

University Students: Studying Hard or Hardly Studying? *The case of English Sophomore Rhetoric students at Notre Dame University-Louaize*

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Abstract

Professors often say that university students are not working to their full potential. Why is it that some students are not taking advantage of the opportunities offered to prepare for a successful career? This paper will present the answers to these questions and will explore the main reasons why students do not take their university education as seriously as they should. Is it, for example, that students do not read enough and therefore have problems understanding, or because they are doing their studies in English, which is not their mother tongue, or, is it because they cannot relate to the material given in the classroom, or simply because they are thinking about their extra-curricular life more than their future career? Based on a Sophomore Rhetoric course (ENL 213), at Notre Dame University-Louaize, a private university in Lebanon, we will try to determine the reasons for this situation, and suggest practical solutions.

Keywords: Higher education, General Education Requirements (GER), English Sophomore Rhetoric (ENL 213) Extra-curricular

I. Introduction

Most students who choose to study at Notre Dame University-Louaize (NDU) a private university in Lebanon come from a French education system. However, after graduating from school, the majority of students choose to enroll in an American education system for several reasons. First, English is an international language, the language of business, the Internet, and the language of communication in the world at large. Second, knowledge of the English language increases job opportunities and career choices. Third, in an education system where English is the language of instruction, if a student fails a course, he or she may repeat the course itself without having to repeat the whole year while this is not the case in the French system. From a socio-economic point of view, a high percentage of students now work to help pay their tuitions, at least in part if not in full. Thus, having to work and study puts a heavy burden on the students' shoulder. Those who used to be carefree at school now have to take responsibilities and make choices they were not used to making.

II. Review of Literature

Is university education necessary to have a successful career?

Although higher education "is not a real-life experience", it will teach the basic skills that are necessary for the chosen field of work. After graduation, an individual will have a higher chance of finding a better job (Michiya, 2010).

Why is higher education necessary?

It makes sense that higher education improves an individual's quality of life. Studies show that compared to high school graduates, college graduates live longer, have better access to health care and health practices, have a better diet, more economic stability and security, better employment, and greater job satisfaction, and more self-confidence in general, along with less criminal activity. (Allen, 2007)

Clearly, knowledge is a very important ingredient in today's world. We often hear that, "Good specialists are needed everywhere".

At university, students can meet several competent people including professors and other students who may be valuable connections in their future profession. Higher education provides important academic skills, and wide knowledge that people can apply in their future career (www.english-test.net/forum/ftopics55084.html).

An additional vital role in higher education is the development of communicative language competence. Nowadays, English language competence is imperative in the workplace. A university education will probably help the students achieve professional success at least in some careers (Springer, 2012).

III. Case study results

As a professor at NDU where I have been teaching for the past 15 years, I give an English Sophomore Rhetoric class (ENL 213). English Sophomore Rhetoric is a required 3-credit course for all students. Classes meet three times a week for a 50 -minute period. (See Syllabus in Appendix 1)

This fall semester, 2012-2013, I gave my students the following in-class assignment:

Argumentative Essay:

Issue question: Why do you think that professors often say that university students are not working to their full potential? Why is it that some students are not taking advantage of the opportunities offered to prepare for a successful career? There are certainly some reasons.

Is it because, for example, students do not read enough and thus have problems understanding?

Is it because they are doing their studies in English, which is not their mother tongue?

Is it because they cannot relate to the material given in the classroom?

Is it because they are thinking about their extra-curricular activities more than their future?

Write an essay in which you explore the reasons why many students seem not to be taking their studies as seriously as they should. Provide three reasons and give three different types of evidence for each reason. Make sure to write a refutation and a rebuttal paragraph. Your conclusion should suggest some practical solutions.

Twenty-six students wrote the essay in class. The students were not aware that their comments may eventually be published in an article. Upon returning their graded essays, the professor informed the students of the article and they gave their consent for being quoted in the paper.

