



# WORKSHOP IN EXPOSITION & ARGUMENTATION

FALL | 2024 | BALDWIN WALLACE UNIVERSITY

Associate Professor: Heidi Thoenen (she, her)

Sections: ENG 131: S15

Credits: (3) Location: Kamm 202

Meets: T, Th from 12:05–1:20 p.m.

Office Hours: M | W 10:40–11:30 a.m. & by appointment

## COURSE DESCRIPTION:

ENG 131 teaches students the necessary skills for effectively writing and communicating within various genres.

This course asks students to explore relevant issues and formulate well-articulated and compelling arguments.

In this class, you will learn the various techniques for crafting arguments with clear, arguable thesis statements and appropriate diction, tone, and structure.

Additionally, the course teaches students the importance of rhetorical awareness.

*\*Students are expected to write approximately 5,000 words (17 pages) in 3–5 formal graded essays.*

## COURSE OBJECTIVES:

ENG 131 is a Written Communication Course for the BW Core. Students who complete this course will be able to communicate effectively.

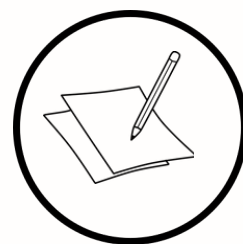
**They will be able to:**

1. Use appropriate, relevant, and compelling content to illustrate mastery of the subject;
2. Use high-quality, credible, relevant sources to support arguments;
3. Use language that imaginatively, clearly, and accurately communicates meaning.

## REQUIRED MATERIALS:



Computer



Pen/Paper



Wifi

## COURSE FORMAT & NOTE ON AI:

ENG 131 is an in-person workshop course. Except for days designated for conferences, we will meet in the classroom. Please plan to attend class regularly and participate in discussion and workshops.

Use of AI: Because this course is designed as an opportunity to help you grow as a writer, it is expected that all work submitted to Canvas is purely your own. *Use of ChatGPT and/or other AI software is not permitted in this course.*

# COURSE REQUIREMENTS:

YOU WILL WRITE FOUR FORMAL ESSAYS (85% OF YOUR FINAL GRADE):

*Essay One:*  
*Narrative Argument*  
100 Points | 4-5 Pages



*Essay Two:*  
*Annotated Bibliography*  
100 Points | 4-5 Pages



*Essay Three:*  
*Evaluation Argument*  
100 Points | 4 Pages



*Essay Four:*  
*Visual Analysis Essay*  
100 Points | 3 Pages



IN ADDITION TO THE ESSAYS LISTED ABOVE, YOU WILL COMPLETE WEEKLY LEARNING ACTIVITIES (15% OF FINAL GRADE):

**Weekly Learning Activities** are designed to help you successfully write the formal essays.

These activities include: peer reviews, presentations, readings, writing workshops, essay rough drafts, and one-on-one essay conferences with me. These activities will vary in point value. The point value for each activity and their due dates will be clearly listed on the assignment submission folders on our course Canvas page. You should devote sincere time and attention to these activities.

## GRADING PROCEDURE:

### **FORMAL ESSAYS:**

At the start of each unit, you will be provided a requirement sheet that outlines the basic components I will be looking for as I grade. Please carefully review these requirement sheets.

All final drafts of formal essays will be submitted and graded through Canvas. You can expect in-text line comments and summary feedback on every essay. This feedback focuses on the areas where you were successful in your writing and places for possible improvement should you choose to revise.

\*See "Essay Revision Policy" on the following page.

If you have questions about my feedback, please speak with me after class, during office hours, or make an appointment to see me.

### **WEEKLY LEARNING ACTIVITIES:**

Essay drafts/conferences, writing workshops, and peer reviews are primarily graded based on completion and quality of effort. I will not be grading for correct grammar & spelling (though, you should try your best!); instead, I will focus on how well you followed the directions as outlined for the assignment and the completeness of your work.

## GRADE SCALE:

A+ 98-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 or below
A 94-97	B 83-86	C 73-76	D 63-66	
A- 90-93	B- 80-82	C- 70-72	D- 60-62	



# COURSE POLICIES:

## EMAIL POLICY:

### **What I Expect From You:**

Please check your BW email every day. Important announcements will be sent via BW email. Should I need to cancel class, or if I am running late, I will send an email prior to our class meeting time. For this reason, I strongly encourage you to check your email *before* arriving to class.

### **What You Can Expect from Me:**

I am quite diligent about checking my email throughout the day, so this is the best way to contact me when you have questions or concerns about coursework. You will often hear back from me within a few hours.

If you do not receive a response within 24 hours, please make sure you sent the email to the correct email address: hthoenen@bw.edu.

