

COURSE SYLLABUS-ENG 1302.1CW

Spring 2014

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Print this page

English: Competency 5

English: Competency 1

Purpose

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

Policies

Technology Requirements

This is an online course and the following technological resources are required:

- Computer /Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Access and Navigation

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuccommerce.edu.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)
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Course Concerns

If you have questions pertaining to the content of this course (e.g., questions about an exam, about

course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

Communication and Support

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege (ajones31@leomail.tamuc.edu).

Course and University Procedures/Policies

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

Dropping the Class

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three-peat, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

Incompletes

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

Student Withdrawal

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

Course Objective: To introduce students to standards of college level composition including standards of organization and mechanics, audience-appropriate rhetoric, collaborative and individual composition and revision.

This course provides an introduction to English composition with a focus on writing thorough, contextually appropriate essay-driven pieces using conventions of standard American edited English. You explore persuasive, informative, proposal and position writing and build your knowledge of conventions of English composition to address the needs of each of these areas. Throughout the course, you employ a variety of readings, multimedia materials, short presentations, individual exercises, and collaborative conversations to build toward essay-based assignments and toward the development of their writing. In addition to these learning activities, you study the process of both pre-writing and drafting; and are asked to plan, write, and then revise assignments. You work collaboratively in discussion and development of writing skills and strategies, and in the process of revision.

Course Objective: Students in the BAS-Organizational Leadership program will be able to effectively identify, understand, interpret, analyze, and apply elements of argumentative discourse. Every time you listen to a politician deliver a speech, give your friend a reason to join your book club, or read an editorial in a newspaper, you are engaging in the ancient art of rhetoric. Simply put, rhetoric is any discourse, written or spoken, that seeks to inform, persuade, or motivate an audience. The audience can be a whole country—even the whole world—or it can be a single individual. To be good at rhetoric is to be good at both convincing people of something and to take action.

Content	Description	Notes
Syllabus	For the first learning outcome, students understand and apply elements of argument, including, but not limited to: rhetorical claims, rhetorical support, assumptions, warrants, and logical fallacies. For the second learning outcome, students understand and apply organizational methods, including, but not limited to: Classical, Rogerian, and Toulminian.	It is the responsibility of the student to review the syllabus and use it as a guide for progressing through materials during the term.

Pretest

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

Learning Outcome 1: Elements of Argument

Learning Outcome: Understand and apply elements of argument, including, but not limited to: rhetorical claims, rhetorical support, assumptions, warrants, and logical fallacies.

Have you ever listened to a politician give a speech and disagreed with him or her? Perhaps you couldn't even put your finger on what was wrong with his or her argument; you just knew in your gut that something was off. If you've had this experience, you're already well on your way to understanding the elements of argument. Chances are good that your gut honed in on a logical or informal fallacy. If you'd like to pull back the layers on all the ways rhetoric can both enlighten and obfuscate, this learning outcome gives you the tools to do so.

In this section, you will first read about the elements of argument, including claims, assumptions, warrants, and fallacies. You will prepare an argument and identify its elements. You analyze both newspaper editorials and a job interview situation for their elements of argument. Finally, you will write an argument on an issue of your choice, applying elements of argument to your work. After completing these tasks, you will be able to understand and apply the elements of argument to any rhetorical situation.

Content Item	Description	Notes
Reading 1.1	<p>Rieke, R.D., Sillars, M.O., & Peterson, T.R. (2013). <i>Argumentation and critical decision making</i> (8th ed., pp. 1–37). Boston, MA: Pearson.</p> <p>Ramage, J.D., Bean, J.C., & Johnson, J. (2012). <i>Writing arguments: A rhetoric with readings</i> (9th ed., pp. 404–411). Upper Saddle River, NJ: Longman.</p>	<p>What do people really mean when they say "That's a good argument"? Read these chapters for an overview of the elements of argument, including claims, support, warrants, rebuttal, logical fallacies, deduction, and correlation. Then, delve into a more comprehensive list of informal fallacies. As you read, think of examples of each one that you've come across in your daily media consumption or conversations with other people.</p>
Discussion 1.1	<p>First, read the editorials in one issue of a newspaper and answer these questions for each.</p> <ol style="list-style-type: none"> 1. What adherence is sought from the reader? 2. Who are the appropriate decision makers? Why? 3. What claims does the editorial make? 4. What support is provided for the claims? 5. What criticism can you make of the arguments? <p>(Questions taken from Rieke, R.D., Sillars, M.O., & Peterson, T.R. (2013). <i>Argumentation and critical decision making</i> (8th ed., Chapter 1). Boston, MA: Pearson.)</p> <p>When you've answered all of the questions, summarize your findings for your classmates in the discussion group. Talk about whether you're mostly impressed or unimpressed with the quality of the arguments found in editorials and what the implications are for society as a whole.</p>	<p>Participate in this discussion topic in order to better your understanding of the elements of arguments in an everyday context. Being a critical consumer of arguments is a very important part of being an informed citizen. As you analyze editorials for this discussion, consider the media as a whole and its use of the elements of argument.</p>
Exercise 1.1	<p>Select a topic with which you are familiar that involves making a decision. Prepare an argument in which you label each of the following parts.</p> <ol style="list-style-type: none"> 1. In what kind of sphere is the decision to be made? 2. What is the ultimate purpose of the decision? 3. What proposition expresses your desired decision? 4. What issue do you want to address? 5. What claim do you wish to make? 6. What kind of support will you supply? <p>Rieke, R.D., Sillars, M.O., & Peterson, T.R. (2013). <i>Argumentation and critical decision making</i> (8th ed., p. 24). Boston, MA: Pearson.</p>	<p>Complete this exercise for practice with applying the elements of argument to a personal topic. By breaking down the elements of argument on a topic you know well, you'll be able to routinely analyze arguments in other contexts more easily.</p>
Exercise 1.2	<p>Think about a job interview you have had. Did you understand the criteria to be used in making a hiring decision? Did you make arguments in response to the criteria? Did the job decision rest on the criteria? In all, do you think the decision was critical or uncritical, and why? Write a short summary answering these questions.</p> <p>(Exercise taken from Rieke, R.D., Sillars, M.O., & Peterson, T.R. (2013). <i>Argumentation and critical</i></p>	<p>Complete this exercise to apply the elements of argument to a real-life situation in which a decision had to be made.</p>

	<i>decision making</i> (8th ed., Chapter 2). Boston, MA: Pearson.)	
Exercise 1.3	Informal Fallacies	Complete this exercise for practice with identifying informal fallacies in arguments on a variety of topics. By looking at actual arguments you will be able to identify informal fallacies more easily.
Assignment 1.1	<p>Write a two-page argument paper. Decide on an issue that is important to you and a claim for an argument. Write a one-sentence question that summarizes the controversial issue that your claim addresses. Draft a working thesis statement for your proposed argument. Organize the thesis as a claim with bulleted because clauses for reasons.</p> <p>From that thesis statement, extract one of your enthymemes (your claim with one of your because clauses). Write out the warrant for your enthymeme. Brainstorm and research the details you might use (grounds, backing, conditions of rebuttal) to convert your enthymeme into a fleshed-out argument.</p> <p>As you form your argument, be sure to avoid fallacies.</p> <p>(Assignment taken from Ramage, J.D., Bean, J.C., & Johnson, J. (2012). <i>Writing arguments: A rhetoric with readings</i> (9th ed.). Upper Saddle River, NJ: Longman.)</p>	Complete this assignment in order to demonstrate and apply your understanding of the elements of argument to an issue of the day.

Learning Outcome 2: Organizational Methods

Learning Outcome: Understand and apply organizational methods, including, but not limited to: Classical, Rogerian, and Toulminian.

Now that you understand the elements of arguments, it is time to delve a little deeper and think about the organizational methods we can apply to them. The study of rhetoric—of arguments—goes back to Ancient Greece, where Aristotle explored logos, pathos, and ethos to better understand how arguments are shaped. More recently, rhetorician Stephen Toulmin developed a model that can help us better understand and use all the parts of arguments. Finally, we've seen the emergence of Rogerian arguments, those that could also be called common ground appeals.

