New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes:  Undergraduate credit □  Graduate credit □  Professional credit □

1. School/Division: College of Liberal Arts & Sciences
2. Academic Subject Code: ENC

3. Course Number: W 270 (must be cleared with University Enrollment Services)
4. Instructor: Joe Chaney
   Margaret Scanlan
   Joanne Detlefs

5. Course Title: Argumentative Writing

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2007

7. Credit Hours: Fixed at 3 or Variable from ___ to ___

8. Is this course to be graded S-F (only)? Yes ___ No __

9. Is variable title approval being requested? Yes ___ No ___

10. Course description (not to exceed 50 words) for Bulletin publication: P: Completion of the English composition requirement. Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.

11. Lecture Contact Hours: Fixed at 75 min. or Variable from ___ to ___

12. Non-Lecture Contact Hours: Fixed at 75 min. or Variable from ___ to ___

13. Estimated enrollment: 20 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: every semester

15. Will this course be required for majors? No

16. Is the course required? Course is being developed to meet the critical thinking requirement of the new campus general education requirements. Yes

17. Are the necessary reading materials currently available in the appropriate library? Yes

18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials. See attached

19. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. See attached

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Margaret Scanlan  Date 6/17/06

Department Chairman/Division Director

Approved by:

Dean  Date 8/31/06

Chancellor/Vice-President  Date

Dean of Graduate School (when required)

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
New to IUSB Course Request
ENG-W 270 Argumentative Writing

17. We plan for each section to have a theme to be selected by the instructor in consultation with colleagues. The idea is for the theme to be appealing and sufficiently focused to allow students to develop some real familiarity with the facts and with the range of relevant current opinion. Thus each section should have a sub-title: “Thinking about high-stakes testing.” For a wider audience, sections might have such titles as “Thinking about global warming” or “Thinking about migration.” We plan to use a critical thinking text such as Alec Fisher’s *Critical Thinking: An Introduction* (Oxford UP, 2002) or Neil Browne’s *Asking the Right Questions* (*7th* ed., Prentice-Hall, 2003). Students will have a handbook/guide to the research paper and additional reading on the theme. While some topics might lend themselves to existing books, e.g., Greenhaven’s Press’s “Opposing Viewpoints” series, instructors will choose their own thematic readings. In some cases, a course-pack may be preferable.

18. This is an additional junior-senior writing class that meets the critical thinking requirement. W270 will follow the model of W250, Writing in Context, with 3 short (4-5 page) papers and a longer (7-10 page) research paper. The course is being developed in conjunction with Joe Chaney and Lyle Zynda of the Philosophy Department to meet the critical thinking requirement of the campus-wide general education requirement. The immediate target audience is the School of Education majors in elementary and special education who have a large number of courses mandated by state law. These students previously took either W231, Professional Writing Skills, or W250, Writing in Context, as a second-level writing course. It will be helpful to the School of Education if these students can be directed as soon as possible into W270 so that they can retain a second-level writing course and meet the critical thinking requirement in General Education. However we restrict enrollments in the short term, the course will be structured so that it is equally appropriate in the long run for students in other majors.
W270 16092 ARGUMENTATIVE WRITING
Staff
4:00p-5:15p TR (25 students) 3 cr.

PREREQUISITE: Completion of the English composition requirement.

Offers instruction and practice in writing argumentative essays about complica
troversial issues. The course focuses on strategies for identifying issues, as:
claims, locating evidence, deciding on a position, and writing papers with clear
assertions and convincing arguments.

W321 22239 ADVANCED TECHNICAL WRITING
Dana Anderson
10:10a-11:00a MWF (30 students) 3 cr.

PREREQUISITE: W231 or permission of instructor.

TOPIC: “Visual Literacy and Document Design”

How does the design of a document—the material shaping of text on a page—
contribute to its effectiveness in achieving its purposes? Likewise, how do poor
choices prevent documents from accomplishing their aims? How are design ele
ments such as page layout, font, spacing, size, proximity, color, and contrast central to
visual literacy—our ability to interpret, understand, and make use of informa
tion on how it is physically structured for our reading?

These are the questions we'll be exploring as we look at a range of different do
especially (but not limiting ourselves to) those that we would call “professional
writing”—reports, proposals, process and procedure descriptions, brochures,
announcements, online documents such as web pages, and the like. In the com
classroom where we'll be meeting, we will learn about more than essential con
and theories of document design: we will learn how design choices have very r
specific consequences, rhetorical consequences, for how persuasive texts are in
purposes they seek to accomplish. The working knowledge of document design
develop is one that is increasingly expected of people who write in their various
workplaces. To that end, your work will provide you with a portfolio of various
that you’ve created to help you demonstrate your abilities as both a writer and

We’ll be completing various short writing and design assignments, as well as a
semester project, which will likely be the writing and design of a longer docu
needed by one of our many community service organizations. Two of your maj
assignments will be group projects, including your semester project and a class
presentation about it.

