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| **Course code and title:Semesterand year:Class Time and location:** | **ENG 102, English II****Spring, 2014/215****Multi-Section Course** |  |
| **Last Revised on:** | **November 4, 2014** |

**Catalog Description**

This course is designed to develop advanced reading and writing skills associated with academic work. Emphasis is on the analytical and critical reading of texts as well as on writing in a variety of argumentative modes. Students also develop a research paper by learning how to formulate researchable questions, and how to locate, integrate and cite appropriate academic resources from the library, the electronic media and the community.

Prerequisite: ENG101 (English I) or EEE score of 600-649 or its equivalent

Course Prerequisite/Co-requisite:

Prerequisite: ENG101 English 1, or EEE score between 600–649, or its equivalent.

Instructor

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***Office:* Block A 711A**

***Office Hours:* MWF 12-1 TTH 10-11**

**Ext 2244**

**Course Learning Outcomes**

1. Determine and critically analyze an author’s purpose, implied meanings, tone, assumptions and quality of evidence
2. Learn the basic structure of argumentative writings, including position argument, causal argument, problem solution argument and IMRAD
3. Demonstrate knowledge of basic argumentation strategies in reading and writing
4. Write an argumentative essay channeled towards the research paper
5. Use a process approach to writing an academic paper with guidance
6. Use databases and library reference tools to locate and use sources for research.
7. Cite sources ethically using APA format
8. Reflect on one’s own performance and learning by using task assessment strategies
9. Engage in speaking/listening activities for a variety of purposes

**Major Topics Covered in the Course and Schedule**

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| **Week** | **Topic** | **Textbook Chap.**  | **Homework/quizzes/essays** |
| Week 1 | ☺ Introduction to the course☺ Overview of the writing process☺ Definition of a thesis for an argumentative essay pp.76-77☺Diagnostic Essay  | Chapters 4,3,1 | HW: Read& analyze “The Gettysburg Address”, pp.4-7, “I Have a Dream”, pp. 585-588, or another text assigned by instructor, pertaining to the three appeals |
| Week 2  | ☺ The burden of proof, handout “The Celestial Teapot” ☺ The three appeals: ethos, logos, pathos, pp. 48-50☺ The basics of argument, pp. 47-48, 51-54, 57-63\*Recommended Exercise: Building Arguments, p. 58 | Chapter 3  | HW: Read and do exercise on “Your Brain Lies to You”, pp. 55-57HW: Read & analyze argument in “Let the Zoo’s Elephants Go”, pp. 64-65 |
| Week 3 | ☺ Induction & deduction (& the syllogism), pp. 116-122 + handout\*Recommended Exercises: Induction, p. 122, Completing & Evaluating Deductive Arguments, pp. 125-126☺ Analyze deductive arguments in *The Declaration of Independence*, pp. 66-68☺Discussion of topic selection for research paper pp. 215-217☺ Writing researchable questions, hypotheses & qualified claims | Chapters 6, 3, 12 | HW: Analyze inductive argumentation in *“Let My Teenager Drink”,* pp. 66-68&Analyze deductive arguments in *“The Declaration of Independence”* pp.122-125 &/or *“Declaration of Sentiments”, pp.135-138*  |
| Week 4 | ☺Submit individual research topics for approval☺Logical fallacies, pp. 128-134☺Analysis of “Help Those Who Help, Not Hurt, ☺Themselves pp. 134-135”& “Beer Commercials Do No Harm& “Death”, hand-out | Chapter 6 | **Quiz on Fallacies** |
|  | ☺Cover practice reading analysis quiz (previous exam)☺Return & discuss quiz☺Writing a research proposal, pp. 271-272☺Introduction to databases | Chapter 12 | **Reading Quiz 1****(50 minutes)** |
| Week 5 | ☺ Locating and evaluating sources pp. 224-233 Tour of the Library (optional)☺Writing effective arguments, pp. 70-80☺Qualifiers, counterarguments & rebuttals revisited☺The position paper, pp. 169-177 | Chapters 4, 129 | HW: Write & submit research proposal for individual research paperHW: Read &analyze selection from section (refer to position essays covered in weeks 2&3 or use hand-out |
| Week 6 | ☺The causal argument, pp. 178-186☺The problem/solution argument, pp. 192-194 | Chapters 10,11 | HW:Read &analyze “How Immigrants Create more Jobs”, pp. 187-190 or other selectionHW: Read & analyze “Gun Safety? Dream on Scalia”, pp. 195-197 or “Immigrate, Assimilate”, pp. 199-204 |
| Week 7 | ☺Summaries, paraphrases & quotations, pp. 13-22☺Paraphrase in class selected sections of article☺Emphasize class practice designed to avoid plagiarism resulting from sloppy paraphrasing/summarizing☺ Plagiarism pp. 235-241 | Chapters 1, 13 | HW :Summarize “Who does talking?”, pp. 7-9 or other selection |
| Week 8 | ☺The research paper: sections & features (title page, abstract, outline, pagination form, reference list, length, font, sources, etc...)☺APA documentation, in-text citations & references, pp. 260-296, &/or Purdue Writing Lab (2009), APA formatting and Style Guide from <http://owl.english.purdue.edu/owl/resource/560/01/>, &/or other hand-outs | Chapter 14**.** | **Quiz: Para/Sum**HW:Read two articles to be used as sources in essay (Instructor’s Choice)HW: (optional) Prepare summaries & notes from two articles to be used as sources in essay; submit |
| Week 9 | ☺Preparing a working bibliography☺Taking notes, how to annotate & prepare note cards | Chapter 14 | **ESSAY: DRAFT I (to be written in class)**HW: Submit preliminary reference list |
| Week10 | ☺Outlining pp. 241-245☺Taking notes for Main idea I/Submit | Chapter 13 | **ESSAY: DRAFT II (to be written in class)** |
| Week11 | ☺Taking notes for Main idea II☺Notes on writing the first draft, pp. 246-258 (optional)☺Note-taking from research articles if needed☺Analyze sample APA paper, pp. 288-296 | Chapters 13, 14 | HW: Write & submit preliminary research paper outline  |
| Week12 | ☺Question/answer session on paper format & style☺Write abstract in class/Submit  |  | **Submit first draft of research paper** |
| Week13 | ☺Individual student conferences (as needed)☺Strengths & weaknesses in first draft☺Recommendations for revision☺Self-assessment task on research paper |  | **Reading, quiz 2****(50 minutes)** |
| Week14 | ☺Oral defence of research papers☺Review of essay format for final exam |  | **Submit Second Draft of Research Paper (along with corrected first draft)** |
| Week15 | **Oral defense of research papers** |  |  |