After carefully reading and correcting the essays, the professor noted the following relevant students' comments, some of them verbatim:

According to Ghassan G. students nowadays feel that it is their duty to get a good education, without knowing why, and without wanting it enough to work hard for it. The only reason, in his opinion, that students go to college in the first place is their belief that they should do so. G. continues that nowadays, everybody gets to go to college (not only the privileged or the rich) "without even wanting it". What he means I suppose, is that it is not a conscious decision on the part of the students to actually choose to go to college; it is just an automatic step that naturally follows school graduation.

Zaid K., on the other hand, says that it is easy to pass in an English/American system, "I don't need an A. Worst case scenario, he writes, is repeating the course later". Zaid blames the distractions that university life provides, along with the many clubs, friends, and activities. It seems that they are distracting and time-consuming and prevent the students from focusing on their work. Another point he mentions, is that the material given at university is "at a higher level than what the student was used to in the twelve years of school".

Christian C. writes that students nowadays are more interested in their extra-curricular life than in their studies. He says that with the advent of technology, "3G on their mobiles, Lebanese students are now more into meeting with their pals or their buddies...than even attending their classes." Christian observes that some of the students sit in a corner and send messages rather than participate in class. He also thinks that some of the material given in class is old and uninteresting, and that writing a five-paragraph essay is tough.

Another student, Georgio K., comes from a French education system and has difficulties expressing himself in correct English. He says that some students do not feel comfortable with "Active board", so they will not take studies seriously. He adds, their family obligations, it seems, prevent some students from studying as well as they should

Nizar A. explains that some material taught in the classroom has nothing to do with the students' future career. He also mentions cell phones as distractions, in addition to parents who are not as involved in their children's education as they were during school days. He also says that since students can repeat the course and not lose the whole year, the students are not too worried about failing a course. Nizar adds that many students consider General Education Requirements (GER) to be useless.

Amar F. suggests in her essay that, "universities should offer free language learning for those students who need it..." She also writes that sometimes students have to take courses they are not interested in. (I think she is referring to GER) Amar adds that fitting-in and making friends is a big concern at university, and that drugs and alcohol are possible problems.

Marc A. comes from a French system as well, and recommends that, "more orientation should be done at school for students to pick the appropriate university..."

Charbel A. says that professors give too much work and do not take into consideration the fact that "students are enrolled in many classes." He complains that students do not have enough time to sleep and that most of them have to work to pay their fees. He sounds angry, "not everything is studying and studying..." On the other hand, Charbel asks an interesting question "What if professors let students choose how they want to work?"

Marc Anthony M. writes that university is a time for playing as well! Some students, he adds, do not have enough money to continue their studies.

Louis J.Z. thinks that half of the students have to work to pay for their education, and, on the other hand, some students come to university to make friends and meet new people.

Mario E. thinks the culprit is a "bad curriculum" although he does not explain why.

Serge A. blames it all on the Internet technology, which takes up most of the students' time, so there is no time for reading, he explains!

Gilbert B. feels that most students at NDU do not read enough books at all. Gilbert thinks that this affects their grades. He also mentions that many students have to work.

Roger S. makes an interesting remark: parents and teachers tell their children/students to have as much fun as possible, because their "university days are the best in [their] whole life." This, he states, is "the whole reason behind the chaos of a staggering amount of failing".

Julien F. makes a valid point stating, "the students face problems in using English as they try to relate their Arabic concepts to the English expressions."

Michel B. writes that students whose parents are rich or those who have their own business waiting for them do not have to study enough for a high GPA. Others, like basketball players, for instance, believe that sports are more important and neglect their studies.

Elie G. says that it is normal to have fun at university because students will not have time after they graduate and start to work. Moreover, they think that graduating with a 2.3 GPA is the same as graduating with a 3.8 GPA. So, they might as well benefit and have fun, not study. The solution for this Marc writes, is for "universities to oblige students to do research and read a book every month."

