

**Proposed Course Outline**

Course Title: English Rhetoric II	Pre-requisites: LM-1351, LM-1352, LM-1353
Course Code: LM-1362	Co-requisites: LM-1361, LM-1363
Credits: 3	Academic Cycle: VI
Hours: 9 Class Work: 3 Out-of-Class Work: 6	Type: Course of study for the B.A. degree in English and B. A. in English Teaching
Level: Third Year	Level of virtuality: 25%

**I. COURSE DESCRIPTION**

LM-1362 is a required course which focuses on the development of argumentative writing skills. Students will analyze controversial issues, defend and critique argumentative positions, and write argumentative essays, applying the principles of formal academic writing. Students will also document sources using correct APA style.

**II. GENERAL OBJECTIVES**

By the end of the course, students will be able to:

- A. Defend an argumentative position by writing original, well-organized, effectively supported argumentative essays, with an improved level of linguistic accuracy.
- B. Evaluate and critique diverse argumentative positions through the analysis of a variety of texts on national and international issues.

**III. SPECIFIC OBJECTIVES**

By the end of the semester, students will be able to:

- A. Separate fact from opinion.
- B. Distinguish relevant from irrelevant statements.
- C. Explain issues that are related to specific argumentative claims.
- D. Analyze profiles of advocates and opponents of certain issues.
- E. Formulate appropriate claims to defend argumentative positions.
- F. Validate or reject argumentative claims through appropriate procedures.
- G. Apply reasoning processes to detect and avoid logical fallacies.
- H. Evaluate and use a variety of sources and forms of support as evidence.
- I. Develop effective proposals.
- J. Write appropriate editorials.
- K. Revise their writing to effectively vary lexical style, perfect transition techniques, and improve concision.
- L. Proofread for imprecision and for lexical, mechanical, and structural defects.
- M. Apply standard bibliographical format for reference pages in APA format.

## **IV. CONTENTS**

### **A. Introduction**

- a. Overview of plagiarism
- b. Definition of argumentative writing
- c. Key concepts in argumentative writing
- d. APA guidelines
- e. Organizational plans for argumentative writing

### **B. Terms of argument**

- a. Claims
- b. Facts
- c. Support
- d. Fallacies

### **C. Arguing Facts**

- a. Fact vs. opinion
- b. Citing and evaluating sources
- c. Generalizations
- d. Using appropriate language

### **D. Editorials**

- a. How to write editorials
- b. Proofreading editorials

## **V. METHODOLOGY**

Students are responsible for the assigned readings. They are expected to take an active part in discussions and to hand in practice assignments on time. The coursework involves both in- and out-of-class essays and a final paper. Composition assignment length will vary from 4 to 6 pages depending on the type of writing task. The course requires students to do both in-class and out-of-class activities. These activities will include research, discussions, readings, presentations by the students, and exercises to review the theory and to implement the knowledge acquired. Students will write five-paragraph argumentative essays following APA format. For the in-class essay and final exam, instructors will provide students with two topics the day of the evaluation. Along with each topic, two short texts will be given so that students read them and use them as sources for their essay. Students are expected to demonstrate their abilities by using the readings as support for their writing.

## **VI. EVALUATION**

Evaluation is continuous with every assignment. The final grade will be determined on the following basis:

Quizzes (three)	15%
Essays (one in-class and two out-of-class)	60%
Final exam (in-class essay)	25%

### **NOTES ON EVALUATION:**

A. No late work will be accepted. Assignments must be submitted no later than 15 minutes after the beginning of the class. Only under very special circumstances, at the professor's discretion, will late assignments be accepted; only under well-justified reasons filed in due time according to the university's *Reglamento de Régimen Académico Estudiantil* will late work be accepted. All papers must follow appropriate APA format, or they will not be accepted by the instructor.

B. Even if proposals, outlines, drafts or any other work previous to the final version of each essay do not have a percentage in the final grade, they are part of the writing process and guarantee a better performance; therefore, they must be submitted along with the sources and evidence of peer feedback when required by the professor. **Papers that fail to follow these guidelines are going to be rejected.**

C. Papers will be graded and returned according to the *Reglamento de Régimen Académico Estudiantil*. You will sign a sheet indicating that you received your essay or any other work accordingly.

E. Use updated sources (they should not be older than 2 years old). You should use credible, professional **databases** from UCR. Do not use *Wikipedia*. It will not be accepted as a source under any circumstances.

F. Because an in-class essay entails writing to the best of your abilities, the use of dictionaries will not be allowed—at the professor's discretion.

G. This course may involve a 25% of virtual activities, at the professor's discretion. If so, make sure to comply with the regulations, standards and requirements of the University of Costa Rica for your participation.

H. Students who get a 9 (nine) or above in all quizzes and essays will be exempted from taking the final exam.

I. The professor does not have the obligation to send material covered in class to students, either by e-mail or by any other electronic means.

***All students are subject to the evaluation rules of the University of Costa Rica***

Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica

**ARTICULO 4.** Son faltas ***muy graves***:

g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.

j) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.

k) Presentar como propia una obra intelectual elaborada por otra u otras personas, para cumplir con los requisitos de cursos, trabajos finales de graduación o actividades académicas similares.

