

Schedule for Dr. Jean Sorensen's English 1302 Sections, Spring 2017

UNIT 1: Visual and rhetorical analysis: Reading actively and responding critically

Goals: Analyzing primary visual sources for rhetorical elements and responding individually and collaboratively using a process. Strong focus on all four communication skills: reading, writing, listening, and speaking.

Anticipate the assignment--Oral Presentation Assignment: Analyze and explain the visual argument of a short digital video (typically advertisements, must be shorter than 4 minutes) using the template on page 87 (minus the website), Ex. 3.5 AND more importantly, the "Reading Rhetorically" handout. All will be completed using the Discussion Board feature of Canvas. Even face-to-face students may choose to create videos, rather than do live oral presentations. Videos may also be narrated PowerPoint presentations. All of these options for oral presentations are offered to help introverts do well with this collaborative process and to build a positive classroom environment that respects all students.

Week 1 (Warm Up) 1/17-20

Complete the readings

See the "Getting Started" Module about using Canvas and the Course Overview, and PowerPoint on the ABC's of Persuasion and move to the Unit 1 Module

Welcome to class! Check out the PowerPoint, Syllabus, and Print this Schedule

INTRODUCTION (Reading from *Practical Argument* or *PA* unless noted otherwise)

"An Introduction to Argument" (3-17)

Chapter 1: "The Four Pillars of Argument" (19-27)

Chapter 2: "Thinking and Reading Critically" (53-62): "Suggestions for Highlighting" and checklist on page 65 for reading.

Create and post an "I Am" poem.

Complete and post Ex. 2.8, page 73, Practice with Four Pillars of Argument

Week 2 (Work Out) 1/23-27

Complete the readings

Read the "Directions for First Assignment" in this UNIT 1 module since this is where the "Reading Rhetorically" handout is located.

VISUAL ARGUMENTS and ORAL PRESENTATIONS

Chapter 3: "Decoding Visual Arguments" (75-87)

Oral presentations (199-206)

Review *Little Viking* or *LV* section GC-1 "Media/Design" at the back of the handbook.

Post the URL as a webpage LINK in the Canvas discussion area for the film-digital video (under 4 minutes) of your choice for visual and rhetorical analysis with a completed template-reading rhetorically handout.

This completed analysis that uses the template from *PA* and the reading rhetorically handout that I provide should be attached to your discussion post. Its format should be *MS Word* or a PDF.

Create and post your oral presentation video both describing the visual and rhetorical elements in terms of the message of the film.

To summarize: A single post contains: (1) the webpage LINK of the video (2) an attachment that is a *Word* or PDF file, (3) Your oral presentation video using the video recording tool in Canvas OR saved as a file on your Google drive with a shareable LINK that gives me and your classmates access to it.

Week 3 (Wrap Up) 1/30-2/3

Complete the readings

RHETORICAL ANALYSIS

Chapter 4: "Writing a Rhetorical Analysis" (89-102)

Respond to 2 classmates with peer review letting them know if any parts of their presentation were missing elements of visual and rhetorical information. Comment positively as well. Consider both content and delivery. Peer review by clicking the "reply" button under the peer's discussion post. You should review for the two peers who posted below your post. If your post is at the end, then move to the top of the discussion to find the peers whose work you should review. Remember, telling a peer to improve something can help him or her get a better grade by earning more points in responding to your feedback. We are working collaboratively and trying to help all earn 15/15 with this composition process.

For your own oral presentation and in response to peer and professor feedback as well as self-evaluation, write a comment noting any need for improvement or satisfaction with existing content and presentation. Note that your grade can be improved if you fully explain the missing visual or rhetorical analysis from your oral presentation last week. In other words, do NOT simply state, "I should note the ethos of the film." Instead explain the ethos of the digital video that you chose, but overlooked describing in your oral presentation. In this way, the full process of composition is used.

UNIT 2: Evaluating Sources & Evaluative Arguments: Daily choices and their consequences

Goals: Review of MLA format and documentation. Evaluating sources using CARS (Credible, Accurate, Reasonable, and Supported) and writing an evaluative argument, reviewing the elements of arguments made through a thesis and chain of topic sentences with supporting evidence to appeal rhetorically. Strong focus on critical thinking.

