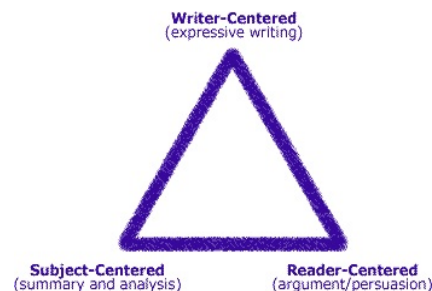


☆ **PHILOSOPHY, MAIN GOALS, ACTIVITIES** ☆ (for books, policies-see p.2)

The difficult part in an argument is not to defend one's opinion, but rather to know it. A. Maurois

Composition is a cornerstone of **UNC Pembroke General Education**, which prepares students who “recognize the complexity of social problems and [become] contributing citizens” who “make informed decisions,” “think critically and creatively, communicate effectively in writing and speech,” and apply research and technology. Writing students develop *awareness* as critical readers and writers, participate in *public debate* as informed citizens, present *informed insights* for academic and public communities, and cultivate *habits of mind* for contributing to communities, meeting challenges, and growing in confidence, responsibility, perseverance, and cooperation.



All composition students engage in “6 r’s”—critical reading, research, (w)riting, revising, reaching out, and reflection. By the end of each **composition course**, student **portfolios meet goals** set by the *National Association of Writing Program Administrators*. These **outcomes** are reflected in **Argument Essay Evaluation Criteria** for this course (see p.4).

1. *rhetorical knowledge* to write effectively for a variety of purposes, audiences, situations, and genres
2. *critical reading, thinking, research, and writing*: for inquiry, synthesis, integration of ideas, and action
3. *conventions* of documentation, effective sentences, standard English syntax and grammar
4. *flexible strategies for using the writing process*, applying research & technology, and working with peers

Your instructor, Dr. Brown, is a **writing coach**: she provides guidance and models and responds closely to your work. Her teaching is shaped by years of experience, scholarly study of composition, and these principles: *social construction* (culture and language shape knowledge; critical inquiry creates new meaning), *writing in the disciplines* (knowledge and skills allow entry into academic/public conversations), and pedagogy that emphasizes *active learning* and *collaboration*.

In ENG 1060, the foundation for writing in college and beyond, students write and critically analyze **argument** essays, which use **research** as they respond to practical problems, take positions in public issues, and answer academic questions. In argument, as Graff & Birkenstein explain in *They Say/I Say*, a writer presents a “response to some other person or group.” An argument develops and states the writer’s thesis claim and supports it with reasons, evidence, logic, emotional and ethical appeals, and responses to alternative views. Arguments deepen understanding and make a difference—in families, careers, workplaces, communities. Through course assignments, students develop skill in joining public and academic conversations, composing effective arguments, using research resources and documentation, and taking pride in high quality work.

Solutions for Schools is the public and academic issue examined in Dr. Brown’s ENG 1060 course. In the first half of the semester, students study and write arguments about problems and solutions in today’s American schools. Groups of two or three students select one current policy or solution and create a Multigenre Argument magazine: each student writes short pieces as well as essays in two argument genres: a public proposal and an academic argument of cause/effect.

In the second half of the semester, each student plans, investigates, writes, and presents a substantial research paper about *any* topic related to his or her intended major, career, experiences, or interests—including the topic of solutions for schools.

📄 **COURSE OUTLINE, ASSIGNMENTS, AND GRADES** 📄

Process Activities (extra grade for each paper): attendance, participation, home/classwork, reflection		10%
Intro: Proposal Letter (part of process grade) 400 words; intro to schools issues		
Unit 1 Multigenre Magazine contributions, including two essays, critique, & arts/media	10%	25%
Public Proposal (weeks 2-4) 700-800 words, 3-4 class sources	5%	
Academic Argument (weeks 5-8) 850-1000 words, 4-5 sources	10%	
Unit 2 Research Paper Prospectus and Annotated Bibliography (wks 9-11)		
Prospectus and Annotated Bibliography		10%
Research Paper (wks 11-14) 2000-3000 words, 10 pages, 8-12 sources; APA, MLA, or CMS		25%
Course Portfolio with 3 items (wk 15), receives a letter grade based on all items		30%
Reflective Essay ; plus revised Research Paper and one Argument Essay , with process materials		_____
		100%
COURSE GRADE: each paper: A 94, A- 91, B+ 88 etc.; course average: A 92-96, A- 90-91, B+ 87-89 etc		

COURSE DESCRIPTION: Practice in critical reading in the disciplines; research skills using various writing strategies, with an emphasis on analysis and argumentation. A 2000-3000 word argumentative/ persuasive research paper will be required. Prerequisite: A grade of C (2.0) or better in ENG 105.

