RWS 200: Rhetoric of Written Argument in Context
Instructor Rhonne Goodman
San Diego State University
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## RWS 200: Rhetoric of Written Argument in Context

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RWS 200: The Rhetoric of Written Argument in Context

Instructor: Rhonne Goodman
Office Hours: Storm Hall- SH 108B 9:00-9:45 am MWF and by appointment.
Office Mailbox: DRWS Office – Storm Hall West – SHW 141
E-mail Address: rgoodman23@hotmail.com

“Half my life is the act of revision.” – John Irving

Catalog Description: “Further practice in writing, reading, and critical thinking. Emphasis on rhetoric of written argument in context and using multiple sources in writing. Continued attendance to structure, cohesion, and rhetorical connection” SDSU catalog. In addition, you will become familiar with library research and standard MLA format.

Required Textbooks:

Highly Recommended Materials:
- Accesses to a computer since all out of class papers are typed.
- Paper for in class writings, no tear outs.

Course Objectives and Requirements: The course will begin with you examining various readings, where you will explore the concepts of argument: understanding the audience, intentions, structures, and rhetorical appeals. During the course of the semester we will be reading selections from Elements of Argument, and you will be asked to write three essays outside of class drawing from the text. We will be using MLA format for all papers using Pocket Keys for Writers, MLA section. All submitted assignments must be typed and double spaced using no larger than a 12-point font. This syllabus is a great way to measure since it is formatted in the largest print that will be acceptable, Times New Roman. You will also be expected to compose reading responses, a revision of one paper, in-class timed writings (ICE), homework assignments, précis and editorial journals, as well as participate in writing workshops.

Attendance: Attendance is important since many of these activities are graded in-class assignments and cannot be made up. Participation points are approximately 5% of the final grade. Deductions after three scheduled class hours missed at 5 pts. each. (Classes meeting 3x week-3 absences, 2x week-2 absences, 1x week-1 absence)

Cell Phones/Food: Please turn off cell phones and pagers. Leaving to answer your phone or texting in class will result in you being marked absent with no readmittance for the day. No food/eating in class.

Late Work: I do not accept late work unless under extreme circumstances. Being absent is not an excuse for late work. I am human but I have also been around. I will always take work early. Please plan ahead.
**Plagiarism:** According to the American Heritage Dictionary, the definition of plagiarizes is as follows: “To steal and use (the ideas or writings of another) as one’s own.” This is a serious offense and can result in not only a failing grade, but also investigatory activity by the college that could result in expulsion. Check official SDSU policy. **Warning:** All 100 pt. papers will also be submitted electronically through Blackboard and accompanied by hard copy.

**Point Adjustments:** Although I can appreciate the frustration of missing a final grade by one or two points, before you contact me, please look at a few things first. Did you miss turning in a small (5 pts.) assignment that would have made the difference? Did you see that you didn’t get full points on those assignments and not bother to find out how to get more points? Did you ignore the Extra Credit? Earned grades are just that, earned. I do not revisit things because you are 2 points shy of the next grade, or didn’t do them. I take grading very seriously. Please do not contact me about any grade changes. I do not “round up” blackboard grades, nor do I give extra credit after grades are posted. Grades are important, if you “need” a certain grade, work hard and earn it. Please keep track of your paper/assignment points. **You are responsible for checking Blackboard for the accuracy of your entered points.** Although I try to be as accurate as possible, I am human. Mistakes not reported by the last week of class will be considered correct.

**Points:**
- 3 Essays @ 100 pts. 300
- 5 Discussion Boards @ 10 pts. 50
- 5 Editorial Journals @ 10 pts. 50
- Participation 50
- Final 50
- Total points= 500

(additional assignments may generate points)

Please note that a running grade will be available on Blackboard so there are no surprises.

