

SYLLABUS

TITLE: Advanced Composition

CODE: ING 223

PREREQUISITE: ING 114

CREDITS: 3 credits | 45 hours contact | 1 term

DESCRIPTION

This course focuses on enhancing skills in expository and persuasive writing. Using classical and modern rhetorical techniques, students further develop critical thinking skills and critically evaluate the quality and sufficiency of evidence and other forms of support for an argument. Through the application of the writing process, students will develop logical and ethical arguments and observe appropriate writing and documentation conventions. The course will also help students to master essential grammar, punctuation, and usage skills in themes highlighting ethical values. This course must be passed with a minimum of a C.

JUSTIFICATION

Written communication skills in English are essential to achieve professional advancement in almost any field today. By providing intensive practice in writing, English 223 aims to help students master the written language and thus assist

COMPETENCES

The course develops in the student the following competencies:

- **Communication**
- **Critical Questioning**
- **Research and exploration**

Learning Outcomes

Upon the completion of this course, the student will be able to:

- A. Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness.
- B. Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies.
- C. Demonstrate command of rules regarding plagiarism and academic ethics.

OBJECTIVES

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

- 1. Analyze and apply the writing conventions for various audiences within a particular discipline.
- 2. Employ a variety of technologies for research and writing.
- 3. Focus on writing around a clear main thesis.
- 4. Plan writing so that it speaks to a particular audience.
- 5. Organize material and paragraphs for an effective presentation.
- 6. Revise text for clarity, variety, and correctness of expression.
- 7. Evaluate and reflect on their writing processes.
- 8. Apply appropriate documentation and formatting styles.
- 9. Select and adapt conventions, including structure, paraphrasing, tone, mechanics, syntax, and style, for disciplinary or specialized discourse.

CONTENT

I. The Rhetoric of Argument

A. Rhetorical situations

1. Audience
2. Writer (authority and credibility)
3. Medium

B. Strategies for arguing

1. Ethos
2. Pathos
3. Logos

II. Types of arguments

- A. Arguments of fact
- B. Arguments of definition
- C. Evaluations
- D. Proposals
- E. Inductive arguments
- F. Deductive arguments
- G. Visual arguments and other media

III. Rhetorical Methods

- A. Aristotelian
- B. Rogerian
- C. Toulmin

IV. Evidence

- A. Primary sources
- B. Secondary sources
- C. Reasoning, analogies, examples

V. Reading, analyzing, interpreting, and evaluating arguments

- A. Identifying and evaluating inductive and deductive reasoning, premises, inferences, and conclusions
- B. Evaluating evidence, testimony, and statistics
- C. Recognizing and analyzing denotative and connotative language, literal and figurative comparisons
- D. Evaluating the effectiveness of diction and style
- E. Identifying fallacies and biases in arguments

VI. Composing and supporting arguments

- A. Constructing sound, well-organized, and adequately developed arguments
- B. Providing specific support and evidence for claims
- C. Evaluating, using, and documenting sources
- D. Avoiding logical fallacies 5. Refuting alternate arguments
- E. Applying appropriate rhetorical and stylistic devices.

METHODOLOGY

The primary method for this course is the Communicative Language Method (CLT). The CLT method aims to make communicative competence the goal of language teaching. It develops procedures for teaching the four skills that acknowledge the interdependence of language and communication. The following strategies are recommended:

- Flipped Classroom
- Small and large group discussions
- Cooperative learning
- Reading of Sample Essays
- Writing and editing activities

EVALUATION

| | |
|-----------------------|-------------|
| Compositions (Essays) | 30% |
| Minor Assignments | 20% |
| Activities/Quizzes | 25% |
| Final Essay | <u>25%</u> |
| TOTAL | 100% |

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the core activity of the course.

BIBLIOGRAPHY

Launspach, S. & Aull, L. (2020). *A Case-Based Approach to Argumentative Writing*. 1st Edition.

Oxford University Press.

Birkenstein, C., Durst, D., & Graff, G. (2015). *They Say, I Say: The Moves That Matter in*

Academic Writing, 3rd Edition.

Glynn, A., Hallsten-Erickson, K., & Swing, A. (2019). *You, Writing! A Guide to College Composition*.

Ebook:

Strongman, L. (2013). *Academic writing*. Cambridge Scholars Publishing.

<https://ebookcentral.proquest.com/lib/sagrado-ebooks/detail.action?docID=1753150>

Electronic articles:

Garcia-Gorrostita, J. M., López-López, A., Pinto, Singh, Villavicencio, Mayr-Schlegel, & Stamatatos. (2018). Argument component classification in academic writings. *Journal of Intelligent & Fuzzy Systems*, 34(5), 3037–3047.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=bsu&AN=129968538&lang=es&site=eds-live&scope=site&authtype=shib&custid=s5316525>

Garcia-Gorrostita, J. M., López-López, A., Pinto, D., & Singh, V. (2019). A corpus for argument analysis of academic writing: Argumentative paragraph detection. *Journal of Intelligent & Fuzzy Systems*, 36(5), 4565-

4577. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=bsu&AN=136448648&lang=es&site=eds-live&scope=site&authtype=shib&custid=s5316525>

Khairuddin, Z., Rahmat, N. H., Noor, M. M., & Khairuddin, Z. (2021). The use of rhetorical strategies in argumentative essays. *Pertanika Journal of Social Sciences & Humanities*, 29, 263–285.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=hlh&AN=156151626&lang=es&site=eds-live&scope=site&authtype=shib&custid=s5316525>

Lustyantie, N., Isnani, F. N., Suriyati, Y., Ramli, & Yudha, R. P. (2022). The effect of cognitive style, critical thinking, and digital literature on argumentative writing skills. *Educational Sciences: Theory & Practice*, 22(1), 27–35.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=ehh&AN=156388453&lang=es&site=eds-live&scope=site&authtype=shib&custid=s5316525>

Saricaoglu, A., & Atak, N. (2022). Syntactic complexity and lexical complexity in argumentative writing: *Variation by proficiency*. *Novitas-ROYAL*, 16(1), 56–73.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=ehh&AN=158796053&lang=es&site=eds-live&scope=site&authtype=shib&custid=s5316525>

Find more information resources related to the course topics on the library page
<http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

You must visit the corresponding office to obtain detailed information on the process and the required documentation. To guarantee equal conditions, in compliance with the ADA (1990) and the Rehabilitation Act (1973), all students who need reasonable accommodation services or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.