

**South Texas College**  
**English 1302**  
**Fall 2005**

**Instructor Information:**

Instructor:	Brett J. Millán	E-mail:	bmillan@southtexascollege.edu
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Office Telephone #:	(956) 872-7263	Office Hours:	MW (1:30pm-2:30pm)
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			F (10am-11am) Online

**Course Information:**

Course Name: English Composition II-Rhetoric  
Course #/Section: ENGL 1302.P10  
Classroom Loc: Room G-226/Pecan Campus  
Class Days/Times: TR/10:00am-11:20am

**Catalog Course Description:**

Students will examine and employ rhetorical strategies and techniques of argumentation in written discourse, principles of logic will be discussed, and research and documentation techniques will be applied in the process of completing a research project.

Prerequisite: A grade of "C" or higher in ENGL 1301.

**Departmental Course Requirements**

Students will:

- ? Use writing and reading for inquiry, learning, thinking, and communicating;
- ? Learn the steps necessary to carry out a writing assignment or task, including locating, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- ? Investigate, report, and document existing knowledge, as well as knowledge students develop themselves

**Evaluation & Course Requirements:**

During the course of the semester students will write an 8-10 page fully-documented argumentative paper. In addition, students will also write several short literary analysis papers, complete one argumentative scenario, write other short daily assignments and read selections from the textbook and the internet that will illustrate rhetorical techniques. All work must comply with MLA documentation format. *A paper cannot receive a passing grade without compliance with MLA format.*

Assignments are weighted as follows:

Argumentative Scenarios	<b>12%</b>
Full-documentation Argumentation Paper/Presentation	<b>30%</b>
Literary Analysis Papers (3 of them)	<b>20%</b>
Daily Assignments (Current Events and Short Arguments)	<b>15%</b>
Final Exam	<b>8%</b>
Attendance, Daily Assignments, & Timeliness	<b>15%</b>

**Instructor Outcomes**

- ? Gain a better understanding of sociological and philosophical events and ideas that have contributed to some of history's most influential events and how those correlate to an argumentative interchange of ideas
- ? Gain a better understanding of the visual arguments that affect our everyday lives

**Required Textbooks:**

White, Fred D. and Simone J. Billings. The Well-Crafted Argument. 2nd Ed.

LB Brief or Other grammar handbook (*recommended*)

A Webster's or Random House College Dictionary

Internet (Computer access is available on Campus)

**Academic Dishonesty:**

BE WARNED! I will not tolerate any academic dishonesty. Any student that plagiarizes or cheats on any assignment will be subject to the school's penalties for such offense. Penalties include failure in the course, loss of financial aid privileges, suspension and/or expulsion.

So don't do it.

**English Department Chain of Command Statement:**

Whenever concerns arise between an STC student and an instructor, the student should first discuss the matter with the instructor during the instructor's office hours. If the matter is not resolved, the student may then discuss the matter with the Program Chair. The Program Chair is Mrs. Jennifer Atwood-Knecht. Her contact phone number is 872-3577, and her office is J-3.1104 (Pecan Campus).

**Developmental Studies Policy Statement:**

- ? Failure to remain in at least one Developmental Studies course for students who have not met the passing standard on an approved assessment instrument in reading, writing, and/or mathematics may result in the student's withdrawal from ALL college courses
- ? All developmental courses including the College Success course will be included in the Semester Grade Point Average (GPA) for all students at STC.
- ? Students in Developmental Studies will be limited to a maximum of 13 credit hours of course work per semester and 7 credit hours per summer session.

Students taking 12 or more credit hours per semester who have not met the passing standard on an approved assessment instrument will be required to take two or more developmental courses every semester if they are deficient in more than one academic skill (reading, writing, and mathematics).

**Late Work Policy:**

Late work will be assessed a 10 point per day (not class) penalty. After two days no late work will be accepted.

### **Attendance and Preparedness:**

It is my fervent belief that to learn you must attend class on a regular basis, without being tardy. Absences and tardies disrupt the class and negatively impact your own ability to learn the required material. If for some reason you are absent, it is your own responsibility to contact me, or a classmate, to obtain the material you missed. I promise you I will do everything I possibly can to help you catch up and succeed in this class if it is your wish to do so.