Content Item	Description	Notes
Reading 2.1	<p>Ramage, J.D., Bean, J.C., & Johnson, J. (2012). <i>Writing arguments: A rhetoric with readings</i> (9th ed., pp. 58–88). Upper Saddle River, NJ: Longman.</p> <p>Rieke, R.D., Sillars, M.O., & Peterson, T.R. (2013). <i>Argumentation and critical decision making</i> (8th ed., pp. 52–70). Boston, MA: Pearson.</p> <p>Ramage, J.D., Bean, J.C., & Johnson, J. (2012). <i>Writing arguments: A rhetoric with readings</i> (9th ed., pp. 141–149). Upper Saddle River, NJ: Longman.</p>	<p>Read these chapters for an introduction to the structure of classical argument, to the rhetorical triangle, and to the classical appeals of logos, ethos, and pathos. Finally, you will learn about the important role of assumptions in argument organization.</p> <p>A model developed by Stephen Toulmin can help you examine the parts of an argument and has been widely adopted. Read this chapter for an overview of the Toulminian organizational model.</p> <p>Finally, read a selection covering Rogerian arguments, also called common ground arguments.</p>

Multimedia 2.1	Audio Lesson: Before You Write, Organize	Read and listen to this audio lesson to review organizational techniques for writing. Among the methods for organization you explore are prewriting, free writing, outlining, and diagramming.
Exercise 2.1	Find arguments in newspapers, magazines, advertisements, or on Internet sites. Explain each argument by relating its parts to the Toulmin diagram.	Complete this exercise for practice with applying the Toulmin diagram to arguments.
Multimedia 2.2	Audio Lesson: Becoming a Critical Reader and a Better Writer	Part of understanding and applying organizational methods to your writing is becoming a critical reader. Review this audio lesson for an overview of questions you should ask yourself as you're reading a text.
Exercise 2.2	Select an argument supporting a claim that you already agree with. Do an analysis of the argument and then build a case for how reasonable and well meaning people could disagree with this claim. Rieke, R.D., Sillars, M.O., & Peterson, T.R. (2013). <i>Argumentation and critical decision making</i> (8th ed., p. 70). Boston, MA: Pearson.	Television writer Aaron Sorkin (<i>The West Wing</i> , <i>The Newsroom</i>) often had the challenge of writing arguments for both sides of an issue. Writer David E. Kelley (<i>Ally McBeal</i> , <i>Boston Legal</i>) was also noted for his ability to write two sides. Developing this skill is a great way to better understand and apply organizational methods and elements of arguments to your opinions. And, who knows...you might just change your mind on an issue.
Assignment 2.1	Write three versions of an argument (Classical, Toulminian, and Rogerian) on an issue of your choice. Each version should be one to two pages long and include supporting evidence.	Complete this assignment in order to demonstrate your understanding of the three different organizational methods of arguments.

Formatting and Citations

All written work must be formatted as follows: 12-point font, double-spaced, and 1" margins with APA citations, as appropriate.

Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates

Posttest

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

English: Competency 6

Course Objective: Students in the BAS-Organizational Leadership program will be able to effectively identify, understand, interpret, create, and communicate appropriately written and verbal discourse in varying contexts and audiences.

The vast breadth of human achievement is not the work of isolated figures toiling in solitude. Communication is the fabric of our existence as a species, and makes culture, recorded history, scientific progress, economic development, and all collective human activity possible. To achieve effective communication, both written and verbal, you must be able to understand and interpret discourse. You must also be able to respond to discourse appropriately and in a way that addresses your intended audience. Communication comes in many types and contexts, and these subtleties should not be taken for granted. As a member of a team, project, panel, or company, your ability to understand discourse and communicate appropriately will be of paramount importance. Complete this course to gain confidence communicating clearly and respectfully in a variety of contexts.

Content	Description	Notes
Syllabus	For the first learning outcome on Standard American edited English, you complete two readings, listen to a podcast, view an interactive presentation, revise sentences, and write a memo. For the second learning outcome on Organizational Strategies, complete two readings, view an interactive presentation, examine different texts, write a paragraph, and write a paper. For the third learning outcome on Appropriate Writing Style, complete three readings, listen to a podcast, view an interactive presentation, complete a practice exercise, read a research report, participate in a discussion, and write an analytical essay.	You have maximum responsibility for your learning and involvement in the course. It is important that you review the syllabus and keep up with the course materials and deadlines.

Pretest

The Pretest for this English course assesses your knowledge of standard American edited English, organizational strategies, and appropriate writing style.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The Pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

Learning Outcome 1: Standard American Edited English

Learning Outcome: Apply knowledge of standard American edited English in written communication.

In order to successfully compose arguments, essays, research papers, or other written documents, you must have a strong command of the English language and the fundamentals of composition. Understanding and interpreting written discourse depends on the writer having expressed his or her ideas according to the appropriate rules of composition. Your ability to create and communicate with others will be improved by practicing how to write more clearly. In this learning outcome, you will learn how to write effective, well formed sentences to support your arguments. You will also have the opportunity to test these skills by writing a short paper on the importance of clear communications in a collaborative setting.

Content	Description	Notes
Reading 1.1	<p>Reinking, A. & von der Osten, R.A. (2014). <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10th ed., pp. 104–115). Upper Saddle River, NJ: Longman.</p> <p>Bovee, C. & Thill, J.V. (2012). <i>Business communication today</i> (11th ed., pp. 34–37). Upper Saddle River, NJ: Prentice Hall.</p>	<p>Read Chapter 6 from <i>Strategies for Successful Writing</i> for an overview of how to construct effective sentences that are both exact and pleasant to read. Learn how to avoid unnecessary wordiness, vary your sentence complexity, vary your word order, and apply other techniques to most effectively give voice to your ideas. This reading provides the necessary foundation for the rest of this section.</p> <p>Read the excerpt from <i>Business Communication Today</i> to learn about the role of communication in teams and to see how team dynamics interact with writing. In this reading, you learn how to lead and productively collaborate within a team, and how to communicate respectfully and ethically with team members. These skills directly relate to your assignment for this section.</p>
Multimedia 1.1	Podcast: Parallel Structure	<p>Proper application of parallelism is critical to both clarity and professionalism in writing. Watch this podcast to learn more about applying parallel structure for effective argument. You also learn to recognize examples of faulty parallelism so you can avoid them in your writing.</p>
Presentation 1.1	Paragraphs	<p>To write effectively, you must construct sentences that correctly capture nuances of meaning. But you must also avoid making embarrassing errors. View the first eight slides of this presentation to learn how to detect and correct sentence errors that could reflect poorly on your writing.</p>
Assignment 1.1	Arguing for Careful Composition	<p>An important part of effective leadership is communicating clearly with your team. A team without effective communication will be inefficient and uncoordinated. Imagine that your audience is a group of coworkers who have not been communicating clearly or carefully in their notes, e-mails, or conversations. Write a one- to two-page memo that argues for why care in sentence construction is important. Provide examples that demonstrate several easy errors to check for, and show how to correct</p>

		those errors. Write to inspire belief and action in your coworkers: cause them to want to change their behavior. Complete this assignment to practice your rhetorical abilities and to demonstrate your command of sentence structure and your understanding of the importance of clarity in written and verbal communication.
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Learning Outcome 2: Organizational Strategies

Learning Outcome: Apply effective organizational strategies for both individual and collaborative writing. Written communications take many forms. Sometimes you may need to write a description of a process or procedure. In other situations, you may need to argue for the value of a particular project, provide a compelling illustration of a particular problem, or classify phenomena into several different types. Different types of discourse require different organizational structures. Learning these structures and how to apply them is paramount in being able to express yourself clearly in a given situation. In this learning outcome, you will read about several different organizational strategies that relate to your course project. Then, you will practice applying some of these strategies to produce effective, communicative content.