Texts *The Little, Brown Compact Handbook*, by Jane Aaron; for both comp classes AND all college writing..

A rhetoric/reader: For Dr. Brown's section, *Waiting for Superman*, Public Affairs, 2010. #9781586489274.

Supplies: a flash drive; 2 pocket/clip folders for coursework/papers, and magazine, portfolio; paper for printing
Computer-Assisted Writing & Research: you must use UNCP e-mail, blackboard and a library account

COURSE PORTFOLIO Submit a final portfolio of work for review by your instructor:

1. one multi-draft, argumentative research essay that contains a minimum of eight pages or 2,000 words and whose works cited page or bibliography includes at least 8 sources (include drafts, critiques, sources)
2. one other argument essay and all stages of work on this essay
3. a reflective essay on your writing and your growth as a writer in the areas emphasized in this course

Portfolio evaluation is by **ENG 1060 Outcomes** (www.uncp.edu/etl/composition/index.htm) and **class criteria**

GENERAL POLICIES for COMPOSITION PROGRAM and Dr. Brown's ENG 1060

Absences: An instructor may fail a student who misses more than 6 hours/2 weeks of class, regardless of the reason.

Plagiarism: Students should commit themselves to academic integrity and understand the Academic Honor Code.

*For a C or above in ENG 1060, you must prove that you can *document correctly* and *avoid unintentional plagiarism*.

***Plagiarism as fraud**, knowingly presenting another's work as yours, leads to 0 grade, F in the course, & *honor code report*

ADA Policy: A student with a documented disability needing academic adjustments should speak immediately to the teacher and Mary Helen Walker, Disability Support Services, DF Lowry Bld, 521-6695. Discussions are confidential

Religious Holiday Policy. Students may have two excused absences for the observance of religious holidays. If you think you will take advantage of this opportunity, you must inform your instructor within the first two weeks of classes.

Privacy Policy: All writing in this class is **public**. Your papers receive comments by your instructor & classmates, and they may be shared by your instructor (name and grade removed) in this and other classes, in faculty workshops, or for assessment. Your writings should not include information you prefer to keep private. If you have concerns, speak to your instructor. Your work will not be shared with a wider public without your explicit written permission.

SUCCEEDING IN COLLEGE AND COMPOSITION: DR. BROWN'S POLICIES

Your college education costs N.C. \$10,000 taxpayers a year; **make it your job**. Limit commitments and set a schedule. Attend classes even when it is inconvenient or you don't feel well. Complete tasks on time and do your best. Ask for help from instructors, cooperate with peers, and take advantage of the library, computer services, and writing center.

"Motivation is often more important than your initial ability in determining whether you succeed in the long run," according to psychologist Carol Dweck, and the mindset you develop in college courses paves the way for your future.

All class activities & policies support class goals; each graded paper receives a **process grade** based on **how you keep up**. For **success in ENG 1060, good grades, a good course experience, and long-term benefits to your achievements:**

- **know the composition attendance policy:** a student who misses more than 2 weeks (6 MWF cls) must withdraw or fail
- **attend class, on time** (3x or 20m late=absence); over 3 unexcused absences also lower your average by 1 point each
- **take responsibility for any absences:** if you **miss a class, notify the instructor** (e-mail) so you are **prepared** for the next class; if you must miss a week or more, ask Student Affairs, 521-6175, to notify your instructors
- **keep up with homework (5-6 hrs/wk out of class)** and **follow directions** for assignments and homework
- **come prepared:** bring books and all work; coming to class without books & work 2 times counts as an *absence*
- **use class time well:** share your work, learn from others, be respectful and courteous: **pay attention** to the instructor and each other; do **NOT** have out a computer, phone, unrelated work (after a warning, you're **absent**).
- **ask for help with a project--before it is due--**from the instructor, class members, a librarian, or the Writing Center; visit the WC to help you improve skills: writing process, proofreading, style, credit, avoiding plagiarism
- **submit essays you take pride in**, on time, and include *all work & sources in the folder* (final on top)
 - for final essay (NOT draft) a 1-class extension is OK if you attend the day a paper is due & day you turn it in
 - a late or unacceptable paper loses up to 1 letter grade; after a week, grade is 0 unless teacher gives extension
- **revise to improve a grade** after an essay is returned (if caught up), **revise** for a new grade *averaged* with original grade; revised essays in your **portfolio** count again as part of the portfolio grade.
- **keep all work**, all semester (drafts, sources), **print a draft for each class**; keep **backup files (e-mail & k drive)**
- *A student who is **unengaged** (often absent, late, unprepared) more than 2 weeks will be asked to withdraw.*

Unit I MULTIGENRE ARGUMENT MAGAZINE: Solution(s) for A School or Schools

Student groups learn argument&research by creating a **Multigenre Magazine** of resources for specific school reform(s). Each magazine advocates and supports specific reform(s) for one particular school or school district, or the state of NC. Contents draw on student experiences, *Waiting for Superman* essays, interviews, Nat'l Issues Forums, articles, web sites. Each student contributes and selects materials to include, and each group compiles a pdf magazine and a print copy.

