

ITT Technical Institute

EN1420

Composition II

SYLLABUS

Credit hours: 4.5


Contact/Instructional hours: 45 (45 Theory Hours)

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

Prerequisite: EN1320 Composition I or equivalent

Course Description:

This course builds on the foundations of Composition I with emphasis on rhetorical structures, argumentation and research. Students study how to make strong arguments using visual and oral communication techniques.



COURSE SUMMARY

COURSE DESCRIPTION

This course builds on the foundations of Composition I with emphasis on rhetorical structures, argumentation, and research. Students study how to make strong arguments using visual and oral communication techniques.

MAJOR INSTRUCTIONAL AREAS

1. Communication for analysis and argument
2. Rhetorical structures
3. Advanced research strategies
4. Web search techniques
5. Appropriate use of style guides

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Use argument strategies, both traditional and consensual, to develop, communicate, and defend a position in a variety of communication formats.
2. Differentiate and evaluate competing arguments.
3. Apply peer review and editing techniques.
4. Analyze, organize, and synthesize information from both primary and secondary sources.
5. Produce an annotated bibliography.
6. Assess and implement rhetorical structures.
7. Implement Toulmin's Model as a tool for analyzing and constructing arguments.
8. Apply standard writing conventions to research papers that evaluate the strengths, weaknesses, risks, and benefits of competing perspectives and complex problems.
9. Make a presentation of research findings.

COURSE OUTLINE

MODULE 1: INTRODUCTION TO ARGUMENT AND RHETORICAL STRUCTURES

COURSE LEARNING OBJECTIVES COVERED

- Use argument strategies, both traditional and consensual, to develop, communicate, and defend a position in a variety of communication formats.
- Assess and implement rhetorical structures.

TOPICS COVERED

- What Makes an Argument
- Why We Argue
- Rhetorical Structures
- Role of Audience, Purpose, and Context
- Analyzing Arguments

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Reading: Wood, N. V., & Miller, J., Chapter 1 and Chapter 2	No	3.5 hr
Reading: ITT Tech Virtual Library> Basic Search> Baird, R. (2006). A Bare-Bones Guide to Persuasive Writing. <i>Writing</i> , 29(3), 16.	No	0.5 hr
Lesson: Study the online lesson.	No	1.5 hr
Discussion: Participate in the discussion titled “Argumentation in Daily Life.”	Yes	N/A
Analysis: Submit the analysis titled “Understanding Rhetorical Structures.”	Yes	3.5 hr
Project: Read and begin the project.	No	0.5 hr

Total Out-Of-Class Activities: 9.5 Hours

MODULE 2: RHETORICAL STRUCTURES AND STRATEGIES

COURSE LEARNING OBJECTIVES COVERED

- Use argument strategies, both traditional and consensual, to develop, communicate, and defend a position in a variety of communication formats.
- Assess and implement rhetorical structures.
- Implement Toulmin's Model as a tool for analyzing and constructing arguments.

TOPICS COVERED

- Rogerian Argument
- Middle Ground
- Parts of Toulmin's Model and its Application
- Challenges in Using Toulmin's Model
- Writing a Rebuttal

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Reading: Wood, N. V., & Miller, J., Chapter 4, Chapter 5, Chapter 8, and Chapter 9.	No	4.5 hr
Reading: ITT Tech Virtual Library> Basic Search> Devito, J. A. (2010). How to Write a Lot: Four Rules. <i>ETC: A Review Of General Semantics</i> , 67(2), 164-166.	No	0.5 hr
Reading: ITT Tech Virtual Library> Basic Search> Barley, S. R. (2006). When I Write My Masterpiece: Thoughts on What Makes a Paper Interesting. <i>Academy Of Management Journal</i> , 49(1), 16-20.	No	0.5 hr
Reading: ITT Tech Virtual Library> Basic Search> The Effects of Trust-Assuring Arguments on Consumer Trust in Internet Stores: Application of Toulmin's Model of Argumentation. (2006). <i>Information Systems Research</i> , 17(3), 286-300.	No	1 hr
Lesson: Study the online lesson.	No	3 hr
Discussion: Participate in the discussion titled "Breaking Toulmin's Model Down."	Yes	N/A
Analysis: Submit the analysis titled "Using Toulmin's Model to Analyze	Yes	3 hr

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
an Argument.”		
Research: Conduct the research titled “Creating a Visual Argument.”	Yes	3 hr
Project: Continue working on Project Part 1.	No	3 hr

Total Out-Of-Class Activities: 18.5 Hours

MODULE 3: IDENTIFYING, ORGANIZING, AND ANALYZING YOUR SOURCES

COURSE LEARNING OBJECTIVES COVERED

- Use argument strategies, both traditional and consensual, to develop, communicate, and defend a position in a variety of communication formats.
- Analyze, organize, and synthesize information from both primary and secondary sources.
- Produce an annotated bibliography.
- Assess and implement rhetorical structures.
- Implement Toulmin's Model as a tool for analyzing and constructing arguments.