Content	Description	Notes
Reading 2.1	Reinking, A. & von der Osten, R.A. (2014). <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10 th ed., pp. 147–150, 190–196, 203–207). Upper Saddle River, NJ: Pearson Longman. Lannon, J.M. (2012). <i>The writing process: A concise rhetoric, reader, and handbook</i> (11 th ed., pp. 165–168, 178–181, 192–195, 209). Upper Saddle River, NJ: Longman.	Read excerpts from Chapters 8, 11, and 12 in <i>Strategies for Successful Writing</i> to learn different organizational strategies for writing. See how to construct different types of written discourse and how to avoid pitfalls and ethical issues in your compositions. Learn important rules that help you use each type of writing most effectively. This reading contains the knowledge you apply in order to master this section of the course. Read excerpts from Chapters 10 through 13 in <i>The Writing Process</i> to learn more about the types of organizational strategies and rhetorical techniques. See how to structure narration, how to use examples to explain, and how to use classification to serve persuasive goals. Be sure to connect these techniques to other readings, and identify similarities or differences in the two presentations.
Presentation 2.1	Organizing an Essay	View this presentation to learn how to structure your progress toward a complete argument. See the steps of the writing process from creating an outline, through writing and editing drafts, to composing the final product. These steps are largely the same for the different rhetorical techniques, but they form another type of organizational strategy that is necessary for effective writing.
Exercise 2.1	Analyzing Narration	One way to learn more about types of composition is to examine their use in other people’s writing. Doing this helps you identify how to apply these organizational strategies in your own writing. Examine a text written in narrative style. Learn to

		recognize relevant components of discourse, and assess the rhetorical value of passages as well as the skill of their composition.
Exercise 2.2	Analyzing Illustration	One way to learn more about types of composition is to examine their use in other people's writing. Doing this helps you identify how to apply these organizational strategies in your own writing. Examine a text written in illustrative style. Learn to recognize relevant components of discourse, and assess the rhetorical value of passages as well as the skill of their composition.
Exercise 2.3	Organizational Strategies for Writing	Respond to the statement by evaluating its accuracy. In about one paragraph, describe whether you think it is correct, and argue your position. Connect to specifics of the styles and requirements for description, narration, illustration, and classification in your response. Being able to explain the lesson material and use it to argue a point is often a good test of how well you know that material. This exercise should help you cement the knowledge you have gained about organizational structures in writing and help you prepare yourself for the culminating assignment.
Assignment 2.1	Ethics in Writing	Apply one of the organizational strategies you have learned to write a short, one- to two-page paper on the importance of ethical communication. Provide examples of ethical and unethical communications, organized by the structure you chose. Argue for the necessity of being ethical in your writing as well as in other types of communication. Write persuasively, and convince your readers that ethics in communication is critically important. Apply what you have learned to your own writing to demonstrate your facility with the material of this section.

Learning Outcome 3: Appropriate Writing Style

Learning Outcome: Write in a style appropriate to audience and purpose.

Even after you have selected an organizational style, and even if you are familiar with how to write clearly and concisely, you will find that your writing needs to change depending on your audience. A casual email, a wedding invitation, a school paper, a resume, and a proposal must all be written quite differently. One of the marks of a good writer is being able to tailor the style and tone of a message to suit its context. In this learning outcome, read about how to select an appropriate style and tone and reflect it in your writing. Learn about language you should avoid in all your communications, regardless of audience. Finally, write a substantial paper about leadership styles and ethical communication, applying the techniques you have learned in this course. Completing this section demonstrates your ability to create and communicate appropriately written content.

Content	Description	Notes
Reading 3.1	Reinking, A. & von der Osten, R.A. (2014). <i>Strategies for successful writing: A rhetoric, research guide, reader, and</i>	Read an excerpt from Chapter 7 in <i>Strategies for Successful Writing</i> to learn about style and

	<p><i>handbook</i> (10th ed., pp. 117-134). Upper Saddle River, NJ: Pearson Longman.</p> <p>Lannon, J.M. (2012). <i>The writing process: A concise rhetoric, reader, and handbook</i> (11th ed., pp. 134-143). Upper Saddle River, NJ: Longman.</p> <p>Bovee, C. & Thill, J.V. (2012). <i>Business communication today</i> (11th, ed., pp. 63-34). Upper Saddle River, NJ: Prentice Hall.</p>	<p>tone, and how to adjust your writing style to suit your audience and the context in which you are writing. Learn how to use diction and stylistic techniques to tune your writing for specific purposes. Master these techniques to help you write confidently in a variety of situations. Read an excerpt from Chapter 8 of <i>The Writing Process</i> to expand upon what you have learned. See how to add appropriate flair to your writing while maintaining the correct distance and attitude for the audience of your work. Then, review how to write professionally and inclusively, avoiding sexist usage. Such techniques are critical for communicating effectively and respectfully in the workplace. Read the excerpt from <i>Business Communication Today</i> to learn about cultural competency and its role in appropriate written and verbal communications in the workplace. This reading connects communication challenges to the importance of ethical behavior, and should help you to judge how to adjust your style and tone to suit a multicultural workplace environment.</p>
Multimedia 3.1	Podcast: Biased and Sexist Language	<p>You may not think of postman, businessman, or actress as being sexist terms. But the fact that they have become common usage speaks to their inherent sexism—businessman only made sense as a default term in an age when almost all businesspeople were men. Listen to the podcast to learn more about avoiding sexist or biased language in your writing. Hear why biased language should never appear in your professional writing.</p>
Presentation 3.1	Writing Styles and Formats	<p>Certain types of writing go along with particular sources or tools. View slides 8 and 9 of the presentation to learn about academic writing guidelines and use of special resources and tools for writing in particular disciplines. View this presentation to gain an academic perspective on changes in writing style between different intended applications.</p>
Discussion 3.1	Writing in Different Disciplines	<p>Respond to the discussion question. Provide specific examples of writing you have done for other courses, and of specific changes you have made to style or diction. This activity gives you the chance to evaluate your own strengths and weaknesses in writing for particular audiences. Such introspection should help you</p>

		target areas for improvement.
Exercise 3.1	Avoiding Jargon and Bureaucratic Language	Jargon and bureaucratic language may be appropriate in particular circumstances. Technical terminology exists to communicate certain ideas. But these types of languages are often overused, and are likely to be detrimental to the understanding and engagement of readers outside of a specialized field. This resource demonstrates how to avoid jargon in situations where it is inappropriate.
Exercise 3.2	Evaluating a Research Report	Read the research report and evaluate it in the context of what you have learned. Is it written clearly, in correct English? What organizational and rhetorical strategies does it use to present its content? Who does the audience seem to be, and how can you tell? How does its style address that audience? Does it use any questionable language? If you can provide clear and specific answers to these questions, then you have absorbed the material in this lesson.
Assignment 3.1	Analytical Essay: Leadership and Ethics	In order to demonstrate your mastery of this section, complete a five-page reflective analytical essay on your personal leadership style and ethical behavior as well as the leadership style and ethical behavior of others. Include examples you have witnessed and experienced, and formulate an appropriate conclusion about person-to-person interactions in professional situations. Apply the mechanics you learned about in the first section, taking care to avoid stringy sentences and include carefully constructed parallelism. Utilize one or more of the organizational and rhetorical strategies you learned about. Take care to write in a professional style suitable for an audience of peers and your professor. This writing assignment brings together the material you have learned in this course, and successfully completing it demonstrates your ability to engage in appropriate discourse that addresses a particular audience.

Formatting and Citations

All written work must be formatted as follows: 12 point font, double-spaced, and 1" margins with APA citations, as appropriate.

Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to

submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

Posttest

The Posttest for this English course assesses your knowledge of standard American edited English, organizational strategies, and appropriate writing style.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

English: Competency 7

Course Objective: Students in the BAS-Organizational Leadership program will be able to read, reflect, evaluate, and respond critically to a wide range of print and non-print texts (including literature, non-fiction, and academic discourse) to build an understanding of texts, themselves, and of the cultures of the United States and the world.

Communication has many dimensions and forms. It may take the form of fiction, non-fiction, or academic discourse. It may be written, visual, spoken, or some mixture of these media. The unifying thread is the transfer of ideas. Communications often include many ideas and statements structured to provide a particular impression, and the content and form of the communication ultimately reflects on the cultural perspective of the author. Manipulating the tools of composition for rhetorical purposes requires a thorough understanding of how texts are constructed and how they reflect the points of view of those involved in their creation. Knowledge of how evidence is used to generate convincing arguments is deeply tied to the ability to evaluate and respond critically to text and multimedia sources. Complete this course to develop a familiarity with constructing and responding to a variety of texts.

