

ENGL 212: Topics in Critical Writing
Persuasion and Argumentation
Saginaw Valley State University
Fall 2011

Instructor	Dr. Kim Lacey
Office	Brown Hall 358
E-mail	krlacey@svsu.edu
Office Phone	989-964-2016

In-Person Office Hours	MW 1:15p-2:15p TR 10:15a-12:30p Also available by appointment
Online Office Hours	F 10a-2p I prefer that you make an appointment for an online office hour meeting, but if you see me online, please feel free to chat with me. Skype: kim.lacey5 Google Chat: krlacey Zimbra Chat (through SVSU's e-mail): krlacey

Course Meeting Days	Location
Tuesday 1:00p-2:20p	Science East 116
Thursday 1:00p-2:20p	Science East 135

Course Goals: This semester, we will investigate several different techniques that lead to effective persuasion and argumentation. We will look at various examples in print, on film, online. At the end of the term, we will place ourselves in persuasive situations to more completely understand how the techniques we discussed are actually utilized, effectively or not. As a member of this course, you are encouraged to keep an eye out for persuasive situations you see on tv, read about in various locations, or witness on campus or your off-campus lives.

Required Course Texts: All texts are available at the SVSU bookstore in Curtiss Hall and online

Thank You for Arguing, Jay Heinrichs. Three Rivers Press: 2007. ISBN-13: 978-0307341440

The Power of Persuasion: How We're Bought and Sold, Robert Levine. Wiley: 2003. ISBN-13: 978-0471763178 Other

They Say/I Say 2nd Edition, by Gerald Graff and Cathy Birkenstein. W.W. Norton: 2010. ISBN-13: 978-0393933611

Course Description: Emphasizes processes of critical reading and writing, as applied to several modes of communication. Frequent writing assignments for different audiences, with attention to disciplinary conventions and rhetorical strategies for argument in academic discourse. Workshop approaches. Includes work in developing research questions and using library and electronic resources. Refines abilities to analyze both student and professional texts. Specific content for reading may be organized by theme.

Prerequisite: All reading and writing Basic Skills requirements must be completed before enrolling in this course.

Course Objectives: As defined by the English Department, ENGL 212 will refine students' abilities to:

1. Employ rhetorical strategies that communicate an academic voice. Students should:
 - a. Move from writer-based to reader-based prose.
 - b. Use specific and concrete methods to support positions in a manner convincing to targeted audiences.
 - c. Understand and choose effective strategies for argumentation and persuasion.
 - d. Use cited materials responsibly and effectively.
 - e. Review, critique, and revise their own and others' texts.
2. Read critically and analyze texts that challenge their thinking and that are written for diverse audiences, purposes, and disciplines.
3. Conduct academic research. Students should:
 - a. Develop focused questions for research. Use a variety of research modes, including print and on-line tools.
 - b. Critically evaluate source materials. Select, cite, and document primary and secondary sources appropriately for purpose and audience.
4. Engage in interactive and/or collaborative reading and writing activities.
5. Use electronic technology to aid research and writing processes, which may include:
 - a. Word processing Internet, e.g. e-mail, WWW Electronic databases and search tools available in libraries.
6. Understand and apply different documentation formats as for various disciplines, e.g. MLA, APA.
7. Extend and refine editing skills
8. Additionally, as English 212 is also a General Education Category 10 course, special consideration will be given to developing your critical thinking skills, your logical reasoning skills, and your communication abilities, such that you develop an ability to read literary works with appreciation and understanding, and develop greater efficiency in writing effective academic texts that use research.

Course Assignments

Major Assignments

Detailed descriptions can be located on VSpace and will also be discussed in class.

