

Palm Beach State College
Course Syllabus – ELearning Online Class

General Class and Course Information

Course Number: ENC II	Course Title: College Comp II		
Term/Dates: 1/06-5/06	Reference Number: 212655	Credit Hours: 3	Clock Hours:

Course Description: Course teaches skills and techniques for critical, persuasive and research writing. Also included are styles and tone of non-fiction and interpretation of literature. After successfully completing the course, students should demonstrate increased proficiency in writing; analyze and compose non-fictional prose; and write persuasive, critical and research essays.

Distance Learning Class Information

This course is taken completely on the Internet without attending a classroom on campus. Some courses may require students to take examination(s) in a proctored lab setting. Before you decide to take the course via online delivery, it is recommended that you:

Visit – <http://www.palmbeachstate.edu/elearning/online>
to obtain **Detailed Facts & Information** about

Blackboard Access

- ✓ Access to your Online Course is **AVAILABLE** each term on the **FIRST DAY OF CLASSES**
- ✓ Access to your Online Course will **NOT BE AVAILABLE** unless the course tuition is **FULLY PAID**

Blackboard Orientations

- ✓ How to Register for the Free Online Orientation Course: ELO1000
- ✓ Where/When to Attend On-Campus Orientation

Blackboard Tips & Tutorials

- ✓ How to Ensure your Computer is Compatible
- ✓ Ensure you Understand Examination and Assignment Rules
- ✓ Learn the Functions of Blackboard

Then Proceed To – <https://palmbeachstate.blackboard.com>
to **Login to your Course** (not available before the first day of class) using the same
USERNAME and PASSWORD you used to register for classes.

For Additional Information and Notices Visit – <http://www.palmbeachstate.edu/elearning>

Gordon Rule Class

This class has been designated as a Gordon Rule class for writing. This means that the course has significant writing requirements. Please see the web page at:
http://www.palmbeachstate.edu/learningoutcomes/Documents/Gordon_Rule_Statement_Student.pdf
(this section must be deleted if the course is not a Gordon Rule writing class).

Professor's Information

Name: Ms. M Carr	Office Location: N/A
Telephone: N/A	Email: carrm@palmbeachstate.edu
Faculty Web Page:	Office Hours:



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http://www.palmbeachstate.edu/faculty/index.asp?id=carrm	By Appointment
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Information on REQUIRED Textbooks:

Title	Edition	Author	Publisher	ISBN
<i>Everything is an Argument</i>	6th	Andrea A. Lunsford; John J. Ruszkiewicz; Keith Walters	Bedford/ St Martin's	ISBN10: 1457606046 ISBN13: 9781457606045
<i>The Bedford Handbook</i>	8th	Somers, Nancy	Bedford/St. Martin's	9780312681869

Other Information on Textbooks and Materials needed for class:

Computer and internet access as this is an online course
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Course Learning Outcomes: As a result of taking this course, the student will be able to:

- Demonstrate increased proficiency in all of the objectives for ENC 1101.
- Analyze prose to determine its subject, audience, style, tone and purpose.
- Compose non-fictional prose with a degree of formality appropriate to its subject, audience, and purpose.
- Compose essays that make arguments appropriate to the subject, audience and purpose.
- Compose essays that demonstrate understanding of the subject and employ rhetorical techniques appropriately.
- Complete a research project that deals with a subject suitable for library research, uses written materials of others as its primary sources of information, and documents all information gleaned from research using MLA style.
- Demonstrate effective writing skills for a specific audience.

Full Course Outline - Click on the following link: [Course Outlines](#) and enter the course number (no space between the prefix and the number).

Grading:

Assignments, Tests, Quizzes and Final Exam Schedule, with percentage/points of grade:

Discussions **(20%)**

Argument Analysis/Peer Reviews **(45%)**

MIDTERM **(15%)**

FINAL **(15%)**

Miscellaneous **(5%)**

Grading:

Letter Grade	Percentage (if applicable)
A	90-100%
B	80-90%
C	70-80%
D	60-70%
F	>60%

Student Acknowledgement and Adherence to Student Retention Action Plan Steps

(PRINT, READ, INITIAL if you agree, SIGNATURE and PHONE NUMBER, SUBMIT ON BLACKBOARD)