Content	Description	Notes
Syllabus	<p>For the first learning outcome on Standard American Edited English, you complete two readings, listen to podcastst, complete a practice exercise, and write an analytical essay.</p> <p>For the second learning outcome on Synthesis of Multiple Texts, complete one reading, view an interactive tutorial and video, complete a practice exercise, participate in a discussion, and write an analytical essay.</p> <p>For the third learning outcome on Elements of Analysis, complete one reading, view an interactive presentation, complete a practice exercise, and write an analytical essay.</p> <p>For the fourth learning outcome on Critiquing Arguments, complete two readings, complete a practice exercise, and write an essay.</p>	<p>You have maximum responsibility for your learning and involvement in the course.</p> <p>It is important that you review the syllabus and keep up with the course materials and deadlines.</p>

	<p>For the fifth learning outcome on Ethical and Logical Uses of Evidence, complete two readings, view an interactive lecture, complete a practice exercise, participate in a discussion, and write an essay.</p> <p>For the sixth learning outcome on Organizational Strategies, complete one reading, view two presentations, complete a practice exercise, and write an analytical essay.</p>	
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Pretest

The Pretest for this English course assesses your knowledge of standard American edited English, synthesis of multiple texts, elements of analysis, critiquing arguments, ethical and logical uses of evidence, and organizational strategies.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

Learning Outcome 1: Standard American Edited English

Learning Outcome: Apply knowledge of standard American edited English in written communication. Proper application of the English language is critical to effective communication, written or otherwise. In particular, proper diction and word usage are critical for creating a text that effectively engages an audience without boring them, offending them, or causing them to lose attention. Much of the writing and argumentation you have to compose on a daily basis must engage an audience of varied cultural and social backgrounds. And, it is vital that you follow all rules of English composition, including those about bias and word usage. Writing that is unclear may be misunderstood, and possibly found to be offensive, even if it was not meant that way. In this learning outcome, you learn about editing for clarity and establishing cultural connections in your writing. You also examine methods for improving intercultural communication in your writing, and practice your skills in an assignment.

Content	Description	Notes
Reading 1.1	<p>Lannon, J.M. <i>The writing process: A concise rhetoric, reader, and handbook</i> (11th ed., pp. 119-123, 144-145). Upper Saddle River, NJ: Longman.</p> <p>Bovee, C. & Thill, J.V. <i>Business communication today</i>(11th, ed., pp. 74-76). Upper Saddle River, NJ: Prentice Hall.</p>	<p>Read these excerpts from Chapters 7 and 8 of <i>The Writing Process</i> to learn techniques for reducing ambiguity and increasing clarity in your writing. Examine some characteristics of unclear writing you should watch for in your own work, and learn how to fix errors that complicate and confuse your prose. Then, review the importance of avoiding potentially offensive usage of all types. This resource provides the mechanics-level foundations necessary for this learning outcome. Read the excerpt from Chapter 3 of <i>Business Communication Today</i> to connect the necessity of clarity in writing to strategies for interacting with multicultural groups. Learn</p>

		about communicating across a language barrier, and how to structure your writing for a multicultural audience. This reading provides the resources to tune your communications to be more accessible to and respectful toward others.
Multimedia 1.1	Podcast: Wordiness and Redundancy	Listen to the podcast to learn more about redundancy and wordiness and how they affect your writing. Hear about strategies to combat these writing errors, and connect to what you learned in Reading 1.1.
Exercise 1.1	Engaging a Diversity of Perspectives	Complete the exercise to practice engaging with and moderating between varying perspectives on an issue. While completing the activity, consider the language each party uses to describe his or her thoughts and ideas. Are the participants expressing their ideas clearly? Are they exhibiting bias in their communications? Complete this exercise to prepare yourself for a substantial writing assignment.
Assignment 1.1	Analytical Essay: Clarity and Multicultural Communications	Reflect on what you have learned about communication between people of different cultures and backgrounds. Write a 3-page analytical essay to address the questions: How does clarity or lack of clarity in writing interact with a diverse audience? In what situations in your past have you found this to be a problem? And how should you have adjusted your communications? Be as specific as possible with your examples, and make sure your style, tone, and composition are appropriate for a diverse audience. Generate a first draft, engage in peer editing, and revise into a final draft. Submit both drafts along with the edits you received from peer review.

Learning Outcome 2: Synthesis of Multiple Texts

Learning Outcome: Demonstrate a synthesis of multiple texts to produce a written argument.

Rarely can a compelling argument be made from only a single source. Much actual communication requires combining the strengths of multiple independent texts into a single unified document, and thereby compensating for their individual weaknesses. The process of forming an argument from multiple source documents is not haphazard, and knowing the right principles to apply is an advantage in terms of reducing time spent and increasing the quality of the final product. In this learning outcome, you read about how to pose questions and find answers to them. You learn how to evaluate sources of evidence for accuracy and bias, and you demonstrate your ability to synthesize texts by completing a written assignment.

Content	Description	Notes
Reading 2.1	Lannon, J.M. <i>The writing process: A concise rhetoric, reader, and handbook</i> (11th ed., pp. 345-347). Upper Saddle River, NJ: Longman.	Read this excerpt from Chapter 21 of <i>The Writing Process</i> to learn about asking critical questions and researching to find the answers to those questions. Learn about selecting a research topic and collecting primary and secondary sources. This reading provides the background to help you compose an analytical essay using multiple sources.
Multimedia 2.1	Common Errors: Evaluating Sources Writing in Action: Integrating Quotations	Explore these interactive tutorials to learn about how to avoid common errors while evaluating sources for accuracy and relevance. Then learn how to integrate high quality sources into your writing using quotations. This multimedia activity lets you practice the skills necessary for working with source materials.
Discussion 2.1	Evaluating Purpose, Content, and Audience	Respond to the discussion questions. Provide specific examples to illustrate the importance of these characteristics and to describe how they are identified. This activity gives you the chance to evaluate your own strengths and weaknesses in evaluating and responding to sources. Such introspection should help you target areas for improvement.
Assignment 2.1	Analytical Essay: Self-Directed Analytical Essay	Write a 4-page analytical essay on a topic you choose that has to do with culture and/or diversity. Perform research and accumulate primary and secondary sources to support your writing. Carefully evaluate the validity of these

		sources, and compose a first draft. Edit your draft, and revise into a final draft. Make sure to cite all your sources (MLA style). Submit your first and final drafts along with a brief bulleted set of evaluations of the validity of different sources you used in writing the essay.
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Learning Outcome 3: Elements of Analysis

Learning Outcome: Apply elements of analysis to literary and/or non-literary texts.

Many different types of texts are amenable to some techniques from literary analysis. Analysis provides a varied and adaptable toolbox of techniques and perspectives that is useful for making sense of communications based on their literary elements and techniques. Understanding the ways that literary techniques are used and abused is important for improving your own writing and for maintaining awareness of how others may try to manipulate your thoughts and perspectives through writing. In this section, you examine the many types of literary techniques authors use to enhance their writing. You become familiar with the ways those techniques can be used for rhetorical effect. You also practice applying the techniques of analysis you have learned.

Content	Description	Notes
Reading 3.1	Reinking, A. & von der Osten, R.A. <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10th ed., pp. 318-339). Upper Saddle River, NJ: Longman.	Read the excerpt from Chapter 19 in <i>Strategies for Successful Writing</i> to learn about the application of literary techniques in writing and analysis. Examine the elements of literature, including plot, theme, symbols, and setting. This reading provides a foundation in literary terminology that is required by further analytical writing about literary texts.
Multimedia 3.1	Writing in Action: Writing to Describe	Watch the interactive presentation to learn about descriptive writing. Descriptive writing applies literary techniques to provide vivid, sensory descriptions of people, places, and objects. But such descriptions can also be used to deceive. Examine how descriptive writing is done, being mindful of its rhetorical power.
Exercise 3.1	Sales Proposal	Practice evaluating a non-literary text for its use of literary techniques. Apply literary analysis to the sales proposal. Identify places where narration is used for rhetorical effect. Examine the text for

		descriptive language, and for descriptions that may provide an overly positive or negative impression of an object or situation. Complete this exercise to prepare for this section's writing assignment, which requires applying these skills to a literary text.
Assignment 3.1	Literary Analysis: "Letting in Light" Arlov, P. (2012). <i>Wordsmith: A guide to college writing</i> (5th ed., pp. 563-565). Upper Saddle River, NJ: Longman.	Read Patricia Raybon's "Letting in Light." Then write a 2-page analysis of the passage. Identify the elements of literature, including plot, point of view, setting, and theme. Locate and describe symbols, identify uses of irony, and list and describe major characters. Finally, describe the tone of the passage and the sort of feeling it seems intended to convey. Complete this assignment to show your mastery of literary analysis in evaluating and responding to literary texts.

Learning Outcome 4: Critiquing Arguments

Learning Outcome: Critique the arguments made in verbal, visual, and multimedia texts.