The course is intended to pick up where W231 (Professional Writing Skills) co
Accordingly, completion of W231 or instructor permission (and please contact
you’re interested) is required.
1. College of Liberal Arts and Sciences
2. Eng
3. W270 – Course currently offered on the Bloomington campus (see below)
4. J. Chaney, J. Detlef, M. Scanlan, J. Collins and others

W270 16092 ARGUMENTATIVE WRITING
Staff
3 cr.

PREREQUISITE: Completion of the English composition requirement.

7. 3 credits
8. No
9. No
10. Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.
11. 75 minutes classroom
12. 75 minutes computer lab
13. 20 per section; no graduate students
14. Every semester
15. Course is being developed to meet the critical thinking requirement of the new campus general education requirements
16. Yes
17. See attached
18. This is an additional junior-senior writing class that meets the critical thinking requirement.

[W270 will follow the model of W250, Writing in Context, with 3 short (4-5 page) papers and a longer (7-10 page) research paper. The course is being developed in conjunction with Joe Chaney and Lyle Zynda of the Philosophy Department to meet the critical thinking requirement of the campus-wide general education requirement. The immediate target audience is School of Education majors in elementary and special education who have a large number of courses mandated by state law. These students previously took either W231, Professional Writing Skills, or W250, Writing in Context, as a second-level writing course. It will be helpful to the School of Education if these students can be directed as soon as possible into W270 so that they can retain a second-level writing course and meet the critical thinking requirement in General Education. However we restrict enrollments in the short term, the course will be structured so that it is equally appropriate in the long run for students in other majors.}
We plan for each section to have a theme to be selected by the instructor in consultation with colleagues. The idea is for the theme to be appealing and sufficiently focused to allow students to develop some real familiarity with the facts and with the range of relevant current opinion. Thus each section should have a sub-title: “Thinking about . . . .” For education students, for example, a course might be titled “Thinking about high-stakes testing.” For a wider audience, sections might have such titles as “Thinking about global warming” or “Thinking about migration.” We plan to use a critical thinking text such as Alee Fisher’s *Critical Thinking: An Introduction* (Oxford UP, 2002) or Neil Browne’s *Asking the Right Questions* (7th ed., Prentice-Hall, 2003). Students will have a handbook/guide to the research paper and additional reading on the theme. While some topics might lend themselves to existing books, e.g., Greenhaven’s Press’s “Opposing Viewpoints” series, instructors
Argumentative Writing
English W 270
Syllabus

The Course
In English W 270, students will develop critical thinking skills through basic and advanced conventions for argumentative writing through the lens of educational issues. Students will study the conventions of critical thinking and argumentative writing and apply them in their own arguments. Working both in teams and individually, students will analyze audience(s) and context, research, and compose strong arguments in print and/or in multi-media. Specifically, the course will emphasize identifying issues and claims, using evidence to support claims, and dealing with rebuttals in the writing of others and their own. The course will use an approach to argumentative writing as a recursive process of planning, drafting, and revising.

Course Goals
By the end of the semester, students should understand

- The distinctive uses of reading and writing as critical thinking and problem-solving methods through clear argumentative writing.
- Ways that researched argumentative writing gives the writer credibility and authority in various disciplines.
- Ways that critical thinking enables democratic participation and informed arguments.

Critical Thinking, Reading, and Writing
By the end of the semester, students should

- Use writing and reading for inquiry, learning, thinking, communicating, and achieving goals.
- Understand a writing assignment as both a process and a problem-solving activity, involving finding, evaluating, analyzing, and synthesizing academic sources.
- Participate in conversation and debate within a clearly defined issue.
- Understand the benefits of drafting and revising and the different demands and conventions of argumentative writing.
- Understand audience(s) as a key feature to write, for example, a series of documents about the same issue, but for different audience members.
- Analyze audience, context, and purpose to determine the tone, style, substance, reasoning, language, format, design and organization.
- Organize by using thesis statements and claims, shaping effective, well-supported paragraphs, prioritizing points, using transitional elements, editing for clarity and correctness.
- Use standard American grammar, diction, and sentence and paragraph structures.
Critical Thinking Conventions and Terminology