TOPICS COVERED

- Fallacies and Tips to Find Fallacies
- Components of a Composition
- Research Methodology
- Plagiarism and APA Citation

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Reading: Wood, N. V., & Miller, J., Chapter 7, Chapter 11, and Chapter 12	No	3.5 hr
Reading: ITT Tech Virtual Library> School of Study> General Education Information > Research Guides> Grammar, Writing and Style> WRITING> Strunk's Elements of Style, Part III, (9-18).	No	1 hr
Reading: ITT Tech Virtual Library> Basic Search> Vassallo, P. (2002). Persuading Powerfully: Tips for Writing Persuasive Documents. <i>ETC: A Review Of General Semantics</i> , 59(1), 65.	No	1 hr
Reading: ITT Tech Virtual Library> Basic Search> Hoeken, H., Timmers, R., & Schellens, P. (2012). Arguing about desirable consequences: What constitutes a convincing argument? <i>Thinking & Reasoning</i> , 18(3), 394-416.	No	1.5 hr
Lesson: Study the online lesson.	No	3 hr
Discussion: Participate in the discussion titled "Effective Logical	Yes	1 hr

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Fallacy.”		
Exercise: Complete the exercise titled “Identify the Logical Fallacies.”	Yes	2 hr
Analysis: Submit the analysis titled “Position Paper.”	Yes	2 hr
Project: Submit Project Part 1.	Yes	3 hr

Total Out-Of-Class Activities: 18 Hours

MODULE 4: ASSESSING COMPETING ARGUMENTS

COURSE LEARNING OBJECTIVES COVERED

- Use argument strategies, both traditional and consensual, to develop, communicate, and defend a position in a variety of communication formats.
- Differentiate and evaluate competing arguments.
- Apply standard writing conventions to research papers that evaluate the strengths, weaknesses, risks, and benefits of competing perspectives and complex problems.

TOPICS COVERED

- Assessing Your Opponent and its Importance
- Analyzing Scenarios
- Identifying Examples in Professional World
- Preparing to Research the Opposition

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Reading: Wood, N. V., & Miller, J., Chapter 6.	No	2 hr
Reading: ITT Tech Virtual Library>Basic Search>Kroll, B. M. (2005). Arguing Differently. <i>Pedagogy</i> , 5(1), 37-60.	No	1.5 hr
Lesson: Study the online lesson.	No	3 hr
Discussion: Participate in the discussion titled "Research Methods."	Yes	1 hr
Exercise 1: Complete the exercise titled "Opposition Arguments to Different, Narrowed Positions."	Yes	2 hr
Research: Submit the research titled "Opposition to Your Position."	Yes	3.5 hr
Exercise 2: Complete the exercise titled "Answering the Opposition."	Yes	2 hr
Project: Continue working on Project Part 2.	No	3 hr

Total Out-Of-Class Activities: 18 Hours

MODULE 5: REVIEWING AND EDITING TECHNIQUES

COURSE LEARNING OBJECTIVES COVERED

- Apply peer review and editing techniques.
- Analyze, organize, and synthesize information from both primary and secondary sources.
- Apply standard writing conventions to research papers that evaluate the strengths, weaknesses, risks, and benefits of competing perspectives and complex problems.
- Make a presentation of research findings.

TOPICS COVERED

- Identifying the Benefits and Process of Revision
- Working with PowerPoint
- Performing a Peer Review
- Expanding Position Paper
- Incorporating Research

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Reading: Wood, N. V., & Miller, J., Chapter 10.	No	2.5 hr
Reading: ITT Tech Virtual Library> School of Study> General Education Information > Research Guides> Grammar, Writing and Style> WRITING> Strunk's Elements of Style, Part V and VI.	No	1 hr
Reading: ITT Tech Virtual Library> Basic Search> Salsman, N. (2013). Student Effort In And Perceived Benefits From Undergraduate Research. <i>College Student Journal</i> , 47(1), 202.	No	1 hr
Reading: ITT Tech Virtual Library> Basic Search> Hill Campbell, K. (2014). Beyond the Five-Paragraph Essay. <i>Educational Leadership</i> , 71(7), 60.	No	0.5 hr
Reading: ITT Tech Virtual Library> Basic Search> Kuhn, D., & Udell, W. (2007). Coordinating own and other perspectives in argument. <i>Thinking & Reasoning</i> , 13(2), 90-104.	No	1 hr
Lesson: Study the online lesson.	No	3 hr

