

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1B: Argument and Analysis, Section #1, Fall 2015**

**Course and Contact Information**

<b>Instructor:</b>	Professor Williams
<b>Office Location:</b>	Faculty Offices Building 116
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<b>Office Hours:</b>	MW 13:30-14:30
<b>Class Days/Time:</b>	MW 12:00-13:15
<b>Classroom:</b>	Sweeney Hall 413
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
<b>GE/SJSU Studies Category:</b>	GE C2 Humanities—Letters

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

**ENGL 1B Course Description**

General Course Description

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, you will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. You will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

Section-Specific Course Description

Our course will explore identity in its myriad forms. We will look at ways we create, sustain, and change our identities, whether as individuals or part (or not part) of a group. Our course will focus on several American cultural identities and examine how these identities function in the larger society and how these identities affect our society.

**ENGL 1B Learning Outcomes (CLO)**

Upon successful completion of the course, you will bring into your personal and professional life the abilities needed to participate in social and cultural communities:

1. reading literature and related texts purposefully to establish contexts for analysis;
2. reading texts rhetorically, taking into account a writer's purpose, audience, and context;
3. using critical thinking skills—such as synthesis, interpretation, response, and evaluation—to write essays that integrate ideas with those from appropriate primary and secondary sources;
4. integrating and documenting quotations, summaries, and paraphrases;
5. identifying and using strategies for drafting, revising, collaborating, and editing essays;
6. controlling syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

## GE C2 Course Description

ENGL 1B fulfills general education area C2 Letters. Courses in Letters give students knowledge and understanding of significant works of the human intellect and imagination. You will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses will enable you to participate in social and cultural communities associated with artistic and literary endeavors, enriching your personal and professional life.

## GE C2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1B also measures the learning goals of GE Area C2, Upon successful completion of the course, you will be able to

1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses;
3. write clearly and effectively.

## ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.

Reading: English 1B is a reading intensive course. Readings will focus on both writing and rhetoric in creating arguments and on thematic content.

Readings from *Everything's an Argument* will include content on developing and analyzing arguments, the writing process, and research and documentation. These readings are intended to help students develop and refine strategies for analyzing creating effective arguments.

Readings from *Rereading America* and supplemental texts available via Canvas or online will focus on identity in some form and will include useful models of writing for general and specific audiences. These readings are intended to help students develop a sophisticated understanding and appreciation of identity, and to be synthesized into the students' thinking and arguments.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

Research: ENGL 1B will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication: Students must complete oral communication assignments. In our course, this assignment will be a multi-modal presentation. Please see assignment sheet and calendar for further details. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

## Required Texts/Readings

### Textbooks

*Everything's an Argument*, Sixth Edition, Andrea A. Lunsford and John J. Ruskiewicz, Bedford/St. Martin's, 2013. ISBN: 978-1-4576-0606-9.

*Rereading America: Cultural Contexts for Critical Thinking and Writing*, 9th edition, Eds. Gary Colombo, Robert Cullen, and Bonnie Lisle, Bedford/St. Martin's, 2013. ISBN: 978-1-4576-0671-7.

*The Everyday Writer*, Lunsford, electronic version available for free via your Canvas account.

### Other Readings

Check the calendar and Canvas for additional readings and videos to view online.

Begin by viewing these Tedx videos on language and identity, by Phuc Tran, and identity in the 21st century, Byrad Yyelland, BEFORE the first day of class.

You can find them at these links: <https://www.youtube.com/watch?v=zeSVMG4GkeQ>  
[https://www.youtube.com/watch?v=hoCLCAQJ6\\_A](https://www.youtube.com/watch?v=hoCLCAQJ6_A)

Alex Schoof, online identity, Tedx on YouTube: <https://www.youtube.com/watch?v=zRjwQf9Gro8>

Amy Cuddy, Body Language, Tedx on YouTube: [https://www.youtube.com/watch?v=Ks-\\_Mh1QhMc](https://www.youtube.com/watch?v=Ks-_Mh1QhMc)

Don MacMillan, PowerPoint, YouTube: <https://www.youtube.com/watch?v=MjcO2ExtHso>

### Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Written Assignments

**Formal Writing Assignments:** Students will write six formal essays: see the table below for types of essays, word count requirements, and how each essay aligns with the GE A3 and ENGL 2 course learning outcomes. Two essays will be written in class, and four essays will be written out of class. Three out-of-class essays will go through at least one revision before receiving a grade. **All essays must be written in order to pass the course.**

In-class essays must be written in class, on the day they are assigned. In-class essays may not be made up without at least one week's prior notice of the student's inability to attend class that day. Any request for a make-up is at the instructor's discretion. Requests must be made in writing at least one week in advance.