Yves N. "English is a totally new world" for the students who were attending a French school. Lack of concentration (many students think of other things in class, he says), and GER delay them from studying their major courses. He adds, many students do not come prepared to class, that is, they do not do their homework or read the chapter before coming to class, as required on the syllabus. Time management is the solution Yves provides and a "To-Do- List" to organize the student's time.

Jean-Luc E. Students prefer events and making friends. "Getting popular is more important than studying at the library." Students daydream instead of listening to the professor's explanations. He writes, "...students are forgetting about their [careers] and are not aware of the consequences behind their lack of work." J-L suggests that students should start reading more, and learning new languages. Gaelle G. says that a university student can repeat the course he fails until he passes it. In Gaelle's opinion, this will make the student less of a hard-worker because he/she is not worried about losing a year.

She adds that since English is not most students' mother tongue, there will be lack of attention during explanations and difficulty studying the material and memorizing technical words. In addition, socializing is popular and constitutes a major concern for university students who are affected by negative peer pressure. Gaelle suggests reading books and doing research.

Barakat A. thinks that technology and Internet make it difficult for students to concentrate on work. (he probably means, they prefer to surf the net and play). Financial problems affect students' performance, so there is not enough time to work and study at the same time. Barakat feels that some students pass without remedial English although their English is not good enough, so they end up having difficulty understanding in class. He echoes other students when he writes that students are more interested in extra-curricular activities than in studying. He also says that some causes for skipping class or not studying are accidents, projects, problems with parents, jobs, etc., and that "professors must show some mercy." Alice E.: Students think that they have a lot of time to be serious (meaning in the future). So, they take time to play while at university, then they discover how hard it is to work and study. She says, they had thought it would be easy.

Anthony E. states that students have different expectations of university. They think it is all about partying, and getting a degree easily. Their studies do not interest them as they would rather go out with friends. He also says, that some students have a family business that does not require a diploma. So, as long as they pass and graduate, their job is guaranteed. Others, he writes, may not like their majors, but have to stick to it for family reasons. Yet, others feel that they can go out as much as they want and still have time to study. He cautions his peers not to enroll in areas they do not like.

Sara M.; Some students think that there is no time to study. They are more interested in extra-curricular life and a job. She suggests paying more attention in class. She also offers her fellow classmates some tips such as doing homework, forgetting about their cell phones, laptops, parties for one week before exams. She suggests priorities and time organization to get a higher GPA.

Joanne A. "College represented freedom for us..." Joanne writes that they did not think much of the major but rather of the activities she and her friends would be doing. "Things are not how we imagined them to be", she adds, university is expensive; it is not only about the tuition, but there are books to buy, note-books, pens, food, car, etc...Part-time jobs drain the students' energy and takes up their time, she explains. On the other hand, some students abuse the freedom at university and ruin their future, she adds. Joanne suggests that professors communicate with students and work together to achieve their common goal, "to provide a brighter future for students."

IV. Conclusion

In conclusion, there are several reasons why university students do not achieve their full potential. Among these are the many campus activities, and various clubs that take up their time; their own extracurricular life outside of campus, the English language barrier, the heavy workload, the additional job responsibility, and other private and personal issues. Some suggestions for a better performance are reading a book per month, added interest in research, time-management, prioritizing of activities and interests, realizing that although university days should be fun, they are an essential part of preparation for future career. On the other hand, if parents are more involved in their children's education, and that professors work hand-in-hand with the students to achieve their common goal, as Joanne, my student, so aptly put it, they would together "provide a brighter future for students."

References

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- Achieving Communicative Competence: The Role of Higher Education Retrieved December 23, 2012

Appendix -1



Notre Dame University – Louaize

Faculty of Humanities

Department of English, Translation and Education

ENL 213 Syllabus – (3.0); 3 cr. Sophomore Rhetoric

Taught by

Instructor: Amal Malek

Section: B

Office Hours / Contact

MWF 12-1

HA 246

1 Course Description

Aims at developing the use of logic and reasoning in argumentation. A properly documented critical paper is required. Prerequisite: [ENL 105](#) or ENL 110 or placement.

