohesion of multiple strands of subject matter.

Grades

Papers	70 points
Classroom Participation	10 points
Oral Presentation	20 points
TOTAL POSSIBLE	100 points

90-100% = A

80-90% = B

70-80% = C

60-70% = D

Below 60% = F

Upon request, this document can be made available in alternate formats. For assistance, please contact the Office for Students with Disabilities at 755-3883.

Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of the course, as well as suspension from the University.