**Textbook**

Seyler, D. U. (2010). *Read, reason, write: An argument text and reader* (Customized ed.). New York: McGraw-Hill

**Available at Antoine’s Bookshop (Beirut), Librairie de Liban (Byblos)**

**Further References**

Glenn, C., Miller, R. K., & Webb, S. S. (2004).*The hodge’sharbracehandbook* (15thed.)

Boston, Massachusetts: Thomson Heinlen.

Course Grading

Graded essay 20% Reading analysis exams 20%

Research paper 50% Quizzes and homework 10%

The research paper is over 50%, but work on the paper will be assessed over 100% which will later be converted to 50 %.. Each research paper assignment will receive a percentage of the paper grade, to be determined by the instructor (notes, reference list, outline, abstract, defense, drafts, self-assessment).

It is possible for an instructor to begin the research process and write the essay earlier than outlined in the syllabus as long as all the graded assignments are done.

#### **Policy on Cheating and Plagiarism**

Students caught cheating on an exam receive a grade of zero on the exam in their first cheating attemptand receive a warning. Students caught cheating for the second time will receive a grade of “F” in the course and another warning.

Plagiarism on assignments and project work is a serious offense. If plagiarism is detected, a student will be subject to penalty, similar to the cheating case, which ranges from receiving a zero on the assignment concerned to an “F” in the course in addition to a warning.

#### **Attendance Policy**

Missing more than six classes taught MWF or four classes in courses taught TTH implies that a student has to withdraw from the course to avoid receiving a F. Students are responsible for all information and assignments given during their absence**.**

**WRITING CENTER**

**The Writing Center is a free service provided to all students.  Each writer’s needs are the focus, so students can work with a tutor one-on-one to review and refine the structure, content, and organization of their essay, research paper, or any other written text.**

**The Writing Center (Nicol 206 in Beirut & Block B, Room 419 in Byblos) tutors are readers who will give suggestions and help students become better writers. Students have to prepare the material and consult with their instructor first since the tutors at the Center will assist but not do their work.**

**Withdrawal policy**

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| 1. A student who withdraws after the Drop/Add period and by the end of the 5th week of classes

(10th day of classes for Summer Modules) will obtain a “WI” on that particular course.  The student may process such request directly through the Registrar’s Office.1. A student who withdraws from a course between the 6th week and the end of the 10th week of

classes(18th day of classes for Summer Modules) will receive either a “WP” or a “WF”.  “WP” or “WF” will bedetermined by the instructor based on the achieved academic performance in that course till the time of withdrawal.3.  The “WI” and the “WP” will not count as a Repeat; whereas the “WF” will count as a Repeat.4.  “WI”, “WP” and “WF”  will not count towards the GPA calculation.            WI is equivalent to Early Withdrawal            WP is equivalent to Withdrawal/Pass            WF is equivalent to Withdrawal/Fail  |

***Deadline for withdrawal from courses***: **March 3, 2015 (WI); April 9, 2015 (WP/WF)** (It is the student’s responsibility to drop the course)