

**ITT Technical Institute**

**EG372T**

**Written Analysis**

**Onsite Course**

# **SYLLABUS**

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**Credit hours:** 4

**Contact/Instructional hours:** 48 (48 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: EG371T Research Methods or equivalent, GE217T Composition II or equivalent

**Course Description:**

This upper level writing course focuses on writing analytical documents. Areas of study include principles and techniques of drafting and refining an analysis of a complex document or situation.

# Where Does This Course Belong?

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## Program Information

### Program Scope and Core Content Areas

General Studies courses are interdisciplinary courses that support both core and general education courses.

General Education courses include courses in the humanities, composition, mathematics, the sciences, and the social sciences.

### Program Goals and Objectives

General Education courses are designed to provide ITT Tech students with a well-rounded education in the context of their technical programs. Each course emphasizes one or more of ITT Tech's General Education Student Learning Outcomes.

1. Demonstrate personal responsibility.
2. Analyze information.
3. Solve complex problems.
4. Communicate effectively in oral, written and visual forms.
5. Contribute as a member of a team.
6. Pursue lifelong learning opportunities.

### Career Impact

General Education courses provide breadth to a core technical program. Courses in General Education are intended to broaden a student's educational experience, and therefore, broaden his/her perspective.

**NOTE:** Refer to the catalog for the state-specific course and program information, if applicable.

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## Course Summary

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### Major Instructional Areas

1. Applying critical analysis and evaluation
2. Using a critical writing process
3. Synthesizing information from a variety of sources
4. Drafting and refining analytical documents

### Course Objectives

1. Describe how creative thinking and critical thinking are applied to daily situations.
2. Evaluate the critical elements of a source document.
3. Critically analyze and summarize complex documents.
4. Participate in a collaborative writing process.
5. Use the ITT Tech Virtual Library to locate issue and/or problem-solution documents.
6. Synthesize information from multiple source documents.
7. Use primary and secondary research sources to support analysis.
8. Apply creative thinking to propose a set of solutions to a problem.
9. Apply critical thinking to select a viable and innovative solution to a problem or issue.
10. Create a research document intended to persuade an audience to support a position on an issue or a solution to a problem.
11. Critically evaluate peers' work with respect to a standard rubric.
12. Develop a research document intended to persuade an audience to support a position or issue.

### Detailed Topical Outline

1. Problems and Issues
  - 1.1. Difference between a problem and an issue
  - 1.2. Steps to solve a problem or refine an issue
  - 1.3. Applying creative thinking to achieve personal, professional, and civic goals
  - 1.4. Leadership, citizenship, and community problem solving
2. Gathering Knowledge
  - 2.1. Critical thinking strategies
  - 2.2. Addressing abstract issues in the context of research-based critical thinking

- 2.2.1. Free will
  - 2.2.2. Determinism
  - 2.2.3. Truth
  - 2.2.4. Bias
- 2.3. Critical reading strategies in determining bias and quality of sources
- 3. Establishing a Knowledge Base
  - 3.1. Five-step strategy for critical reading, viewing, and listening
  - 3.2. Problems or errors in critical thinking
    - 3.2.1. Cultural bias
    - 3.2.2. Habits that hinder thinking
  - 3.3. Hidden premises and implications of hidden premises
    - 3.3.1. Image
    - 3.3.2. Taste vs. judgment
- 4. Combining Creative and Critical Thinking to Solve a Problem
  - 4.1. Using creative thinking processes to propose solutions
  - 4.2. Peer review
  - 4.3. Collaborative writing strategies
- 5. Creative Solutions
  - 5.1. Stages of the creative process
  - 5.2. Varied resources
  - 5.3. Working bibliographies
- 6. Using Research to Assist in Defining Complex Problems or Issues
  - 6.1. Simple vs. complex problems/issues
  - 6.2. Careful expression of problems or issues
  - 6.3. Errors in analysis
    - 6.3.1. Either/or thinking
    - 6.3.2. Avoidance of an issue
    - 6.3.3. Over-generalizing
    - 6.3.4. Oversimplifying
    - 6.3.5. Double standards
    - 6.3.6. Shifting the burden of proof
    - 6.3.7. Irrational appeals
- 7. Researching and Analyzing Elements of a Problem
  - 7.1. Conducting research
  - 7.2. Information sources
    - 7.2.1. Eye witnesses
    - 7.2.2. Published/unpublished reports

