

English 323: Advanced Argument

Spring 2025:

Mon/Wed/Fri

10:10 – 11 am

0285 Ross

Dr. Roger Austin

- 1167 Ross Hall
- roger.austin@unco.edu

Student Office Hours

Just drop in without an appointment:

- Mondays: 11:15 am to 12:15 pm
- Wednesdays: 1:15 to 2:15 pm

Or email me for additional times.

Office Hours begin Week 2.

If I'm not in my office, look for me in the Writing Center (Ross 1230).

Required Materials

- **Course Readings:**
Readings for this course will be available on Canvas, provided as PDFs by the end of the first week; look under Modules for two groups of readings: "Rhetorical Readings for Discussion" and "Advanced Argument Readings"
- **Canvas and Online Research:**
This course will require regular, timely access to the UNC Canvas course management system and other online learning environments, and some in-class use of laptops or tablets.

If you cannot meet all course text, technology, and policy requirements, please contact me immediately.

Course Description

Students engage in advanced analysis and production of upper-level college arguments, including extended application of rhetorical and discourse theory. Students explore enhanced revision and reflective writing. (LAC, GtP)

The Colorado Commission on Higher Education has approved English 323 for inclusion in the Guaranteed Transfer (GT) Pathways program in the gt-CO3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

Prerequisite: GtCO2, LAC1b, an ACT score of 30.0 or higher in English, or an SAT verbal score of 630 or higher prior to March 2016, or SAT Reading score of 34 or higher after March 2016.

Please note: This syllabus and course schedule document reflects a *plan* for the course. Deviations from this plan may become necessary as the semester progresses and will be announced in class or on Canvas. This may include assignments, reading plans, course modes, and more. Stay informed to stay current.

Have to Miss Class?

Act now - set up a plan with 2-3 other classmates to share notes on missed days.



Assignments and Assessment

This is a brief overview of the assignments you'll complete over the course of the semester. **Each assignment will be accompanied by more detailed instructions as the course progresses.**

Advanced Argument

English 323 is an opportunity for students to develop argumentative skill in multiple contexts - academic, public, personal - by analyzing and creating a variety of texts.

Students learn to apply key concepts from rhetoric in creation of robust, nuanced arguments, including: synthesis, *Kairos*, audience, the rhetorical situation, Toulmin-based analysis, Rogerian argument, and visual/aural argumentation.

This course places special emphasis on rhetorically situated writing processes, accessing and evaluating sources, peer response, and revising. Students gain writing experience that they can apply to their roles as scholars, citizens, consumers, and professionals.

Quick Writes

A variety of short assignments, sometimes unannounced.

10% of final grade (50 points)

Peer Review

Each major assignment will be preceded by a required in-class workshop. To receive credit for each workshop, you must:

- present a complete draft; all core requirements are fulfilled in draft state, AND;
- bring two physical copies of your draft assignment in-hand at the start of class

10% of final grade (50 points)

Facilitated Reading

Lead a single class discussion on one of our pre-selected Rhetorical Readings. Facilitate the class to engage in thoughtful discussion with analytical examination of the deeper themes and topics contained within.

10% of final grade (50 points)

A1 Kairos Analysis

Critically analyze the context surrounding a piece of writing and generate a concise set of supportable claims about the logic, structure, and efficacy of the author's argument.

10% of final grade (50 points)

A2 Visual Argument Analysis

Further establish your proficiency in analyzing and responding to arguments by evaluating and supporting claims based on your reading of a visual argument.

10% of final grade (50 points)

A3 Annotations

Research, curate, and collect reliable, current sources into a bibliography that prepares you for the forthcoming Advanced Researched Argument.

15% of final grade (75 points)

A4 Advanced Researched Argument

Compose a considered, well-supported argument designed to convince or persuade a specific audience to accept a specific position on an issue.

20% of final grade (100 points)

A5 Visual Remediation

Based on your completed Advanced Researched Argument, create a multimodal argument designed to persuade your audience to accept or understand a specific argument.