1. **Failure to Login-** Student acknowledges that he/ she must log-in and upload a signed copy of the Student Acknowledgement by the semester's Add/Drop day. Student acknowledges that failure to do so results in a *non-retractable* "WN".
_____ Student Initials
2. **Failure to hand in 2 consecutive assignments-** Student acknowledges that he/she must hand in work on time and consistently. Failure to hand in two consecutive assignments will result in an *non-retractable* "WX".
_____ Student Initials
3. **Plagiarism-** Student acknowledges that any and all assignments (excludes final drafts that match *original author's* previously submitted rough drafts) submitted with a 20% or higher matched rating on Safeassign will result in an *immediate* "F" in the class.
_____ Student Initials
4. **Online Meeting Sessions-** <https://connect.palmbeachschools.org/helpspring16/>
 - a. Student acknowledges that failure to attend the first Session will result in a *non-retractable* "WN".
_____ Student Initials
 - b. Student Acknowledges that failure to attend the Midterm Conferences Session will result in a 0% for the Midterm Grade. _____ Student Initials
 - c. Student Acknowledges that failure to attend the bi-weekly "Help" sessions will result in a *non-retractable* "WX". ("Help" sessions are *MANDATORY* for any student with a grade below a "C")
_____ Student Initials
 - d. Student Acknowledges that failure to attend the Final Conferences Session will result in a 0% for the Final Exam Grade. _____ Student Initials

_____ Student Signature

_____ Printed Name

_____ Phone Number



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Class Policies

Attendance: Professors are required to take attendance.

Online meetings-

1. Using the link provided, log on “as a guest” with your Last Name and class number as your Sign-in/ Login Name.
<https://connect.palmbeachschools.org/helpspring16/>
2. I will take attendance per the Participants List
3. You will be asked to have WORKING earphones/speakers in order to hear my lecture/ explanations/ introduction.
4. You will be able to ask questions via text on the online class. I will NOT activate any camera use.
5. The online sessions will be limited to 30-45 minutes each.

- ☐ The First Session, Midterm Session, and Final Exam Sessions are MANDATORY for all students.
- ☐ The Help sessions are every two weeks. They are MANDATORY for students with an average below a C. I will send an email to you the week before if you are required to attend.

Please, be aware of the contracted repercussions of failure to attend!

Attendance: Professors are required to take attendance.

You must do work in Blackboard within the first week of the class to be considered “attending”. Please, recognize that regular logins are required. There are scattered due dates to which you must be adhere.

Electronic Device Use and Email Policy:

Obviously, you need access to WiFi/Internet and a functioning computer.

Email- use the Blackboard email for information/ questions. If you have an urgent matter, use carr.pbsc@gmail.com

Late Assignment Policy:

Late work will NOT be accepted! You will receive a 0% and no feedback. The assignment is not eligible for revision.

College Policies and Web Information

Academic Dishonesty

Academic dishonesty includes the following actions, as well as other similar conduct aimed at making false representation with respect to the student's academic performance:

- (1) Cheating on an exam, (2) Collaborating with others on work to be presented, if contrary to the stated rules of the course, (3) Submitting, if contrary to the rules of the course, work previously submitted in another course, (4) Knowingly and intentionally assisting another student in any of the above actions, including assistance in an arrangement whereby work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed, (5) Plagiarism.



Palm Beach State College Course Syllabus – ELearning Online Class

Please refer to the **Palm Beach State College Student Handbook** (www.palmbeachstate.edu/current for link to the student handbook).

Classroom Etiquette and Student Behavior Guidelines

Students will demonstrate respect for professors and fellow students. Behavior that is disruptive to a positive learning environment reported by the professor will result in a warning on the first instance; the second instance might result in expulsion from the course or campus.

Computer Competency Component

Each student will, to the satisfaction of the professor, demonstrate a fundamental understanding of basic computer operations through various professor-determined exercises and/or assignments.

Disability Support Services

Students with disabilities are advised, in compliance with federal and state laws, that accommodations and services are available through the office of Disability Support Services (DSS). It is the student's responsibility to contact Disabled Student Services Advisors and to submit appropriate documentation prior to receiving services. Please see the website at www.palmbeachstate.edu/current for web address for Disability Support Services.

Eating, Drinking and Smoking

Eating and drinking are confined to areas designated on the campus. Smoking is not permitted in any College building and only in areas designated at each campus.

