



**BRANDMAN**  
University Chapman University  
System

## School of Arts & Sciences Course Syllabus

**Course Number/Title/Credits:** ENGU 103/ Writing and Rhetoric/ 3 Credits

**Catalog Course Description:** The course provides instruction that focuses on the writing process, rhetorical appeals, evaluating and explaining ideas, critical reading, conducting library and Internet research, developing a research essay, and documenting research.

### **LEARNING OUTCOMES and ASSESSMENT:**

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- ✓ Course Learning Outcome – Result of finishing a course.
- ✓ Program Learning Outcome – Result of finishing a program.
- ✓ Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (\*\*SIGNATURE ASSIGNMENT\*\*).

Access the following link(s) for information on the Program Learning Outcomes (PLOs) and Curriculum Map related to this course:

[Click Here for Learning Outcomes](#)

Access the following link(s) for information on the Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course:

[Click Here for Learning Outcomes](#)

**Prerequisites:** None

**Restrictions:** None

**Essential Equipment and Facilities:** By the end of the first week of class, students must have the ability to access MyBrandman, the Blackboard portal to their class site, and other key locations necessary to meet course requirements. Individual browser preferences vary, and, at times, some work with Blackboard better than others. Therefore, if you try one browser, such as Firefox, and you have difficulty, try another browser, such as Internet Explorer. Since versions of Microsoft Office vary, students who do not use the most recent version may need the free conversion software available via the Microsoft.com website. Java is also required for courses. Students who do not have Java may download it for free at java.com.

Last Revision Date: 5/31/2019

**Academic Integrity:** As a learning community of scholars, Brandman University emphasizes the ethical responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work. Academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented. Further information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

**Americans with Disabilities Act Statement:** According to the Americans with Disabilities Act (ADA) of 1990, an individual with disability is defined as having functional limitations resulting from a diagnosed disability and applies to an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities; has a record of such an impairment; or is regarded as having such an impairment. In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that may impair or impact their ability to successfully complete assignments, tasks or satisfy course criteria are requested to notify their Advisor or Campus Director in order to understand how to apply for Student Disability Services. If and when the student is granted formal approval by the Director of ADA Services, both the student and professor will be notified. It is highly suggested that the student contact their professor to discuss the accommodations during the first week of the session. The granting of accommodations will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

**University Policies:** Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

**Online Brandman Library Resources:** Click on red "Library" button in Blackboard.

**Texts are available at the Brandman Online Bookstore:** See "Bookstore" under Academic Resources in MyBrandman.

**Required Text:** Hacker, D. Sommers, N. (2018). *A Writer's Reference*. Bedford/St. Martin's; 9th edition.

(You will want to hang on to this book after the class is over as a reference for all of your writing).

*All other readings will come from online sources made available in the Blackboard course site.*

### **Course Learning Objectives:**

**By the end of the course, students should be able to:**

1. Generate ideas, draft, revise, and edit an academic essay, demonstrating the writing process
2. Analyze audience and purpose, ethos, pathos, and logos.
3. Research a topic, specifically how to access, evaluate, and effectively use information from the Internet, books, and peer-reviewed journals.
4. Frame an argument that synthesizes several points of view and anticipates readers' responses.
5. Document and cite sources accurately, using either the APA or MLA citation system.

**Major Study Units:**

1. The Writing Process: Brainstorming, Drafting, Revising
2. Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence
3. Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation
4. Researching: Locating, Evaluating and Synthesizing sources (including APA or MLA citation guidelines)

**Instructional Strategies:** This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies may be further explained in the course Blackboard site.

**Attendance Policy:**

Requirements for online students' attendance and participation will be defined by each instructor based on the following policy:

- Three credit online lecture courses require 5.25 hours of online engagement on the Blackboard class site spread over a minimum of 3 to 4 days per week. (Contact hours for courses with more or less than three credits are adjusted accordingly). Students are required to access the Blackboard class site during the first week of class.