**ARTICULO 9.** Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.

b) Las graves con suspensión de quince días lectivos a seis meses calendario.

## **REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL**

**ARTÍCULO 22.** Debe observarse el siguiente procedimiento, en relación con la calificación, entrega e impugnación de los resultados de cualquier prueba de evaluación, salvo disposición expresa en contrario:

**a.** El profesor debe entregar a los alumnos las evaluaciones calificadas y todo documento o material sujeto a evaluación, a más tardar **diez días hábiles** después de haberse efectuado las evaluaciones y haber recibido los documentos.

## **VII. BIBLIOGRAPHY**

Allen, M. (2004). *Smart thinking: Skills for critical thinking, understanding and writing*. U. K.: Oxford.

Davis, J. & Liss, R. (2006). *Effective academic writing 3*. New York: Oxford.

Hacker, D. (2009). *Rules for writers* (6th edition) . New York: Bedford /St. Martins.

Kessler, L. & McDonald, D. (2008). *When words collide: A media writer's guide to grammar and style* (5th edition). US: Thomson Wadsworth.

Mayberry, K. & Robert E. G. (1995). *For argument's sake: A guide to writing effective arguments* (2nd edition). New York: Harper Collins College.

Reid, J. M. (2000). *The process of composition* (3rd edition). New York: Prentice Hall Regents.

Rozakis, L. (2003). *English grammar for the utterly confused*. NY: McGraw-Hill.

Vano, D. (2012). *The elements of rhetoric*. USA: Anchorage School District.

Weston, A. (1992). *A rulebook for arguments* (2nd edition). Indianapolis: Hackett Publishing Company.

## **VIII. OTHER RESOURCES**

*Merriam-Webster's Guide to Punctuation and Style*. 2<sup>nd</sup> Edition. Springfield, Massachusetts: Merriam-Webster, Incorporated.

*Merriam-Webster's Thesaurus*. New Edition. Springfield, Massachusetts: Merriam-Webster, Incorporated.

## **IX. TIME TABLE1**

Week	Dates	Topic	Homework Feedback	Evaluations
1	March 13-17	<input type="checkbox"/> Introduction: Review <input type="checkbox"/> Essay structure: introduction-body-conclusion <input type="checkbox"/> MLA vs. APA <input type="checkbox"/> Fact-Opinion		
2	March 20-25	<input type="checkbox"/> Fallacies <input type="checkbox"/> Editorial writing <input type="checkbox"/> Types of claims <input type="checkbox"/> APA	<b>HW: outline out-of-class 1</b>	
3	March 27-31	<input type="checkbox"/> Editorial writing <input type="checkbox"/> Read Editorials (or see "documentary") <input type="checkbox"/> APA	<b>Check outline out-of-class 1 (editorial)</b>	<b>Quiz 1</b>

4	Apr 3-7	<input type="checkbox"/> Review Theory: <input type="checkbox"/> APA-outlining <input type="checkbox"/> Team editorial		<b>Hand in Out-of-class 1 (editorial)</b>
5	Apr 10-14	<input type="checkbox"/> <b>EASTER</b>		
6	Apr 17-21	<input type="checkbox"/> Review Theory: <input type="checkbox"/> APA-outlining <input type="checkbox"/> Team Editorial	<b>HW: outline in-class 1</b>	
7	Apr 24-28 (university week)	<input type="checkbox"/> Team Editorial	<b>Feedback out-of-class 1</b>	
8	May 1-5 (May 1 holiday)	<b>The Argumentative Essay:</b> Introduction	<b>Feedback outline in-class 1</b>	
9	May 8-12			<b>In-class 1</b>
10	May 15-19	<b>The Argumentative Essay:</b> The counter-argument (rebuttal) (Phrase to introduce rebuttal)	<b>HW: outline Out-of-class 2</b>	<b>Quiz 2</b>
11	May 22-26	<b>The Argumentative Essay:</b> The counter-argument (rebuttal) (Phrase to introduce rebuttal)	<b>Feedback in-class 1</b>	

12	May 29-Jun 2	<b>The Argumentative Essay:</b> Rogerian method	<b>Feedback outline</b> <b>Out-of-class 2</b>	
13	Jun 5-9	Review theory Aristotle: logos-ethos- pathos		<b>Hand in</b> <b>Out-of-class</b> <b>2</b>
14	Jun 12-16	Aristotle: logos-ethos- pathos	<b>HW: outline</b> <b>Final In-Class</b> <b>Essay</b>	
15	Jun 19-23	Review theory	<b>Feedback outline</b> <b>Final In-Class</b> <b>Essay</b>	<b>Quiz 3</b>
16	Jun 26-30	Review theory	<b>Feedback</b> <b>out-of-class 2</b>	
17	Jul 3-7			<b>In-class (Final</b> <b>Essay)</b>
18	Jul 10-14		<b>Final Grades</b>	
19	Jul 20*		<b>Ampliación*</b>	

\*Ampliación: Thursday, July 20 (9 AM).