- 7.2.3. Experiment
- 7.2.4. Survey
- 7.2.5. Personal observation
- 7.3. Avoiding plagiarism
- 7.4. Developing and refining solutions
  - 7.4.1. Working out details
  - 7.4.2. Finding imperfections and complications
  - 7.4.3. Making improvements
- 8. Choosing Solutions
  - 8.1. Refining solutions
    - 8.1.1. Deciding action to be taken
    - 8.1.2. Recognizing and overcoming difficulties
  - 8.2. Audience analysis
    - 8.2.1. Knowing your audience
  - 8.3. Anticipating audience objections
    - 8.3.1. Why people reject ideas
    - 8.3.2. Presenting ideas persuasively
    - 8.3.3. Timing
- 9. Refining Solutions
  - 9.1. Collaborative process
  - 9.2. Effective writing
    - 9.2.1. Unity
    - 9.2.2. Coherence
  - 9.3. Effective presentations
    - 9.3.1. Types of presentations
- 10. Developing Communication Strategies for Your Solution
  - 10.1. Respect your audience
  - 10.2. Logos, ethos, and pathos

## Learning Materials and References

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### Required Resources

Complete Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Ruggiero, V. R. (2012). <i>The Art of Thinking: A Guide To Critical and Creative Thought</i> . (Custom 10th ed.). Boston, MA: Pearson.	■		

### Recommended Resources by Unit

#### Unit 1

- Fora TV. *Scared of the kids* (1:30:37)  
[http://fora.tv/2008/11/02/Battle\\_of\\_Ideas\\_Scared\\_of\\_the\\_Kids](http://fora.tv/2008/11/02/Battle_of_Ideas_Scared_of_the_Kids)
- Fora TV. *Do you know what it means to miss New Orleans?* (1:14:37)  
[http://fora.tv/2009/07/15/Do\\_You\\_Know\\_What\\_It\\_Means\\_to\\_Miss\\_New\\_Orleans](http://fora.tv/2009/07/15/Do_You_Know_What_It_Means_to_Miss_New_Orleans)

#### Unit 2

- ITT Tech Virtual Library> Periodicals> LexisNexis Academic (accessed via Student Portal)
  - Gelinias, N. (2010). Who's resurrecting New Orleans? *City Journal*, p.15.
- U.S. Conference of Mayors (2008, August 25). *Crime in America*. C-SPAN. Video Library (32:51)  
<http://www.c-spanvideo.org/program/CrimeinAme#>

#### Unit 3

- Davis, L., et al. (2010, April 25). *Good samaritan left for dead on city sidewalk*. ABCNEWS.com. Retrieved from <http://abcnews.go.com/GMA/Weekend/dying-homeless-man-stopped-mugging-sidewalk/story?id=10471047>
  - Video: <http://abcnews.go.com/GMA/video/bystanders-leave-good-samaritan-die-10469969> (5:13)

#### Unit 4

- Open Culture: Technology/Web Tech (2009, January 6). *The history of the Internet in 8 minutes*. (7:51)  
[http://www.openculture.com/2009/01/the\\_history\\_of\\_the\\_internet\\_in\\_8\\_minutes.html](http://www.openculture.com/2009/01/the_history_of_the_internet_in_8_minutes.html)

#### Unit 5

- Aaker, J. (2010, November 17). *Case study: Increasing the bone marrow registry*. Stanford Entrepreneurial Thought Leaders Lecture Series: How Ideas Take Flight. (9:30)  
<http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2577>
- Chopra, A. *Innovate for America*. Stanford University Entrepreneurship Corner. (59:52)  
<http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2756>
- Mass Challenge. (2011, May 24). 2011 finalists announcement.  
<http://masschallenge.org/blog/2011-finalists-announcement>

### Unit 7

- Fora TV. *Jeff Rubin: Oil and the end of globalization*. Centre for International Governance Innovation. (2:30)  
[http://fora.tv/2010/10/28/Jeff\\_Rubin\\_Oil\\_and\\_the\\_End\\_of\\_Globalization#Jeff\\_Rubin\\_Rising\\_Oil\\_Prices\\_Will\\_Kill\\_Globalization](http://fora.tv/2010/10/28/Jeff_Rubin_Oil_and_the_End_of_Globalization#Jeff_Rubin_Rising_Oil_Prices_Will_Kill_Globalization)
- ITT Tech Virtual Library> Periodicals> LexisNexis Academic (accessed via Student Portal)
  - Dao, J. (2003, November 8). At sniper trial, theme of molding a killer. *New York Times*, p. 11.
  - Schaffer, M. (2002, October 28). The getaway gunman. *US News and World Report*.