Out-of-class essays must be turned in on time.

- Late essays will lose 10 points (10%) for each calendar day late, until the next class meeting. After the next class meeting, essays will automatically receive a grade of F.
- Out-of-class essays will be turned in on paper and uploaded to Canvas and routed through turnitin.com via Canvas.
- Uploading essays late will result in up to a 20 point deduction (20%) in the essay grade, until the next class meeting. Essays uploaded after the next class meeting will automatically receive a grade of F.
- All out-of-class essays will follow MLA guidelines for formatting and citations, which are included in *Everything's an Argument*, *The Everyday Writer* (available through Canvas), and at OWL online. (Find OWL's MLA resource here: <https://owl.english.purdue.edu/owl/resource/747/01/>). All pages must be stapled. Failure to follow MLA guidelines will result in point deductions on the essay grade.
- All peer-edited essays and first drafts must be turned in with the final draft in order to earn credit.
- Read and closely follow all instructions for out-of-class essay assignments, which will be distributed via Canvas and discussed in class.

**Short Writing Tasks:** Students will write several informal assignments, both in class and as homework, designed to provide practice in all the parts of the writing process and to provide bases from which to develop the formal writing

assignments. These tasks will be assigned throughout the semester and will vary in content and length, but will add up to 1000-1500 words over the course of the semester. Some examples of short writing tasks are developing thesis statements; analyzing the structure of arguments, rhetorical appeals, and logic; identifying audiences and evidence for arguments; creating outlines for essays; reader responses and summaries; sentence and paragraph revisions; etc.

## **Reading Assignments**

Readings are listed on the calendar section of the syllabus. Students are expected to complete the readings BEFORE coming to class on the day the readings are listed. There are two different types of readings we will focus on: writing skills and argument development, and thematic content. Students are expected to ALWAYS bring their books to class from which there are assigned readings for that class meeting.

For this course, students are also expected to contribute to the reading content by choosing, reading, analyzing, and synthesizing sources from academic articles found in independent research. Readings will be tracked and taken into account in the participation part of the grade. Students are expected to participate in discussions of the readings and be prepared for quizzes. Participating in class discussions is a large portion of the participation part of the course grade, so keeping up with the readings is vital to earning full credit for participation. Because some of the readings will be provocative and challenging, both in content and form, students are expected to respectfully consider and discuss the readings, even if students disagree with the opinions expressed.

## **Workshops**

Two out-of-class essays will have workshops wherein students will offer valuable feedback to each other on the essays in progress. Feedback will include content, organization, and expression, and will be guided by the assignments' requirements.

- Workshops are mandatory.
- Workshop days are worth more in participation points than other class days and activities.
- A workshop protocol will be distributed and discussed prior to the first workshop.
- Workshops cannot be made up.

## **Homework**

Homework will vary each week and will largely be made up of short writing tasks (see above description). Homework will be assessed on a point basis (1-10 points per assignment) that will vary by type of assignment, and homework points will be part of the participation portion of the course grade. See the calendar for more details. Some homework that is not included on the calendar will be assigned via Canvas or in class.

## **Class participation**

Class participation is crucial to the learning experience. The better students participate in all activities, the more students will learn and the more interesting the class will become for all of us. I expect to hear from all students, even shy ones, so I will prod and expect students to engage in all activities. And while SJSU does not grade on attendance, participation is a part of the course grade.

- Your presence in class is necessary for participation, and all class activities count as participation.
- Class participation points cannot be made up.
- Points vary by activities, typically from 5 to 10 points per day, and are cumulative over the semester. The number of points earned will be divided by the total number of points available to be turned into a grade at the end of the semester.

## **Presentations**

Students will create a multimodal presentation as their final experience wherein they present their arguments. Please see the assignment and calendar for pertinent information.