Final Course Grade Appeal

The evaluation of academic work is the responsibility of the faculty member/instructor. The method for assigning the final course grade is established by the faculty member/instructor. Per Board Rule 6Hx-18-3.191, faculty/instructors shall communicate the grading policy of the course to their students in writing. If this policy changes during the term, students should be notified of any changes in writing. The method to determine final course grades must be given to students in a course syllabus at the beginning of the class. Should a student have a question about a final course grade, please follow the procedures as outlined in the student handbook: www.palmbeachstate.edu/current.

Mid-Term Grade Reporting

Within one week after the close of the mid-term grading period, mid-term grades will be made available to all students for each class by either written notification or individual conference.

Student Responsibility Policy

When a student attends the College, s/he becomes subject to its jurisdiction. Students are expected to conduct themselves in a responsible manner, in all areas of campus life. By enrolling, they pledge to obey the rules and regulations of the College and are responsible for observing all College policies and procedures as published in the student handbook, the College catalog and other College publications. The student will be responsible for preparing for class, participating in class, and completing assignments on time.

Palm Beach State Websites of Interest

Please see this web page (www.palmbeachstate.edu/current) for a list of web addresses for students.

Withdrawal Policy for Individual Courses

The last day to withdraw from a College course with a "W" grade in this course is (Click here and type the withdrawal date for your course from the online class roster). It is the responsibility of the student to use the PantherWeb system or visit a campus Registrar's office to withdraw. An official withdrawal entitles the student to a grade of "W" in the class.

Distance Learning Requirements

Computer Systems

Your computer system resources must be compatible with the Learning Management System (LMS) used to deliver/manage course content. System Check (analysis) is provided on the course login page at <https://palmbeachstate.blackboard.com>. Your computer needs to be configured per recommended settings. Failure to do so generally results in test submission and other participative action errors. These types of errors are generally not accepted as an excuse for missed submissions.

SLC Computer Lab

If students do not have access to a computer at home, the SLC Computer Lab at a Palm Beach State campus can be used to complete course assignments. Visit the SLC Computer Lab webpage at <http://www.palmbeachstate.edu/slc> for location and hours.



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Student Computer & Learning Management System Skills

Students need to possess basic web-browsing skills and need to learn the functions of the Learning Management System (LMS). Online video tutorials are provided for all major LMS functions and can be accessed from the online classroom or directly at <http://www.palmbeachstate.edu/elearning/resources>

Course Login

Courses become accessible on the first day of class and tuition must be fully paid to obtain access. If this is your first PBSC online course, review the Course Access Facts & Information at <http://www.palmbeachstate.edu/elearning/online> before attempting to login to your course -- information on how to change your password and solving other login related issues is provided on this page.

Login Page: <https://palmbeachstate.blackboard.com>

Username: Your PBSC Student ID

Password: Your PBSC Password (must be 6 characters)

Online Textbook Purchase

The textbook(s) can be purchased at the PBSC Campus Bookstore or online at <http://www.efollett.com>.

Online Course Assistance

For assistance, contact your:

- o Professor -- with Course Instructional Content (assignment/test availability dates, course instructions, etc.) issues.
- o Student Helpdesk -- with Username/Password & General Access issues. Call 561-868-4000.
- o Blackboard Administrator -- for Course Availability issues. Email BbAdmin@palmbeachstate.edu.

Department Contact Information

Palm Beach Gardens

Name: Nancy McDonald	Office Location: AA 101
Telephone: (561) 207-5033	Email: mcdonaln@palmbeachstate.edu
Job Title: English Department Chair	

1. Lesson 1- Book Information/ MLA Formatting

Estimated Completion Time: 2-2.5 hours

DIRECTIONS- Review the Bibliography/ Works Cited PPT and take the MLA Format Quiz.

Sources:

- 1.1. Bibliography PPT
- 1.2. MLA Format Quiz

2. Lesson 2- Thesis Statement/ Essay Organization

Estimated Completion Time: 3 hours

DIRECTIONS- Review the thesis powerpoint, conduct the practices , and take the quiz.

