



**UNIVERSITY OF  
NORTHWESTERN**  
ST. PAUL

OFFICE OF DUAL ENROLLMENT

# **ENG2205**

## **Critical Thinking and Writing**

**SUMMER 2023**

**SYLLABUS**

Version: OLG v9.1:01/23

University of Northwestern – St. Paul  
Office of Dual Enrollment  
3003 Snelling Avenue North  
St. Paul, Minnesota 55113  
[de@unwsp.edu](mailto:de@unwsp.edu)

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# ENG2205 Critical Thinking and Writing

University of Northwestern – St. Paul

## COURSE DESCRIPTION

A writing course designed to improve students' skills in source analysis, critical thinking and argumentation as they create a research paper. Students will develop skills in research by using reference materials, journals and databases related to their disciplines.

**Credits:** 2

**Prerequisites:** ENG1105 or ENG1825, or consent of department chairperson

## INSTRUCTOR INFORMATION

Please see "Contacting the Instructor" on the course site.

## COURSE OUTCOMES

At the end of this course, a successful student will be able to

- CO-1. Analyze published texts using critical thinking skills.
- CO-2. Apply process writing techniques to generate, plan, draft, and revise writing.
- CO-3. Apply research strategies to find appropriate resources for a researched paper.
- CO-4. Apply grammar, editing, and citation rules to assigned researched paper.
- CO-5. Evaluate peers' texts using criteria provided in class.
- CO-6. Compose an audience-sensitive argumentative researched paper.

## LICENSING APPROVED STANDARDS

8710.4250 Com Arts/ Lit

3.A.4 : - technological resources including software, databases, and networks that can be used to gather, synthesize, create, and communicate knowledge;

3.A.12 : - research methods encompassing content;

## MATERIALS

### Required Textbooks and Materials

Wood, Nancy V. *Essentials of Argument*. Edition: 3. Publisher: Upper Saddle River, NJ: Pearson. Year: 2011

### Course Site Resources

*Guide to Editing Essentials*. Publisher: St. Paul, MN: University of Northwestern – St. Paul. Year: 2017

### Provided by Student

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the

Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

In addition, students will need a collegiate dictionary and an access to a scanner.

## GRADING POLICIES AND PROCEDURES

### Course Grade Explanation

Assignments	Grade Weight
Research Paper	50
Process Assignments and Quizzes	30
Final Exam	10
Cohort Participation	<u>10</u>
<b>Total</b>	<b>100</b>

### Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

### Late Work

Weekly assignments build on one another and require you to keep pace with the course schedule.

Weekly assignments not turned in on the assigned due date will be penalized accordingly:

- Weekly assignments will receive ½ credit up to one week past the original due date. Work will not be accepted more than a week late.
- Late conference and final paper drafts will be penalized 10% each day (up to 50%).

### Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

## INSTITUTIONAL POLICIES AND SERVICES

### Guidelines and Information

Students are responsible for all content of the DE Student Handbook. The most recent version of the DE Student Handbook is located on [confluence.unwsp.edu](http://confluence.unwsp.edu) and includes the following policies and procedures:

- Deadlines for Dropping or Withdrawing
- Student/instructor Communication
- Appeals, Exceptions, Disciplinary Process, & Grievances
- Assignments (late work and plagiarism)
- Examinations
- Grading System

Instructors may have course-related expectations that further detail the policies and procedures outlined in the DE Student Handbook. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in DE courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

## Academic Integrity

Plagiarism is theft—steal of someone else’s words or ideas. It is claiming another’s work as one’s own. This would also include the following:

- Using the words or work of a former or current student in this class
- Recycling previously submitted assignments from a previous course attempt
- Using outside literature support sites such as, but not limited to, SparkNotes, Enotes or Schmoop that provide literary analysis of the texts we read throughout the semester

Students found plagiarizing are subject to discipline. The standard response ranges from loss of credit for the plagiarized assignment to earning an immediate “F” for the course to being placed on disciplinary probation. We should be committed to conducting ourselves with integrity in all things. Please refer to the DE Student Handbook for more detailed information about UNW’s honesty and integrity policies.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

## Academic Achievement

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify [Disability Services](#) to begin the application process. Academic Achievement also provides the following: [Writing Tutoring](#), [Subject Tutoring](#), advocating, transitional skill building, [Academic Coaching](#) (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: [AcademicAchievement@unwsp.edu](mailto:AcademicAchievement@unwsp.edu) | 651-628-3316 | N4012 (Revised 07/22).

## UNW Online Writing Lab (OWL)

The UNW Online Writing Lab (OWL) is an online writing center that helps students in any aspect of the writing process. You may submit an outline, part of a paper or an entire paper and receive feedback from a trained writing tutor. You may submit things as many times as you would like as long as it does not delay turning in your work on time. The OWL also has many practice worksheets and handouts regarding grammatical principles taught in this class and writing concepts such as plagiarism and organization. A link to the OWL’s Moodle site is posted under Course Resources.