By the end of the semester, students should

- Learn how to express ideas clearly and precisely, and to identify and clarify vagueness and ambiguity that impedes effective reasoning.
- Learn how to identify an argument, i.e., a set of statements in which evidence or reasons are given to support a claim, and to distinguish between arguing for a claim and merely expressing or articulating it.
- Learn how to articulate hidden assumptions made by incomplete arguments and understand common fallacies in argumentative writing such as ad hominem attacks, and the fallacies of the straw man, red herring, slippery slope, etc.
- Learn how to distinguish between different basic categories of reasoning (inductive and deductive), and to apply the general rules that determine reasoning through critical thinking and how to assess when reasons would support a claim and when evidence or reasons are cogent or credible.
- Recognize terms generally used in critical thinking, argumentative writing and research.

Ethics

By the end of the semester, students should

- Take responsibility for their own duties and actions, whether working alone or collaborating with a team.
- Understand the rhetorical practices of critical thinking skills and use of language, in particular as they apply to argumentation.
- Understand the potential ramifications of accuracy, plagiarism, confidentiality, and the use of technology.
- Practice respect, integrity, and courtesy in their writing.

Technology

By the end of the semester, students should

- Learn current software for composing, revision, research, and document design.
- Use communication technologies to manage projects and products.
- Understand how technology influences rhetorical strategies.

Research

By the end of the semester, students should

- Understand the role of research in critical thinking and argumentative writing.
- Use traditional and online libraries, organization sites, and government sites.
- Locate, interpret, and analyze evidence.
- Evaluate the authority, reliability, validity, timeliness, and relevance of a source.
- Document sources appropriately for use, purpose, and topic, normally by using APA or MLA style, with care to avoid plagiarism.
Collaboration with Peers

By the end of the semester, students should

- Understand collaborative and social aspects of writing processes.
- Contribute to all stages and parts of a project by planning, scheduling, discussing, file sharing, researching, drafting, revising, and polishing.
- Monitor team activities, report progress to the instructor, evaluate their own progress and others’ work, and solve problems as they arise in the course of collaboration.

Course Texts

- Instructor chooses. Possible texts include:
  - Handbook/guide to the research paper

Grades

The course will follow the standard grading scale, and grades will be assigned through the following breakdown:

- **Paper 1—Evaluation (4-5 pages)** 20%
  By actively addressing the various stages of the project, each student will produce a polished evaluation based on the Toulmin model that effectively incorporates reasons and warrants in support of qualified, specific, controversial evaluations. Since evaluations will be aimed at a targeted audience, students will gain a greater understanding and awareness of the writer’s audience and how to anticipate and address specific expectations and objections a chosen audience might raise. Time will be taken throughout the project to gain a greater understanding of critical thinking skills and argumentative writing as a whole in order to produce an effective argument.

- **Paper 2—Definition (with sources, 4-5 pages)** 20%
  The definition paper is designed to allow students to gain a greater understanding of how powerful definitional arguments are in that they help determine what something or someone is; they can result in inclusion and exclusion. Rather than thinking of definitions as natural and unchanging, definitional arguments allow students to recognize classifications as unnatural and constructed. Definition arguments also highlight the ways in which language can be used to promote specific agendas. Students will choose and develop one of the following types of claims as a basis for a definitional argument, such as questions related to genus, species, conditions, fulfillment of conditions, and members of a named class.

- **Paper 3—Visual (with sources, 4-5 pages)** 20%
  This assignment encourages students to go beyond only considering the words in a text—its linguistic content—and to also observe how visual elements, such as graphics, typography, color, and placement, contribute to meaning and argument. Visual arguments surround us. In our daily lives, we are frequently confronted by
advertising with very little linguistic content that is still highly argumentative. The Internet is a medium that relies on words and images working together to make meaning. Internet users in particular must use critical thinking skills to interpret the arguments websites present. Students will prepare an argument that is both visual and linguistic that is computer based.

- **Paper 4—Collaborative final paper (with sources, 7-10 pages) 30%**
  For the final project, students will compose a proposal argument that includes library research. The term “proposal” refers to a formal document that proposes a solution to a current problem while presenting how/why the proposal is feasible. Students must use critical thinking skills and the rhetoric of argumentative writing to convince their audience(s) of the validity of their argument. This project will also consider how students might use critical thinking skills to prepare a successful grant to fund their proposal.

- **Quizzes, participation and attendance**  10%

**Attendance**

Attendance is not optional. This course requires the active making of knowledge on students' parts that comes from discussion and class activities. Occasional absences from class may be unavoidable. However, academic success depends on regular attendance, and more than three absences are excessive and may result in a failing grade for the entire course.
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