**Note:** *If you email me after 7:00 p.m., you will likely not get a response until the following morning, so please do not wait until the last minute to ask questions about an assignment.*

## SUBMITTING ASSIGNMENTS POLICY:

All formal essays and weekly learning activity assignments should be submitted as **.doc or PDF** files to the corresponding assignment folder on Canvas by 11:59 p.m. on the assigned due date. In some cases, I will ask that assignments are sent as Google docs, so we can review and edit them together in real time.

Essays and weekly learning activities should be formatted according to MLA guidelines. We will review proper MLA format in class. You can also find a sample MLA paper on our course Canvas page.

## CANVAS POLICY:

Students can access all course material through our course Canvas page. Please familiarize yourself with Canvas and the overall layout of our course page. In other words, you should know where to locate grades, announcements, assignments, and other course materials.

If you have questions about a due date or an assignment, check Canvas first. After checking our course Canvas page, if you still need help, please email me at: hthoenen@bw.edu

## DIGITAL COURTESY POLICY:

The use of electronic devices for calls, texts, and social media is prohibited during class time. Laptops and tablets are permitted for note-taking and in-class activity purposes only. **Once class has started, please switch your cell phone to silent/vibrate mode and put it away for the duration of class.**

### *Note:*

If you have an emergency-related reason to have your cell phone accessible during class, please inform me prior to our class meeting.

**If I see that you are consistently on your phone during class and not paying attention, you will be marked absent for the day.**



# COURSE POLICIES:

## ESSAY REVISION POLICY:

Because this class is focused on helping you grow as a writer, you are permitted to revise any formal essay (*with the exception of the Visual Analysis*) for a higher grade.

### **Formal essays are eligible for revision if the original essay:**

1. was submitted on time
2. met the page & source requirements
3. grade was equal to or lower than an 87%

### **Essay Revision Guidelines:**

1. You may revise an essay **one** time.
2. You have two weeks from the day I grade your essay to complete an essay revision.
3. You must submit the revised essay to its original Canvas assignment folder.
4. You must meet with a Writing Center consultant. Email me proof of the appointment.

## ATTENDANCE POLICY:

ENG 131 students are expected to attend all class sessions except in cases of legitimate absences for illness, athletic events, field trips, family emergencies, and religious holidays. Since cumulative absences compromise students' fulfillment of course requirements, the final grade will be lowered incrementally for each absence after the students have missed 10% of their classes, regardless of the reason.

### **Students who miss 20% of their classes will earn an "F" in the course.**

**For a MWF course:** (5) classes represent 10% of the course. For every subsequent absence after the 5th absence, a student's final grade will be lowered one-third of a grade for each absence.

*\*If a student misses (9) classes, the student will earn an "F" in the course.*

**For a T/TH course:** (3) classes represent 10% of the course. For every subsequent absence after the 3rd absence, a student's final grade will be lowered one-half of a letter grade for each absence.

*\*If a student misses (6) classes, the student will earn an "F" in the course.*

Attendance will be taken at the start of each class meeting. If you arrive to class a few minutes late, please check that you have been marked present.

## LATE WORK POLICY:

### **Policy for Weekly Learning Activities:**

These assignments are designed to help you prepare for writing the formal essays. In order for these assignments to truly be of benefit, they need to be completed **ON TIME**.

For this reason, *learning activities submitted after the due date will earn a zero.*

### **Policy for Formal Essays:**

Formal essays may be submitted after the assigned due date; *however, turning in an essay late will result in a significant penalty.* For each day an essay is late, the grade will drop by one FULL letter grade. For example, if the essay is due on Monday at 11:59 p.m., and you submit your work on Tuesday, the highest possible grade you can earn on the paper is a "B."

**IMPORTANT:** Any formal essay submitted more than three (3) days late will earn a zero.

# COURSE POLICIES:

## TARDINESS POLICY:

Please give yourself plenty of time to arrive to our class meetings. Consistently arriving late to class not only affects your ability to do well in the course, it is also incredibly disruptive to your peers. To be successful in class, and out of respect for your peers, please make every effort to be punctual.

That being said, I understand there may be circumstances that will cause students to be late. In those situations, enter the room quietly, choose a seat near the entrance, and do not disturb those around you.

At the end of class, come see me to discuss the material you missed.

## CIVIL DISCOURSE POLICY:

In an effort to create a fun and enjoyable class experience, all classroom communication should be kind and respectful. If problems arise, I will contact the student. If the behavior continues, I will submit evidence of the offense to the student's advisor and the appropriate Dean.



# WRITING RESOURCES:

## WRITING SUPPORT CENTER (NOW PART OF CASA):

CASA offers services to build reading, writing, and learning skills necessary for your BW coursework. Join us on the top floor of Ritter Library to study on your own, meet with a tutor, or attend a workshop. Learn how we can help you achieve success by visiting [bw.edu/CASA](https://bw.edu/CASA).