Although the instructor will review some editing concepts, students enrolled in ENG2205 are assumed to be responsible for editing concepts covered in ENG1105 Composition, the previous course in the composition sequence at UNW. These concepts consist of the contents of *The Guide to Editing Essentials*, an online resource posted in the course site. Students who are not familiar with these concepts are advised to review *The Guide to Editing Essentials* on the Moodle site and seek tutoring with the OWL.

## Support Services

Links to support services are available found in the Student Services section at the top of the course site.

## COURSE POLICIES AND INFORMATION

### Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

### Attendance

Students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing “F” grade.

### Submission Standards

All written assignments should adhere to the following DE guidelines. Documents should be in the following format **unless directed differently by the syllabus or course instructor**:

- Submitted on the course site in Microsoft Word document format (.doc or .docx)
- Set in a traditional typeface 12-point font
- Double-spaced (unless the syllabus instructs otherwise)
- Set with one-inch margins
- Formatted in APA style for in-text citations and reference page (LIT1100 may ask for MLA documentation style)
- Labeled and submitted with the following information (APA papers require this information on a cover sheet, as detailed in A Pocket Style Manual): Student Name, Course Code and Title, Instructor Name, and Date.

### Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

## ASSIGNMENTS

See the course site for complete details on the assignments.

### Research Paper

Write an argumentative research paper which should focus on a controversy related to your major or intended field of study. The paper should be between 2,000 and 3,000 words, not including the bibliography. The word count must be listed on the title page of the final draft. A final draft less than 2000 words in length will result in automatic failure of the course.

You must receive *at least* a C- on the final paper to pass the course. If you receive a grade lower than a C- due to editing errors and not content problems, you are expected to immediately remediate the paper to standards; failure to do so will result in a failing grade for the course.

## Student Research Requirements for this Course:

- You must use at least four credentialed sources in the argument of your paper. Papers for this class typically have many more than four sources used in the paper, but students must have a strong core of research from which to build their argument. These required four credentialed sources may also be referred to as “the core four.” Failure to meet these requirements of the core four will result in an automatic failure of the course.
- “Credentials” are the *author’s title, educational background, and professional or work experience* that prove the author is a respected expert within the field of study that your topic is related to. Journalists, no matter how many awards in journalism they have won or years’ experience they have writing on a topic, are not considered credentialed sources.
- The author’s credentials for any source that you want to have counted as a credentialed source must be clearly stated on your annotated bibliography for a source to be considered credentialed. While four credentialed sources meet minimum requirements, instructors provide feedback on strength and quality of research at the rough draft stage to determine whether additional credentialed sources are needed to earn higher than a C grade on the final paper.
- You are limited to the use of 12 sources maximum in this paper. Select only the best of the best to prove the validity of your argument in this paper.
- At least one of your core four must *object* to your thesis. In other words, you want to find scholars within the field of study who have a different view on your thesis. These sources will be necessary in both the introduction and the body of the paper.
- A single author may be used no more than once in the core four.
- Because you are showing that you can do *library* research to find credentialed sources, the Bible, textbooks, and class handouts do not count as credentialed sources (however, you may cite them in your paper upon approval of the instructor).
- No more than one essay from one anthology may count toward the core four (however, you may cite as many essays as you would like from a single anthology).
- An encyclopedia entry may count as a credentialed source if it meets all of these requirements: it is 750+ words long, it is from a subject-specific encyclopedia, and the author is identified. No encyclopedia entry may count toward the core four.
- Personal interviews will not count toward the core four.

## Process Assignments and Quizzes

Typed process assignments are required using information from *Essentials of Argument* and handouts. For each assignment, you will receive a grade of quality (10 pts.), mastery (8 pts.) or unacceptable (6 pts.). You may be required to redo assignments that are below the level of mastery. You may also be required to visit the UNW OWL for tutoring and resources.

Two quizzes are given on major points of editing. Use the *Guide to Editing Essentials* to prepare for these quizzes. If you do not receive a 75% or higher on a quiz, you are required to retake each quiz until sufficient mastery (a score of 75% or higher) of the concepts is demonstrated.

In order to accurately assess your ability to paraphrase and quote research correctly in a paper, your instructor will grade 3 different source packet assignments throughout the course. For each of these assignments, you will need to scan your original research and send electronic copies of this research to your professor with an adjoining copy of the paper that highlights where the information on the source page is either quoted or paraphrased. Be sure to retain copies of all research you plan to use in your paper for these assignments. You will be required to turn in additional source sheets until you have demonstrated a thorough mastery of both quoting and paraphrasing skills. Access to a scanner is necessary for the completion of these assignments.

## **Cohort Participation**

In many of the weekly lessons you participate in small groups referred to as SNAC (Sanity Network for Accountability and Conferencing) groups. You are expected to give quality feedback and contribute to these group discussions.

## **Final Exam**

The final exam for this course assesses your skills in editing and critical thinking and your knowledge of proper documentation styles and plagiarism. The exam is comprised of five different sections that appear as individual exams on the course site. You need to complete all five sections of the final exam during Week 15 of this course. You are allowed to use all class notes, handouts and textbooks to complete this exam.