Cover page, Table of Contents, and Editor's letter (co-authored by group)

Public Proposal Essays (750-900 words, 3+ sources)

Academic Argument Essays (1200+ words, 4+ sources)

Published Arguments and related resources: published essays, abstracts of essays/articles from WFS, etc

Arts and Media Arguments (songs, poems, photos, etc, selected and/or created during "plus one" labs)

Magazines may be distributed &/or shown at **PURC Symposium** April 13: <http://www.uncp.edu/purc/symposium/>

Essay 1 Public Proposal (for multigenre magazine)

In an **opinion essay**, explain a **school problem, injustice, or need**, and **argue for/against a policy, action or solution**.

*show you are informed about positions in a current debate about school problems/solutions and respond with a proposal

*in your thesis, refer to people who **can act**: principal, teachers, students, school board, NC gov, foundation, community.

*use evidence&logic(logos), character&authority(ethos), and emotion&values (pathos-use I/we); refute opposing views

Requirements and Form: 750-800 wds, 3-4 pp., 5-8 paragr; 3-4 sources; 3-4 *quotes* & 3-4 *paraphr* (no more)

Title plus heading: your name, course, instructor date

Introduction (1-2 par); explains issue/problem, then a *competing solution* ("they say") & your response/critique

focused thesis ("I say"): your proposal for a policy, action, or solution

3-4 *paragraphs* of **good reasons** & evidence that **argue for** proposed solution & *refute* opposing claims

Conclusion

Works Cited (3-4 articles from *Waiting for Superman* & handouts, all cited in the essay)

Essay 2 Academic Argument (for multigenre magazine)

In a **magazine essay** for educated Americans, based on **academic inquiry&research**, prove a cause/effect thesis

***investigate a hypothesis** of **cause or effect** about the problem &/or reform discussed in your Public Proposal

does your (or another) proposed **solution** or policy do more good than harm or more harm than good?

is the **problem** that needs to be solved really serious? are debates focusing on the real problem?

*do **research** and take some **notes**; then analyze notes to plan a **thesis** and **outline** that includes a **concession**.

*use **evidence** from **3-5 sources**: at least 1 and 2 from **periodicals** (use Academic Search, Proquest, Omni-File)

Requirements and Form 1000 wds, 4-5 pages, 6-8 paragr; 4-5 sources, 3+quotes, 3+paraphr, MLA credit

Introduction (1-2 paragraphs): hook, background, and thesis (interpretation or cause)

Body of 5-6 *paragraphs*: concession/refutation claims & support claims with *evidence from notes*

*use and cite total of **3 or more quotes** and **3 or more paraphrases** from *WFS* & magazine/journal sources

Conclusion: may predict future or propose a solution

Works Cited: **3-5 sources**, at least 1-2 from *Waiting for Superman* and 2 recent periodical articles

UNIT 2 ACADEMIC RESEARCH PAPER (choose topic, thesis type, documentation style)

*choose topic from **your talents, major, work, career plans, passions, problems**-OK to stay on school reform

*state clearly & support or argue for, **one focused thesis** or **two or three related theses**-e.g. problem/solution

*if you wish, refer to **your own expertise and experiences**, use "I," and/or use a natural (non-academic) style

*cite **8-12 quality, varied sources** fr. **varied research strategies**, esp. recent periodicals; less than 1/3 web

Process stages (in addition to the final research paper)

1. Topic statement and topic/research conference

2. Prospectus (2-3 typed pages) and **Annotated Bibliography** (receives a separate grade)

3. Good Draft (at least ½ of final paper) and **draft conference**

4. Presentation using visuals/media or demonstration (receives a separate grade)

Form&Requirements: Academic Research Paper of 2000-3000 words, 8-12 pages, 8-12 sources

Title Page [plus Abstract for APA]

Introduction and Thesis (1-3 paragr): hook plus: background, definitions, your expertise, thesis sentence (s)

Body with 2 to 4 *sections*, each a mini-essay with thesis and support paragraphs; use of subheads is OK

*use and cite total of at least **6 paraphrases** and at least **4 quotations** from **8-12 quality, varied sources**

Conclusion (1-2 paragraphs)

