Instructor: 
Class Hours/Credit Hours: 3
Phone: 
Semester: 
E-mail: 
Room: 

Catalog Course Description: Research project required. Focus on exposition and argument; process and development using various rhetorical patterns. Note: Course meets General Education Communication requirement.

Prerequisites: Placement as required by TBR specifications or DSPW 0800.

Corequisites: None

Entry Level Standards: Placement as required by TBR specifications

Textbook/Materials

Program Student Learning Outcome for Communication (PSLO) #1: The goal of the Communication requirement is to enhance the effective use of the English language essential to students’ success in school and in the world by way of learning to read and listen critically and to write and speak thoughtfully, clearly, coherently, and persuasively.

Course Student Learning Outcomes (CSLO)
CSLO1. Analyze and evaluate oral and written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
CSLO2. Distill a primary purpose into a single, compelling statement and order and develop major points in a reasonable and convincing manner based on that purpose.
CSLO3. Develop appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special functions (i.e., analysis or research), while demonstrating writing/speaking skills from process to product.
CSLO4. Understand that the writing and speaking processes include procedures such as planning, organizing, composing, revising, and editing.
CSLO5. Make written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
CSLO6. Manage and coordinate basic information gathered from multiple sources for the purposes of problem solving and decision-making.
CSLO7. Recognize the use of evidence, analysis, and persuasive strategies, including basic distinctions among opinions, facts, and inferences.

Student Indicators (SI)
Upon successful completion of the course, a student should be able to:
SI1. Use a standard format (MLA) for all written work.
SI2. Develop and apply critical skills in proofreading, correcting, and revising sentences, paragraphs,
and essays in accordance with conventions of form, punctuation, and grammar. SI3. Understand principles of organization governing outlining procedures and prepare conceptually accurate and technically correct outlines to accompany compositions.
SI4. Explain the concept of the thesis as the controlling idea of a composition, define “thesis statement,” and write compositions constructed around and controlled by a central thesis.
SI5. Write compositions of five paragraphs or longer, organized on a three-part (introduction-body-conclusion) model.
SI6. Use correct and effective transitional elements to insure coherent structure in written compositions.
SI7. Use parallelism in sentences and paragraphs in more complex and sophisticated ways, as well as in outlines, to enhance readers’ awareness of the logic and coherence of compositions.
SI8. Use source material as evidence in support of a thesis in such a manner that principles of academic integrity are upheld and that plagiarism is avoided.
SI9. Identify, define, and give examples of common logical fallacies so as to avoid them in argumentative writing.
SI10. Write thesis-oriented expository and persuasive essays according to the format of the Modern Language Association (MLA) demonstrating the skills of research by using and properly documenting paraphrased, summarized, and quoted material from sources.

**Required Assessments: Assessment Names and Descriptions**

**Essay One:** Students will compose a 750-1000 word argumentative/persuasive essay to include a minimum of two (2) references from texts used in the unit and a corresponding Works Cited page. (PSLO # 1 CSLO # 1-7)

**Essay Two:** Students will compose a 500-750 word argumentative/persuasive essay to include a minimum of two (2) references from texts used in the unit and a corresponding Works Cited page. (PSLO # 1 CSLO # 1-7)

**Essay Three:** Students will compose a 750-1000 word argumentative/persuasive essay to include a minimum of two (2) references from texts used in the unit, two (2) references from outside sources and a corresponding Works Cited page. (PSLO # 1 CSLO # 1-7)

**Essay Four:** Students will compose a 1200-1500 word argumentative/persuasive essay to include a minimum of one (1) reference from texts used in the unit, three to five (3-5) references from outside sources, and a corresponding Works Cited page. (PSLO # 1 CSLO # 1-7)

**Essay Five/Final Exam:** Students will compose a 500-750 word argumentative/persuasive essay to include a minimum of two (2) references from texts used in the unit and a corresponding Works Cited page. (PSLO # 1 CSLO # 1-7)