Requirements for blended students' attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.
- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.
- Students should consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation. Students enrolled in blended courses must attend at least one class during the first two weeks of classes.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student's grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

**Letter Grade/Percentage Equivalents:**

<b>Grade Point System</b> (Rounded up at .5 and up)			
A = 94%-100%	B = 84%-87%	C = 74%-76%	D = 64%-66%
A- = 90%-93%	B- = 80%-83%	C- = 70%-73%	D- = 60%-62%

B+ = 88%-89%

C+ = 77%-79%

D+ = 67%-69%

F=59% and below

**Methods of Evaluation for Determining Grades:**

Methods of Evaluation for Determining Grades:	Possible Points
<p><b>Discussion Board Participation:</b></p> <p><b>Each week, unless otherwise noted, you must post your answers to the discussion prompt(s) by Thursday night at midnight. You will then have until Sunday night at midnight</b> to complete your additional responses to <i>at least</i> two other students. Please note attendance and participation policies for online and blended courses.</p> <p>As this class will combine presentation of material and discussion, students are expected to actively participate by joining in discussions and raising questions. Discussion is one of the best ways to clarify understanding and to test conclusions. Open discussion often involves personal exposure, and thus the taking of risks: your ideas may not be the same as your fellow students' or even the instructor's. Yet as long as your points are honest and supportable, they will be respected by all of us in the classroom. Questions, discussion, disagreement, and laughter are all encouraged in this class; ridicule, hostility, and intolerance are never tolerated. Your grade shall be based on the quality and frequency of your online discussions and responses to others.</p> <p><b>Blended Course Students:</b> Your instructor may alter the assignments or points in the Discussion Board portion of the course. Please consult with him or her for details.</p>	<p>(20 % of total grade)</p> <p>Discussion Board: 25 points per discussion folder</p> <p>25x8</p> <p>=200 points total for Discussion Board</p>
<p><b>Short Assignments (2):</b> Research Proposal and Research Essay Outline</p>	<p>(5% of total grade)</p> <p>25 x2</p> <p>=50 points</p>
<p><b>Essay Drafts (3):</b></p> <p>Completed drafts of assignments (Problem and Solution Essay, Argument Analysis Essay, Research Essay) submitted as required. Difference between the draft and the completed essay must demonstrate revision based on instructor and CorrectEnglish feedback. Drafts must be on time and complete in order to earn these points. Grading is pass/fail.</p> <p><b>Essay drafts will be due on Thursdays and submitted to CorrectEnglish and Blackboard.</b></p>	<p>(15% of total grade)</p> <p>3 Drafts x 50 point</p> <p>=150 points</p>
<p><b>Essays/Assignment (3):</b></p> <p>Two essays and one formal bibliography that lead to the final research paper and</p>	<p>(30% of total) grade</p> <p>3 Assignments x 100 points</p>

<p>demonstrate understanding of rhetorical modes:</p> <p>Assignment One: Problem and Solution Essay  Assignment Two: References or Works Cited Page  Assignment Three: Argument Analysis Essay</p> <p><b>Final essay assignments will be due on Sundays and will be submitted to the Assignment Dropbox on Blackboard.</b></p>	= 300 points
<p><b>Final Reflection Essay:</b>  Near the end of this course, each student will write a reflection essay that speaks to ways in which this course taught you something about yourself as a writer. You are expected to integrate references to particular works we have read or ideas the class has discussed, but no additional research will be expected. This essay should be a minimum of 750 words in length. It does not require a draft, but using CorrectEnglish is recommended.</p>	(10% of total grade)  = 100 points
<p><b>Research Essay:</b>  Students will complete an argumentative (persuasive) research essay of at least 2,000 words, using a minimum of five secondary sources, correctly documented and utilizing APA or MLA style citation guidelines for formatting and citation. <b>The final essay will be due the Thursday of the last week of the course—this is a change from the other essays, so mark it on your calendar now.</b></p>	(25% of total grade)  = 200 points
	<b>Total: 1000 Points</b>