The exams in this course are open-book exams. You may use any course documents, notes, textbooks, videos and other course materials to study and aid in completing the exams. Assistance by another person in completing the exams is considered cheating and subject to disciplinary action. See the Student Handbook for policies on Academic Honesty.

## **COURSE SCHEDULE**

### **Format**

1. This online course is divided into 15 lessons. Each lesson must be completed within the week it is assigned.
2. This course makes use of several multimedia presentations, so you will want to have your computer sound turned on. You can pause, stop and rewind or fast-forward the presentation at any time.
3. You must work with a topic and thesis approved by the professor.
4. It is not permissible to use a previously written paper, either your own or another's, for this course; it is not permissible to use a paper written for a concurrent course.
5. With specified process assignments, you must submit a copy of several different source pages showing an original copy of the research cited in your paper. The author's name and the quoted or paraphrased passages must be highlighted. You will need access to a scanner for these assignments.
6. Some portions of your lessons are accessed through Northwestern's Berntsen Resource Center website <http://unwsp.edu/library>. Through the BRC, you will have access to many online databases.

For this course, students will receive access to each week's work as the semester progresses. Most weekly assignments will be due by 11:59 p.m. on Wednesdays and Fridays. Please refer to the weekly schedules posted online for the due dates of assignments.

Generally, for college-level work, students should expect to have an average of 5 hours of homework per week.

The last official class day in Week 15 varies from semester to semester. Please refer to the Semester Calendar found in the Academic Information section at the top of the course site for the actual last day of class. All course work must be completed and submitted by that day.

## **Due Dates**

All written assignments (outlined below) are to be submitted on the course site by 11:59 p.m. CT on the assigned day listed in the weekly agendas, unless otherwise noted.

For any questions regarding these assignments, contact the instructor.

## **Orientation**

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

## **Week 1—Finding a Topic**

- Get to know your SNAC Group
- Gain an overview of writing from research
- Gain an overview of writing a formal argument
- Submit "Possible Topics" Assignment
- Complete and submit "Library Assignment 1"

## **Week 2—Completing Preliminary Research and Generating Notes from Research**

- Complete and submit "Possible Angles" Assignment
- Complete and submit "Library Assignment 2"
- Complete and submit one source sheet

## **Week 3—Finding Quality Sources**

- Develop a tentative research plan
- Develop a tentative thesis
- Exchange and critique tentative thesis with SNAC Group
- Deepen your research with one new source sheet
- View the Multimedia Presentation for Week 3
- Practice paraphrasing
- Generate notes while researching

## **Week 4—Planning Out Essay**

- Analyze the paper's audience
- View the Multimedia Presentation for Week 4
- Formulate a tentative outline
- Deepen your research with one new source sheet
- Complete and submit five paraphrased research notes

## **Week 5—Recognizing Different Persuasive Appeals**

- Recognize types of persuasive appeals
- Revise tentative outline
- Exchange and critique revised outline with SNAC Group
- Deepen your research with one new source sheet

## **Week 6—Creating a Bibliography and Organizing the Argument**

- View the Multimedia Presentation for Week 6
- Familiarize yourself with APA/MLA bibliography formats
- Generate an annotated bibliography
- Formulate a comprehensive outline

## **Week 7—Learning to Avoid Plagiarism and Using In-text Citations, Introductions and Conclusions**

- View the Multimedia Presentation for Week 7
- Spot and fix plagiarism
- Learn about in-text citations
- Analyze and write an introduction and conclusion
- Create a source packet for the introduction and conclusion

## **Week 8—Identifying Logical Fallacies and Beginning to Draft**

- Locate logical fallacies
- Write body paragraphs
- Exchange and critique body paragraphs within your SNAC Group
- Review rough draft requirements

## **Week 9—Completing a Rough Draft**

- Submit the full rough draft
- Exchange rough drafts within SNAC Group

## **Week 10—Analyzing Perspective Universal Intellectual Standards in Writing and Preparing for Conferences**

- Evaluate proofs for validity
- Review common usage errors in writing
- Assess your editing skills with common usage errors
- Critique rough drafts within SNAC Group to prepare for conferences

## **Week 11—Conferencing and Revising**

- Review feedback from instructor and SNAC Group members
- Follow-up on feedback with peer and instructor conferences

- Begin revising your essay
- Review common punctuation errors in writing
- Assess your editing skills with common punctuation errors

### **Week 12—Revising, Editing and Polishing**

- Continue revising your essay
- Fine-tune the argumentative voice
- Polish the essay's presentation
- Review proper in-text citation style and plagiarism
- Exchange and edit essays within SNAC Group

### **Week 13—Polishing Paper**

- Submit final essay to instructor
- Submit final essay
- Prepare a final course packet

### **Week 14—Reflecting on Essay and Preparing for final exam**

- Reflective Essay
- Review for the final exam

### **Week 15—Completing the Final Exam**

*The final week varies in length based on the semester. Please refer to the Semester Calendars found in the Academic Information section at the top of the course site for details.*

- Demonstrate what you learned by completing the final exam