## Assignment Word Count and Learning Goals

<b>Assignment</b>	<b>Word Count</b>	<b>GEOLO</b>	<b>CLO</b>
Diagnostic Essay (in class)	350-500	3	4, 6
Proposal Essay (revised diagnostic essay, out of class)	750	2, 3	3, 5, 6
Rhetorical Analysis (in class)	500	1-3	1, 2, 3, 6
Annotated Bibliography (out of class)	1000	1, 3	1, 2, 4, 5, 6
Critical Essay (first and final drafts, out of class)	1000 x2	1-3	1-6
Argument Essay (first and final drafts, out of class)	1000 x2	1-3	1-6
Multimodal Presentation and Script (out of class)	300	1-3	1-6
Short Writing Tasks (in and out of class)	1000-1500	1-3	1-6

## **Grading Policy**

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

- All essays and the oral presentation are graded on a traditional A-F scale, including +/-.
- Homework and participation are graded on a point basis, usually from 1-10 points per assignment and class activity. Points are cumulative and will be turned into a letter grade at the end of the semester based on the total number of points earned divided by the total number of points available.
- There is no extra credit in this course.
- Penalties for late assignments are listed under Formal Written Assignments and listed on the assignments themselves.
- Homework and participation may not be made up.
- Students must earn a C or higher to pass the course; a C- is not a passing grade.

## **Grading System to Determine Course Grade**

<b>Assignment</b>	<b>Word Count</b>	<b>Percent of Course Grade (out of 100% total)</b>
Diagnostic Essay (in class)	350-500	0
Proposal Essay (revised and augmented diagnostic, out of class)	750	10
Rhetorical Analysis (in class)	500-750	15
Annotated Bibliography (out of class)	1000	10
Critical Essay (out of class)	1000-1200	20
Argument Essay (out of class)	1000-1200	25
Multimodal Presentation with Script (in and out of class)	300	10
Homework (Short Writing Tasks) and Participation	~ 1000-1500	10

Grading A-F Scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 0-59=F.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors. A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice. A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension. An “F” essay does not fulfill the requirements of the assignment.

## **Classroom Protocol**

In order to promote an atmosphere of inclusion that is supportive of all students and the learning process, these are my policies and expectations of students:

- You will respectfully respond to both the readings and your colleagues. This class focuses on provocative and challenging readings, and sometimes you may disagree with them or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.
- You will be on time to class and stay the entire time. Arriving late or leaving early will result in decreased participation points.
- All electronic devices will be turned off and stowed before entering class, unless you have an exception from the AEC. Using electronic devices during class without prior permission will result in zero participation points for the day.
- You will not talk or text while someone else is speaking. Not only is this rude, but it is distracting to me and those around you. This behavior will earn you zero points for the day, and you may be asked to leave.
- You will come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.
- You will bring your book(s) or printed excerpts from which we have assigned readings for the day to class, or you may be asked to leave class. Relying on others for material you are responsible for is an unfair imposition on your colleagues and will not be tolerated. (If you have difficulty in obtaining the required materials, let me know immediately.)
- If you miss a class, ask a classmate what you missed, including assignments, before contacting me.
- If you miss two or more consecutive classes due to illness or other serious issues, please contact me to let me know as soon as possible. Even a legitimate absence can become troubling if left undisclosed too long.

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at

[http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items

include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## English 1B / Argument and Analysis, Fall 2015, Course Schedule

The schedule is subject to change with fair notice that will be communicated via Canvas or in class.

Legend: R=Readings, V=Video online, D=Discussion, A=Activity, SWT=Short Writing Task, Bolded items=Assignment Due Dates, Underlined items=Assignments you receive that day, *RA*=Rereading America, *EA*=Everything's an Argument