References (APA), Works Cited (MLA) or Endnotes (CMS) of 8-12 Sources

Appendices, Images (optional)

ENG 1060 Argument Essay Evaluation Criteria (*italics are features of A, B essays*)

ASSIGNMENT REQUIREMENTS (genre, format, length, sources): **meet all** for C or above; *meet well for A or B*

GLOBAL FEATURES

1. *effective introduction* (hook, what “they say”) suited for genre and audience (title, conclusion fits also)
2. **thesis & focus** (“I say”) clear, *insightful argument claim* or **2-3 claims** suited for genre, audience, publication
3. **organization**, overall and within **sections**: relevant to thesis & to genre, in *effective* order, balanced

SECTIONS AND PARAGRAPHS: CONTENT

4. **reasons/support claims** (topic sentences/mini-theses): *insightful* support for thesis plus concession/refutation
5. *well-chosen examples, facts, quotes, data, images*—from *varied, quality sources* and good **research**; *confident* paraphrases and *effective* quotes, **well integrated** into the argument (NOT CUT & PASTE notes/quotes)
6. *thoughtful comments & analysis* of notes & quotes, *original* insights; logical (not fallacy); ethos, pathos
7. **credit for sources of notes** (as appropriate to genre)—in the essay and in Works Cited, References, Endnotes
 correct notes: accurate **quotes**, good **paraphrase** and **summary** (NOT plagiarism)
 correct **citations in essay** and in **Works Cited** or **References** or **footnotes**

SECTIONS AND PARAGRAPHS: COHERENCE, STYLE, CONVENTIONS

8. **unity** (no digression) and **coherence**, suitable, concise (not wordy), *smooth flow, transitions*
9. **voice, style, tone** (*ethos, pathos*) *effective* for purpose: wds, sentences, *metaphors*; concise, confident, *mature*
10. **language conventions**: clear, concise sentences, clear and standard **usage**, grammar, punctuation, spelling

WRITING PROCESS SKILLS AND STRATEGIES (these activities affect essay quality and **Process Grade**)

11. **critical reading** for **ideas, information, effective writing/rhetoric** (criteria 1-10, above)
12. **critical inquiry** through prewriting, quality **research, outlines** and plans
13. *significant. revision* in **multiple drafts**: global features, sections, coherence&style, good proofreading
14. **reflection, peer critique**, learning from critique by instructor & peers, helping peers, doing your best work

ARGUMENT ESSAY: TYPES of THESIS CLAIMS (or **support** claims)

FACT, INTERPRETATION, or DEFINITION

- true or false** **Questions:** Is/was/ X true, changed, a problem? Is X example of Y?
- definition** **YES:** X is/are/was true, happened, changed; X fits definition, X resembles Y
- comparison** **NO:** X is/was not true, is myth/invalid stereotype, doesn't fit definition, differs
- change** *Thesis (definition): Star Wars is a mythic film.*
Thesis (comparison): Doctor Faustus and Don Giovanni are similar tragic figures.

CAUSE or EFFECT **Question:** What is cause/effect? Does X cause, motivate, prevent/solve Y?

- causes or effects** **YES or NO:** X is/are/are not a major cause of Y, affects Y, led to Y
 X&Y led to, prevented, achieved/wld lead to a problem, trend, event, change
- benefit or harm** **cause evaluation:** X is/was/not worthwhile, needed, successful, can solve
Thesis (Monika Brown): Yes, finishing college is especially worthwhile today.

EVALUATION **Question:** Does X meet suitable **criteria or standards**, e.g. critical reviews

- critique** **GOOD:** X is/was/wd be good, beautiful, meets criteria; right, fair, just better
- contrast** **BAD:** X is/was/wd be bad, poor, unsatisfactory, ugly, wrong, unjust, worse
Thesis (critique/definition): Dean Smith has the qualities of an ideal college coach..
Thesis (critique): American women prostitutes are treated unfairly (in 3 ways)

PROPOSAL, REFUTATION, or ADVICE

- proposal/pro** A person, group or institution should do X, or put Y into effect, or continue Z
Thesis (practical): The college should buy a new van for the art department.
Thesis (public position): Courts should assign community service to young criminals instead of jail
- con/refutation** A person or group or institution should not do X, stop doing X, or has weak arguments
Thesis (Coretta King): No, waiting is the wrong way to deal with unemployment.
- advice (several proposals):** A person or group should do X, Y, & Z (for each proposal, give reasons)
Thesis (Shannon Flournoy): To reduce teen pregnancy, schools should try two approaches.

COMBINE: problem, (cause), solution *Thesis: Abusive parents are often victims, so NC governnt should*
stages of causes or/and effects *Thesis..led to Luther's Reformation, then it spread thru Europe because..*