**Other Assessments:** Details to be provided by individual instructors.

**CSLO/Assessment Alignment:**

<table>
<thead>
<tr>
<th>CSLO:</th>
<th>CSLO1</th>
<th>CSLO2</th>
<th>CSLO3</th>
<th>CSLO4</th>
<th>CSLO5</th>
<th>CSLO6</th>
<th>CSLO7</th>
</tr>
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<tbody>
<tr>
<td>Assessments:</td>
<td>Essay 1</td>
<td>Essay 1</td>
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<td>Essay 1</td>
<td>Essay 1</td>
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</table>
Argumentative/Persuasive Essays: Reading selected essays from the textbook to serve as exemplars, models, or source material for student work. (CSLO1, CSLO6); writing essays, both as out-of-class and in-class assignments, that incorporate examples and/or evidence from selected textbook resources (CSLO2, CSLO3, CSLO4, CSLO5, CSLO6, CSLO7); researching articles and other resources related to a single focused topic (CSLO1, CSLO2, CSLO4, CSLO6, CSLO7); writing essays that incorporate information from multiple sources to demonstrate basic competency in identifying reliable sources, incorporating information from diverse sources in support of a cohesive thesis, and documenting sources (CSLO2, CSLO3, CSLO5, CSLO6, CSLO7)

Additional Activities May Be Assigned/Provided Per Individual Instructor:

Writing Assignments: Practicing strategies for planning, organizing, composing, revising, or editing essays and paragraphs (CSLO4); Journal writing (CSLO1, CSLO2, CSLO3, CSLO4, CSLO6, CSLO7); writing or grammar exercises to review basic language skills (CSLO4, CSLO5); writing exercises focused on specific skills in developing thesis statements, leads, conclusions, supporting examples, outlines, transitions, documentation, or other elements of the essay and research (CSLO2, CSLO3, CSLO4); writing multiple drafts of a single assignment (CSLO4)

Classroom Discussions/Workshops: Peer editing and reviews of student writings (CSLO1, CSLO4); Classroom discussions on themes from assigned essays, rhetorical strategies, and types and nature of evidence (CSLO1, CSLO2, CSLO6, CSLO7)

Quizzes: Quizzes over lessons, lectures, exercises, grammar, documentation, or other elements of the class (CSLO1, CSLO2, CSLO3, CSLO4, CSLO6, CSLO7)

Lectures: Lectures on the elements of writing, including writing process, rhetorical patterns, developing thesis statements, writing outlines, finding sources, avoiding plagiarism, note taking, procedures for documentation, editing and proofreading, and so on (CSLO2, CSLO3, CSLO4, CSLO6, CSLO7)

Assessment

NOTE: All four essays and the Final Exam Essay must be submitted for the student to pass the class.

(This list identifies the measurements that will document the achievement of student outcomes. Assessment must be tied to the student outcomes)

A. Weekly Graded Work: 25% of grade. (CSLO 1-7)
B. Assignments / Argumentative Essays 1-5: 75% of grade. (CSLO 1-7)
C. Field Work: not applicable

More specifically,

Grade Percentages:

<table>
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<tr>
<th>Assessments</th>
<th>Percentages</th>
<th>Points</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four (4) essays</td>
<td>60%</td>
<td>600</td>
<td>SI1-10</td>
</tr>
<tr>
<td>Final Examination</td>
<td>15%</td>
<td>150</td>
<td>SI1-10</td>
</tr>
<tr>
<td>Weekly Graded Work</td>
<td>25%</td>
<td>250</td>
<td>SI1-10</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>1000</td>
<td></td>
</tr>
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1 Weekly graded work may include journals, exercises, quizzes, revisions, workshops, drafts, grammar exercises, attendance, participation, and so on.