In the modern world, it is not enough to be able to analyze written texts. Much of today's communication occurs in other formats, including graphics, voice, video, or multimedia presentations. These other texts also present facts, impressions, arguments, and points of view that must be understood carefully and critiqued. Luckily, many of the same techniques apply to these texts. However, additional techniques for analyzing visual content may be necessary to fully engage with other media formats. In this learning outcome, you read about analyzing evidence in texts, and about how logical arguments are structured. You also learn about particular techniques for creating and critiquing visual arguments. You then practice these techniques on a visual or multimedia artifact.

Content	Description	Notes
Reading 4.1	Lannon, J.M. <i>The writing process: A concise rhetoric, reader, and handbook</i> (11th ed., pp. 361-365). Upper Saddle River, NJ: Longman. Ramage, J.D., Bean, J.C. & Johnson, J. (2012). <i>Writing arguments: A rhetoric with readings</i> (9th ed., pp. 72-73, 175-202). Upper Saddle River, NJ: Longman.	Read this excerpt from Chapter 22 of <i>The Writing Process</i> to learn about analyzing evidence in texts. Read about techniques for evaluating sources and determining the sufficiency of the evidence. This excerpt provides critical background about how strong and weak arguments are formed. Strong arguments generally have a logical structure, and understanding this structure is important to creating or critiquing arguments. Read an

		overview of logic and the role of assumptions in arguments. Then read about the design elements and compositional features of graphics and photographs. Learn how to analyze visual arguments using a variety of skills and techniques. This reading connects what you know about textual arguments and evidence to real-life examples of visual arguments.
Exercise 4.1	Analyzing a Video	To practice your ability to evaluate arguments in other kinds of texts, find a video clip from a news program. Try to pick something that covers a topic you care about. Write 2-to 3-paragraphs analyzing the argument the video clip is making. How do words and images combine to make that argument? Does the argument make sense? How trustworthy is the evidence? If you are not confident in your conclusions, look back at the readings to review techniques of analysis. Successfully completing this exercise prepares you for this learning objective's graded assignment.
Assignment 4.1	Essay: Analyzing a Brochure	Access the brochure, and examine the visual and textual arguments it makes. Look at the way images are used to support the text and to add emotional impact. Also examine uses of symbols and how they draw the reader in. Write 2 pages identifying the techniques in use and describing the intended effect of the brochure. What statement is it making? And how does its visual form enhance or detract from this argument? Also consider the strength of the evidence in your response.

Learning Outcome 5: Ethical and Logical Uses of Evidence

Learning Outcome: Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.

As you have already seen, analyzing texts requires evaluating the evidence. You have looked at whether the evidence is trustworthy. But there is more to critique about evidence. Evidence must be applied properly, and should support the argument in a logical manner. And evidence should also be used ethically, to inform rather than to deceive. If you know how evidence should be combined to create arguments, then you are in a better position to evaluate and critique texts. In this section, you expand upon your knowledge of visual and textual analysis. You read about a formal language to describe arguments and the kinds of evidence used. And you examine the ethical issues inherent in writing analytical texts. You apply all the techniques you have learned to critique claims and uses of evidence, and to evaluate the ethical and logical bases of written statements.

Content	Description	Notes
Reading 5.1	<p>Ramage, J.D., Bean, J.C. & Johnson, J. (2012). <i>Writing arguments: A rhetoric with readings</i> (9th ed., pp. 75-86, 89-93). Upper Saddle River, NJ: Longman.</p> <p>Reinking, A. & von der Osten, R.A. <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10th ed., p. 340). Upper Saddle River, NJ: Longman.</p>	<p>Read these excerpts from Chapters 4 and 5 of <i>Writing Arguments</i> to learn about the logical structure of arguments and the use of evidence. Read an overview of the Toulminin System, so that you are aware of how it can be used in rhetoric, and develop the vocabulary to describe arguments. Then learn about the power of audience-based reasoning. Then read about how to use evidence persuasively, and learn general principles for using evidence responsibly. In order to interpret and evaluate evidence, you should be familiar with how it is used. This reading provides the tools necessary for analyzing evidence and arguments.</p> <p>Writing, literary or otherwise, must be engaged with ethical issues. Read this excerpt from Chapter 19 of <i>Strategies for Successful Writing</i> to learn about the ethical issues involved in writing about literature. Many of the same ethical concerns affect other types of writing, including research reports and project proposals.</p>
Multimedia 5.1	Chapter 11 Interactive Lecture	<p>Watch this interactive lecture to learn how to effectively and ethically select and present evidence. This lecture provides a business writing perspective on the logical and ethical concerns surrounding evidence. Viewing this lecture should improve your ability to use and analyze evidence for a variety of purposes.</p>

Discussion 5.1	Arguing or Deceiving?	Read and respond to the following passage. Consider the merits of the statement that is being made. Be particularly conscious of any rhetorical techniques the author used, especially any ineffective ones. Identify any statements that are illogical, or have little basis in fact. Respond to the author's viewpoint about what analytical writing is. What is the proper way to conduct oneself in such composition, and how would you convince the statement's author to share your point of view?
Exercise 5.1	Proper Uses of Evidence: An Industry Example	Imagine you are in charge of writing a recommendation to your boss as to whether the company should invest in the improvements to the code. Answer the following questions for yourself. Is the first engineer's argument logical? Would it be ethical to use his statements to support upgrading the program? What information would you need to include to present his statements ethically?
Assignment 5.1	Paper: Evaluating the Evidence in "Reality Bytes" (Reading: "Reality Bytes: Eight Myths about Video Games Debunked" from Ramage, J.D., Bean, J.C. & Johnson, J. (2012). <i>Writing arguments: A rhetoric with readings</i> (9th ed., pp. 449-452). Upper Saddle River, NJ: Longman.)	Video games are a type of digital text, worthy of serious analysis and critique. And yet video games are often not respected as creative works in their own right, and have been the center of many controversies about portrayals of violence. Read the article "Reality Bytes: Eight Myths about Video Games Debunked" by Henry Jenkins. Assess the strength of the arguments presented, including whether the use of evidence appears to be logical and ethical. Write a 2-page paper, going through each myth one by one. Catalog the occurrences of referenced or cited evidence in each passage. Identify statements that are not backed up with evidence. Conclude with a paragraph

		that argues whether, on balance, "Reality Bytes" presents evidence faithfully. Completing this assignment tests your mastery of the lesson objective, and introduces you to a critical response to a different type of non-print text.
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Learning Outcome 6: Organizational Strategies

Learning Outcome: Apply effective organizational strategies for individual and collaborative writing. Different topics in literary and textual analysis require different organizational strategies for presenting relevant content. And having a wide range of rhetorical structures at your disposal is key to becoming a more effective writer. Analyses often take the form of separating or combining multiple categories and applying techniques of comparison and definition. Structuring objects, ideas, and phenomena into alike and different, and defining concepts carefully and specifically, are often necessary for constructing more nuanced, subtle analyses. In this section, you read about different types of organizational strategies to apply in your writing. You show your mastery of this course by completing a substantial writing assignment that tests your organizational abilities, as well as your command of evidence and analysis.

Content	Description	Notes
Reading 6.1	Reinking, A. & von der Osten, R.A. <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10th ed., pp. 219-231, 247-262). Upper Saddle River, NJ: Longman.	Read Chapters 13 and 15 from <i>Strategies for Successful Writing</i> to learn about strategies for writing comparisons and definitions. Examine the techniques and examples, and learn how to apply comparison and definition in your own writing. This reading provides the new organizational strategies you need for expanding your writing.
Presentation 6.1	Slides 10-14 (English Composition I 3.0) Presentation (English Composition I 3.0)	Review these presentations to learn more about applying organizational strategies to your writing. First, you review the basic organizational structure of a body paragraph for an essay or analysis, including ordering supporting evidence. Then, you examine the characteristics of comparison and contrast, and learn how to write using these techniques. This material familiarizes you with the organizational patterns you need for the culminating assignment.
Assignment 6.1	Analytical Essay: An Argument about Immigration (Based on student-selected readings from Ramage, J.D., Bean, J.C. & Johnson, J. (2012). <i>Writing arguments: A rhetoric with readings</i> (9th ed., pp. 486-508). Upper Saddle River, NJ: Longman.)	Immigration is a contentious issue in the United States, and changes in immigration policy affect the cultural makeup of our communities, schools, and businesses. But the impacts of the immigration debate in this

		<p>country are far reaching, potentially changing the lives of people all over the world. For this assignment, generate a substantial 5-page analytical essay that critiques arguments about immigration and expresses a logical position. Some arguments you may use appear in <i>Writing Arguments: A Rhetoric with Readings</i>. You can also search for additional materials elsewhere. Select an organizational style, definition, or compare/contrast, with which to write about an immigration issue of your choice. Be sure to analyze how your sources use evidence, and present your evidence logically and ethically. To complete the assignment, create a rough draft and submit it for peer review. Use the edits to generate the final draft, and submit both the first and final drafts along with the peer edits. Be sure to include an index of cited works according to MLA style.</p>
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Formatting and Citations

All written work must be formatted as follows: 12-point font, double-spaced, and 1" margins with APA citations, as appropriate.

Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click the Dropbox tab at the top of the course content frame. Click the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented. To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise you will see other's postings below. Click the **+ Expand All** button to view all of the entries made by your fellow learners or click each one, one at a time. Please pose your response and then return later or tomorrow to read and respond to your classmates.

Posttest

The Posttest for this English course assesses your knowledge of standard American edited English, synthesis of multiple texts, elements of analysis, critiquing arguments, ethical and logical uses of evidence, and organizational strategies.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review material and re-take the competency Posttest. You may retake the Posttest assessment up to three times. Students who have not passed the competency in three attempts will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

English: Competency 8

Course Objective: Students in the BAS-Organization Leadership program will be able to demonstrate the ability to research and produce an argumentative project that incorporates problem-solving, critical thinking, and analytical skills.

Being able to write persuasive arguments is a vital skill for anyone wishing to engage with contentious issues and direct the flow of limited resources in the most efficient way possible. Persuasively written content brings together many pieces of evidence into a convincing whole, and being able to form coherent arguments is a cornerstone of effective rhetoric. You have certainly seen written arguments before and are familiar with some of the components of an argument. In this section, you expand upon your prior knowledge and learn how to write consistent and ethical arguments about any topic. First, you examine organizational strategies for writing arguments. You review how to alter your writing style to suit the audience of an argument and how to arrange your content most correctly. You practice research skills to find primary and secondary sources, and you evaluate their relative usefulness. You examine the impact of ethics in making arguments. And finally, you practice MLA and APA citation styles, bringing together a final paper to demonstrate your mastery of the material.

Content	Description	Notes
Syllabus	<p>For the first learning outcome on Organizational Strategies, you complete two readings and write two essays.</p> <p>For the second learning outcome on Appropriate Writing Style, you complete one reading, listen to an audio lesson, view a presentation, write a list of approaches to persuasive arguments, discuss methods of persuasion, and write two 1.5-page essays.</p> <p>For the third learning outcome on Standard American Edited English, you complete two readings, listen to a podcast, analyze an essay, and write a 2-page essay.</p> <p>For the fourth learning outcome on Library Research Skills, you complete two readings, listen to an audio lesson, watch a presentation, research a topic, participate in a discussion, and write an outline for a 10-page essay.</p> <p>For the fifth learning outcome on Primary and Secondary Sources, you complete two readings, watch two presentations, complete a practice quiz, and write a draft of a 10-page essay.</p> <p>For the sixth learning outcome on Ethical and Logical Uses of Evidence, you complete three</p>	It is the responsibility of the student to review the syllabus and use it as a guide for progressing through materials during the term.

	readings, write an analysis of an article or advertisement, participate in a discussion, and write a 3-page essay. For the seventh learning outcome on Style Manuals for APA and MLA, you complete two readings, listen to an audio lesson, watch a presentation, practice MLA and APA citations, and complete a 10-page paper.	
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Pretest

The pretest for this English course assesses your knowledge of Organizational Strategies, Appropriate Writing Style, Standard American Edited English, Library Research Skills, Primary and Secondary Sources, Ethical and Logical Uses of Evidence, and Style Manuals for APA and MLA.

The pretest is provided to allow you to assess your current knowledge of the material in the course. You and your Academic Coach will use this information to develop strategies for how to best master the required course competencies.

Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

Learning Outcome 1: Organizational Strategies

Learning Outcome: Apply effective organizational strategies for both individual and collaborative writing processes.

Writing convincing arguments requires applying a variety of techniques and necessitates strong analytical skills. However, arguments tend to have a particular organizational structure that provides a framework for critical writing. Knowing how to apply this structure—and how to combine it with other organizational strategies where helpful—should greatly improve your ability to write persuasively. In this learning outcome, you read about applying the argument writing strategy alongside cause and effect and other organizational patterns. Then, you practice these skills with a short essay.

Content	Description & URL/Click Path	Notes
Reading 1.1	Reinking, A. & von der Osten, R. A. (2014). <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10th ed., pp. 232-246, 263-310). Upper Saddle River, NJ: Longman. Lannon, J. M. (2012). <i>The writing process: A concise rhetoric, reader, and handbook</i> (11 th ed., pp. 283-293). Upper Saddle River, NJ: Longman.	Read Chapters 14, 16, and 17 from <i>Strategies for Successful Writing</i> to learn how to apply cause and effect and argument strategies in your writing. Then, learn how to combine multiple strategies seamlessly in a single essay. Mastery of the organizational patterns presented in this reading is key to successful completion of the course. Read Chapter 18 of <i>The Writing Process</i> to learn more about writing and organizing arguments. Learn about how to support your claim and provide a clear line of thought. While you read, be sure to compare and contrast this material with the other lesson objective reading.
Assignment 1.1	Cause and Effect: Cause and Effect Essay Writing	Cause and effect is a useful organizational structure for your writing, but may be less familiar to you than other patterns. Complete this assignment to practice writing a short, 1-page cause and effect essay about a particular topic. Be sure to include persuasive techniques where appropriate. Successful completion of this activity provides you with feedback and preparation for Assignment 1.2.
Assignment 1.2	Writing a Persuasive Essay	Write a 2-page essay on a topic of public importance that is of interest to you. Apply both

		cause and effect and argument writing patterns, and blend them together in order to take a convincing stand on the issue. Support your argument with facts and anticipate opposing positions. This assignment allows you to demonstrate your ability to apply various organizational strategies in rhetoric and prepares you for more substantial writing assignments to come.
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Learning Outcome 2: Appropriate Writing Style

Learning Outcome: Write in a style appropriate to audience and purpose.

An important part of writing arguments is tailoring those arguments to the audience you are trying to address. The level of diction you use in your writing will change depending on your readers. The evidence you use in the argument may even need to change to better address particular viewpoints or concerns. In this learning outcome, you read about how to engage with your audience and use ethos and pathos as persuasive appeals. You learn about responding to objections and alternative views and how to appeal to various types of audiences. Finally, you practice these techniques by writing persuasive content for two different audiences.

Content	Description & URL/Click Path	Notes
Reading 2.1	Ramage, J. D., Bean, J. C., & Johnson, J. (2012). <i>Writing arguments: A rhetoric with readings</i> (9 th ed., pp. 109-148). Upper Saddle River, NJ: Longman.	Read Chapters 6 and 7 in <i>Writing Arguments</i> to learn about how to structure your arguments for different audiences. This reading teaches you how to adjust your speaking and writing to anticipate and respond to objections and alternate viewpoints. Learn how to move the audience and how to address potential resistance on particular issues.
Multimedia 2.1	Constructing an Argument	Listen to this audio lesson to review the construction of an argument. In order to expand your argumentative techniques, you must first have a strong grasp of the basics. Connect what you have read about adjusting your style to the fundamentals of how arguments are constructed.
Presentation 2.1	Clarity and Style in Writing	View page 10 of the presentation to review general guidelines for stylistic use. Learn about types of words to avoid in Standard American English. To improve your understanding, consider the presentation in the context of the readings. Be mindful of where technical language may be appropriate.
Assignment 2.1	Persuading Disparate Audiences	Complete the assignment to test your understanding of how to formulate persuasive arguments for different audiences. Consider the types of sources you would use in each case and the language and rhetorical techniques you would apply. If you feel unsatisfied with your performance on this assignment, review the material before moving on. Through the completion of this exercise, you learn to identify practical techniques you can use to write arguments for particular audiences.
Discussion 2.1	Persuading the Legal Scholar	Read and respond to the discussion topic. In your response, identify a method for making the scholar's argument accessible and convincing to a general audience while maintaining the necessary level of source detail. Provide a detailed explanation of the approach you suggest, including at least one example of how you might apply it (the example can be about any topic). Include a persuasive argument as to why your approach is appropriate. Your argument does not have to exclude other approaches. By explaining how to apply the principles of this learning objective, you better prepare yourself to utilize them in your own writing.