- 2.1. Thesis PPT
- 2.2. Thesis Practice 1
- 2.3. Thesis Practice 2
- 2.4. Thesis Practice 3
- 2.5. Paragraph Organization Practice
- 2.6. Thesis Quiz



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3. Lesson 3-Prompt One

Estimated Completion Time: 5-5.5 hours

DIRECTIONS-Read and participate in the assigned readings and discussion forums. Review the powerpoints concerning essay and paragraph organization for argument writing. Finish by taking the Essay/ Paragraph Quiz, submitting the Compare/ Contrast Argument Analysis and Peer Reviews.

- 3.1. Read “Toddlers in Tiaras” (490)
- 3.2. Read “The Culture of Thin Bites Fiji” (502)
- 3.3. Participate in the Discussion Forum-
 - 3.3.1. Hollandsworth 1
 - 3.3.2. Goodman 1
- 3.4. SafeAssign Submission- Compare/ Contrast Argument Analysis Intro and Thesis
- 3.5. SafeAssign Submission- Compare/ Contrast Argument Analysis
- 3.6. Share Compare/ Contrast Argument Analysis on discussion board
- 3.7. SafeAssign Submission- Peer Review #1- Compare/ Contrast Argument Analysis (Find peer’s analysis to review on discussion board)

4. Lesson 4- Prompt Two

Estimated Completion Time: 1-1.5 hours

DIRECTIONS- Read and participate in the assigned readings and discussion forums. Finish by t submitting the Compare/ Contrast Argument Analysis and Peer Reviews.

- 4.1. Read “Reality TV Goes Where Football Meets the Hijab” (525)
- 4.2. Read “Are We Worried about Storm’s Identity- or Our Own?” (545)
- 4.3. Participate in the Discussion Forum-
 - 4.3.1. Khakpour 1
 - 4.3.2. Williams 1
- 4.4. SafeAssign Submission- Compare/ Contrast Argument Analysis Intro and thesis
- 4.5. SafeAssign Submission- Compare/ Contrast Argument Analysis
- 4.6. Share Compare/ Contrast Argument Analysis on discussion board

5. Midterm/ Final Exam

Estimated Completion Time: 9-10

Review the powerpoints concerning the writing process and the research paper. *Begin the Writing Process for your research/ Final Exam paper!*

MIDTERM DIRECTIONS- Submit a SafeAssignment for your Draft in addition to sharing your Draft on the discussion board. Conduct a Peer Review for one other classmate, and submit it within the Midterm Week as Safe Assignments as well.

FINAL EXAM DIRECTIONS- Using the information in the Research Paper Powerpoint, follow the writing process in developing your *research/ Final Exam paper*. Submit a SafeAssignment for your Final Draft.



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- 5.1. Writing Process PPT
- 5.2. Research Paper Assignment PPT
 - 5.2.1. Brainstorm
 - 5.2.2. Research for *Final Exam paper* (Txtbk page 412-446) Post on Discussion Board as well submission to SafeAssign
 - 5.2.3. Proposal for *Final Exam paper* (1-2 pages; Txtbk page 273; *Guide page 290-294*)
 - 5.2.4. Midterm *paper* (; **MIDTERM EXAM**) Post on Discussion Board as well submission to SafeAssign
 - 5.2.5. Peer Review of Midterm Submit to SafeAssign; Post on Discussion Board as well
 - 5.2.6. Final Exam Paper (**FINAL EXAM**) Submit to SafeAssign
- 5.3. Problems/ Questions/ Need Ideas for Research Paper? Go to the “Research Paper” Discussion Forum... it may help...
- 5.4. SafeAssign Submission- Midterm
- 5.5. Share SafeAssign Submission- Discussion Board Midterm
- 5.6. SafeAssign Submission- Peer Review #1-Midterm (Find peer’s analysis to review on discussion board)
- 5.7. SafeAssign Submission- Final Exam

6. **Lesson 5- Rhetorical Devices/ Prompt 3**

Estimated Completion Time: 4.5-5 hours

DIRECTIONS- Review the Visual Arguments and the “Miss Representation” Trailer. Review the powerpoint on Logos, Pathos, and Ethos. Complete the practices. Read the readings and participate in the discussion questions. Finish by writing, submitting, and conducting two peer reviews for a Rhetorical Devices Argument Analysis on the Visual Arguments on pages 531-533 as well as Miss Representation Trailer ([Youtube link here!](#))