**Electronic Submission:** All major papers will be submitted in hard copy and electronically submitted in Microsoft WORD. No exceptions. Deduction of 10 pts. for missed or incorrect submissions. Turning in **only** the electronic copy will earn 10/100 pts. Go to Blackboard, click Assignments, and click the link for the paper. Attach and submit. Check gradebook for an exclamation point to confirm submission. Any other symbol signifies incomplete submission. (Note: Macs do not always submit WORD correctly)

**Special needs:** If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated. Students with disabilities who may need Academic accommodations should discuss options with their Professor during the first two weeks of class.

**Important Number - Campus Police:** (619) 594-1991, please add to your cell phone.
Here’s a way to appease future English instructors (not to mention any other instructor in the humanities) by putting all typewritten papers in MLA format. (MLA stands for the Modern Language Association, an organization of teachers and scholars formed over a century ago whose goal was not to make your life miserable, but to facilitate the inclusion of modern languages in academia alongside those other established languages, like Latin and Greek.) It is one of the simplest ways to make a good first impression and requires nothing more than learning a few simple rules.

First of all, always use a normal, 12-point font, throughout your paper. Times New Roman, which is being used here, is my choice. Use the same font and size consistently throughout your paper – no big fonts for titles, no bold words for emphasis (or titles) and no fancy fonts for fun or to be cutesy. Underlines or italics should only be used for titles of complete works, like books and movie titles. If you underline a title in your paper, underline in Works Cited or if you use italics in the paper, then use italics in the Works Cited, do not mix and match. Quotation marks should be used for titles of smaller works, such as articles, poems, song titles, and short stories or parts of a bigger whole, such as “chapters” from a book. The rules may vary depending on the work in question, so consult your instructor or a current handbook with MLA format for any other concerns.

(Do not number pages at the bottom)
Second, double space your document consistently from beginning to end. Do not add extra lines before or after a title or between paragraphs (To remove the extra in between paragraphs: Home – paragraph – spacing, set 0 in before and 0 in after). Do not single space block or indented quotes (more information about this is also available in most grammar books). Double space everything. In Word (2003 or 2007), you set the spacing by looking under the “Format” window and choosing “Paragraph.” Find the box that says “Line Spacing” and set it to “Double” (This can also be done after you have completed the paper, by going to “Edit” then “Select All” and then resetting the line spacing). Margins should be one inch all the way around the paper (go to “File” then “Page Setup”). Double spacing for Word 2010 is under the Home tab in the Paragraph formatting section, and to set margins go to “Page Layout”.

Finally, remember to set a header, this is your last name and the page number on the top right hand corner of each and every page. In Word (2003 or 2007), go to “View” and select “Header and Footer.” Click the right-justify box, and then type in your last name and a space. Do not type in a page number. Instead, click the little box with #. This will automatically number your pages. In Word 2010, go to Insert and select Header. Type in your last name on the right side in the box and a space and click the Page number box. There are plenty of other aspects to MLA format (such as use of numbers, quotes, and citations), that you can find listed in most grammar books. A good suggestion for a grammar book is Keys for Writers by Ann Raimes. Following these simple steps will allow you to present your papers in a recognizable, professional format.

Yoder/Ball/Goodman 2013

(Do not number pages at the bottom)
Directions for Discussion Board:
You must create a thread that answers my posted question. Your answer must be 75-100 words (a short paragraph). Then you are to respond to a fellow student’s thread, writing 75-100 words (a short paragraph). The Discussion Board, worth up to 10 points, will be graded as follows:

- **A)** An “A” post will be a thoughtful comment on the question posed. It will stay on topic and respond thoroughly to the question citing the reading when applicable. The “A” student will also take time to constructively comment/critique on one of their peers’ work/ideas in a tactful manner, and even provide further ideas/questions for exploration. 10 pts.

- **B)** A “B” post is a good post, but it is not excellent. The student makes thoughtful comments, responds to one other post, but may have trouble in clearly putting thoughts in an organized, easy to understand manner. A “B” student may veer off topic slightly. Spelling or grammar issues can keep a “B” post from becoming an “A.” 8 pts.

