



**WALSH UNIVERSITY**  
**SCHOOL FOR PROFESSIONAL STUDIES**

**ENG 102**

**Reading and Writing Connections**

***ASSIGNMENTS DUE ON THE FIRST NIGHT  
OF CLASS: SEE PAGE 5***

**Walsh University School for Professional Studies**  
**SYLLABUS**  
**English 102: Reading and Writing Connections**

**INSTRUCTOR:**

Name:  
Phone #'s:  
Office Hours: Scheduled by appointment

**REQUIRED TEXTS:**

Elements of Argument, 8th edition, Annette T. Rottenberg.  
A Writer's Reference, 5th edition, Diana Hacker.

**COURSE DESCRIPTION:**

An introduction to research emphasizing those skills essential to production of the formal research paper. Students learn the principles of argumentation and close textual analysis, including the ability to summarize, paraphrase, annotate, document, and critically interpret sources. Students also study the nature of academic argument and oral presentation.

**COURSE OBJECTIVES:**

In ENG 102 students will:

- Improve argumentation and critical thinking skills, both written and expressive.
- Use the library effectively as a source for research.
  - Develop effective note-taking skills.
  - Write a college-level research paper, using MLA or APA documentation.
  - Improve writing skills.

**MAJOR REQUIREMENTS:**

- \* Notecards (4x6)
- \* Bibliography Cards (3x5)
- \* Summaries
- \* In-class essay, with accompanying summary
- \* Exercises
- \* Research Paper w/formal outline
- \* Oral Presentation
- \* Final

## **GRADES:**

Grading scale:

95-100	Superior (A)
93-94	Excellent (A-)
91-92	Very Good (B+)
87-90	Good (B)
85-86	Above Average (B-)
83-84	Above Average (C+)
79-82	Average (C)
77-78	Below Average (C-)
75-76	Poor (D+)
71-74	Very Poor (D)
69-70	Very Poor (D-)
Below 69	Failure

Final grades:

Notecards:	5 %
Bibliography Cards:	5%
Summaries:	10%
In-class summary and essay:	5%
Exercises:	5 %
Research Paper and Drafts:	50%
Oral Presentation:	10%
Final:	10%

## **MATERIALS OF INSTRUCTION:**

3x5 index cards  
4x6 index cards  
college-level dictionary

## **ATTENDANCE:**

All students are required to attend class. It is the student's responsibility to find out what he/she misses when absent. After one absence, a student's grade may be lowered one letter grade. No student with more than two absences can pass this course.

In-class and out-of-class assignments should be completed and submitted on time. Without a valid excuse, late assignments may not be accepted. This issue will be handled on an individual basis. All assignments except for research note cards should be typed.

## **PLAGIARISM:**

Passing off the ideas or writing of another as one's own is plagiarism. It is a serious offense with serious consequences. All students are required to do their own work. A plagiarized paper cannot be accepted. Each student must provide accurate source information for the research paper.

The department recognizes the following activities as plagiarism:

- handing in a paper written by someone else
- copying directly from sources without using quotations and documentation
- using others' ideas without proper documentation
- paraphrasing without using proper documentation
- handing in a paper already submitted in another course without acknowledging this in advance.

**English 102: Reading and Writing Connections**  
**Workshop #1 Outline:**

*Assignments to be completed prior to Workshop One:*

*Read:* Chapters 1, 2, and 3 in Rottenberg, and pp. 37-45 in A Writer's Reference.

*Read:* Pp. 46-54 in A Writer's Reference.

Bring to class your own definitions of argumentation and the research process.

List three argumentative issues that interest you.

Bring a disk or flash drive to class

**OBJECTIVES:**

After completion of this workshop, students will:

- Understand the syllabus.
- Review the elements of the writing process.
- Establish a definition of argumentative research.
- Understand the parts of an argumentative research paper and their purposes.
- Analyze argumentative articles for their component parts.
- Develop possible argumentative research questions in the areas of fact, value, and policy.