### Unit 8

- ITT Tech Virtual Library> Periodicals> LexisNexis Academic (accessed via Student Portal)
  - Powers, S. (2011, June 2). Endeavour returns from space the last time: Flight of the shuttle Atlantis in July will mark final mission in 30 year program. *The Gazette*, p. A16.
- PBS.org. (2009, July 14). *Profile: Franklin Chang-Diaz*. (10:52)  
<http://www.pbs.org/wgbh/nova/space/profile-chang-diaz.html>
- ProCon.org. Alternative Energy. (2010, May 14). *Will increased oil drilling help the US solve its energy crisis?* Retrieved from  
<http://alternativeenergy.procon.org/view.answers.php?questionID=001255> (also accessible through the ITT Tech Virtual Library)
- Wang, J. (2011). Meet the entrepreneurs behind the booming business of games. *Entrepreneur*. Retrieved from <http://www.entrepreneur.com/article/219641>

### Unit 9

- Hawkins, J. (2009, May 13) *Case studies of failure*. Stanford University Entrepreneurial Thought Leader Lecture. Retrieved from <http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2252>
- Martin, E. (2007, October 10). *Audio podcast: Lessons from the electric roadster*. Stanford University Entrepreneurial Thought Leaders Lecture. Retrieved from  
<http://ecorner.stanford.edu/authorMaterialInfo.html?mid=1816>

### Unit 10

- ITT Tech Virtual Library> LexisNexis (accessed via Student Portal)

- Williams, J. (2008, February 8) Nikola Tesla: A master of invention. *New York Post*, p. 70.

## Other References

### Unit 2

- Library of Congress. (n.d.) *Creating the Declaration of Independence*. Library of Congress website. Retrieved from <http://myloc.gov/exhibitions/creatingtheus/interactives/declaration/html/index.html>

### Unit 5

- Startup America Project  
<http://www.startupamericapartnership.org/>

**NOTE:** All links are subject to change without prior notice.



## Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- Problem solving
- Active listening
- Critical thinking strategies
- Free will
- Determinism
- Acculturation
- Face saving
- Conformity
- Stereotyping
- Self-deception
- Preconceptions
- Irony

## Suggested Learning Approach

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In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none"> <li>▪ Do take a proactive learning approach</li> <li>▪ Do share your thoughts on critical issues and potential problem solutions</li> <li>▪ Do plan your course work in advance</li> <li>▪ Do explore a variety of learning resources in addition to the textbook</li> <li>▪ Do offer relevant examples from your experience</li> <li>▪ Do make an effort to understand different points of view</li> <li>▪ Do connect concepts explored in this course to real-life professional situations and your own experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Don't assume there is only one correct answer to a question</li> <li>▪ Don't be afraid to share your perspective on the issues analyzed in the course</li> <li>▪ Don't be negative about the points of view that are different from yours</li> <li>▪ Don't underestimate the impact of collaboration on your learning</li> <li>▪ Don't limit your course experience to reading the textbook</li> <li>▪ Don't postpone your work on the course deliverables – work on small assignment components every day</li> </ul>

### Instructional Methods

The curriculum is designed to encourage a variety of teaching strategies that support the course objectives while fostering higher cognitive skills. This course will employ multiple methods to deliver content and inspire and engage you, including lectures, collaborative learning options, and hands-on activities. This course is composed of a theory component. Your progress will be regularly assessed through assignments, journal entries, a presentation, project, and a final exam.

## **Out-of-Class Work**

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

## Course Outline

### **Unit 1: THINKING CREATIVELY, THINKING STRATEGICALLY: DEVELOPING THINKING SKILLS**

Upon completion of this unit, students are expected to:

- Define and differentiate between a problem and an issue.
- Identify steps to solve a problem or refine an issue.
- Apply creative thinking to achieve personal, professional, and civic goals.
- Explore leadership, citizenship, and community problem solving.
- Find various forms of evidence, including items from the ITT Tech Virtual Library that address two opposing views on an issue and demonstrate an understanding of the issue in a debate, including facts and data points.