15% of final grade (75 points)

Course Policies and Resources

Attendance

Poor attendance has a research-proven negative impact on performance, and often contributes to failing a course. I do not penalize non-attendance. However, to recognize students who show strong investment, I offer the following *incentive*:

- If you miss six (6) or fewer class meetings
- and have earned a final total within 5 points of the next letter grade,
- then I automatically raise your grade (e.g., B+ to A-; B- to B)
- There is no other method to raise your earned grade at the end of the term, no matter how close you are

Attendance tracking policies:

- The above policy covers all non-UNC-sanctioned absences, including illness, travel, and personal obligations.
- Missing more than 10 minutes of class time is counted as an absence.
- If you must be absent for a UNC-sanctioned event, you must provide documentation of the affected dates by the end of the second week of class. All deadlines and requirements remain fully in effect.

Assignment Turn-In

All assignments must be uploaded to the appropriate Canvas drop box by the indicated deadlines and must be submitted as text in a Microsoft Word file (.doc or .docx) unless stated otherwise on assignment guidelines. Canvas drop boxes close at the end of each submission period.

You alone must verify that your submissions are uploaded on time, associated with the correct drop boxes, and appear as you intend; after submission, I strongly recommend navigating back to the assignment page to make sure it is displayed correctly. Plan for more time than you think; individual technology issues cannot excuse a late, incorrect, or missing submission.

Late Submissions and Extensions

Late submissions are possible for major assignments only, within the following guidelines:

- Up to 24 hours late: -10% of total grade (e.g., a late paper earning a 90% is graded as 80%)
- Major assignments submitted more than 24 hours late are not accepted, and are marked as 0
- There is no late/reduced grade option for any other assignment; all other assignments must be submitted on-time

If you are facing an extraordinary problem beyond your control, contact me in advance of the deadline to seek an extension, but do not consider that date extended without my confirmation. All assignments turned in after the deadline without approval are subject to the above policies.

Assessment Policies

- Completion of all assignments does not guarantee earning a passing course grade.
- The minimum required grade for passing ENG 323 is a D.
- End-of-term grade rounding (or “bumps”) are available only through the means outlined in the course attendance policy.
- Inclement weather during finals: If the university closes during our finals week class meeting, any planned in-class activity or assessment will be delivered via Canvas when the university reopens.

Grade Scale Percentage

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C -	70-72
B	83-86	D	67-69
B-	80-82	F	0-66

Disability Resource Center

unco.edu/disability-resource-center/
970-351-2289

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g., time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact the Disability Resource Center (DRC) to request accommodations.

Please note that I must have DRC accommodations confirmed before they can be integrated into the learning environment.

Student Safety and Title IX

The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the [University's Office of Institutional Equity and Compliance \(OIEC\)](#) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone - students can contact the [Assault Survivors Advocacy Program \(ASAP\)](#) at 970-351-1490 to seek confidential guidance and support.

Communication

Email is the only way to directly contact me: roger.austin@unco.edu. I generally respond to email within 1-2 weekdays, but take additional time during weekends, holidays, and breaks. **All official class communications will be sent to your listed UNC student email address and/or posted on Canvas.**

Remember that I work with new faces and names each semester; please write with these considerations:

- Include a subject line with your course and specific section. Please use an appropriate greeting and write a succinct message or a clear question.
- To avoid unnecessary confusion, please check that your question is not already covered by this syllabus, a provided assignment handout, or Canvas announcement.
- **Do not use Canvas submission comments for important communication.**

You alone are responsible for staying current with in-class content, even when you are absent. I simply cannot respond to vague "what did I miss?" emails.

Conduct and Etiquette

Please consider how your conduct impacts others:

- Be prepared to discuss assigned topics or submit expected materials according to scheduled class activities
- Read or listen to others in good faith and with empathy; your goal is to understand
- In the rare case where points of view may conflict, remember to critique the idea, *not the person*
- Discriminatory, inflammatory rhetoric, or personal attacks will not be tolerated

Writing Center

Strong writers seek feedback. I never require writing center attendance, but I always recommend it.

The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together!

Schedule your in-person, video, or email session today by visiting:

www.unco.edu/writing-center

970-351-2056

Academic Conduct Policies

Academic Honesty

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Student Conduct and Accountability.