Missing work will receive a zero (0) that will be averaged into the final course grade. The course average may be adjusted for attendance as explained in the Attendance Policy.
## Class Schedule

### Week/Activity:

<table>
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<tr>
<th>Week</th>
<th>Activity</th>
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| 1    | Diagnostic Essay – required  
The Writing Process |
| 2    | Review of Paragraph and Essay Structure  
Introduction to the Modes  
Graded Writing Exercise using Modes |
| 3    | Further Elaboration on Argumentation and Persuasion  
Unit 1 Readings and Responses  
Journals, Exercises, Discussion to include at least one graded activity  
Topic Selection and Development of Thesis Statement for Unit 1 Essay  
Unit 1 Essay: 750 – 1000 words to include a minimum of two (2) references from texts used in the unit and a corresponding Works Cited page: due in Week 5 |
| 4    | Unit 1 Drafting and Workshops  
Introduction to Incorporating Sources (Summarizing, Paraphrasing, Quoting)  
Introduction to MLA Formatting  
Completed rough drafts of Unit 1 Essay due for review (e.g.-by instructor, peer edit groups, etc.) by end of week |
| 5    | Unit 1 Essay Evaluation and Revision Cycle  
**Unit 1 Essay Final Draft Due**  
Introduction to Unit 2 Topic |
| 6    | Unit 2 Readings and Responses  
Journals, Exercises, Discussion to include at least one graded activity |
| 7    | Unit 2 Essay Preparation  
**Unit 2 In-class composition** – 500-750 words to include a minimum of two (2) references from texts used in the unit and a corresponding Works Cited page  
Introduction to Unit 3 Topic |
| 8    | Unit 3 Readings and Responses  
Journals, Exercises, Discussion to include at least one graded activity  
Topic Selection and Development of Thesis Statement for Unit 3 Essay 750-1000 words to include a minimum of two (2) references from texts used in the unit, two (2) references from outside sources, and a corresponding Works Cited page: due in Week 10 |
| 9    | Unit 3 Drafting and Workshops  
Completed rough drafts of Unit 3 Essay due for review (e.g.-by instructor, peer edit groups, etc.) by end of week |
| 10   | Unit 3 Essay Grading and Revision Cycle  
**Unit 3 Essay Final Draft Due**  
Introduction to Unit 4 Topic |
| 11   | Unit 4 Readings and Responses  
Journals, Exercises, Discussion to include at least one graded activity  
Topic Selection and Development of Thesis Statement for Unit 4 Essay 1200 – 1500 words to include a minimum of one (1) reference from texts used in the unit, three to five (3-5) references from outside sources, and a corresponding Works Cited page: due in Week 13 |
| 12   | Unit 4 Drafting and Workshops |
Completed rough drafts of Unit 4 Essay due for review (e.g.-by instructor, peer edit groups, etc.) by end of week

13 Unit 4 Essay Evaluation and Revision Cycle
Unit 4 Essay Final Draft Due
Introduction to Final Exam Format and Topic

14 Final Exam Readings and Responses
Journals, Exercises, Discussion to include at least one graded activity
Theme folders due / review for final examination

Final Exam Final Exam Essay In-class composition—500-750 words to include a minimum of two (2) references from texts used in the unit and a corresponding Works Cited page

Essay/Assignment Submission—All essays must be submitted via eLearn with feedback provided by the instructor in an electronic format.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
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</tbody>
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I (Incomplete) May be given at the instructor’s discretion to students who have not fulfilled all course requirements at the end of the grading period.

Course Delivery Format

Faculty may require on-line activities and assignments to include on-line tests and submission of all written and on-line communications. The extent of on-line activities/assignments may vary by course but will be specified on the syllabus.

*(Place the appropriate following Format descriptions into the syllabus)*

**Standard Format** – This format is the traditional format and may use an online format to provide access to “static” materials which include the syllabus, course material, contact information, and presentations. Faculty must make available when requested a copy of syllabus and any other instructor provided course materials, including their contact information. Faculty may require on-line activities and assignments to include online tests and submission of all written and on-line communications. The extent of on-line activities/assignments may vary by course but will be specified on the syllabus.

