



ENG141 Rhetoric and Academic Writing

(3 credit hours)

Course Syllabus

Course Description

This course prepares students for academic writing and research. Students will develop skills in summary, synthesis, and argument writing, and will be introduced to college research. They may be taught these skills through a variety of rhetorical modes (pro/con, cause/effect, comparison/contrast, etc.) and/or through rhetorical analysis (ethos, logos, and pathos). Emphasis is placed on developing essays characterized by strong thesis statements; focused, coherent, and logically ordered paragraphs; correct grammar; and correct documentation in APA style. Students must receive a grade of “C” or better to enroll in ENG 142.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Describe the writing process and identify the three considerations necessary when communicating: audience, purpose, and voice.
2. Analyze the rhetorical context of a text by showing how the audience, purpose, and genre contribute to its composition.
3. Understand and use complex, college-level texts and be able to reference the ideas present.
4. Write an analytically sound, well-organized, correctly documented, and grammatically clear paper in APA format. The paper will include a thesis statement, concrete supporting evidence, and incorporate multiple sources.
5. Understand basic tools of library research and how to locate and evaluate sources.

Prerequisites/Corequisites

ENG 095 (“C” or better) or placement based on university assessment.

Required Textbook(s) and Resources

For this course you will need the following materials:

Howard, R. M. (2017). *Writing matters: A handbook for writing and research*. New York, NY: McGraw Hill. ISBN: 9781260693942

The course technology fee includes student access to McGraw-Hill Connect and an ebook version of your textbook. The fee will be charged to your account during registration.

An optional, highly discounted loose-leafed paper copy of the textbook is available for purchase in the Tiffin University bookstore. This is a special arrangement with TU and the discounted loose-leaf paper copy may not be available at the same rate from outside vendors.

Note: this course may contain additional resources for specific activities or modules. Be sure to read the instructions carefully for individual assignments or activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

The main course assessments will consist of discussions and peer reviews, self-study session completion, written essay assignments, and revisions of written work. The main assessments are the weekly discussions and peer reviews, Summary Essay, Rhetorical Analysis Essay, and the final course project, the Persuasive Essay. Upon completion of the course, you should be able to analyze and understand rhetorical and writing strategies in reading material; demonstrate an understanding of audience, purpose, and approach in writing; write an APA-formatted college-level summary, rhetorical analysis, and persuasive essay; and use college-level texts in your own writing.

Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides students with the opportunity to demonstrate core competencies and shows how the course fits within the broader curriculum.

For this course, your final Persuasive Essay due week 7 will be the Key Assessment uploaded to Taskstream.

Grading

The chart below identifies the individual contributions from each type of activity, per module.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	50	50	50	50	50	50	50	350
Assignment	50	n/a	50	50	n/a	n/a	n/a	150
Project	n/a	50	n/a	50	50	50	100	300
Journal	n/a	25	25	n/a	25	n/a	n/a	75
Connect Assignments	n/a	25	25	25	25	25	n/a	125
Total	100	150	150	175	150	125	150	1000

Grading Scale

Grade	Percentage
A	90-100%

Grade	Percentage
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

ENG141 Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: <Introduction (Forum)>
Week 1: What's this Course About?	<input type="checkbox"/> WED: Activity 1.1 (Discussion Forum): Introduce Yourself and Meet Your Classmates! <input type="checkbox"/> WED: Activity 1.2 (Discussion Forum): Reading and Writing Processes – Initial Post <input type="checkbox"/> SAT: Activity 1.2 (Discussion Forum): Reading and Writing Processes – Secondary Posts <input type="checkbox"/> SUN: Activity 1.3: Course Diagnostic Essay <input type="checkbox"/> SUN: Activity 1.4: Grammarly Practice Essay
Week 2: Choosing Your Essay Topic	<input type="checkbox"/> WED: Activity 2.1 (Discussion Forum): Topic for Persuasive Essay – Initial Post <input type="checkbox"/> SAT: Activity 2.1 (Discussion Forum): Topic for Persuasive Essay – Secondary Posts <input type="checkbox"/> SUN: Activity 2.2: Persuasive Essay Topic Proposal and Outline <input type="checkbox"/> SUN: Activity 2.3: Connect Modules: Generating Ideas, Grammar and Correctness, Punctuation Matters (in McGraw-Hill Connect) <input type="checkbox"/> SUN: Activity 2.4: Journal Assignment
Week 3:	<input type="checkbox"/> WED: Activity 3.1 (Discussion Forum): Peer Review – Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Rhetorical Elements and Developing Body Paragraphs	<input type="checkbox"/> SAT: Activity 3.1 (Discussion Forum): Peer Review – Secondary Posts <input type="checkbox"/> SUN: Activity 3.2: Summary Essay (Completed Draft) <input type="checkbox"/> SUN: Activity 3.3: Connect Modules: Planning and Organizing, Drafting (in McGraw-Hill Connect) <input type="checkbox"/> SUN: Activity 3.4: Journal Assignment
Week 4: Practicing Revision, Applying Rhetorical Elements, Developing the Introduction Paragraph	<input type="checkbox"/> WED: Activity 4.1 (Discussion Forum): Peer Review – Initial Post <input type="checkbox"/> SAT: Activity 4.1 (Discussion Forum): Peer Review – Secondary Posts <input type="checkbox"/> SUN: Activity 4.2: Summary Essay (Revision) <input type="checkbox"/> SUN: Activity 4.3: Connect Modules: Using Ethos (Credibility) to Persuade Readers, Using Pathos (Emotion) to Persuade Readers, Using Logos (Logic) to Persuade Readers (in McGraw-Hill Connect) <input type="checkbox"/> SUN: Activity 4.4: Rhetorical Analysis Essay (Completed Draft)
Week 5: Incorporating Outside Sources and Developing the Conclusion Paragraph	<input type="checkbox"/> WED: Activity 5.1 (Discussion Forum): Peer Review – Initial Post <input type="checkbox"/> SAT: Activity 5.1 (Discussion Forum): Peer Review – Secondary Posts <input type="checkbox"/> SUN: Activity 5.2: Rhetorical Analysis Essay (Revision) <input type="checkbox"/> SUN: Activity 5.3: Connect Modules: Integrating Source Material Into a Text, APA Citation Practice (in McGraw-Hill Connect) <input type="checkbox"/> SUN: Activity 5.4: Journal Assignment
Week 6: Proofreading, Revising, and Editing	<input type="checkbox"/> WED: Activity 6.1 (Discussion Forum): Peer Review – Initial Post <input type="checkbox"/> SAT: Activity 6.1 (Discussion Forum): Peer Review – Secondary Posts <input type="checkbox"/> SUN: Activity 6.2: Persuasive Essay (Draft) <input type="checkbox"/> SUN: Activity 6.3: Connect Modules: Revising; Proofreading, Formatting, and Producing Texts (in McGraw-Hill Connect)

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 7:</p> <p>Persuasive Essay Revision and Course Wrap Up</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 7.1 (Discussion Forum): Reflection – Initial Post <input type="checkbox"/> SAT: Activity 7.1 (Discussion Forum): Reflection – Secondary Posts <input type="checkbox"/> SUN: Activity 7.2: Persuasive Essay (Revision) <input type="checkbox"/> SUN: Upload Activity 7.2 to Taskstream Assignment

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).

- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructor to:

In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructor should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to our one-stop shop advising team list.

Website (Google Doc): [Online Graduate Academic Advisors](#)

Website (Google Doc): [Online Undergrad Academic Advisors](#)

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.