Actions that bypass assessment, learning outcomes, or otherwise avoid course requirements are an ethical breach, and **I treat such cases of academic dishonesty seriously**. UNC places the authority to determine what constitutes academic dishonesty with the instructor; some examples include, but are not limited to:

- Purchasing or downloading any amount of writing from an online paper service
- Taking verbatim content from other sources without quotation marks and/or attribution
- “Remixing” (swapping synonyms or other superficial changes) content from other sources
- Having another writer compose your work, paid or unpaid
- Resubmitting any portion of your own work composed for any other class without permission from both involved instructors

The consequences for academic dishonesty are:

- The first instance will earn an **assignment grade of 0**. That assignment will not be eligible for revision or resubmission.
- A second instance will automatically earn **course failure**.
- All instances of deliberate academic dishonesty are **reported to the University**.

Please read and understand the expectations of the University of Northern Colorado Student Code of Conduct, aka the “BEAR Code.”

AI Writing Policy

The proliferation of generative “AI” writing chatbots offer a tempting alternative to bypass the difficult work of detailed writing. When used mindfully and responsibly in specific contexts, these can be useful tools. Unfortunately, these chatbots are not true “intelligence;” they instead produce *mimicry* of human writing. No matter how high the quality of this mimicry may be, it has yet to achieve human-like invention, critical thinking, or synthesis of new ideas and arguments.

In this class, you are expected to write on topics about which you are personally interested, and to communicate specific information that is reflective of your own critical thinking. **A core goal of this course is to help you acquire and/or refine skills of the writing process within specific genres, processes, and contexts.** Not only are these skills requisite to act of effectively revising AI-written content, but **use of AI chatbots circumvent course goals**. *Note: it may not be obvious, but any tool that provides suggested sentence-level rewriting is generative AI writing.*

You are not permitted to use AI writing tools of any type to complete any portion of your assessed work unless otherwise stated by assignment guidelines. If you use these tools without such explicit approval, your actions **would be considered academically dishonest** and a violation of UNC’s Student Code of Conduct (BEAR Code). Always check with me if you are unsure about any degree of AI involvement

Student Well-being

Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression.

If you find yourself in this situation, UNC has resources to help:

- If you’re not sure where to turn, the website for UNC’s Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury.
- Mental health professionals are available for free, confidential consultations in the Counseling Center. To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall. If you are experiencing a crisis after-hours, call the Counseling Center and press #2 to connect with a crisis counselor.

Outcomes, Competency, and Content Criteria

Liberal Arts Curriculum & GT Pathways Student Learning Outcomes for Written Communication

The Liberal Arts Curriculum Written Communication requirement is designed to help students develop the ability to use the English language effectively, read and listen critically, and write with thoughtfulness, clarity, coherence, and persuasiveness. In order to fulfill the Written Communication requirement of the LAC students are required to take 6 credit hours in Written Communication coursework. There are 3 pathways for completing this requirement:

- Option 1: take introductory writing (ENG 122) with support (ENG 132) + intermediate writing (e.g. ENG 123 or ENG 225);
- Option 2: take introductory writing (ENG 122) + intermediate writing (e.g. ENG 123 or ENG 225);
- Option 3: take intermediate writing (e.g. ENG 123 or ENG 225) + advanced writing (ENG 323).

Each course in the Written Communication sequence assumes that writing is a recursive process. UNC's LAC outcomes are aligned with the State of Colorado's Gt Pathways student learning outcomes, competencies, and content criteria for written communication.

Core Competency: The Colorado Commission on Higher Education defines competency in written communication as a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

Student Learning Outcomes

Students should be able to:

1. Employ Rhetorical Knowledge
 - a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation
2. Develop Content
 - a. Create and develop ideas within the context of the situation and the assigned task(s).
3. Apply Genre and Disciplinary Conventions
 - a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistics choices, in particular forms and/or fields.
4. Use Sources and Evidence
 - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - b. Follow an appropriate documentation system
5. Control Syntax and Mechanics
 - a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

Course Content Criteria

The Colorado Commission on Higher Education requires that any course which receives approval as GT-CO3 must adhere to the list of course content criteria articulated below.