- 6.1. Review the Visual Arguments on pages 531-533
- 6.2. Review [“Miss Representation Trailer”](#)
- 6.3. Participate in the Discussion Forum-
 - 6.3.1. Visual Literacy
- 6.4. Logos, Pathos, and Ethos PPT
- 6.5. Rhetorical Devices Practice 1
- 6.6. Rhetorical Devices Practice 2
- 6.7. Rhetorical Devices Practice 3
- 6.8. SafeAssign Submission- Rhetorical Devices Argument Analysis Intro and Thesis
- 6.9. SafeAssign Submission- Rhetorical Devices Argument Analysis
- 6.10. Share Rhetorical Devices Argument Analysis Post on Discussion Board as well submission to SafeAssign

TOTAL COURSE= Estimated Completion Time: 30.5-36.0 hours

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Assignment	Due Date- Midnight of the date given (NO EXCEPTIONS)	Estimated Word Count
Lesson 1	01/11	
Lesson 2	01/11	
1st Online Class Session (MANDATORY FOR ALL): failure to attend the first Session will result in a <i>non-retractable</i> "WN". Take "Were you here" Test #1	Day AFTER Add/Drop Deadline 1/14 @ 4:30-5:00	
Lesson 3- Prompt 1- Readings and Discussions DB	01/14	200-250
Prompt 1 Intro and Thesis Discussion Board and Safeassign	01/19	100-150
Prompt 1 Draft on Discussion Board and Safeassign	01/27	700-800
Bi-weekly Help Online Class Session (MANDATORY FOR STUDENTS BELOW A C): failure to attend the bi-weekly "Help" sessions will result in a <i>non-retractable</i> "WX". ("Help" sessions are MANDATORY for any student with a grade below a "C") Take "Were you here" Test #2	Week 1/25 @ 4:30-5:00	
Initial Bibliography of Research for Final Exam Paper	02/3	250-350
Prompt 2 Readings and Discussions on Discussion Board	02/9	200-250
Bi-weekly Help Online Class Session (MANDATORY FOR STUDENTS BELOW A C): failure to attend the bi-weekly "Help" sessions will result in a <i>non-retractable</i> "WX". ("Help" sessions are MANDATORY for any student with a grade below a "C") Take "Were you here" Test #3	Week 2/8 @ 4:30-5:00	
Prompt 2 Intro and Thesis SafeAssign and DB	02/15	100-150
Prompt 2 Draft DB and Safeassign	02/24	700-800
Midterm Online Class Session (MANDATORY FOR ALL): failure to attend the Midterm Conferences Session will result in a 0% for the Midterm Grade. Take "Were you here" Test #4	Week 2/22 @ 4:30-5:00	
Midterm SafeAssign and DB	03/2	700-800
Midterm Peer Review SafeAssign Submission and Reply on DB	03/16	700-800
Bi-weekly Help Online Class Session (MANDATORY FOR STUDENTS BELOW A C): failure to attend the bi-weekly "Help" sessions will result in a <i>non-retractable</i> "WX". ("Help" sessions are MANDATORY for any student with a grade below a "C") Take "Were you here" Test #5	Week 3/14 @ 4:30-5:00	
Prompt 2 Peer Review DB and SafeAssign Submission	03/23	



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Prompt 3 Readings and Discussions DB	03/28	200-250
Prompt 3 Intro and thesis DB and Safeassign	04/4	100-150
Final Online Class Session (MANDATORY FOR ALL): failure to attend the Final Conferences Session will result in a 0% for the Final Exam Grade. Take "Were you here" Test #6	Week 4/4 @ 4:30-5:00	
Prompt 3 Draft DB and Safeassign	04/13	700-800
Final Exam Paper Final Draft Safeassign	04/26	700-800

Midterm/ Final Exam Prompts

Visual Arguments and Rhetorical Analysis

- ★ Click on the text, and it should take your to a link where you can “see” arguments.
- ★ Analyse those arguments: How does the argument reach/affect its audience?¹
 - Rhetorical Star
 - Rhetorical Devices
- ❑ [#Crimingwhilewhite](#)
- ❑ [Eric Garner Protests](#)
- ❑ [Eric Garner Response](#)
- ❑ [#iftheygunnedmedown](#)
- ★ **Midterm Exam Prompt-** Using any, some, or all of the sources provided, write a five paragraph Rhetorical Analysis (outline provided in the syllabus)
- ★ **Final Exam Prompt-**
 - Pay attention to the media/ current events.
 - Pick a current event.
 - Research it.