**Total outside work:**  
4.5 hours

<b>READING ASSIGNMENT</b>	<b>Author</b>	<b>Chapter/Title</b>	<b>Pages (if necessary)</b>	<b>Total Pages</b>
	Ruggiero	Chapter 1		25
<b>OUT-OF-CLASS WORK (Assigned)</b>	<b>Activity</b>			<b>Estimated Time</b>
	Complete the reading assignment for Units 1 & 2			2.5 hrs
	Complete Assignment 1: What Would You Do?			2 hrs
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>		<b>Grade Allocation (% of all graded work)</b>
	Assignment	Unit 1 Assignment 1: What Would You Do?		2.5%
	Journal	Unit 1 Journal 1: Personal Narrative		1%
		Unit 1 Journal 2: Civic Narrative		1%

<b>Unit 2: GATHERING KNOWLEDGE</b>				
<p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• Apply the process of peer review in refining a solution.</li> <li>• Evaluate bias in personal thinking habits and discuss ways to overcome bias and bad thinking habits.</li> <li>• Apply a five-step strategy for critical reading, viewing, and listening.</li> <li>• Define an abstract concept and demonstrate understanding of the concept in a debate addressing core beliefs.</li> </ul>				
				<b>Total outside work:</b> 8 hours
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Ruggiero	Chapter 2		25
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment for next week			2.5 hrs
	Complete Journal 1: Personal Narrative			30 mins
	Complete Journal 2: Civic Narrative			30 mins
	Complete Journal 3: Article Response			30 mins
	Complete Assignment 1: What Would You Do?			2 hrs
Complete Assignment 2: Declaration of Independence and Public Safety			2 hrs	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Assignment	Unit 2 Assignment 1: What Would You Do?		2.5%
		Unit 2 Assignment 2: Declaration of Independence and Public Safety		2.5%
	Journal	Unit 2 Journal 1: Personal Narrative		.5%
		Unit 2 Journal 2: Civic Narrative		.5%
Unit 2 Journal 3: Article Response		1%		

<b>Unit 3: ESTABLISHING A KNOWLEDGE BASE AND IMPROVING CRITICAL THINKING SKILLS</b>				
Upon completion of this unit, students are expected to:				<b>Total outside work:</b> 7 hours
<ul style="list-style-type: none"> <li>• Illustrate the steps you use to solve a problem or refine an issue.</li> <li>• Identify problems or errors in critical thinking.</li> <li>• Identify hidden premises and implications of hidden premises.</li> </ul>				
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Ruggiero	Chapters 3 and 4		50
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment for Unit 4			2.5 hrs
	Complete Journal 2: Personal Narrative			30 mins
	Complete Journal 3: Civic Narrative			30 mins
	Complete Journal 4: Taste vs. Judgment			60 mins
	Complete Presentation 1: What Would You Do?			60 mins
	Complete Assignment 1: Habits That Hinder Thinking			90 mins
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Journal	Unit 3 Journal 1: Car Commercials		1%
		Unit 3 Journal 2: Personal Narrative		.5%
		Unit 3 Journal 3: Civic Narrative		.5%
		Unit 3 Journal 4: Taste vs. Judgment		.5%
	Assignment	Unit 3 Assignment 1: Habits That Hinder Thinking		2.5%
	Presentation	Unit 3 Presentation 1: What Would You Do?		5%
Project	Unit 3 Project Part 1: Team Formation and SWOT Analysis (Assigned)		NA	

<b>Unit 4: COMBINING CREATIVE AND CRITICAL THINKING TO SOLVE A PROBLEM</b>				
Upon completion of this unit, students are expected to:				<b>Total outside work:</b> 5.75 hours
<ul style="list-style-type: none"> <li>Express a problem or issue and use creative thinking processes, including different brainstorming approaches, to propose solutions.</li> <li>Apply the process of peer review in refining a solution.</li> <li>Utilize the collaborative writing process.</li> </ul>				
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Ruggiero	Chapters 6, 9, and 10		50
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment for Unit 5			45 mins
	Complete Journal 1: Invention Exercise			30 mins
	Complete Journal 2: Personal Narrative			30 mins
	Complete Journal 3: Civic Narrative			60 mins
	Complete Assignment 1: What Would You Do?			90 mins
	Complete Assignment 2: Invention White Paper			60 mins
Complete Project Part 2: Team Project Topic Selection			30 mins	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Journal	Unit 4 Journal 1: Invention Exercise		1%
		Unit 4 Journal 2: Personal Narrative		.5%
		Unit 4 Journal 3: Civic Narrative		.5%
	Assignment	Unit 4 Assignment 1: What Would You Do?		2.5%
		Unit 4 Assignment 2: Invention White Paper		2.5%
Project	Unit 4 Project Part 2: Team Project Topic Selection (Assigned)		2%	