**ACTIVITIES:**

- Student introductions, including interests and writing/research backgrounds.
- Clarification of course requirements and grading criteria.
- Discussion of the nature of argumentation and the research process to address the nature of issues, the determination of stance, the nature of claims and supporting evidence, the consideration of opposing views, the establishment of warrants, and the need for credibility. Use at least two of the articles from Chapters 1, 2, or 3 in Rottenberg as examples.
- In groups, review pp. 46-54 in A Writer's Reference on the formulation of research questions. Brainstorm possible subject questions for each type of argumentative issue (fact, value, and policy). Concentrate on subjects of individual or disciplinary interest. Narrow issues to particular questions which could be addressed in an eight-ten page paper. Groups should share findings with the class.
- Discuss the nature of supporting claims (fact, logic, authority, and emotional appeal) and the nature of refutations and concessions to stated counter claims.
- In groups, analyze two articles with opposing viewpoints chosen from Rottenberg. Groups should underline claims in each and identify whether these are claims of fact, value, or policy.
- Free write Exercise 3 on p. 23 in Rottenberg, using the skills developed in analyzing the previous articles.

**English 102: Reading and Writing Connections**  
**Library Orientation Session:**

*Assignments to be completed prior to library orientation*

*Read:* Chapter 10 in Rottenberg.

*Read:* Pp. 329-417 in A Writer's Reference.

Do some preliminary thinking and research to determine the issue you wish to investigate in your paper.

Write out at least three possible questions of fact, value or policy on this issue which you might wish to address.

**OBJECTIVES:**

After completion of the library visit, students will:

- Learn to find library resources for research.
- Use these sources to obtain source material for their papers.

**ACTIVITIES:**

- Library orientation with a library staff member.
- Individually, students will find at least one book, four journal articles, two references sources, and three magazine or newspaper articles which deal with their research topics.
- Construct at least ten bibliography cards using MLA or APA format, to be handed in.
- Write a preliminary thesis (position statement) that answers your research question. Submit at end of library visit.

**English 102: Reading and Writing Connections**  
**Workshop #2 Outline:**

*Assignments to be completed prior to Workshop Two:*

*Read:* Chapter 4 in Rottenberg.

*Read:* Pp. 260-265; pp. 310-320; and pp. 381-390 in A Writer's Reference.

**OBJECTIVES:**

After completion of this workshop, students will:

- Define terms relevant to own research.
- Distinguish between quoting, paraphrasing, and summarizing, and evaluating, and analyzing a text.
- Construct a paraphrase and a summary.
- Understand the purpose and procedure for documentation of sources, using MLA or APA style.

**ACTIVITIES:**

- Discuss the nature of and differences between quotations, paraphrases, and summaries.
- Individually, have students quote, paraphrase, and summarize passages from a research article, using proper MLA parenthetical citation form.
- In groups, analyze an in-class article from either Chapter 4 or 5 of Rottenberg, finding thesis (position statement), main supporting claims of author, and counter arguments to his/her claims.
- Discuss the importance of defining terms in effective argument.
- Discuss MLA and APA documentation formats and the importance of using formal citations in research.
- In groups, have students review their bibliography and note cards, correcting any documentation errors.

**English 102: Reading and Writing Connections**  
**Workshop #3 Outline:**

*Assignments to be completed prior to Workshop Three:*

*Read:* Selections from Chapter 12 in Rottenberg. Any other chapter from Rottenberg's Opposing Viewpoints section may be substituted.

Write a summary of one of your research articles.

Continue your research, constructing at least 30 note cards.

Write a final thesis statement (position statement) based on your research.

*Read:* Chapter 9 in Rottenberg; "Writing an Argumentative Paper."  
Thirty note cards, with headings and sources on cards.

**OBJECTIVES:**

After completion of this workshop, students will:

- Understand the purpose of in-class essays.
- Practice preparing and taking an essay exam.
- Engage in critical debate on the issue of How Far Will We Go To Change Our Body Image. (The issue may change to any other presented in Rottenberg's Opposing Viewpoints section.)