- **C)** A “C” post is average. The student responded either briefly to the question, did not respond completely to the question, was not able to apply textual analysis to the response, did not create a thread or respond to other posts, or there were grammar/syntax issues that impeded the understanding of the post. 6 pts.

- **D)** The “D” post would be earned by a student who attempts a post, or simply reacts to it, but fails to clearly respond to the topic posed or does not respond to his peers’ comments. 4 pts.

- **F)** A student who earns an “F” failed to post to the discussion board, merely “reacted” to the topic at hand, and/or was rude/disrespectful to their peers, no response to other posts. 2-0 pts.

Postings must be 75 – 100 words and not stray off topic. Repetitive responses (where a student says the same thing as a response) will not be considered for grades. Grammar is considered.

There are five Discussion Boards (10 pts. each) worth up to 50 total points.
Editorial Journals – 2 Opposing Editorials and 1 Write-up = 1 grade (0-10 pts.)

Editorial Journal: I’d like you to find two editorials from different publications that conflict with each other, i.e. 1= supporting an issue, 1= opposing it. Once you have selected the editorials, I want you to analyze them while considering the following questions:

- What is the author trying to argue? What are they (editorials) trying to tell you?
- Who is the author’s audience? How do you know this? Could you see this editorial appearing in any other publication? If yes, why? If no, why not? With what effect did they reach their audience?
- What evidence does the author use to support their claim? How does this evidence support the claim? How well did they do this?
- Can you detect any fallacies in their argument or illogical lines of thinking?
- Does their piece contain refutation? If so, how does this affect the argument?
- What information could the author have added or deleted to improve their argument?
- What could have been added or deleted?
- Did it help you understand or learn anything?

Nearly every publication in this world (or at least a good number of them) has some sort of editorial/opinion piece in their pages. To make sure you get a variety of editorials, I am limiting your choices somewhat (example): you can only pick a piece from the San Diego Union-Tribune once. You can also use an editorial from the The Daily Aztec student newspaper only once. So what does that leave? Hundreds, if not thousands, of other places to look: USA Today, the New York Times, Time, Newsweek, Cosmo, Popular Mechanics (maybe?), Rolling Stone, the Wall Street Journal, etc. Each editorial must be from a different source, no repeating. If you do a search online by typing in “newspapers” or “magazines,” you will find a plethora of online publications. So, you might want to narrow your search with the term “editorial.” Remember, just having a byline (author’s name) does not mean you have chosen an editorial or opinion piece. The words “opinion” or “editorial” must be in the heading or in the internet address. Editorials should be on topical/controversial topics. No letters to the editor or blogs.

To get full credit for your work the editorials must be accompanied by a write-up, one full page (minimum) that answers the above questions, and compares the two editorials, is typed, in MLA format, and has the links to the editorials at the end of the write-up. Duplicate sources void the assignment. Editorials must not be over 1 year only (nothing older than 2013).

One write-up plus the links to the editorials equals up to 10 points. Electronic submission is due before the start of your class. Missing parts not accepted late.
EVALUATION OF ESSAYS

Name: __________________________

Point Values: Scale:
outstanding/superior 90-100 = A-/A
strong/above average 80-89 = B-/B+
adequate/average 70-79 = C-/C+
weak/below average 60-69 = D-/D+
unacceptable/failed/ non-existent 00-59 = F

Circling of an item indicates deficiency—ESPECIALLY WORK ON THIS;
Underlining indicates excellence—ESPECIALLY GOOD WORK HERE.

1. PURPOSE: 20 15 10 5 0
Overall: Paper responds to topic and/or aim asked in assignment.
Introduction: Lead-in arouses interest; thesis statement has controlling idea
establishing clear focus for whole paper; set up is given for major
aspects/points to be developed, context of topic is stated.
Body: Development of overall controlling idea maintained throughout.
Conclusion/Evaluation: Connection is made back to overall idea and/or significance.