<b>Unit 5: CREATIVE SOLUTIONS FROM READING AND VIEWING CRITICALLY</b>				
Upon completion of this unit, students are expected to:				<b>Total outside work:</b> 3.5 hours
<ul style="list-style-type: none"> <li>Analyze two contrasting proposed solutions to a social problem.</li> <li>Apply critical thinking to a set of possible solutions developed in response to a problem or issue and decide on a research based solution.</li> <li>Create a working bibliography.</li> </ul>				
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Ruggiero	Chapter 5		15
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment for Unit 6			2 hrs
	Complete Journal 1: Personal Narrative			30 mins
	Complete Journal 2: Civic Narrative			30 mins
Complete Assignment 1: What Would You Do?			30 mins	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Journal	Unit 5 Journal 1: Personal Narrative		.5%
		Unit 5 Journal 2: Civic Narrative		.5%
	Assignment	Unit 5 Assignment 1: What Would You Do?		2.5%
Project	Unit 5 Project Part 3: Listing Exercise and Project Bibliography		2%	



**Unit 6: USING RESEARCH TO ASSIST IN DEFINING COMPLEX PROBLEMS OR ISSUES**

Upon completion of this unit, students are expected to:

- Differentiate between simple versus complex problems/issues.
- Create a careful expression of problems or issues.
- Identify errors in analysis.
- Develop a project plan that addresses time management for team members and includes roles, deliverables, and a communication plan.

**Total outside work:**  
6.5 hours

READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Ruggiero	Chapters 7 and 12		40
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment for Unit 7			2 hrs
	Complete Journal 1: Errors of Validity			60 mins
	Complete Journal 2: Personal Narrative			60 mins
	Complete Journal 3: Civic Narrative			90 mins
	Complete Assignment 1: What Would You Do?			30 mins
Complete Project Description and Resource Development			30 mins	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Journal	Unit 6 Journal 1: Errors of Validity		1%
		Unit 6 Journal 2: Personal Narrative		.5%
		Unit 6 Journal 3: Civic Narrative		.5%
	Assignment	Unit 6 Assignment 1: What Would You Do?		2.5%
Project	Unit 6 Project Part 4: Project Description and Resource Development		2%	

<b>Unit 7: RESEARCHING AND ANALYZING ELEMENTS OF A PROBLEM</b>				
Upon completion of this unit, students are expected to:				<b>Total outside work:</b> 5.25 hours
<ul style="list-style-type: none"> <li>• Conduct research on a complex problem/issue.</li> <li>• Gather information sources on a complex problem/issue.</li> <li>• Develop refined solutions for a complex problem/issue.</li> </ul>				
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Ruggiero	Chapters 8 and 11		40
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment for Unit 8			75 mins
	Complete Journal 1: Sniper Ranking Exercise			30 mins
	Complete Journal 2: Personal Narrative			30 mins
	Complete Journal 3: Civic Narrative			60 mins
	Complete Assignment 1: What Would You Do?			60 mins
	Complete Presentation 1: Public Safety PowerPoint			60 mins
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)	
	Journal	Unit 7 Journal 1: Sniper Ranking Exercise	1%	
		Unit 7 Journal 2: Personal Narrative	.5%	
		Unit 7 Journal 3: Civic Narrative	.5%	
	Assignment	Unit 7 Assignment 1: What Would You Do?	2.5%	
	Presentation	Unit 7 Presentation 1: Public Safety PowerPoint	5%	
Project	Unit 7 Project Part 5: Project Analysis—Q&A	2%		

<b>Unit 8: CHOOSING SOLUTIONS</b>				
Upon completion of this unit, students are expected to:				<b>Total outside work:</b> 6.5 hours
<ul style="list-style-type: none"> <li>• Develop refined solutions for a complex problem/issue.</li> <li>• Conduct an audience analysis.</li> <li>• Anticipate audience objections.</li> </ul>				
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Ruggiero	Chapters 13 and 14		25
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment for Unit 9			30 mins
	Complete Journal 1: Space Shuttle Program Closing (PORTFOLIO)			2 hrs
	Complete Journal 2: Energy Exercise			60 mins
	Complete Journal 3: Personal Narrative			30 mins
	Complete Journal 4: Civic Narrative			30 mins
	Complete Assignment 1: What Would You Do?			90 mins
	Complete Project Part 6: Selecting a Solution			30 mins
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Journal	Unit 8 Journal 1: Space Shuttle Program Closing (PORTFOLIO)		1%
		Unit 8 Journal 2: Energy Exercise		.5%
		Unit 8 Journal 3: Personal Narrative		.5%
		Unit 8 Journal 4: Civic Narrative		.5%
	Assignment	Unit 8 Assignment 1: What Would You Do?		2.5%
	Project	Unit 8 Project Part 6: Selecting a Solution		5%