However, certain standards must be maintained. If your absences exceed: 3 for a TR/MW class, you may earn a failing grade. I retain the right to drop or assign a failing grade if you stop attending class and do not initiate a drop yourself. It is a student's responsibility to withdraw from class. Do not assume I will do it for you. Please be aware of the last day to withdraw. After that date, the grade you earn is the grade that will be posted to your academic record.

Cell phones and beepers **are not** allowed to be turned on in class. Everyone is paying in time, commitment and money to be in class. It is very inconsiderate to others to have cell phones or beepers ringing during class time. If your cell phone should ring in class, gather your materials and leave the room for that class period. It will count as an absence.

*ADA Students with Disabilities Statement: Reasonable accommodations may be made that allow disabled students to be successful at STC. Accommodations may be provided for those students who submit the appropriate documentation by an outside/independent professional evaluator or agency. Contact an STC ADA/DSS Counselor in the Annex (Pecan) or call (956) 872-2006. Students may volunteer to inform the Instructor about their disability and associated classroom limitations, if applicable.*

## **English Rhetoric 1302**

### **Tentative Course Calendar**

<b>Week</b>	<b>Date Range</b>	<b>Content</b>
1	8/22-8/26	Syllabus Diagnostic Test The Nature of Argument (Chapter 1) Definitions of Argument (from Website) <a href="http://writing.colostate.edu/references/documents/argument/pop1.cfm">http://writing.colostate.edu/references/documents/argument/pop1.cfm</a>
2	8/29-9/2	Methods of Critical Reading (Chapter 2) Read "The Declaration of Independence" (pages 107-109) In Class Analysis of "The Declaration of Independence" Read "Allegory of the Cave" (pages 686-693) <i>Discuss Research Paper Topics</i>
3	9/5-9/9	Using the Classical Model in Your Arguments (Chapter 3) Using the Toulmin Model in Your Arguments (Chapter 4) Using the Rogerian Model in Your Arguments (Chapter 5) Read MLA Style (Chapter 8) <i>Literary Analysis Paper on "Allegory of the Cave" due Wed/Thurs</i>
4	9/12-9/16	Reasoning: Methods and Fallacies (Chapter 6) Lines of Argument (In-Class Lecture/Discussion) Read Jonathan Swift's "A Modest Proposal" (Computer File) <i>Proposal for Research Paper</i>
5	9/19-9/23	<i>Literary Analysis Paper on "A Modest Proposal" due</i>

*Wed/Thurs*

Evidence or Proof (from Website)

<http://writing.colostate.edu/references/documents/argument/pop2c.cfm>

6	9/26-9/30	Researching Your Argument (Chapter 7) Read Niccolo Machiavelli's "The Morals of the Prince" (Computer File) Purpose of Proper Outlining (In-Class Lecture/Discussion)
7	10/3-10/7	<i>In-Class Argumentative Situational Analysis</i> <i>Literary Analysis Paper on "Morals of the Prince" due</i> <i>Wed/Thurs</i> <i>Research Paper Outline Due</i>
8	10/10-10/14	<i>In-Class Argumentative Situational Analysis</i> <i>MLA Bibliography Discussion</i>
9	10/17-10/21	"Morality Education" Scenario
10	10/24-10/28	<i>Current Events/In-Class and Out of Class Short Papers</i> <i>Research Paper Working Bibliography Due</i> <i>Mon/Tues</i> How to use sources and avoid plagiarism! (Handout) Figurative Language (In-Class Lecture/Discussion)
11	10/31-11/4	<i>Current Events/In-Class and Out of Class Short Papers</i> <i>Research Paper Rough Draft Due Mon/Tues</i> <i>Peer Review</i>
12	11/7-11/11	<i>Research Paper</i> <i>Presentations</i> <i>Research Paper Final Draft Due Wed/Thurs</i>
13	11/14-11/18	"Scenario Earth"
14	11/21-11/23	<i>Current Events/In-Class and Out of Class Short Papers</i> <i>Assorted Literary Readings</i>
15	11/28-12/2	Argument and Drama
16	12/5-12/9	<i>Finals</i>

\*Due to the nature of this course, this is a tentative calendar. Some material may be covered faster or slower than the intended dates. In addition, there will be some extra readings to help you understand the correlation between Rhetoric and the college curriculum.