¹ WARNING! You should not use “I” or “me; use “audience”. This is a provocative issue; hence, the provocative images. However, I am NOT asking you to give your opinion on the subject. I am asking you to analyze the images and the impact the images may or may not have on the audience. That is all. So, stay objective and authoritative in your writing.



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- Find 2-3 visual arguments concerning that event (you may extend upon the one I started).
- Your sources should have been published within the last 6 months.
- Using any, some, or all of the sources you found, write a five paragraph Rhetorical Analysis (outline provided in the syllabus).
- Be sure to include a CORRECT works cited page (your paper will receive a 0% if the Works Cited is missing)

Works Cited

"21 Powerful Photos From the Eric Garner Protests in New York City." *Mic*. Web. 04 Dec. 2014.

<http://mic.com/articles/105714/21-powerful-photos-from-the-eric-garner-protests-in-new-york-city?utm_source=policymicFB&utm_medium=main&utm_campaign=social>.

Dickerson, Jessica. "#CrimingWhileWhite Explodes On Twitter Following Eric Garner Decision." *The Huffington Post*. TheHuffingtonPost.com, 03 Dec. 2014. Web. 04 Dec. 2014.

<http://www.huffingtonpost.com/2014/12/03/criming-while-white-hashtag_n_6265480.html?ncid=fbcklnku shpmg000000063>.

Dur, Jessica, and O. Network. "Users Ask Which Photo Media Would Use #IfTheyGunnedMeDown." *USA Today*. Gannett, 13 Aug. 2014. Web. 04 Dec. 2014.

<<http://www.usatoday.com/story/news/nation-now/2014/08/12/if-they-gunned-me-down-hashtag-twitter/13982539/>>.



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Mazza, Ed. "NY Daily News Makes Huge Statement With Front Page On Eric Garner Decision." *The Huffington Post*. TheHuffingtonPost.com, 03 Dec. 2014. Web. 04 Dec. 2014.

<http://www.huffingtonpost.com/2014/12/03/ny-daily-news-eric-garner-front-page_n_6265964.html?ncid=fcbklnkushpimg00000063>.

Compare/ Contrast: Argument Analysis-

- Title: Compare/ Contrast-ARTICLE AUTHORS' NAMES
- Introduction Paragraph (page 1)
 - attention-getter
 - article one argument (restate thesis)
 - article two argument (restate thesis)
 - Thesis Statement (Compare/ Contrast)
- Body Paragraph One (1st ½ page 2)
 - Topic Sentence (Compare)
 - Assertion- (one way articles are the same)
 - Proof- (example from article one)
 - Proof- (example from article two)
 - Explanation- (tell audience how these two examples show the similarity of the two articles)
 - Transition- (Lead the audience to the contrast paragraph)
- Body Paragraph Two (2nd ½ page 2)
 - Topic Sentence (Contrast)
 - Assertion- (one way articles are different)
 - Proof- (example from article one)
 - Proof- (example from article two)
 - Explanation- (tell audience how these two examples show the difference of the two articles)
- Conclusion (1st ½ page 3)
 - Restate Thesis
 - Review Comparison
 - Review Contrast



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- Explanation- (How does this impact the world outside this paper and classroom?)

Automatic 0% if ANY of the following are present:

- incorrect MLA Format (article titles should be in quotes)
- incorrect Works Cited
- Over 3 pages
- Under 3 pages

Peer Review Compare/ Contrast: Argument Analysis

- Title: Peer Review Compare/ Contrast- AUTHOR'S NAME
- 1st Paragraph (1st ½ page 2)
 - Which articles did the classmate use?
 - Restate your classmate's thesis in your own words?
 - How did your classmate use the articles: what was his/her comparison and contrast?
 - What logical fallacies do you see in his /her argument?
- Body Paragraph One (1st ½ page 2) **Proofreading**
 - Topic Sentence (Introduce Proofreading)
 - Assertion-(Which common errors do you see/ Any repeated grammatical, spelling, or sentencing errors present?... if not, tell something (grammar, spelling, or sentencing) that is especially well done)
 - Proof- (example of incorrect / correct use)
 - Explanation- (tell audience how this is an example of a common error/ what does this example do to the author's argument?)
 - Transition- (Lead the audience to **Argument** paragraph)
- Body Paragraph Two (2nd ½ page 2) **Argument 1**
 - Topic Sentence (Introduce Argument)
 - Assertion-(What is the author's argument concerning the **comparison** between the two articles? How can it be made better? Are there any logical fallacies in the author's analysis?)
 - Proof- (example of from paper)
 - Explanation- (tell audience how this is an example of an error; what error is being committed; how would the author fix it or make argument better)
 - Transition- (Lead the audience to **Argument 2** paragraph)