2. ORGANIZATION: 20 15 10 5 0
Overall: Paper responds to pattern of organization asked in assignment, if
given; paper has introduction, body of main points (usually three to five),
and conclusion/evaluation;
points in body relate to overall thesis;
points are presented in logical and appropriate sequence;
points are given balanced amount of development.
Paragraphs in body; each is focused on one main point, having a topic
sentence with a controlling idea; support connects to topic sentence and
has logic to sequence presented.
Transitions: Connection of ideas is made between paragraphs; connection is
made between aspects of development within paragraphs to create smooth
flow of thought.
Research; Research material has direct connection with the thesis; research
material is used logically in development; research is integrated smoothly
into the presentation.

3. CONTENT: 20 15 10 5 0
Paper responds to assignment and reflects understanding of material.
Thesis not superficial or obvious about topic but shows thought, maturity, and
perceptiveness.
Points for development divide overall idea into significant aspects.
Development of each point has depth, going past generalities to specifics of
background, reasons, analysis, evidence, including quotes as appropriate,
and/or examples and illustrations for support, clarity, informativeness, and
interest.
Basis of authority for statements is made clear, including use of personal
experience and/or outside sources, as appropriate.
Research material is interpreted and discussed adequately; paraphrases and
quotes are introduced and clearly distinguished from the writer’s own style;
number of sources is sufficient to provide different viewpoints; quotes are
well chosen and smoothly worked into the writer’s own sentences; research
supports and clarifies writer’s thesis, is appropriately selected, and
accurately cited.
Incorrect Identification of structure or strategy (i.e. ethos, definition, etc.)
4 STYLE:  
20  15  10  5  0
Paper responds to assignment for intended audience and tone.  
Opening tries to catch interest.  
Paper overall reflects voice of person who wrote it, showing interest and  
involvement of writer, not sounding mechanical.  
Audience for paper is treated with respect.  
Thesis and set up are stated as assertions about the topic to show what will be  
developed rather than statements about the writer or the paper.  
Dominant tone is reasonableness, avoiding emotionalism.  
Flow of ideas is smooth and engaging.  
Sentences have variety of structures for rhetorical effectiveness.  
Imagery is created and appeals to variety of senses.  
Summary and Clichés are avoided.  
Diction is accurate and appropriate for purpose of paper and assumed  
audience.  
Final sentence gives paper a finished sound.  
Research material is integrated smoothly into writer’s own style.  

5. TOTAL IMPRESSION:  
20  15  10  5  0
Paper responds to all aspects of assignment.  
Everything, including research, works together effectively.  
Paper has overall professional appearance.  
Paper maintains interest and effectiveness throughout.  
Lack of rough draft or incorrect/lack of Electronic submission or absence during  
workshop days will lose the paper one full grade (-10 pts) with no adjustment.  

6. MECHANICS:  
-5  -10  -15  -20  AUTOMATIC F*
Each major error or combination of five minor errors in Standard English  
spelling, punctuation, and grammar will result in a minus point.  
Major errors involve any of the following: sentence fragment, comma splice or  
run-on sentence, dangling modifier, subject-verb agreement error, pronoun  
case or agreement error, incorrect use of common sound- alike words (e.g.  
its/it's; there/their/they're; your/you're).  
Also detracting from the paper’s merit are any of the following:  
careless typing and/or poor proofreading;  
incorrect heading;  
incorrect heading, lack of or incorrect title, writer’s name, course, etc.;  
margins wider than 1 1/2";  
lack of or improper format for appropriate documentation of sources;  
lack of citations or improper format for Works Cited page;  
lack of or improper format for in-text citations;  
lack of sufficient length of paper (additional -10 pts.).  
*If AUTOMATIC F is circled, you MUST correct the mechanics of your paper.  
Retype the paper and submit the revision WITH the original and this evaluation  
sheet to get the grade restored that you would otherwise have earned.  If you  
wish to increase that grade; you must also revise the content and organization  
of your paper.  
TOTAL POINTS:  
ADJUSTMENTS TO GRADE:  
Other  
INADEQUATE RESEARCH  
GRADE FOR PAPER:  

LC:rg 01/01/14
RWS 200 Assignment #1 – Multiple Arguments as Context for Reading – 100 pts.