**ACTIVITIES:**

- Discuss the purposes, advantages, and constraints of argumentative in-class essays essay questions. Indicate how these activities will be used in other courses.
- Discuss the background of corporate responsibility and debate its merits, using arguments from Chapter 12 (facilitator may change) and students' own experiences.
- In the final two hours of class, have students either defend or refute the author's position in an argumentative essay related to one article from Chapter 12.

**English 102: Reading and Writing Connections**  
**Workshop #4 Outline:**

*Assignments to be completed prior to Workshop Four:*

**Read:** Chapters 5 and 8 in Rottenberg.

**Review:** Pp. 37-54 in A Writer's Reference.

Complete all research for paper and bring final thesis (position) statement all note cards and bibliography cards to class.

**OBJECTIVES:**

After completion of this workshop, students will:

- Understand the different ways to support research claims.
- Evaluate the credibility of claims and source material.
- Distinguish between inductive and deductive arguments.
- Develop a sentence outline to organize research paper.

**ACTIVITIES:**

- Discuss the differences between deductive and inductive argument and analyze the use of each in two articles (Chapter 8 in Rottenberg). Decide when each is appropriate to use.
- Discuss credibility concerning appeals to facts, to logic, to authority, or to emotion. What is the criteria for an effective argument using each?
- In groups, students evaluate the credibility of each other's supporting material, based on the criteria established.
- Discuss the use of outlines to show the relationship of supporting claims to the thesis and supporting material to claims.
- Students individually create a sentence outline and analyze patterns to determine how arguments are to be grouped and organized in the paper.

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**Workshop #5 Outline:**

*Assignments to be completed prior to Workshop Five:*

*Read:* Pp. 295-320 in A Writer's Reference.

*Review:* Pp. 346-367 in Rottenberg.

Draft of research paper, including all documentation.

**OBJECTIVES:**

After completion of this workshop, students will:

- Fill in holes in research identified in the outline.
- Hold a conference with the facilitator regarding proposed organization of paper.
- Demonstrate effective peer review.
- Construct a revision agenda for their research papers, based on peer review.

**ACTIVITIES:**

- In groups of two to four, students should take turns reading their papers out loud for peer comments. Papers should be read twice. During the first reading, students should take no notes until the paper is completed. Then, they should record their overall impressions and reactions to the argument. During the second reading, students should take notes as the paper is read, commenting on both strengths and areas of improvement. These comments should be shared orally with the writer, as he/she takes notes.
- After all students have received peer review, they should individually construct revision agendas to share with the facilitator.

**English 102: Reading and Writing Connections**  
**Workshop #6 Outline:**

*Assignments to be completed prior to Workshop Six:*

*Submit:* Completed research paper. Submit in folder with all drafts and copies of research articles.

*Read:* Chapter 11 in Rottenberg on “Presenting an Argument Orally.”

*Develop:* A 10-minute presentation of the research paper. Half of the class to present during Workshop Seven.

**OBJECTIVES:**

After completion of this workshop, students will:

- Defend their research claims in an individual oral presentation.
- Debate their issues with their peers using effective rhetorical skills.

**ACTIVITIES:**

- Provide each student with 10 minutes of time in which to present his/her issue.
- Allow at least five minutes of audience debate at the conclusion of each presentation.
- Hand out article to be used as basis of in-class essay.
- Collect research papers.

**English 102: Reading and Writing Connections**  
**Workshop #7 Outline:**

**OBJECTIVES**

Students will:

1. Defend their research claims in an individual oral presentation.
2. Debate their issues with their peers using effective rhetorical skills.

**SUGGESTED ACTIVITIES**

1. Provide any remaining students with 10 minutes of time each in which to present their issues.
2. Allow at least five minutes of audience debate at the conclusion of each presentation.
3. Review the criteria for the structure of argumentative essays.

**English 102: Reading and Writing Connections**  
**Workshop #8 Outline:**

*Assignment to be completed prior to Workshop Eight*

Discuss the in-class essay.

**OBJECTIVES:**

After the completion of this workshop, students will:

- Write an in-class argumentative essay based on a response to an argumentative article.

**ACTIVITIES:**

- In-class argumentative essay.
- Return graded research papers and meet with students for evaluative feedback.