Title	Due Date	Length Requirements	Points
Fallacy Summaries with Examples (Essay)	Tuesday, September 20	300 words per fallacy (1500 words total)	200 points
Visual Parody Analysis (Essay)	Thursday, October 6	4 pages	200 points
Visual Parody Analysis (Presentation)	Thursday, October 6 Tuesday, October 11 Thursday, October 13	10 minutes	100 points
Rhetorical Film Analysis (Essay)	Thursday, November 17	5 pages	250 points
Experiencing Persuasion Analysis (Essay)	Thursday, December 15	6 pages	300 points
Experiencing Persuasion Analysis (Presentation)	Thursday, December 8 Thursday, December 15	10 minutes	100 points

Essay Guidelines: I will only accept Word Documents (".doc" or ".docx") or PDFs. Please, no ".wpd" or ".wps" All essays must use the APA format for all in-text citations and reference pages. All essays must be double-spaced, use 12 point Times New Roman or Calibri font, with no larger than 1" margins. If you do not format your essay correctly, you will receive a 5% deduction for that essay.

Other Requirements

Weekly Reading and Class Discussion Learning Log	150-200 word summary and response posted on VSpace. Responses will be evaluated on a scale of 0-3. 0=not completed, 1=weak, 2=okay, 3=good	45 points
Active Attendance	Active attendance includes being prepared for 'pop' in-class writing assignments, having the assigned reading completed, and being prepared to participate in class and small group discussions.	75 points

Total Points: 1270

Grading Scale

†93%: A	1270-1181
†90%: A-	1181-1143
†87%: B+	1142-1105
†83%: B	1104-1054
†80%: B-	1053-1016
†77%: C+	1015-978
†70%: C	977-889
†60%: D	888-762
‡60%: F	761-0

Course Policies

Attendance: It is in your best interest to attend class regularly. Please take note of the “active attendance” section of the course assignments. Attendance means much more than simply showing up to class. Attendance in ENGL 212 means active participation, sharing insightful ideas, completing homework, and willingness to ask questions. Attendance will be taken during each class meeting. **If you are more than 10 minutes late, you will be marked absent.** Please find a classmate and exchange e-mail addresses. In case you miss class, it is your responsibility to contact a classmate to find out what you missed. My office hours will not be used as a “make-up” class period.

Attendance bonus: At the end of the semester if you have near perfect attendance (no more than one absence) you will receive 10 points of extra credit.

Technology Policy: I encourage you to use whatever note taking system you prefer. If, however, you choose to use a personal computing device, you are asked that it be used for class work only. Phones must be turned to silent during class time. If you are expecting an important phone call during class, please sit near the door so you can leave the room without disrupting others. No texting.

Late Work: Late work is unacceptable. Please ensure that your work is submitted on time. I will send a confirmation e-mail once I receive your essay. If you do not receive a confirmation e-mail, I did not receive your essay.

Disability / Non-Discrimination Clause: Students with disabilities which may restrict their full participation in course activities are encouraged to meet with the instructor or contact the SVSU Office of Disability Services, Curtis Hall, Room C-112, Phone: 989-964-4168.

SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

Academic Integrity Policy: According to the *SVSU Student Handbook*, “Academic integrity is undermined whenever one is dishonest in the pursuit of knowledge. Dishonesty takes many forms, including cheating,

plagiarism, and other activities for undermining the educational process.

“**Cheating** occurs whenever one attempts to gain an advantage through a violation of rules regarding the relevant behavior. It should be assumed that collaboration is cheating unless explicitly authorized” (16).

“**Plagiarism** involves intentionally or unintentionally presenting another person’s expressions – ideas, opinions, illustrations, data, style – as one’s own expression” (16).

Forms of plagiarism include directly transcribing (copying) without quotation and attribution, summarizing without attribution, paraphrasing or patchwork paraphrasing without attribution, patching electronic materials (including pictures, graphs, and/or charts) without attribution.

In ENGL 212 deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment.

“**Undermining the Educational Process**’ occurs whenever one attempts to prevent another’s learning or subverts the recognized means by which learning occurs” (16).

The goal of SVSU faculty is to help each student achieve success through learning the concepts and skills for which the course was designed. In a university classroom, the learning that takes place is determined by the quality of the interactions of all members of the class.