2 Student Learning Outcomes

Upon successful completion of this course, and as a result of the activities and study in this course, the students should be able to accomplish the following:

- To convince audiences by using objective, researched evidencing techniques.
- To give an educated opinion when discussing contemporary issues.
- To use sound thinking when expressing an opinion.
- To read and write critically.
- To identify issues, claims, arguments, counter-arguments, and types of evidence.
- To create, interpret, and evaluate arguments.
- To spot fallacies (errors in reasoning) in arguments.
- To develop argumentative essays of 1200-1500 words.
- To develop a well-researched critical paper of 3000-5000 words using the APA style of documentation.
- To use computer/Internet technology to access and retrieve necessary information in the various stages of research and writing.
 - To prepare and participate in class debates on current or recurring issues

3. Teaching Methodology and Techniques

- In order for students to fully master the skills of argumentation covered in this course, students will be participating in discussions in the form of textual analysis, class discussions and structured debates on current and recurring issues.
- Students will be expected to write frequently, culminating in the writing of a final argumentative paper. A first draft of the final paper must be submitted at least one week prior to the due date.
- Students are expected to participate dynamically in all class activities. ENL 213, of all courses offered at university level, is among those which demand the most in-class participation in the form of discussions framed by the sound exchange of claims, reasons, evidence and refutation..
- Instructors of this course will use a variety of learner-centered activities, including pair and group work. Instructors will facilitate student learning through favorizing an interactive environment. A small amount of whole class instruction is carried out; the bulk of the instruction is based on cooperative work.
- Home assignments will be given and they form an important part of the learning process.
- It is imperative that readings be done before the class sessions.

4. Required Text Book/s

Ranage, J. D., Bean, J. C. & Johnson, J. (2010). *Writing Arguments: A Rhetoric with Readings, 8th edition*. New York: Pearson

Nukui, C. (2007). *Critical Thinking*. Reading: Garnet Publishing Ltd.

For students placed in this course without taking ENL 110:

Manning, A. & A. O'Cain (2007). *Research and Referencing*. Garnet Publishing Ltd.

5. Resources Available to Students

- Library Resources: NDU Library is open to students to help you in all your research and class work. Qualified personnel are available to help you.
- Writing Center: The Writing Center provides assistance to all students who wish to discuss their writing with a trained consultant. The Center is located in HA 114. An appointment is required.
- Blackboard (bb) Software: If you are not familiar with the Blackboard system, it is recommended to attend a training session at the University Computer Services in order to know how to use the Blackboard system to enrich the academic communication with your instructor and your colleagues

6. Grading and Evaluation

Tasks	Assessment
Active Class Participation & preparation	05%
Quizzes (2)	05%
Essays (2) (done in class—best 2 out of 3)	20%
Tests (2)	20%
Argumentative Term Paper	15%
Class Debate	10%
Final Exam (common to all sections)	25%
Total	100%

- The Term Paper in 100 and 200 courses is 8 pages long: (1 title page, 4-6 body pages, and 1 reference page)

Writing Across the Curriculum

NDU considers that knowledge of a subject is both oral and written. Mastering the knowledge of a certain course means acquiring the ability to write on subjects related to that subject matter. Writing a research/term paper requires the appropriate command of language skills, proper terminology, and correct use of quotations, footnotes, and references, regardless of the course and topic.

