



ENG142 Rhetoric and Research Writing (3 credit hours) Course Syllabus

Course Description

This course provides instruction in persuasive and analytical writing and research through critical reading and analysis of texts, and the practice of rhetorical and analytical strategies that can be applied across various disciplines. Through reading, discussion, critical analysis, and instruction in locating and evaluating resources, students practice a range of approaches to academic writing. Students must receive a grade of “C” or better in ENG142 to receive credit toward graduation for this course, and to enroll in courses for which it is a prerequisite. This course is a writing intensive course.

Course Learning Outcomes

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

1. Demonstrate proficiency in rhetorical analysis and employment of rhetorical motives.
2. Conduct research using library research tools and evaluate and employ sources to demonstrate information literacy skills.
3. Employ APA style correctly to incorporate textual support.
4. Formulate a viable research question that results in a thesis and be supported throughout a sustained presentation.
5. Demonstrate technical control over structural conventions, including linguistic structures such as grammar, punctuation, and spelling.
6. Demonstrate a broad understand of writing as a multi-modal practice within the broader context of information literacy.

Prerequisites/Corequisites

“C” or better in ENG 141

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

Howard, R. & Taggart, A. (2012). *Research matters* (2nd ed.). McGraw-Hill.
ISBN: 9780073405940.

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, Critique Essay, Analysis of a Scholarly Source Essay, Annotated Bibliography, and the final course project, the Research Essay. Upon completion of the course, you should be able to analyze source material

effectively, develop a research project, and illustrate the ability to use different types of source material in your written work and presentations.

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, the key assessment will be the Final Research Essay Project due on the final week of the course. The Project will be written and revised throughout the course.

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	25	25	50	50	25	100	50	325
Project	n/a	25	50	50	50	50	100	325
Total	75	100	150	150	125	200	200	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

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

<Course No.> Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 1: What's this Course About?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 1.1 (Forum): Introduce Yourself and Meet Your Classmates! – Initial Post <input type="checkbox"/> WED: Activity 1.2 (Forum): The Importance of Research – Initial Post <input type="checkbox"/> SAT: Activity 1.2 (Forum): The Importance of Research – Secondary Posts <input type="checkbox"/> SUN: Activity 1.3: Written Assignment: Course Diagnostic Essay <input type="checkbox"/> SUN: Activity 1.4: Library Search Reflection Assignment
<p>Week 2: Research Questions and Plans; Searching Databases; Topic Proposal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 2.1 (Forum): Choosing a Topic for the Research Essay – Initial Post <input type="checkbox"/> WED: Activity 2.2: Written Assignment: Final Research Essay Topic Proposal, Research Plan, and Outline <input type="checkbox"/> SAT: Activity 2.1 (Forum): Choosing a Topic for the Research Essay – Secondary Posts <input type="checkbox"/> SUN: Activity 2.3: Multimodal Project Proposal Assignment
<p>Week 3: Analysis of a Scholarly Article, Annotated Bibliography</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 3.1 (Forum): Discussion Assignment: Scholarly vs. Popular Sources – Initial Post <input type="checkbox"/> SAT: Activity 3.1 (Forum): Discussion Assignment: Scholarly vs. Popular Sources – Secondary Posts <input type="checkbox"/> SUN: Activity 3.2: Analysis of a Scholarly Article Draft Assignment <input type="checkbox"/> SUN: Activity 3.3: Annotated Bibliography Draft Assignment
<p>Week 4: Formal Critiques</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1 (Forum): Critiquing a Resource – Initial Post <input type="checkbox"/> SAT: Activity 4.1 (Forum): Critiquing a Resource – Secondary Posts <input type="checkbox"/> SUN: Activity 4.2: Critique Essay Draft Assignment <input type="checkbox"/> SUN: Activity 4.3: Analysis of a Scholarly Article Revision Assignment
<p>Week 5:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1 (Forum): Peer Review of Source Material – Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Using Source Material Effectively, Multimodal Project Draft Check-In	<input type="checkbox"/> SAT: Activity 5.1 (Forum): Peer Review of Source Material – Secondary Posts <input type="checkbox"/> SUN: Activity 5.2: Critique Essay Revision Assignment <input type="checkbox"/> SUN: Activity 5.3: Multimodal Project Draft Check-in Assignment
Week 6: Research Essay Draft, Annotated Bibliography Final	<input type="checkbox"/> WED: Activity 6.1 (Forum): Peer Review of Research Essay – Initial Post <input type="checkbox"/> SAT: Activity 6.1 (Forum): Peer Review of Research Essay – Secondary Posts <input type="checkbox"/> SUN: Activity 6.2: Final Research Essay Draft <input type="checkbox"/> SUN: Activity 6.3: Annotated Bibliography Final Assignment
Week 7: Research Essay Final, Multimodal Project Final, Course Wrap-up Final, Research Guide Final, Course Wrap-up	<input type="checkbox"/> WED: Activity 7.1 (Forum): Reflection on the Term – Initial Post <input type="checkbox"/> THU: Activity 7.2: Final Research Essay (Revised) <input type="checkbox"/> SAT: Activity 7.1 (Forum): Reflection on the Term – Secondary Posts <input type="checkbox"/> SUN: Activity 7.3: Multimodal Project Final 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.