I tutor in CASA as well, so please feel free to schedule a writing support appointment with me. My fall 2024 schedule is as follows: MONDAY 2:30-5:00 p.m. and WEDNESDAY 2:30-4:30 p.m. I offer in-person and virtual appointments. You can make your appointment online through the CASA page.

<https://jacketconnect.bw.edu/casa/writing-support/>

# IMPORTANT DATES:

**Last Day to Add Class:** Friday, August 30, 2024

**Last Day to Drop with no "W":** Friday, August 30, 2024

**Last Day to Withdraw from Class:** Monday, October 28, 2024

**Classes End:** Friday, December 6, 2024

**Holidays:** Labor Day: Monday, September 2, 2024

Fall Break: Monday, October 21 through Tuesday, October 22, 2024

Thanksgiving Break: Wednesday, November 27 through Friday, November 29, 2024

# COURSE TIMELINE:

Below is a brief timeline of each unit we will cover this semester. *Please note this is subject to change.* If I need to change the schedule, I will inform the class in advance. A comprehensive unit schedule will be available through Canvas at the start of each unit. Please carefully review the unit schedules.

## WEEKS ONE THROUGH FOUR: NARRATIVE ARGUMENT

### Overview:

The first few weeks of class will offer an opportunity to become familiar with the structure of the course while also establishing the groundwork for the various essays you will write over the course of the semester. In Unit One, the Narrative Argument, you will choose a significant personal experience and connect it to a larger societal issue. You will use your personal connection to the issue (ethos, pathos) and a credible source (logos, ethos) to create a convincing argument.

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

1. Create a convincing argument using all three rhetorical appeals
2. Develop detailed descriptions in order to engage readers
3. Properly integrate evidence from a credible source to support your argument

## WEEKS FIVE THROUGH SEVEN: ANNOTATED BIBLIOGRAPHY

### Overview:

For this unit, you will select a topic of your choice for the Evaluation Argument. *You will then locate and read scholarly sources that can be used in the Evaluation Argument that will be crafted for Unit Three.* The Annotated Bibliography helps writers organize their research and critically consider how each work will be used in their Evaluation Argument.

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

1. Create an annotated bibliography that contains MLA Style citations and concise summaries
2. Use academic databases to locate scholarly research
3. Effectively evaluate source materials
4. Create and execute an effective research plan

## WEEKS EIGHT THROUGH ELEVEN: EVALUATION ARGUMENT

### Overview:

For this unit, you will use clearly established criteria to assess a topic of your choice (determined in week five for the annotated bibliography unit). For example, a student might assess the value of homework in an online learning situation. You will use various scholarly sources (as located for the annotated bibliography) to craft your argument.

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

1. Craft a clear, arguable thesis
2. Evaluate the value of a given topic based on established criteria
3. Use rhetorical appeals to create an effective argument
4. Use the “sandwich” method to properly integrate source material
5. Craft a rebuttal that effectively addresses an opposing view

# COURSE TIMELINE:

## WEEKS TWELVE THROUGH FIFTEEN: VISUAL ANALYSIS

### Overview:

For this unit, you will analyze the various rhetorical elements used within two different advertisements for competing products. The goal of the essay is to showcase your understanding of visual rhetoric. Your thesis should present a claim that clearly states which of the two advertisements is the most persuasive and why.

As part of this unit, for the Final Exam, you will also create your own advertisement (visual argument) to further demonstrate your understanding of visual rhetoric.

*Students may work in a small group for the Final Exam project.*

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

1. Craft a clear, arguable thesis
2. Analyze an image in order to determine its overall persuasiveness
3. Use rhetorical appeals to create an effective advertisement

## NOTE ON MENTAL HEALTH & COURSE ISSUES:

Pursuing a college degree is no easy endeavor. If you are struggling, whether it be with course content or issues outside of class (mental health, illness, family emergencies, etc.), please reach out to me right away.

It is not necessary to share any personal details with me, but I do want to know when you are struggling or falling behind in course material, so I can support you and your efforts in successfully completing the course.

Email me, and we can schedule a time to meet in person or online to discuss available campus resources and develop a plan to help you stay on track with the course. We all need help sometimes, so please just reach out!

*Please do not wait to seek help. I greatly care about your success! --Heidi*

### **Counseling Center:**

To make an appointment, call (440) 826-2180 or stop in at the Health Center, located at 207 Beech Street.

For 24/7 crisis counseling, call: (440) 260-4399



## WORDS TO LIVE BY:

“Take the attitude of a student, never be too big to ask questions, never know too much to learn something new.”

—Augustine Og Mandino

“When we strive to become better than we are, everything around us becomes better too.”

—Paulo Coelho