Assignment 2.2	Writing for Two Different Audiences	Write two 1.5-page persuasive essays on a topic of your choice that deals with a recent event or news item. One essay should be oriented toward an audience of laypeople. The other should be oriented toward a group of specialists in a topic or field related to the argument. Both essays should argue the same essential position, but should differ in the details to make each appropriate to the selected audience. Submit both essays labeled as to which audience each addresses. Complete this exercise to demonstrate your mastery of writing persuasively for varying audiences.
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Learning Outcome 3: Standard American Edited English

Learning Outcome: Apply knowledge of standard American edited English in written communication.

Writing powerful arguments involves more than just the broadest level of organization, putting convincing evidence into a logical order. Down to each paragraph and sentence, clarity and order are necessary for your writing to have the greatest effect and for your ability to think and write critically to come through to your audience. An otherwise effective argument can be derailed by poorly constructed passages. In this learning outcome, you examine the specifics of paragraph organization to support the goals of your argument. You read about special paragraph types and how to use them to best effect. And you examine how to edit your writing for coherence, ensuring that you are using literary techniques, including comparison, to greatest effect. You demonstrate your mastery by writing a persuasive piece, paying careful attention to organization and structure at the sentence and paragraph level.

Content	Description & URL/Click Path	Notes
Reading 3.1	Reinking, A. & von der Osten, R. A. (2014). <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10th ed., pp. 97-103). Upper Saddle River, NJ: Longman. Lannon, J. M. (2012). <i>The writing process: A concise rhetoric, reader, and handbook</i> (11th ed., pp. 98-106). Upper Saddle River, NJ: Longman.	Read this excerpt from Chapter 5 of <i>Strategies for Successful Writing</i> to learn about special types of paragraphs and their uses. Learn how to compose and structure introductions, quotations, anecdotes, and conclusions. This reading provides basic rules for how to present different types of content in your arguments. Read this excerpt from Chapter 6 of <i>The Writing Process</i> to learn about editing your language for coherence. Learn how to check for consistent tense and point of view and to eliminate unclear pronoun reference. Applying these standard rules keeps your writing clear and professional. This reading combines a thematic focus with the necessary mechanics to help you build a coherent message.
Multimedia 3.1	Podcast: Faulty Comparison	Comparing one thing to another is often useful for illustrating a connection at a sentence or paragraph level, but poorly constructed comparisons are harmful to your writing. Listen to this podcast to learn about how to avoid faulty comparisons in your arguments.
Assignment 3.1	Analyzing an Argument for Use of Organization	Read "Ten Reasons Why New Nuclear Was a Mistake—Even Before Fukushima" and examine its organizational structure at a paragraph level as well as at an essay level. Identify any situations where comparison is used, and evaluate how well the comparison works. Also, identify the tense used for each paragraph and how tense changes through the text. Completing this assignment prepares you to apply the techniques of this learning outcome to an essay assignment.
Assignment 3.2	Arguing for Sensible Healthcare Policy	Write a 2-page persuasive essay about a healthcare topic of interest: a technology, procedure, standard, or law, for example. Focus on the organization of your ideas. Start by sketching out each paragraph of your argument and submit your sketch along with your final essay. Write your essay, ensuring that tense is consistent, comparisons are effective, and paragraphs are coherent. Completing this assignment demonstrates your ability to apply rules

of standard edited English at all levels of a composition.

Learning Outcome 4: Library Research Skills

Learning Outcome: Apply library research skills to acquire reputable sources.

All effective argument is based on facts, findings, statements, and opinions from other sources. Unreliable sources can damage the credibility of your writing. A complete lack of sources means that what you have written is simply your opinion, however logical it may seem. Being able to think critically and analytically about an issue requires comparing multiple source materials, and appropriate use of sources starts with finding the right materials to work from. Therefore, research skills are critical for producing convincing, effective writing. In this learning outcome, you learn how to perform research, select sources, and record information about those sources. You apply these skills to begin work on the culminating assignment of this course, performing the necessary research to support your argument.

Content	Description & URL/Click Path	Notes
Reading 4.1	Reinking, A. & von der Osten, R. A. (2014). <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10th ed., pp. 348-392). Upper Saddle River, NJ: Longman. Lannon, J. M. (2012). <i>The writing process: A concise rhetoric, reader, and handbook</i> (11th ed., pp. 336-339, 381-383). Upper Saddle River, NJ: Longman.	Read Chapter 20 of <i>Strategies for Successful Writing</i> to get an overview of the research process, from choosing a topic to preparing the finished paper. Learn about how research and source information plays a central role in the creation of a research paper. Reading about research techniques in the context of the writing process prepares you to apply these techniques in your own writing. Conducting thorough research is critical for constructing an effective and respectable argument. Read these excerpts from Chapters 20 and 23 in <i>The Writing Process</i> to learn more about how to conduct your research professionally and ethically. Learn about acquiring a balance of views, and ensuring that your research is sufficiently deep. Then, read about how to adequately document and credit sources to avoid plagiarism. This reading helps you to develop good research habits.
Multimedia 4.1	Researching Your Topic	Listen to this audio lesson to learn more about techniques for researching your topic. Learn about types of sources, and how to use reference books, databases, and individual sources to track down lists of relevant materials.
Presentation 4.1	Research Strategy	View pages 1-34 of the presentation to learn about advanced topics in research. See how to use library research strategies and techniques and how to use specialized databases to perform research. Learn how to use keyword searches and Boolean search languages, and learn about advantages and drawbacks of Internet research. This presentation prepares you for engaging with electronic research tools for your own work.
Exercise 4.1	Practice Researching a Topic	Using course materials and the Internet, research a topic of your choice. Brainstorm key terms you would use while searching for related information. Perform several searches using different search engines. Examine the top results from each search. Would they be useful in writing about your chosen topic? How would you refine your searches to find better matches?
Discussion 4.1	Where Do You Begin Researching?	Respond to the discussion question to further explore methods of performing research. Try to provide specific examples of topics or papers for which you did research, and describe how well those research methods worked for you. Did you find a mix of sources? Were your sources reliable? Answering these questions should assist you in performing further research in future.
Assignment 4.1	Begin Your Persuasive Essay	For the culminating project of this course (Assignment 7.1), you will produce a 10-page,

		documented, argumentative essay on a topic of your choice. To begin that process, select a topic or list of topics. Perform initial research to confirm that there is sufficient material. Select the topic for your essay and find sources that relate to that topic. Sketch out your specific argument and try to find sources that both support and refute that argument. Submit a brief summary of the argument you intend to make along with a substantial source list (20-30 strong sources of various types). Be sure to document your sources fully, though at this stage you need not use any particular citation style.
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Learning Outcome 5: Primary and Secondary Sources

Learning Outcome: Develop ideas and synthesize primary and secondary sources.

Secondary sources are often the standard source for research writing. They are generally curated collections of material, so working with secondary sources may be easier since some of the analysis may already be complete. They are also widely available in many forms, including encyclopedia entries, papers, and literature reviews. However, primary sources add important support to an argument. They represent the viewpoints of those intimately connected to a topic and provide an inside view of an issue. Therefore, primary sources are often vital to a lively, effective argument. They provide first-hand facts and observations and increase the possibility for eliciting empathy from the audience. But primary sources may also be biased, and care is required in their use. In this learning outcome, review the differences between primary and secondary sources. Learn about the value of performing primary research and see how to form arguments with multiple types of sources. Practice transitioning between original writing and citations of source material. Demonstrate your mastery by generating a first draft of a paper using both primary and secondary sources.