**Class by Class Outline:**

Week	Topics	Assignments
<b>Week 1</b>	The Writing Process: Brainstorming, Drafting, Revising	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>Hacker and Sommers handbook: C-1a-c: “Planning”</li> <li>Watch the videos in the Video folder—there are several this week.</li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>Complete Discussion Board prompts (25 points)</li> <li>Complete diagnostic essay in College Success <b>no later than Sunday at 11:59pm.</b></li> </ol>
<b>Week 2</b>	The Writing Process: Brainstorming, Drafting, Revising;  Analyzing the Rhetorical Situation: Audience, Purpose,	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>Barno, D. and Bensahel, N. (February 23, 2016). Why we still need the draft. <i>War on the Rocks</i>. <a href="https://warontherocks.com/2016/02/why-we-still-need-the-draft/">https://warontherocks.com/2016/02/why-we-still-need-the-draft/</a></li> <li>Ryan, K. (August 30, 2018). America does not need a draft. <i>National</i></li> </ol>

	<p>and Exigence</p>	<p><i>Interest.</i> <a href="https://nationalinterest.org/feature/america-does-not-need-draft-30077">https://nationalinterest.org/feature/america-does-not-need-draft-30077</a></p> <p>3. Hacker and Sommers, "Drafting" C2a-c, pp.13-18</p> <p>4. Hacker and Sommers, "Reading Arguments," A3a-pp.79-86</p> <p>5. Watch any videos in the video folder.</p> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Complete assigned discussion prompts; respond to a minimum of two student posts per prompt. (25 points)</li> <li>2. Submit draft of <b>Problem and Solution Essay</b> in Blackboard (after you have used CorrectEnglish to revise minor errors) <b>Thursday before midnight.</b> (50 points)</li> </ol>
<p><b>Week 3</b></p>	<p>Generate ideas, draft, revise, and edit an academic essay, demonstrating the writing process</p> <p>Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Hacker and Sommers, handbook: "Revising" (C-3);</li> <li>2. Hacker and Sommers, the MLA or APA section, depending on which you plan to use.</li> <li>3. Begin to compile sources for <b>Assignment Two: References Page or Works Cited.</b></li> <li>4. Any additional materials in the Readings/Preparation forum</li> <li>5. Watch any videos in the Video folder.</li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Submit the final, revised version of Assignment One: <b>Problem and Solution Essay</b>, due Sunday by midnight. (100 Points)</li> <li>2. Submit the complete <b>Research Proposal</b> form with at least two credible sources from the library (you will need to view the Library Orientation Video from Week One if you haven't already). Due Sunday by midnight. (25 points)</li> <li>3. Click on the "Discussion Board" links below to participate in your discussions. Your main posts are DUE Thursday at midnight, and your responses to others are DUE before Sunday at midnight. (25 Points)</li> </ol>
<p><b>Week 4</b></p>	<p>The Writing Process: Brainstorming, Drafting, Revising</p> <p>Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence</p> <p>Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Hacker and Sommers <i>A Writer's Reference</i>, the MLA or APA section, depending on which you will use. Familiarize yourself especially with citing books, journal articles, and electronic database sources. You are particularly responsible for either MLA-2 or APA-2, the sections on properly using sources and avoiding plagiarism.</li> <li>2. Hacker and Sommers <i>A Writer's Reference</i>, R-1 "Thinking Like a Researcher; Gathering Sources, and R-2, "Managing Information, Taking Notes Responsibly."</li> </ol> <p><b>Note:</b> By Thursday of next week, you'll need to have completed a draft of</p>