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 24	<p><u>Assignment: Diagnostic Essay, 500 words</u></p> <p>V: View the Ted Talk video on YouTube about identity and language by Phuc Tran here: <a href="https://www.youtube.com/watch?v=zeSVMG4GkeQ">https://www.youtube.com/watch?v=zeSVMG4GkeQ</a></p> <p>V: View the Ted Talk video on YouTube about identity in the 21st century by Byrad Yyelland here: <a href="https://www.youtube.com/watch?v=hoCLCAQJ6_A">https://www.youtube.com/watch?v=hoCLCAQJ6_A</a></p> <p>R: <i>RA</i>, Introduction, 1-15</p> <p>D: Identity and its relationship to language and our concepts of reality</p> <p>A: Brainstorming a topic for research and argument</p>
1	August 26	<p><u>Assignment: Annotated Bibliography, 1000 words</u></p> <p>R: <i>RA</i>, Introductions to chapters 3, 4, 5, and 6: 241-46, 375-80, 493-97, 617-24, and also read, <i>EA</i>, 457-58, and the handout on annotated bibliographies in the pages or files section of Canvas.</p> <p>D: Annotated bibliographies</p> <p>A: Choosing a reading and topic: Bring three choices of readings or lectures from these chapters or the Tedx lectures you viewed that you want to write the diagnostic essay on. Be prepared to share and explain your choice. Summarizing, annotating, and citing sources.</p>
2	August 31	<p><b>Diagnostic Essay, in-class essay:</b> Bring large examination booklet(s), the annotated reading or lecture notes, pens, and a non-electronic dictionary.</p>
2	Sept. 2	<p><u>Assignment: Proposal Essay, 750 words</u>, revised and augmented diagnostic essay</p> <p>R: <i>EA</i>, Chapter 1: Argument, and <i>RA</i>, "From Ragged Dick," Alger</p> <p>SWT: Summarize the theme/thesis from the excerpt "From Ragged Dick." Post to Canvas and be prepared to share in class.</p> <p>D: Stasis, kairos, and audience</p>
3	Sept. 7	<p>Labor Day—No Class! (Find a reading on your topic from a reputable news source, whether in print or online, that uses an appeal to pathos. Read, summarize, cite, and post it to Canvas. Be prepared to share it in the next class.)</p>
3	Sept. 9	<p>R: <i>EA</i>, Chapter 2: Pathos, and <i>RA</i>, "Horatio Alger," Dalton</p> <p>SWT: Summarize the thesis of "Horatio Alger," cite the source, and post to Canvas. Be prepared to share in class.</p> <p>D: Identity, socioeconomic class, and pathos</p>
4	Sept. 14	<p><b>Proposal Essay Due</b></p> <p>SWT: Revising and editing, in class</p> <p>R: <i>EA</i>, Chapter 16: Academic Arguments</p> <p>A: Research and developing your argument</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	Sept. 16	R: <i>EA</i> , Chapter 3: Ethos, and <i>RA</i> , "Generation R: The Changing Fortunes of America's Youth," Peck SWT: Summarize the thesis, analyze Peck's ethos and use of pathos, and cite the source. Post to Canvas and be prepared to discuss in class. D: Ethos and audience
5	Sept. 21	Library Day (tentative): Meet in the library. Room to be announced. R: <i>EA</i> , Chapters 17-19
5	Sept. 23	R: <i>EA</i> , Chapter 4: Logos, and <i>RA</i> , "How the Americans Understand the Equality of the Sexes," Tocqueville SWT: Summarize Tocqueville's thesis, analyze his use of logos, and cite the source. Post to Canvas and be prepared to discuss in class. D: Logos, evidence, and opposition
6	Sept. 28	<u>Assignment: Rhetorical Analysis Essay, in class, 500-750 words</u> R: <i>EA</i> , Chapter 6: Rhetorical Analysis, and <i>RA</i> , "Weeping for the Lost Matriarchy," McGowan SWT: Briefly analyze the thesis, purpose, audience, and most effective rhetorical strategy in McGowan's argument, cite it, and post to Canvas. D: Gender formation and expectations.
6	Sept. 30	<u>Assignment: Critical Essay, 1000-1200 words</u> R: <i>EA</i> , 326-34 from Chapter 14, and <i>RA</i> , "Visual Portfolio," 411-19 A: Analyzing visual arguments
7	Oct. 5	<b>Rhetorical Analysis Essay, in-class essay:</b> Bring annotated source, large examination booklet(s), pens, and a non-electronic dictionary.