Content	Description & URL/Click Path	Notes
Reading 5.1	Reinking, A. & von der Osten, R. A. (2014). <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10th ed., pp. 440-441). Upper Saddle River, NJ: Longman. Lannon, J. M. (2012). <i>The writing process: A concise rhetoric, reader, and handbook</i> (11th ed., pp. 347-358, 366-377). Upper Saddle River, NJ: Longman.	Read this excerpt from Chapter 23 of <i>Strategies for Successful Writing</i> to learn about the value of primary research. Learn general principles for using and performing primary research. This reading informs you about how to work with primary sources, and how to collect your own primary source information through interviews. Read the excerpts from Chapters 21 and 22 of <i>The Writing Process</i> to learn about types of secondary and primary sources. Learn best practices for combining primary and secondary sources in your writing. Then, read about how to interpret your findings, how to detect bias in primary source documents, and how to avoid faulty reasoning when using evidence. This reading provides critical background for applying primary and secondary sources in argumentative writing.
Presentation 5.1	Live Sources and Working with Sources	Review slides 1-25 of this presentation to learn about performing original research. Care must be taken to ensure that your research is valid; otherwise, including it will bring your writing into question. Learn about how to approach sources, collect accurate materials, and generate responsible surveys. This presentation provides a detailed guide for how to supplement your writing with materials you collect yourself. Review slides 15-20 of the second presentation to learn how to decide if you should include a given primary or secondary source. Sources that are tangential to your topic will hurt your writing. Learn how to choose sources to include, and how to transition between them so your writing does not sound awkward or stilted. Also learn about four main motives for using a source.
Exercise 5.1	Quoting Sources	Complete the quiz to review rules for correctly integrating sources into your writing. Then, practice by researching a topic of interest and finding a single

		primary and secondary source relating to that topic. Practice writing a single paragraph that integrates quotations from both sources without interrupting the flow of your writing. Completing this exercise prepares you for writing with sources on a larger scale.
Assignment 5.1	Generating the First Draft	Using the argument summary and resource list you put together, generate the first draft of your 10-page, documented, argumentative essay (you will submit the final draft in Assignment 7.1). Cite primary and secondary sources as appropriate, working quotations smoothly into your writing. Be sure to organize your argument appropriately, write in an argumentative style appropriate for an audience of your peers and apply various organizational patterns to structure your writing. Submit your first draft for review, to be graded based on your incorporation of source materials into your argument.

Learning Outcome 6: Ethical and Logical Uses of Evidence

Learning Outcome: Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.

Writing ethically is always the right thing to do. However, ethical issues take on particular importance in an argumentative style. Since the point of a persuasive essay is to convince others, some authors may be tempted to twist the facts to improve their argument, or to dismiss counter arguments that have real merit. While engaging in persuasive writing, it is imperative that you behave ethically and responsibly. Identifying unethical or illogical uses of evidence in others' writing is a critical skill for critiquing texts and maintaining overall honesty and integrity. In this learning outcome, read about ethical issues in primary source documents. You examine ethical conduct in visual communication and data presentation, and learn how to evaluate arguments about ethical issues. You demonstrate your mastery by performing an analysis of an argument and evaluating how evidence is used.

Content	Description & URL/Click Path	Notes
Reading 6.1	Reinking, A. & von der Osten, R. A. (2014). <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10th ed., pp. 442-443). Upper Saddle River, NJ: Longman. Bovee, C. & Thill, J. V. (2012). <i>Business communication today</i> (11th ed., pp. 343-345). Upper Saddle River, NJ: Prentice Hall. Ramage, J. D., Bean, J. C., & Johnson, J. (2012). <i>Writing arguments: A rhetoric with readings</i> (9th ed., pp. 292-296). Upper Saddle River, NJ: Longman.	Read this excerpt from Chapter 23 of Strategies for Successful Writing to learn about the ethical issues involved in collecting and using primary source information. Special care is needed when using these materials so as not to misrepresent the source, and this reading informs you of the best practices to follow in your writing. Figures and graphs are powerful tools, but perceptual sense can be used to mislead as well as to inform. Read these excerpts from Chapter 12 of Business Communication Today to learn about the problems with poor visual communication and misleading graphs. Learn how to detect some errors in data presentation. This reading prepares you to evaluate ethical and logical uses of data and graphics. Read the excerpt from Chapter 13 of Writing Arguments to learn how ethical arguments, arguments concerned primarily with the ethics of a particular decision, are constructed. Learn about why these arguments are difficult to write, and why they must be approached with rational deliberation. Read about ethical systems that may be used to rationalize and support a particular argument. This reading provides the foundation necessary for examining arguments about ethical issues.
Assignment 6.1	Ethics and Logic in Data and Statistics	Find an article or advertisement that uses graphs and statistics to make an argument for a particular product or policy. Practice your skill at evaluating the uses of evidence by critiquing the text's use of data. Consider whether the conclusions seem justified based on the statistics presented. Examine the graphs to see if they

		are well constructed or if they are set up to deceive the viewer. Completing this exercise prepares you for examining sources for use in your own writing.
Discussion 6.1	The Value of Argument	Read and respond to the statement however you feel is appropriate. Discuss the implications of the case that is being made. Does it make sense? Do you agree with it? Critique the argument itself if you wish, or focus on its consequences if we take it to be true. Completing this discussion activity engages you with the ethics of making arguments and prepares you for producing your own.
Assignment 6.2	Critiquing Arguments about Gender and Achievement	Read the two articles on the comparative achievements of men and women in math and science. Write and submit a 3-page essay to examine and compare how the two articles use evidence. Consider the ethics of each argument and whether evidence is used logically where necessary. Is the cited evidence insufficient? Have specific findings been applied too generally? Pay particular attention to the uses of data and statistics. Is the author attempting to blind readers with numbers? Is part of the argument purely an ethical one—for example, an issue of equality—and if so, what effect does that ethical issue have on the way the argument is constructed? Cite specific uses of evidence to support your statements. Completing this assignment provides you with a model of analysis to apply when writing and revising your final essay.

Learning Outcome 7: Style Manuals for APA and MLA

Learning Outcome: Apply the conventions of style manuals for APA and MLA, including appropriate attribution techniques.

Most serious, argumentative writing requires utilizing other sources. There are several accepted ways to cite those sources and include them in your paper. In each case, you must carefully record information about the source material, so that a reader can refer to the same source you used. And you must cite in the body of the text where you use materials from another author, to provide proper attribution to others' statements and ideas. Proper citation is critical to avoiding plagiarism and should be considered a necessity for engaging in responsible written dialogue with other texts. In this learning outcome, you review MLA and APA citation styles. You practice citing resources in these styles and you apply this knowledge to your final paper.

Content	Description & URL/Click Path	Notes
Reading 7.1	Reinking, A. & von der Osten, R. A. (2014). <i>Strategies for successful writing: A rhetoric, research guide, reader, and handbook</i> (10th ed., pp. 395-439). Upper Saddle River, NJ: Longman. Lannon, J. M. (2012). <i>The writing process: A concise rhetoric, reader, and handbook</i> (11th ed., pp. 386-410). Upper Saddle River, NJ: Longman.	Read Chapters 21 and 22 of <i>Strategies for Successful Writing</i> for a full overview of MLA and APA citation styles. Read about proper bibliographic reference formats for each style, and how to correctly format in-text citations. This reading provides the information necessary to construct well-formed citations in each of the major styles based on any type of resource you find. Read the excerpt from Chapter 23 of <i>The Writing Process</i> to learn about why and how you should document the sources of your material. Then review parenthetical and bibliographical citation formats for MLA and APA styles, and refer to sample resource lists to gain familiarity with each format. This reading supports the construction of MLA and APA citations with more sample citations to examine and analyze.
Multimedia 7.1	Working with Sources and Avoiding Plagiarism	Listen to this audio lesson to learn best practices for working with a variety of sources and avoiding plagiarism. Review proper ways to quote, paraphrase, and summarize from sources. Learn when an in-text citation is necessary. This audio lesson provides further detail on the subtleties of citations.
Presentation 7.1	Writing in the Disciplines	Review pages 20-24 of the presentation to learn about the MLA and APA formats and parenthetical citation

		styles. Learn to identify when each style is appropriate. Viewing this presentation prepares you to apply proper citation styles for different fields of writing.
Exercise 7.1	Practice MLA and APA Citations	Complete this exercise to practice applying the correct citation formats for APA and MLA styles to actual sources. Answer the questions and critique your own knowledge of the styles. Where did you get the most questions wrong? If you are not confident in either of the two styles, review the reading materials and other resources.
Assignment 7.1	Complete Your Persuasive Paper	Edit and submit your 10-page, documented, persuasive essay that you began in Assignment 4.1. Ensure that you use evidence logically and ethically, and that you have provided proper attribution for all sources, including in cases where you have paraphrased or summarized another source. Ensure that your in-text and bibliographic citations follow the appropriate style, MLA or APA, for the discipline. Be sure to include your references section at the end of your essay. This assignment tests your ability to bring together everything you have learned in this course to create a substantial, documented argument.

Formatting and Citations

All written work must be formatted as follows: 12-point font, double-spaced, and 1" margins with APA citations, as appropriate.

Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click the Dropbox tab at the top of the course content frame. Click the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise you will see other's postings below. Click the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later or tomorrow to read and respond to your classmates.

Posttest

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency. If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.