7. Course Schedule

Date	Day	%	Time	Important Dates	Assignment
Sept. 21-23	W - F		8:00a.m - 4:00p.m.	Registration Period	
Sept. 26	M		8:00a.m - 4:00p.m.	Registration for New Students	
WEEK 0					Introduction to the course, class policies, and student/instructor expectations
Sept. 27-30	T		7:30a.m.	Classes begin	
Sept. 27 – Oct. 5	T - W			Application for Sibling Grant	
Sept. 29	Th		8:00a.m - 4:00p.m.	Late Registration (classes are in session)	
WEEK 1				Drop & Add (classes are in session)	Arguments: An Introduction, Ch. 1 Definition and features of an argument <i>Reading Assignment: pp. 19-22</i>
Oct. 3-7	M		8:00a.m - 4:00p.m.		
Oct. 4	T			Orientation Sessions for New Students - Attendance Obligatory	
Oct. 4 - 7	T - F			Orientation Sessions for New Students	
				Opening ceremony for the academic year 2011 - 2012	
Oct.5	W				
Oct. 6	Th		12:00 noon		
Oct. 7	F				
WEEK 2					Argument as Inquiry, Ch. 2 Believer/Doubter analysis The rhetorical context and argument genres; ethos, pathos, and logos; Class practice in micro themes Informal Fallacies, Appendix 1 Overview Critical Thinking , Unit 1 <i>Reading Assignment: Instructor's choice</i>
Oct. 10	M				
Oct. 11	T				
Oct. 12	W				
Oct. 13	Th				

Oct. 14	F				
WEEK 3					<p>The Core of an Argument, Ch. 3</p> <p>The classical argument: structure and planning</p> <p>Types of Claim, Ch. 10: Class exercises on forming issue questions that will lead to simple categorical claims.</p> <p>Informal Fallacies: of overgeneralization and stereotyping</p> <p>Quiz 1 (15-20' in class)</p> <p>A writing quiz that tests student's ability to handle texts objectively (as believers) before passing judgment</p> <p><i>Writing Assignment: Analysis of a text as a "doubter"—students may choose their own texts to analyze</i></p> <p>Critical Thinking, Unit 2</p> <p><i>Reading Assignment: Instructors will choose any of the articles from the Anthology.</i></p>
Oct. 17	M				
Oct. 18	T				
Oct. 19	W				
Oct. 20	Th				
Oct. 21	F				
WEEK 4					<p>The Core of an Argument, Ch. 3</p> <p>Claims supported by reasons. Class activities to focus on actual writing sessions. Students can critique each other's work.</p> <p>Definitional Claim, Ch. 11: Class exercises on forming issue questions that will lead to definitional claims.</p> <p>Logical Fallacies: Begging the question, part of the whole</p> <p>Essay 1 (30') Students should be able to present a claim with one reason (an enthymeme) and give evidence supporting the reason.</p> <p><i>Reading Assignment: Instructors can choose suitable articles from the anthology in the textbook.</i></p>
Oct. 24	M				
Oct. 25	T				
Oct. 26	W				

Oct. 27	Th				
Oct. 28	F				
WEEK 5					<p>The Logical Structure of Arguments, Ch. 4</p> <p>Overview “logos”; Toulmin’s schema for support; identifying the audience</p> <p>Class practice on identifying the warrant and presenting grounds and backing as bodies of evidence</p> <p>Causal Claim, Ch. 12: Class exercises on forming issue questions that will lead to cause/consequence claims.</p> <p>Logical Fallacies: non sequitur, post hoc</p> <p>Critical Thinking, Unit 3</p> <p><i>Reading Assignment: Instructors can choose suitable articles from the anthology in the textbook.</i></p>
Oct. 31	M				
Nov. 1	T			All Saints’ Day	
Nov. 2	W				
Nov. 3	Th				
Nov. 4	F				
WEEK 6					<p>Using Evidence, Ch. 5</p> <p>The STAR criteria for evaluating evidence; types of evidence.</p> <p>Resemblance Claim, Ch. 13: Class exercises on forming issue questions that will lead to resemblance claims.</p> <p>Logical Fallacies: false analogy</p> <p>Term Paper: Students should start choosing their topics. Topics must be approved by the instructor.</p> <p>Critical Thinking, Unit 4</p> <p><i>Reading Assignment: Instructors can choose suitable articles from the anthology in the textbook.</i></p>
Nov. 7	M			Al-Adha: Holiday	
Nov. 8	T			Al-Adha: Holiday	
Nov. 9	W				
Nov. 10	Th				
Nov. 11	F				