This course shall be designed to:

1. Extend Rhetorical Knowledge
 - a. Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
 - b. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
 - c. Learn more sophisticated ways to communicate knowledge to appropriate audiences.
 - d. Apply reflective strategies to the synthesis, communication, and creation of knowledge.
2. Extend Experience in Writing
 - a. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
 - b. Critique one's own and other's work, including the work of professional writers and/or scholars.
3. Extend Critical and Creative Thinking
 - a. Reflect on the implications and consequences of context.
 - b. Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.
 - c. Extend and complicate the consequences of the stated conclusion
4. Use Sources and Evidence
 - a. Select, evaluate, and synthesize appropriate sources and evidence.
 - b. Use discipline-appropriate criteria to evaluate sources and evidence
5. Extend Application of Composing Conventions
 - a. Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
 - b. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing objects

GtP Alignments: Student Learning Outcomes and Content Criteria

Facilitated Reading

- SLO: 1a 2a 3a
- CC: 1abd 3ab 5ab

A1: Kairos Analysis

- SLO: 1acd 2ab 3a 4ab 5a
- CC: 1ad 2ab 3abc 4a 5a

A2: Visual Argument Analysis

- SLO: 1a 2ab 3a 4ab 5a
- CC: 1ad 2ab 3abc 4a 5a

A3: Annotations

- SLO: 1a 3a 4ab 5a
- CC: 1abc 2b 4ab 5ab

A4: Adv. Researched Argument

- SLO: 1a 2a 3a 4ab 5a
- CC: 1abcd 2ab 3abc 4ab 5ab

A5: Adv. Visual Remediation

- SLO: 1a 2a 3a 4ab 5a
- CC: 1abcd 2ab 3abc 4ab 5ab

Schedule: ENG.323 Spring 2025

Planned readings from our course texts appear below. Unless otherwise announced, read anything indicated here by Wednesday each week. All readings can be found under our Canvas main page modules: “Advanced Argument Readings” (**Canvas AA**) and “Rhetorical Readings for Discussion” (**Canvas RR**).

Week	In-Class Topics and Events	Weekly Readings; Assignments Due
1	Jan 13 Introductions Defining Argument	
2	22 Analyzing a Rhetorical Situation Intro of Facilitated Reading, Kairos Analysis	<ul style="list-style-type: none"> Canvas RR: Lieberman Canvas AA: Bitzer
3	27 Models of Analysis	<ul style="list-style-type: none"> Canvas AA: Vatz Canvas RR: Swift
4	Feb 3 <i>Schedule Adjustment</i>	<ul style="list-style-type: none"> Canvas RR: Blair
5	10 Visual Analysis A1 Peer Review Wednesday 2.12 In-Class	<ul style="list-style-type: none"> Canvas RR: McCloud A1: Kairos Analysis Due to Canvas Thursday Feb. 13
6	17 Visual Analysis cont'd Topical Systems and Selection	<ul style="list-style-type: none"> Canvas AA: Essentials Ch 9
7	24 Introduction of A3 A2 Peer Review Friday 2.28 In-Class	<ul style="list-style-type: none"> Canvas RR: Ede and Lunsford A2: Visual Analysis Due to Canvas Sunday Mar. 2
8	Mar 3 Evaluating Sources Research Skills	<ul style="list-style-type: none"> Canvas RR: Foss and Griffin
9	10 Sample Annotations	<ul style="list-style-type: none"> Canvas RR: Tannen
--	17 <i>Spring Break</i>	
10	24 Structure and Claims Introduce A4 A3 Peer Review Friday 3.28 In-Class	<ul style="list-style-type: none"> Canvas AA: Essentials Ch 5 Canvas RR x2: Haidt and Schwartz A3: Annotations Due to Canvas Sunday Mar. 30
11	31 Types of Proof Audience-based Reason and Evidence Sample Arguments	<ul style="list-style-type: none"> Canvas AA: Essentials Ch 10 Canvas RR x2: Teich and Lassner
12	Apr 7 Class Activities Online Wednesday and Friday	<ul style="list-style-type: none"> Canvas AA: Essentials Ch 11
13	14 Editing vs Revision A4 Peer Review Friday 4.18 In-Class	<ul style="list-style-type: none"> Canvas RR: Lohani A4: Advanced Argument Due to Canvas Sunday Apr. 20
14	21 Applying Visual Rhetoric	<ul style="list-style-type: none"> Canvas RR: Christman
15	28 A5 Peer Review WEDNESDAY 4.30 In-Class	<ul style="list-style-type: none"> A5: Visual Remediations Presentations Begin In-Class Friday, 5.2
Finals Week Meeting	A4: Visual Remediation Presentations Conclude May 9 th : 8:00 to 10:30 am	