The topic for this paper is “pick-it-yourself”. I am asking you to select one of the readings from your text (not previously read, no student papers) and argue against the viewpoint with additional outside peer reviewed sources. For example, you think the essay, “College Life Versus My Moral Code” by Elisha Dov Hack (180) is interesting, yet you find the argument weak with fallacies and a lack of credible sources. Your paper will serve as an argument complicating the original ideas, claims, etc. of the essay that you pick.

You are to contextualize the author’s argument, so if we have not yet read it we can still follow the author’s thinking: What are they claiming? How do they support their claim? How credible are they? How do they appeal to their audience? Do they offer a refutation or rebuttal in their essay?

- Once you have contextualized the essay, you will begin complicating the argument: discuss the reading piece by piece by pointing out any fallacies in the author’s argument and citing examples of weak support or lack of evidence for the author’s claim. Once you have done this, I am asking you to add the additional support needed to make your counterargument strong, well-researched argument. The final piece to this argument will be to offer your own recommendation or call to action. Keep in mind, that while you are arguing against this author’s essay, you do not allow yourself to wallow in simple or mere reaction. Remember, this is an academic paper – logically deconstruct the author’s argument. While opinions are important, keep yours in check (i.e. no ranting or raving allowed). You may not use any additional essays in the book as sources. Chapters that can be used are: #13, 15, 16, 17, and 18.

Criteria:
1. Paper Length: 3-5 pages plus a Works Cited page, 3 sources, scholarly/peer reviewed plus your text. Wikipedia, encyclopedias or dictionaries are not accepted as sources.
2. Your introduction of the essay you are arguing against was clearly introduced and you contextualized the main points for the reader. (This is brief, do not use up too much of your paper for this)
3. Your paper was well developed, fallacy free, and the reader could easily identify what the claim was, its support, and the soundness of your recommendation or call to action. How convincing were you?
4. You offered the reader textual evidence from the original source and were able to effectively integrate this into your paper.
5. The paper is written using the college conventions of writing (free of sentence level errors, typos, or slang)
6. The paper is at least 3 full pages, written in MLA format, Times New Roman font (12) plus a Works Cited sheet.
7. Signed, first page of source is to be attached to hard copy.

Key learning outcomes:
- Articulate what argument a text is making; construct an account of an argument; translate an argument into your own words.
- Identify, assess and use relevant evidence from arguments in order to propose and argue an explanation or interpretation.
- Choose effective structures for writing, acknowledging that different purposes, contexts and audiences call for different structures; understand the relationship between a text’s ideas and its structure.

Capacities/Goals #2

Essays are to be chosen from the following chapters: 13, 15, 16, 17, and 18 only.
RWS 200 Assignment #2 – Reading an Argument in the Contemporary Context – 100 pts.

For this paper, you are to complete a 4-5 page paper where you construct your own argument on a topic of your choice dealing with a controversial topic. Abortion, the death penalty, body image, animal testing, legalizing marijuana, lowering the drinking age, global warming, etc. are off limits - not because they are unimportant, but because there are so many other things to argue, there is too much research (you will be living in the library), and I have had so many of those papers in recent semesters. With a topic in hand, you are to structure your own argumentative paper with the Toulmin Model in mind, but your claim must contain substantial support, express the claim’s warrant, show the reader your credibility in discussing the topic or in your sources, taking into consideration critics’ rebuttal, as well as who your audience will be as you make your appeals.