WEEK 7					
*Nov. 14	M				Continuation work of WEEK 6
*Nov. 15	T				
Nov. 16	W				
Nov. 17	Th				
Nov. 18	F				
WEEK 8					<p>Using Evidence, Ch. 5</p> <p>Gathering evidence</p> <p>Evaluation Claim, Ch. 14: Class exercises on forming issue questions that will lead to evaluation claims.</p> <p>Logical Fallacies: loaded labels</p> <p>Test 1: Evaluation of a given text on structure of argument following the Toulmin model and evaluation of evidence.</p> <p><i>Reading Assignment: Instructors can choose suitable articles from the anthology in the textbook.</i></p>
Nov. 21	M				
Nov. 22	T			Independence Day: Holiday	
Nov. 23	W				
Nov. 24	Th				
Nov. 25	F			Deadline for Spring and Summer 2010 Incomplete Grades	
*Nov. 26	Sat.			Hijra New Year: Holiday	
WEEK 9					<p>The Researched Argument, Ch. 16 & 17</p> <p>Finding and evaluating sources; Using, citing and documenting sources. Students who need more time to be familiar with this area are to be referred to the Writing Center for tutoring.</p> <p>Proposal Claim, Ch. 15: Class exercises on forming issue questions that will lead to proposal claims.</p> <p>Logical Fallacies: appeals to pity, popularity, stirring symbols, ignorance</p> <p>Quiz 2: should concentrate on research, evidence and</p>
Nov. 28	M				

					documentation. Critical Thinking , Unit 5 <i>Reading Assignment: Instructors can choose suitable articles from the anthology in the textbook.</i>
Nov. 29	T				
Nov. 30	W				
Dec. 1	Th		8:00a.m.-4:00p.m.	Advising Period for Spring 2011	
Dec. 2	F		8:00a.m.-4:00p.m.	Advising Period for Spring 2011	
WEEK 10 *Dec. 5	M			Ashoura: Holiday	Moving Your Audience, Ch. 6 The application of ethos, pathos and logos and kairos. Hybrid arguments, Ch. 10: Arguments using two or more different types of claim Logical Fallacies: red herring, false authority, ad hominem Critical Thinking , Unit 6 <i>Reading Assignment: Instructors can choose suitable articles from the anthology in the textbook.</i> Term Paper: Students will hand in their paper draft to be checked and approved by instructor
Dec. 6	T		8:00a.m.-4:00p.m.	Advising Period for Spring 2011	
Dec. 7	W		8:00a.m.-4:00p.m.	Advising Period for Spring 2011	
Dec. 8	Th		8:00a.m.-4:00p.m.	Advising Period for Spring 2011	
Dec. 9	F		8:00a.m.-4:00p.m.	Advising Period for Spring 2011	
WEEK 11 Dec. 12	M		8:00a.m.-4:00p.m.	Advising Period for Spring 2011	Responding to Objections and Alternative Views, Ch. 7 Understanding the opposing view; using various strategies of rebuttal Introducing the Rogerian argument: instructors can use extra material as