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- Body Paragraph Two (1st ½ page 3) **Argument 2**
 - Topic Sentence (Introduce Argument)
 - Assertion-(What is the author's argument concerning the **contrast** between the two articles? How can it be made better? Are there any logical fallacies in the author's analysis?)
 - Proof- (example of from paper)
 - Explanation- (tell audience how this is an example of an error; what error is being committed; how would the author fix it or make argument better)
 - Transition- (Lead the audience to **Conclusion** paragraph)
- Conclusion (2nd ½ page 3)
 - Restate Thesis
 - Review problems AND solutions with proofreading and argument
 - Explanation- (How does this impact the world outside this paper/ how will it affect the future of the author?)

Automatic 0% if ANY of the following are present:

- incorrect MLA Format (article titles should be in quotes)
- incorrect Works Cited
- Over 3 pages
- Under 3 pages

Rhetorical Devices: Argument Analysis

- Title:Rhetorical Devices-ARTICLE AUTHORS' NAMES
- Introduction Paragraph (page 1)
 - attention-getter
 - Introduce Logos, Ethos, Pathos Definitions
 - article one argument (restate thesis)
 - Thesis Statement
- Body Paragraph One (1st ½ page 2)
 - Topic Sentence (**Logos**)
 - Assertion- (Why/How does the author use **Logos**?)
 - Proof- (example of **Logos**)
 - Explanation- (tell audience how this is an example of **Logos**/ what does this example do for the author's argument?)
 - Transition- (Lead the audience to **Pathos** paragraph)
- Body Paragraph Two (2nd ½ page 2)
 - Topic Sentence (**Pathos**)
 - Assertion- (Why/How does the author use **Pathos**?)
 - Proof- (example of **Pathos**)
 - Explanation- (tell audience how this is an example of **Pathos**/ what does this example do for the author's argument?)
 - Transition- (Lead the audience to **Ethos** paragraph)
- Body Paragraph Three (1st ½ page 3)
 - Topic Sentence (**Ethos**)



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- Assertion- (Why/How does the author use **Ethos**?)
- Proof- (example of **ethos**)
- Explanation- (tell audience how this is an example of **ethos**/ what does this example do for the author's argument?)
- Transition- (Lead the audience to **Conclusion** paragraph)
- Conclusion (2nd ½ page 3)
 - Restate Thesis
 - Review use of devices
 - Explanation- (How does this impact the world outside this paper and classroom?)

Automatic 0% if ANY of the following are present:

- incorrect MLA Format (article titles should be in quotes)
- incorrect Works Cited
- Over 3 pages
- Under 3 pages

Peer Review Rhetorical Devices: Argument Analysis

- Title: Peer Review Rhetorical Devices- AUTHOR'S NAME
- Introduction Paragraph (page 1)
 - Which articles did the classmate use?
 - Restate your classmate's thesis in your own words?
 - How did your classmate use the articles?
 - What logical fallacies do you see in his /her argument?
- Body Paragraph One (1st ½ page 2) **Proofreading**
 - Topic Sentence (Introduce Proofreading)
 - Assertion-(Which common errors do you see/ Any repeated grammatical, spelling, or sentencing errors present?... if not, tell something (grammar, spelling, or sentencing)that is especially well done)
 - Proof- (example of incorrect / correct use)
 - Explanation- (tell audience how this is an example of a common error/ what does this example do to the author's argument?)
 - Transition- (Lead the audience to **Argument** paragraph)
- Body Paragraph Two (2nd ½ page 2) **Argument 1**
 - Topic Sentence (Introduce Argument)
 - Assertion-(What is the author's argument concerning the impact of **Pathos**, **Logos**, and **Ethos**? How can it be made better? Are there any logical fallacies in the author's analysis?)
 - Proof- (example of from paper)
 - Explanation- (tell audience how this is an example of an error; what error is being committed; how would the author fix it or make argument better)
 - Transition- (Lead the audience to **Argument 2** paragraph)