All papers should do the following:

**Contextualize:** Introduce the topic - why is it important? Why is it controversial? What is the history/background of the topic? What is the overall American sentiment regarding the topic? How do you know?

**Take a Stand:** Why do you agree or disagree with what's going on with this topic? Here you will be making a claim. Also, keep in mind what the warrant is - what is the underlying assumption about the topic?

**Support:** This is where your research comes in. Now that you've made a claim, what evidence can you gather to support your claim? I’d like you to find at least three outside sources for this part (hence, a "research" paper) that are scholarly/peer reviewed. Additional data can be culled from newspapers, magazines, journals and organizational pamphlets/literature. You will be able to find much of your material online (especially online magazines, newspapers, journals, etc.), **but keep in mind the credibility of the website.** Also, you must take note of the online author's name, the date it was posted/published online and the source (i.e. the web address.) If you cannot find an author or date, chances are it is not a good source. Specific concerns regarding this aspect of the research can be handled on an individual basis.

**Refutation:** Keep in mind the opposition. After you've introduced your topic, made your claim and supported it, you must take into consideration what your opponents may say. Then break down their criticism: you refute their statement by first citing the opposition and countering this by arguing your own point.

**A Call to Action:** Once you’ve done all the above, it’s time to wrap up your paper with what you think needs to be done to resolve this topic or create a positive result. If these changes do not take place, what is going to happen? What are some possible outcomes? Show why your audience should care and what is it that you want them to do?

**Criteria:**
Your paper was well developed, fallacy free, and the reader could easily identify what your claim was, its support, how effective your rebuttal was and the soundness of your recommendation or call to action. How convincing were you? You effectively included (at least three) outside, preapproved sources and were able to integrate them easily into your argument. The paper is written using the college level conventions of writing (free of sentence level errors, typos, or slang). Your paper is to be at least 4-6 pages (maximum), written in MLA format with a works cited page. Signed, first page of source is to be attached to hard copy.

### Key learning outcomes:
- consider their contemporary, current life as the context within which they are reading the arguments assigned in the class;
- position themselves in relation to these arguments and additional ones they have researched in order to make an argument;
- draw on available key terms, concepts or frameworks of analysis to help shape the argument.
- assess the relative strengths of arguments and supporting evidence.

Capacities/Goals= #3 and #4
RWS 200 Assignment #3 – Choosing Fair and Precise Language

For this paper, you are to complete a 3-3 ½ academic analysis paper where you analyze and then evaluate the language used in Franklin D. Roosevelt’s 1st Inaugural Address. Using some of the terms discussed in Chapter 10, and Denton and Hahn’s “The Rhetorical Presidency” you are to analyze the use of (1) Connotation, (2) Picturesque speech, (3) Charged words, (4) Information dissemination, (5) Agenda-setting, (6) interpretation and linkage, (7) Projection for the future and the past, and (8) Action stimulation, that you identify within the speech. This paper is not for identifying Rhetorical Strategies such as; ethos, logos, pathos, compare and contrast, classification, narration, etc. Please use only three out of the 8 listed above.

Do not discuss the content of the speech, but you will discuss the context. Because of the nature of the writing (an oral speech) you may want to read Chapter 13 for additional information.

Although this is a short paper, it is to be concise since there is a lot that is to be covered. You are not to use any outside sources. A Works Cited page will be required.

Criteria:
1. 3-3 ½ pages plus Works Cited page, information from your text.
2. How effective were your examples in supporting your analysis of the essay?
3. How effective were you in integrating your examples with the text?
4. How effective were your introduction and conclusion?
5. How effective did you transition from idea to idea?
6. Was the paper at least 3 full pages plus a Works Cited sheet?
7. Was the paper written in MLA format using college conventions of English (free of sentence-level and mechanical errors, typos, and slang)?