					<p>placed on the Library Reserve Shelf (from <i>Perspectives on Argument</i>, 5th ed.Ch. 9)</p> <p>Logical Fallacies: poisoning the well, strawman, false dilemma, slippery slope</p> <p>Test 2: Analysis of a text by applying the STAR criteria in evaluating evidence, by identifying various types of evidence, and by examining the ethos, pathos, logos and kairos of the text.</p> <p><i>Reading Assignment: Instructors can choose suitable articles from the anthology in the textbook.</i></p>
Dec. 13	T		8:00a.m.-4:00p.m.	Advising Period for Spring 2011	
Dec. 14	W		8:00a.m.-4:00p.m.	Advising Period for Spring 2011	
Dec. 15	Th		8:00a.m.-4:00p.m.	Advising Period for Spring 2011	
Dec. 16	F				
WEEK 12					<p>Visual Arguments, Ch. 9</p> <p>Student Class presentations explaining an argument through a visual. Evaluation of these presentations can be used as bonus.</p> <p>Logical Fallacies: Further work on the various types of the logical fallacies in Appendix 1.</p> <p><i>Assignment: Students will present to class a visual (picture, ad, cartoon, etc.) explaining the issue claimed by the visual and the techniques used.</i></p>
Dec. 19	M			Application for Work Study Grant	
Dec. 20	T			Application for Work Study Grant	
Dec. 21	W			Application for Work Study Grant	
Dec. 22	Th			Application for Work Study Grant	
Dec. 23	F		3:00 p.m. 9:00 p.m.	Christmas Mass Christmas vacation begins	
Jan. 1	Sun.		9:00 p.m.	Christmas vacation ends	
WEEK 13	M		7:30 a.m.	classes resume	<p>Hybrid Arguments, Ch. 10: Practice on how and where to use the different types of claims effectively.</p> <p>Essay 2: Students will write a 250-</p>

Jan. 2				Application for Work Study Grant	word essay arguing an issue, using the Rogerian style of argumentation. Term Paper: The final draft is handed in for evaluation.
Jan.3	T			Application for Work Study Grant	
Jan.4	W			Application for Work Study Grant	
Jan.5	Th			Application for Work Study Grant	
Jan.6	F			Epiphany and Armenian Christmas: Holiday	
WEEK 14					Analysis of argumentative techniques: Students will analyze texts in class assigned by instructors. Logical Fallacies: Further work on the various types of the logical fallacies in Appendix 1. A possible short quiz can be given as a way to improve students' grades. Term Paper: will be returned to students with evaluative notes.
Jan. 9	M			Application for Work Study Grant	
Jan.10	T			Application for Work Study Grant	
Jan.11	W			Application for Work Study Grant	
Jan.12	Th			Application for Work Study Grant	
Jan.13	F			Application for Work Study Grant	
WEEK 15					Class work: writing argumentative essays using a combination of techniques and logic. A graded essay can be written in class to improve students' grades. Class Debates: Groups will debate issues in class
Jan. 16	M			Application for Work Study Grant	
Jan.17	T			Saint Anthony's Day: Holiday	
Jan.18	W			Wednesday classes do not meet: Tuesday classes meet Application for Work Study Grant	
Jan.19	Th			Thursday classes do not meet: Tuesday classes meet Application for Work Study Grant	

				Entrance Examinations for Spring Semester 2012	
Jan. 20	F		4:00 p.m.	Entrance Examinations for Spring Semester 2012 Application for Work Study Grant Deadline for Officially Withdrawing from a Course	
WEEK 16 Jan. 23	M			Application for Work Study Grant	Class Debates: Groups will debate issues in class
Jan.24	T			Application for Work Study Grant	
Jan.25	W		9:00 p.m.	Wednesday classes do not meet: Monday classes meet Application for Work Study Grant End of Classes	
Jan.26	Th			Reading Day	
Jan.27 – Feb. 7	F			Final Examinations Period	
Feb. 1	W			Reading Day	
Feb. 4	Sat.			Prophet's Birthday: Holiday	
Feb. 9	Th			St. Maroun's Day: Holiday	

8. Recommended Readings:

Andrews, R., ed. (1992). *Rebirth of rhetoric: essays in language, culture and education*. London: Routledge. Shelfmark: 808.042 R292

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9. Course Policies

There are no make-ups for missed tests or for the final examination. Failure to sit for a scheduled test and/or final exam will result in an F on the test/exam. A student may be excused in exceptional cases and upon the discretion of the English, Translation, and Education Department, and only if the student presents a valid documented excuse (from the SAO in case of illness) to the chairperson of the department within 72 hours of the scheduled exam date.