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- Body Paragraph Two (1st ½ page 3) **Argument 2**
 - Topic Sentence (Introduce Argument)
 - Assertion-(What is the author's argument concerning the impact of Pathos, Logos, and Ethos? How can it be made better? Are there any logical fallacies in the author's analysis?)
 - Proof- (example of from paper)
 - Explanation- (tell audience how this is an example of an error; what error is being committed; how would the author fix it or make argument better)
 - Transition- (Lead the audience to **Conclusion** paragraph)
- Conclusion (2nd ½ page 3)
 - Restate Thesis
 - Review problems AND solutions with proofreading and argument
 - Explanation- (How does this impact the world outside this paper/ how will it affect the future of the author?)

Automatic 0% if ANY of the following are present:

- incorrect MLA Format (article titles should be in quotes)
- incorrect Works Cited
- Over 3 pages
- Under 3 pages

___/50	A Superior	B Good	C Competent	Below Expectations (50% for Completion)	Unacceptable (0% for Completion)
Critical Thinking	Exceptionally developed clear, logical, focused thesis and content that anticipates and responds to an academic audience's needs and assumptions.	Clear, logical thinking and a focused thesis. Does not always anticipate or respond to the needs and assumptions of an academic audience	Thesis addresses the issue and audience, but is too broad or too narrow. Provides only general and limited explanations that barely meet the needs of an academic audience	Thesis is ineffective or missing. Gaps in logical thinking are noticeable. Logical questions by a skeptical academic audience are not addressed.	Does not follow the assignment instructions and does not accomplish the purpose of the assignment. No evidence of critical thinking.

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Clarity & Organization	Method of development implied in topic sentences is clearly and consistently followed in all paragraphs. Transitions and reinforcement of the main idea add unity and coherence to the writing.	Although an occasional topic sentences is missing or ineffective, the method of development implied in the topic sentences is mostly followed. Transitions and reinforcement of the main idea are mostly followed.	Topic sentences do not express clear direction. Transitions and reinforcement of the main idea are minimal, forcing the reader to make some connections that should be made by the writer.	Topic sentences are sometimes present, but most are missing or ineffective. Development is aimless, transitions mostly missing, and the main idea is not reinforced. The academic audience cannot follow the logical thread of the argument most of the time.	Topic sentences missing or methods of development implied by topic sentences are not followed.
Language	Standard grammar and punctuation are followed. Frequently uses specific, concrete words and phrases that noticeably add believability and sophistication to the writing. Formal tone is consistently used.	Standard grammar and punctuation are mostly followed. Uses enough specific, concrete words and phrases that make the writing believable. Formal tone is consistently maintained.	Some repeated grammar and punctuation errors distract readers. Uses too many general words and phrases. Occasionally uses informal tone not appropriate to an academic audience.	Many and varied grammar, and punctuation errors throughout the paper make the writing difficult to understand. Many filler words used that do not add content or credibility. Mostly informal tone is not appropriate to an academic audience.	Errors in grammar and punctuation are so frequent that the reader cannot follow the logic of most sentences. General and filler words make the writer and writing not credible to an academic audience. Writing is consistently too informal for an academic audience.
Support	Uses ample specific and concrete facts, examples, and/or narration. Introduces valid and believable outside sources, uses correct in-text citations for summaries and quotes. Bibliography, if required, is correct.	Uses some concrete facts and/or narration but credibility would be improved with more specific, concrete details and examples. Missing minor parts of in-text documentation. Bibliography, if required, is mostly correct.	Some general facts, examples, and/or narration reduce the credibility to an academic audience. Does not introduce outside sources consistently. Missing or inconsistent use of in-text documentation. Bibliography, if required, is somewhat flawed.	Offers little or no concrete facts. Generalities make the writing not credible or convincing to an academic audience. Includes many, significant errors with introductions to outside sources, in-text citations, summaries, and quotes. Bibliography, if required, is mangled or incomplete.	Evidence provided does not conform to the purpose of the paper or the assignment. Outside sources are not credible. Bibliography, if required, is missing. Blatantly plagiarized.