Key learning outcomes:
- Carry out small, focused research tasks and find information that enriches course texts; use appropriate reference materials, including a dictionary, in order to clarify their understanding of texts.
- Determine when and where a source was published, who wrote it and whether it was reprinted or edited; understand that texts are written in and respond to particular contexts, communities or cultures.
- Respond in writing to ideas drawn from various cultures and disciplines, using the activity of writing to clarify and improve understanding of an argument.
- Edit writing for the grammar and usage conventions appropriate to each writing situation.

Capacities/Goals #1
$	extbf{General Education Capacities/ Goals & RWS Learning Outcomes}$

Our Learning Outcomes Reflect the Goals and Capacities of the General Education Program. RWS 200 is one of several courses in the area of general education defined as “Communication and Critical Thinking.” Focusing particularly on argument, this course emphasizes four essential general education capacities: the ability to 1) construct, analyze and communicate argument, 2) contextualize phenomena, 3) negotiate differences, and 4) apply theoretical models to the real world. This course advances general education by helping students understand the general function of writing, speaking, visual texts, and thinking within the context of the university at large, rather than within specific disciplines. In addition to featuring the basic rules and conventions governing composition and presentation, RWS 200 establishes intellectual frameworks and analytical tools that help students explore, construct, critique, and integrate sophisticated texts.

Within this framework of four general capacities, the course realizes four closely related subsidiary goals. These goals focus on helping students:

1. craft well-reasoned arguments for specific audiences;
2. analyze a variety of texts commonly encountered in the academic setting;
3. situate discourse within social, generic, cultural, and historic contexts; and
4. assess the relative strengths of arguments and supporting evidence.

Our student learning outcomes for RWS 200 are closely aligned with these goals and capacities, and reflect the program’s overall objective of helping students attain “essential skills that underlie all university education.”

$	extbf{Assignment Types:}$ the following four outcomes describe the four main writing projects or ”assignment types” for the course. Students will be able to:

1. Construct an account of an argument and identify elements of context embedded in it, the clues that show what the argument is responding to--both in the sense of what has come before it and in the sense that it is written for an audience in a particular time and place; examine a writer’s language in relation to audience, context and community;
2. follow avenues of investigation that are opened by noticing elements of context; research those elements and show how one’s understanding of the argument is developed, changed, or evolved by looking into its context;
3. given the common concerns of two or more arguments, discuss how the claims of these arguments modify, complicate or qualify one another;
4. consider their contemporary, current life as the context within which they are reading the arguments assigned in the class; position themselves in relation to these arguments and additional ones they have researched in order to make an argument; draw on available key terms, concepts or frameworks of analysis to help shape the argument.

$	extbf{Outcomes across the semester:}$ the following points describe outcomes to work on throughout the semester, to be attained over the 15 weeks. Students will be able to:

5. Building on the work done in RWS 100, students will be able to: articulate what argument a text is making; describe the work that is done by each section of the argument; describe elements of the argument—claims, methods of development, kinds of evidence, persuasive appeals; translate an argument into their own words;
6. understand and incorporate all aspects of the writing process--including prewriting, drafting, revising, editing, and proofreading;
7. articulate what key terms, definitions, concepts, statements of a problem or issue are established by a text;
8. investigate and articulate how an argument is positioned—based on certain kinds of assumptions, located in a way of thinking and representing issues from a point of view;
9. work with multiples sources in a paper, deciding what to include and what to exclude, choosing an effective structure, and creating significant relationships among sources;
10. analyze and assess arguments made by visual texts; incorporate visual images into their documents;
11. craft a cohesive paper, and use effective metadiscourse to articulate the project of the paper and guide a reader through it;
12. describe their own papers and reflect on how they wrote them; differentiate between the content of their texts and the language and rhetorical strategies they employ;
13. assign significance to the arguments they read;
14. revise their own work effectively, re-reading previous work and re-envisioning it in the light of reflection, feedback, further reading and new sources of information;
15. edit their writing for the grammar and usage conventions appropriate to the project.