	<p>Researching: Locating, Evaluating and Synthesizing sources (including APA or MLA citation guidelines)</p>	<p>Assignment Three: Argument Analysis, so as you are compiling the References or Works Cited assignment, start preparing for that (the assignment is posted in Week Five).</p> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder. (25 points)</li> <li>2. Complete a draft of <b>Assignment Two: References or Works Cited Page</b> and submit it to Blackboard <b>Thursday before midnight</b>. Your instructor will make some general comments and return it to you by Monday before midnight. He or she will not correct each citation but will point out general areas for revision. Make sure you correct any problems as the final is due at the end of Week Five.</li> </ol>
<p><b>Week 5</b></p>	<p>The Writing Process: Brainstorming, Drafting, Revising</p> <p>Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence</p> <p>Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation</p> <p>Researching: Locating, Evaluating and Synthesizing sources (including APA or MLA citation guidelines)</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Hacker and Sommers, A Writer's Reference, C5-d "Make Paragraphs Coherent"; "Transitions" (section P1-f); "Wordy Sentences" (section W2)</li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. <b>Assignment Two: References or Works Cited Page</b>, due to Blackboard <b>Sunday before midnight</b>. (100 points)</li> <li>2. Submit <b>Assignment Three: Argument Analysis Essay Draft</b> in Blackboard (after you have used CorrectEnglish to revise minor errors) <b>Thursday before midnight</b>. (50 points)</li> <li>3. Submit <b>Research Essay Draft</b>, due to Blackboard <b>Sunday before midnight</b>. (100 points)</li> <li>3. Complete assigned discussion prompts; respond to a minimum of two student posts per prompt. (25 points)</li> </ol>
<p><b>Week 6</b></p>	<p>The Writing Process: Brainstorming, Drafting, Revising</p> <p>Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence</p> <p>Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation</p> <p>Researching: Locating, Evaluating and Synthesizing sources (including APA or</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Weir, K. (July 10 2014). Can you die of a broken heart? <i>Nautilus</i>. Retrieved from: <a href="http://nautil.us/issue/15/turbulence/can-you-die-from-a-broken-heart">http://nautil.us/issue/15/turbulence/can-you-die-from-a-broken-heart</a> (copy inside the Readings folder)</li> <li>2. The Order of Revision (handout)</li> <li>3. Eliminating Wordiness (handout)</li> <li>4. Why Punctuation Matters (handout)</li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. <b>Assignment Three: Argument Analysis Essay Final</b> Due to Blackboard <b>Sunday before midnight</b>.</li> </ol>

	MLA citation guidelines)	2. Complete assigned discussion prompts; respond to a minimum of two student posts.
<b>Week 7</b>	<p>The Writing Process: Brainstorming, Drafting, Revising</p> <p>Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence</p> <p>Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation</p> <p>Researching: Locating, Evaluating and Synthesizing sources (including APA or MLA citation guidelines)</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Review the grammar and punctuation rules we've covered in Hacker and Sommers' <i>A Writer's Reference</i> and make certain there are no errors in your final essays. Grammar counts! (Use CorrectEnglish for help).</li> <li>2. Review your in-text citations as well as your Works Cited or References page. <b>Correct formatting is a graded part of the research essay assignment.</b></li> </ol> <p><b>3. Read Assignment Five: Reflection Essay assignment.</b></p> <ol style="list-style-type: none"> <li>4. Read any handouts and supplementary materials in this folder, including "The Classical Argument." This is a summary of the parts of the essay which we have been discussing this term. Once your draft is finished, make sure it has all of these elements.</li> <li>5. Review "The Order of Revision" from Week Six.</li> <li>6. View Malala Yousefzai "The Right to Learning" (in VIDEO CLIPS folder).</li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Submit draft of the <b>Research Essay</b> in Blackboard (after you have used CorrectEnglish to revise minor errors) <b>Thursday before midnight.</b> (50 points)</li> <li>2. Complete assigned discussion prompts; respond to a minimum of two student post per prompt. (25 points)</li> </ol>
<b>Week 8</b>	<p>The Writing Process: Brainstorming, Drafting, Revising</p> <p>Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence</p> <p>Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation</p> <p>Researching: Locating, Evaluating and Synthesizing sources (including APA or MLA citation guidelines)</p>	<p><b>Readings/Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Complete and submit <b>Assignment Four: Research Essay.</b></li> <li>2. Write and complete <b>Assignment Five: Reflection Essay.</b></li> <li>3. View "The Importance of Writing in Business" (in VIDEO CLIPS folder).</li> </ol> <p><b>Graded Work Due This Week:</b></p> <ol style="list-style-type: none"> <li>1. Submit your completed Research Essay to the Assignment Dropbox no later than <b>Thursday at midnight.</b> (200 points)</li> <li>2. Submit your completed Reflection Essay to the dropbox no later than <b>Sunday at midnight.</b> (You may use CorrectEnglish to help with your revision of this essay, but it is not required). (100 points)</li> <li>3. Complete assigned discussion prompt; respond to a minimum of two student posts. (25 points)</li> </ol>