Specifically the *SVSU Student Handbook* states, "No student shall engage in conduct that disrupts or interferes with the educational activities in classrooms . . . computer laboratories . . . or any other place where education and teaching activities take place. This includes, but is not limited to, such behaviors as talking at inappropriate times, drawing unwarranted attention to him or herself, engaging in loud and distracting behaviors, displaying defiance or disrespect to peers or threatening any University employee or student. No student shall engage in conduct that is disruptive or interferes with the rights of others on University property . . . nor shall a student obstruct, disrupt, interfere, or attempt to interfere with another student's right to learn or complete academic requirements" (34).

In ENGL 212, any student who engages in any of these behaviors that undermine the educational process will be asked to leave the class immediately, and lose any possible credit for that class period. To return to the class, the student will be required to schedule a meeting with the instructor to discuss his or her plans for modifying their behavior in question.

Important Note: In any case of cheating, plagiarism, or engaging in behavior that undermines the educational process in addition to the consequences outlined above, the instructor may choose to report the behavior to the Office of Student Conduct, following the protocols outlined on pages 32-37 in the *SVSU Student Handbook*.

Writing Center Information: One of the many advantages of this University is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. Sessions at the Writing Center are available on a first come, first serve basis. Please stop by the Writing Center anytime you need additional help.

Writing Center Hours M-R 8:30a-7p
F 10a-2p
Location Zahnow 308 (3rd floor of the library)
Phone 989-964-6061
Website www.svsu.edu/writingcenter

Course Calendar

TYFA: Thank You for Arguing

TS/IS: They Say/I Say

POP: Power of Persuasion

Readings noted as "On VSpace" will be in the file named "Readings"

Date	Topic Question	Read Before Class	Assignments Due
T 8/30	What is this class?	X	Post syllabus response to VSpace
R 9/1	Where are the arguments?	TYFA: 3-37	
T 9/6		No Class: University Closed	
R 9/8	What are some persuasive techniques?	TYFA 38-65	
T 9/13	What's a logical fallacy?	TYFA 137-154	
R 9/15	What's motivating your writing?	TYFA 98-120; TS/IS 145-155	
T 9/20	How can I enter the conversation?	TS/IS 1-41	Fallacy Summaries Due by 9 pm
R 9/22	How can I tell if it's a parody?		
T 9/27	What does a parody say about the original?	"Analyzing Images" (on VSpace)	
R 9/29	No Class: Scheduled Conferences		
T 10/4	How can the library help me?	Meet in Library (Room TBD)	
R 10/6	What are some qualities of active listening?		Visual Parody Presentations, Group A Visual Parody Analysis Due by 9 pm
T 10/11	How can I be a great audience member?	"Active Listening" (on VSpace)	Visual Parody Presentations, Group B

R 10/13	What should I do as an audience member?		Visual Parody Presentations, Group C
T 10/18	How can I speak my audience's language?	TYFA 192-207	
R 10/20	How can I create trust with my audience?	TYFA 171-188	
T 10/25	What are the canons of persuasion?	TYFA 247-259 In-class: Start watching <i>Thank You for Smoking</i>	
R 10/27	What's the right tool?	TYFA 260-272 In-class: Finish watching <i>Thank You for Smoking</i>	
T 11/1	How can everyone be less gullible?	POP 1-28	
R 11/3	Who can I trust?	POP 29-64	
T 11/8	What are some persuasive red-flags?	POP 65-90	
R 11/10	How can I become more aware of trickery?	POP 91-112	
T 11/15		No Class: use class time for Experiencing Persuasion Fieldwork	
R 11/17	How can I avoid mental shortcuts?	POP 137-158	Rhetorical Analysis due by 9 pm
T 11/22	What are some other persuasive techniques?	POP 159-186	
R 11/24		No Class: Thanksgiving Break	
T 11/29	How can I get my audience to...?	POP 187-208	
R 12/1		No Class: use class time for Experiencing Persuasion Fieldwork	
T 12/6	How can I help other writers?	In-class peer review **Bring draft of Experiencing Persuasion Analysis	
R 12/8	Wait...the semester is almost over?		Experiencing Persuasion Presentations, Group 1
R 12/15	What am I going to do with all my free time?!		Experiencing Persuasion Presentations, Group 2 Experiencing Persuasion Analysis due by 9 pm