While understanding that we all are busy with school, work, and family, your decision to register for this course is an indication that you have made it a high priority. Thus, extensions of assignment due dates are given only in extreme situations (death of a close family member, hospitalization, etc.) and require documentation on your part. Otherwise, due dates are fixed and non-negotiable. All assignments should be submitted on or before the assigned due date. Assignments past the due date will not be accepted for full credit. Examples of unreasonable extensions for an assignment include frequent computer malfunctions, outside class-work, or job responsibilities that inhibit meeting the required deadlines. If you anticipate missing a deadline on an assignment, you should send an e-mail to your instructor before the deadline. Unexcused assignments submitted after the due date may be returned ungraded or assigned a lower evaluation. Whether an extension is allowed will be at the instructor's discretion.

Assignments: All work must be typewritten (unless otherwise specified) and submitted in a professional manner. The instructor reserves the right to return, for resubmission, any work that is not neat, legibly, and professionally submitted

Mobile phones should be turned off and out of sight (i.e. not face-up on the desk but preferably inside purses, backpacks, briefcases, etc. or face down on the desk). Phones may not be answered.

Students must attend class with the required material (i.e. original textbook, notebook, pens, etc.).

Once in class, students are expected to remain in class for the entire period.

English must be the only language spoken in class at all times.

Special needs: Any student who feels s/he may need an accommodation due to a disability should contact the instructor privately to discuss those specific needs.

Students must check their NDU email daily as this is the means used by the instructor to communicate. Students will receive notice via NDU email when the instructor posts announcements on the course's Blackboard.

10. Policies & Procedures

NDU's Attendance Policy

Student should attend all classes and laboratory sessions on time. A pattern of absences, whether authorized or not, and even below the maximum number (specified below), may alter one's grade substantially. The SAO alone authorizes absences. No absence absolves a student from the responsibility of acting upon the material presented during his/her absence. The maximum number absences for classes that meet on MWF is six; the maximum number for classes that meet on TTh and in the summer is four, (or two hours per credit course). Any student whose absences exceed the maximum limits shall automatically fail the course unless the student withdraws.

Office Hours: All instructors at NDU are available for office hours during the week. Please note the office hour that your instructor has dedicated to this course to make an appointment. Just dropping by may not ensure that the professor has set aside time to assist you. Office hours may be used ideally to ask for guidance on an assignment or to ask questions concerning a subject that you were not clear on during class time.

NDU's Academic Integrity Policy

Students are expected and encouraged to be honest and to maintain the highest standards of academic integrity in their academic work and assignments at the University. They shall refrain from any academic dishonesty or misconduct including; but not limited to:

- Plagiarism; that is, the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Also, paraphrasing, summarizing, as well as direct quotations are considered as plagiarism, if the original source is not properly cited.
- Cheating.
- Assisting in cheating.
- Substituting a student in the taking of an examination.
- Substituting examination booklets.
- Submitting the same work for more than one course and the like. o Submitting papers written by others.
- Receiving or providing unauthorized help or assistance in any academic work or assignment. Intentional violation of program and degree requirements and regulation as established by the University.
- Dishonest reporting of computational, statistical, experimental, research, results, or the like.

System of Grades

The University uses the following system of grades. This system consists of letter grades with their corresponding numerical ranges (*i.e.* percentage equivalent, and the 4.0 point maximum).

Grade	Description	Quality Point Value	Percentage Equivalent
A ⁺	Outstanding	4.0	97-100
A	Excellent	4.0	93 - 96
A ⁻	Very Good	3.7	89 - 92
B ⁺	Good	3.3	85 - 88
B	Good	3.0	80 - 84
B ⁻	Good	2.7	77 - 79
C ⁺	Satisfactory	2.3	73 - 76
C	Satisfactory	2.0	70 - 72
C ⁻	Passing	1.7	66 - 69
D ⁺	Passing	1.3	63 - 65
D	Lowest Passing	1.0	60 - 62
F	Failure	0.0	0 - 59
UW	Unofficial Withdrawal	0.0	

The grade "UW" is assigned by the instructor when a registered student has never attended a class or has ceased attending and has not submitted an official course withdrawal request to the Office of the Registrar. This grade is computed as an F grade in the grade-point average.