<b>Unit 9: REFINING SOLUTIONS</b>				
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>• Identify the stages in the collaborative process.</li> <li>• Write effectively using unity and coherence.</li> <li>• Create a presentation and a peer-reviewed research document intended to persuade an audience to support a position on an issue or a solution to a problem.</li> </ul>				<b>Total outside work:</b> 6.5 hours
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Ruggiero	Chapter 15	pp. 251-257	6
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment for Unit 10			30 mins
	Complete Journal 1: Tesla Automobile Reflection			30 mins
	Complete Journal 3: Civic Narrative			30 mins
	Complete Project Part 7: Storyboard Presentation and Draft Research Paper Peer Review			4 hrs
	Complete Assignment 1: What Would You Do?			60 mins
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Journal	Unit 9 Journal 1: Tesla Automobile Reflection		1%
		Unit 9 Journal 2: Personal Narrative		.5%
		Unit 9 Journal 3: Civic Narrative		.5%
	Assignment	Unit 9 Assignment 1: What Would You Do?		2.5%
	Project	Unit 9 Project Part 7: Storyboard Presentation and Draft Research Paper Peer Review		2%

<b>Unit 10: DEVELOPING COMMUNICATION STRATEGIES FOR YOUR SOLUTION</b>				
Upon completion of this unit, students are expected to:				
<ul style="list-style-type: none"> <li>• Demonstrate knowledge and respect of audience.</li> <li>• Differentiate between logos, ethos, and pathos.</li> <li>• Articulate a position on a contentious issue and be prepared with organized research based supportive evidence to counter negative responses.</li> <li>• Develop a project plan that addresses time management for team members and includes roles, deliverables, and a communication plan.</li> </ul>				<b>Total outside work:</b> 9 hours
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Ruggiero	Chapter 15	pp. 259-270	11
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment for Unit 11			60 mins
	Complete Journal 1: Personal Narrative			30 mins
	Complete Journal 2: Civic Narrative			30 mins
	Complete Journal 3: Assessing Team Process			30 mins
	Complete Assignment 1: What Would You Do?			30 mins
	Complete Project Part 8			60 mins
	Prepare for Final Project Presentation			60 mins
Study for the Final Exam			4 hrs	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)	
	Journal	Unit 10 Journal 1: Personal Narrative	.5%	
		Unit 10 Journal 2: Civic Narrative	.5%	
		Unit 10 Journal 3: Assessing Team Process	1%	
	Assignment	Unit 10 Assignment 1: What Would You Do?	2.5%	
Project	Unit 10 Project Part 8: Individual Project Paper and Final Team Review	5%		

<b>Unit 11: PRESENTING YOUR SOLUTION</b>				<b>Total outside work:</b>
Upon completion of this unit, students are expected to:				0 hours
<ul style="list-style-type: none"> <li>Deliver a professional presentation.</li> <li>Demonstrate mastery of final exam.</li> </ul>				
<b>READING ASSIGNMENT</b>	<b>Author</b>	<b>Chapter/Title</b>	<b>Pages (if necessary)</b>	<b>Total Pages</b>
	Ruggiero	Chapters 14 and 15 (Review)		30
<b>OUT-OF-CLASS WORK</b>	<b>Activity</b>			<b>Estimated Time</b>
	NA			
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>		<b>Grade Allocation (% of all graded work)</b>
	Project	Unit 11 Project Part 9: Team Presentations		10%
	Exam	Final Exam		10%

Note: Your instructor may add a few learning activities that are ungraded.

## Evaluation and Grading

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### Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	In-Class	Out-of-Class	Weight
Assignment	0%	30%	30%
Project	0%	30%	30%
Journal	0%	20%	20%
Presentation	10%	0%	10%
Exam	10%	0%	10%
<b>TOTAL</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

### Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

## **Academic Integrity**

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All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

*(End of Syllabus)*