7	Oct. 7	R: <i>EA</i> , Chapter 10: Evaluations, and <i>RA</i> : "From Fly-Girls to Bitches and Hos," Morgan and "'Bros Before Hos': The Guy Code," Kimmel A: Evaluating arguments: Morgan and Kimmel
8	Oct. 12	R: <i>EA</i> , Chapter 20: Plagiarism, and a scholarly source on your topic that you have found in your research SWT: Briefly summarize the source, cite it, and say how you plan to use it in your argument. Post to Canvas and bring a copy to class to work with. A: Quoting, citing, and synthesizing sources
8	Oct. 14	Workshop: Critical Essay R: <i>EA</i> , Review Chapters 20 and 21 to avoid plagiarism and accurately cite sources.
9	Oct. 19	<b>Critical Essay, First Draft, DUE</b> R: <i>EA</i> , Chapter 5: Fallacies, and <i>RA</i> , "From Notes on the State of Virginia," Jefferson D: Fallacies of reasoning, bias, and qualifications A: Identifying and eliminating bias
9	Oct. 21	<u>Assignment: Argument Essay, 1000-1200 words</u> R: <i>RA</i> , "Loot or Find: Fact or Frame," Harris and Carbado SWT: Summarize the thesis, cite the source fully, and post to Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
		D: Cultural bias
10	Oct. 26	R: <i>EA</i> , Chapter 9: Definition, and <i>RA</i> , Declaration of Independence, The Preamble to the Constitution, Jefferson, and "Freedom is Intended as a Challenge," Wolf SWT: For Wolf's argument, summarize the thesis; analyze audience, purpose, and ethos; and cite the source. Post to Canvas and be prepared to discuss in class. D: Definition and identity
10	Oct. 28	<b>Critical Essay, Final Draft, DUE</b> SWT: Reflecting on improvements in product and process A: Finding evidence to support your argument
11	Nov. 2	R: <i>EA</i> , Chapter 7: Structuring Arguments, and a source on your topic that includes an opposing view to your own. SWT: Briefly summarize the opposition in the source, cite it, and post to Canvas. Also, write a detailed outline of your argument and include an opposing view. Bring two copies to class to work with. A: Refining structure and organizing claims, premises, and evidence
11	Nov. 4	Workshop: Argument Essay
12	Nov. 9	<b>Argument Essay, First Draft, DUE</b> R: <i>EA</i> , Chapter 13: Style SWT: Revise sentence structure and/or diction, and edit for punctuation, in class A: Revising for clarity and style
12	Nov. 11	Veteran's Day—No Class!
13	Nov. 16	<b>Annotated Bibliography Essay DUE</b> R: <i>RA</i> , "Just Between You, Me, and my 622 BFFs," Orenstein SWT: Reflection on research process, in class A: Extending and synthesizing arguments
13	Nov. 18	R: <i>RA</i> , "George Orwell...Meet Mark Zuckerberg," Andrews, and review <i>EA</i> , Chapter 7 V: View the Tedx video on online identity by Alex Schoof on YouTube at this link: <a href="https://www.youtube.com/watch?v=zRjwQf9Gro8">https://www.youtube.com/watch?v=zRjwQf9Gro8</a> D: Creating and consuming online identity
14	Nov. 23	<b>Argument Essay, Final Draft, DUE</b> <u>Assignment: Multimodal Argument, Presentation and Script, 300 words</u> R: <i>EA</i> , Chapter 15 and review Chapter 14: Visual and multimedia arguments V: View the Tedx video on body language by Amy Cuddy on YouTube at this link: <a href="https://www.youtube.com/watch?v=Ks-_Mh1QhMc">https://www.youtube.com/watch?v=Ks-_Mh1QhMc</a> D: Presentation skills
14	Nov. 25	Thanksgiving Holiday—No School Wednesday, Thursday, and Friday!
15	Nov. 30	SWT: Bring two copies of your script to class to workshop. V: View the "Life After Death by PowerPoint," video by Don MacMillan on YouTube at this link: <a href="https://www.youtube.com/watch?v=MjcO2ExtHso">https://www.youtube.com/watch?v=MjcO2ExtHso</a>

Week	Date	Topics, Readings, Assignments, Deadlines
		A: Developing criteria to evaluate presentations. Sign up for presentations.
15	Dec. 2	Presentations! Turn in script the day you present.
16	Dec. 7	Presentations! Turn in script the day you present.
Final Exam	Thursday, Dec.10, 9:45-12:00	Presentations! Turn in script the day you present.