**Hybrid Format** – This format requires significant online activity. Students in hybrid classes must access course content and assessments using the Internet in order to pass the class, whether it meets full-time or part-time in the classroom. Faculty need not hand out a copy of the syllabus and any other required course material, including their contact information.

**On-line Format** – This format requires that the entire class be conducted online. The syllabus, course material, contact information, and presentations will be provided online through the course management system. Assessments may be conducted online or in a proctored environment.

**College Policies**

This class is governed by the policies and procedures stated in the current Chattanooga State Student Handbook. Additional or more specific guidelines may apply.
Academic Integrity/Academic Honesty
In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited. Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person, or to knowingly assist another student in obtaining or using unauthorized materials. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

ADA Statement
Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately, and should contact Disabilities Support Services within the first two weeks of the semester in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations.

Affirmative Action
Students who feel that he or she has not received equal access to educational programming should contact the college affirmative action officer.

Children in the Classroom
Children are not permitted in a college classroom as stated in the Chattanooga State Student Handbook:

The College is concerned about the safety and well being of children and therefore prohibits them from accompanying adults into classrooms, offices, or other workspaces as a babysitting function. Further, the college does not assume responsibility for unsupervised children. In the event an unsupervised child is discovered in a Chattanooga State facility, immediate contact will be made with the person responsible for the child’s presence.

Disruptive Students
The term "classroom disruption" means – student behavior that a reasonable person would view as substantially or repeatedly interfering with the activities of a class. A student who persists in disrupting a class will be directed by the faculty member to leave the classroom for the remainder of the class period. The student will be told the reason(s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practical. The faculty member will promptly consult with the division dean and the college judicial officer. If a disruption is serious, and other reasonable measures have failed, the class may be adjourned, and the campus police summoned. Unauthorized use of any electronic device constitutes a disturbance. Also, if a student is concerned about the conduct of another student, he or she should please see the teacher, department head, or division dean.

Email Communication
Please note all communication with instructors about your course work should be through the eLearn Email system. For assistance on how to use the eLearn Email tool go to this url: http://river.chattanoogastate.edu/orientations/Student_PDFs/eLearn_eMail_aug09.pdf.

For all other communication the official email system used by the college is through Tiger Mail. This is accessible by clicking the blue paw icon from the top right hand side of your Tiger Web home page: https://tigerweb.chattanoogastate.edu/cp/home/displaylogin.

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The instructor reserves the right to modify this syllabus in writing during the course of the semester.

**Department Policies**

**Computer Skills**
Students should be proficient in writing and sending emails with attachments; accessing and using the Internet and eLearn, the college course management system; and in using a word processing program (preferably Word, the program on all campus computers) to write, format, save, and print essays.

**Attendance**
Unsatisfactory attendance may adversely affect your grade in this class. Daily work like quizzes, discussion participation, etc. cannot be made up. Assignments such as in-class essays may be made up but only by the permission of the instructor and under the same timed, monitored conditions of the original writing activity. Specific guidelines concerning the Class Attendance Policy may be issued by the instructor.

**Late Papers**
Your success in this class depends on how well you understand and keep up with the material and activities being assigned; therefore, late work will be accepted only under certain circumstances as defined by your instructor. If the instructor chooses to accept late work, a late paper may be penalized. NOTE: All course work except the final exam MUST be submitted on or before the last day of class. Work submitted after that day will not be accepted. A specific policy regulating late papers may be issued by the instructor.

**Late Arrival / Early Departure Policy**
Late arrivals and early departures are not acceptable except with the expressed consent of the instructor in advance.

**Questions about grades, policies, or other concerns**
If you have a question about a grade, policy, or other concern about this class, you should talk to your instructor as soon as possible after the question arises. If you still have a concern once you have discussed the matter with your instructor, you should speak to the Department Head, Humanities Building Room 102, 423-697-4440. Final course grades are subject to appeal in accordance with the College’s Student Final Course Grade Appeal Request. The forms and instructions for this process are available in the Humanities & Fine Arts Division Office, Humanities Building Room 102.