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Research: Complete and submit a draft of the PowerPoint Presentation and the Research Paper.	Yes	5 hr
Discussion: Participate in the discussion titled "Peer Review of PowerPoint Presentation and Research Paper."	Yes	2 hr
Analysis: Submit the analysis titled "Taking a Stand."	Yes	2 hr

Total Out-Of-Class Activities: 18 Hours

MODULE 6: PRESENTING THE FINAL ARGUMENT

COURSE LEARNING OBJECTIVES COVERED

- Apply peer review and editing techniques.
- Analyze, organize, and synthesize information from both primary and secondary sources.
- Apply standard writing conventions to research papers that evaluate the strengths, weaknesses, risks, and benefits of competing perspectives and complex problems.
- Make a presentation of research findings.

TOPICS COVERED

- Polishing Your Work
- Avoiding Common Errors
- Understanding Further Applications of Argument Analysis

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
Reading: Wood, N. V., & Miller, J., Chapter 13 (pp. 421-428)	No	0.5 hr
Reading: ITT Tech Virtual Library> School of Study> General Education Information> Databases> ProQuest Newsstand> Fleshler, D., Clary, M., & East, G. (2012, May 19). Writing ability declines but still crucial for success. <i>McClatchy - Tribune Business News</i> .	No	0.5 hr
Lesson: Study the online lesson.	No	2 hr
Analysis: Submit the analysis titled "The Importance of Revision."	Yes	3 hr
Project: Submit Project Part 2.	Yes	4 hr

Total Out-Of-Class Activities: 10 Hours

EVALUATION AND GRADING**EVALUATION CRITERIA**

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

Category	Weight
Analysis	35%
Exercise	15%
Discussion	15%
Project	15%
Research	20%
TOTAL	100%

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%

LEARNING MATERIALS AND REFERENCES

REQUIRED RESOURCES

COMPLETE TEXTBOOK PACKAGE

- Wood, N. V., & Miller, J. (2012). *Perspectives on argument (Custom 7th ed.)*. Boston, MA: Pearson.

RECOMMENDED RESOURCES

- Books and Professional Journals
 - Strunk, W. & White, E.B. *Elements of Style*. Boston, MA: Longman. (any edition)
- ITT Tech Virtual Library(accessed via Student Portal (<https://studentportal.itt-tech.edu>)
 - ITT Tech Virtual Library> Basic Search:
 - Baird, R. (2006). A Bare-Bones Guide to Persuasive Writing. *Writing*, 29(3), 16.
 - Barley, S. R. (2006). When I Write My Masterpiece: Thoughts on What Makes a Paper Interesting. *Academy Of Management Journal*, 49(1), 16-20.
 - Devito, J. A. (2010). How to Write a Lot: Four Rules. *ETC: A Review of General Semantics*, 67(2), 164-166.
 - Hoeken, H., Timmers, R., & Schellens, P. (2012). Arguing About Desirable Consequences: What constitutes a convincing argument? *Thinking & Reasoning*, 18(3), 394-416.
 - Kroll, B. M. (2005). Arguing Differently. *Pedagogy*, 5(1), 37-60.
 - Kuhn, D., & Udell, W. (2007). Coordinating Own and Other Perspectives in Argument. *Thinking & Reasoning*, 13(2), 90-104.
 - Salsman, N. (2013). Student Effort in and Perceived Benefits from Undergraduate Research. *College Student Journal*, 47(1), 202.
 - The Effects of Trust-Assuring Arguments on Consumer Trust in Internet Stores: Application of Toulmin's Model of Argumentation. (2006). *Information Systems Research*, 17(3), 286-300.
 - Vassallo, P. (2002). Persuading Powerfully: Tips for Writing Persuasive Documents. *ETC: A Review of General Semantics*, 59(1), 65.
 - ITT Tech Virtual Library> School of Study > General Education Information> Databases> ProQuest Newsstand:

- Fleshler, D., Clary, M., & East, G. (2012, May 19). Writing Ability Declines But Still Crucial for Success. *McClatchy - Tribune Business News*.

INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lessons. Your progress will be regularly assessed through a variety of assessment tools including analysis, exercises, discussions, project, and research.

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.

ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the School Catalog.

INSTRUCTOR DETAILS

Instructor Name	
Office Hours	
Contact Details	

(End of Syllabus)