Anticipate the Assignment—Choose either the bottled water or eating meat debates covered this week, and use at least one article from our book as a source to write an evaluation argument on using bottled water or eating meat. The essay will be 3-5 pages, including the Works Cited page in MLA format. For extra credit, use a CARS-qualified additional source that you locate. Use the four pillars of argument.

Week 4 (Warm Up) 2/6-10

Complete the readings

EVALUATING SOURCES & EVALUATIVE ARGUMENTS

Review MLA format & documentation from English 1301.

Chapter 8: "Finding and Evaluating Sources" (275-83, 290-299)

Chapter 14: "Evaluation Arguments" (483-91)

Food & Drink articles: Chapter. 21 "Do the Benefits of Bottled Water Outweigh the Costs?" (662-67) and Chapter. 23 "Should We Eat Meat?" (686-99)

Human Meat [PHOTOGRAPH] (597)

Please check out the check out the "Content Pages" I created in Canvas because they hold some information useful to this assignment, "Becoming a Vegan," "Three Useful Links," "Practice Evaluations" the pages with the CARS evaluation form and the 3-column log, and the PowerPoint "Annoying People with Sources." These pages have ideas presented in the forms that will help you complete this assignment. The submission of the CARS worksheet is important even though no points are attached.

Read "Directions for Second Assignment"

Note that essays must be submitted in MLA format with 2-part documentation: (1) when the source is used in the essay linked alphabetically to the first word (usually the last name of the author) of the (2) works cited entry containing the full bibliographic information of the source.

Complete Lab 1, a Canvas quiz reviewing MLA format and documentation learned in English 1302—books may be open and other web pages consulted during this quiz.

Complete a CARS worksheet for one of the essays we read in the book on bottled water or meat with the correct MLA bibliographic entry for the anticipated works cited page. Post any questions about this work in the General Discussion Area of Unit 2. You may even want to copy and paste your work there and share with classmates.

Week 5 (Work Out) 2/13-17

Complete the readings

ROGERIAN ARGUMENT and TOULMIN LOGIC

Chapter 6: "Understanding Rogerian Argument" (186-89)

"Understanding Toulmin Logic" (193-95)

For review: Chapter 7: "Planning, Drafting, and Revising an Argumentative Essay" (from "Choosing a Topic" on page 242-"Checking Format" on page 267).

Submit your rough draft to the proper assignment area.

Send an email or visit the GC Writing Center. Then upload the evidence of that Writing Center Consultation. The evidence is Lab 2.

Complete peer review as scheduled.

Week 6 (Wrap Up) 2/20-24

Complete the readings

UNDERSTANDING LOGIC AND RECOGNIZING LOGICAL FALLACIES

Chapter 5: "Understanding Logic" 114-120,123, 126-130)

After revising, editing, and proofreading your rough draft, submit your finished essay to the proper assignment area.

UNIT 3: Ethical Arguments: Security, safety, and freedom on college campuses

Goals: Writing ethical arguments with appropriate sources, applying the four pillars approach to argument, distinguishing primary and secondary sources.

Anticipate the assignment--Write an ethical argument about college safety summarizing and analyzing two of the three writers' opinions (choose between Sokolow, Villehermosa, and Wheeler) before presenting your own response to the debate. Add one source of your own that meets CARS standards. Be sure to connect ideas between sources to teach what you have learned about the ethical issue as a whole. The essay will be 3-5 pages, including the Works Cited page in MLA format. Note that the new MLA is available in Canvas or in pamphlet form attached to a new copy of *PA* and is not up-to-date in the printed *LV*.

Week 7 (Warm Up) 2/27-3/3

Complete the readings

Read the "Directions for Third Assignment"

UNDERSTANDING LOGIC AND RECOGNIZING LOGICAL FALLACIES

Chapter 5: "Recognizing Logical Fallacies" (137-48)

Video of Max Shulman's "Love is a Fallacy": https://www.youtube.com/watch?v=eK_tb7ob8Kg

READING AND WRITING ABOUT THE ISSUE: "How Far Should Colleges Go to Keep Campuses Safe?" (610)

Brett A. Sokolow, "How Not to Respond to Virginia Tech — II" (611-14)

Jesus M. Villehermosa, Jr., "Guns Don't Belong in the Hands of Administrators, Professors, or Students" (615-17)

Timothy Wheeler, "There's a Reason They Choose Schools" (618-20)

Isothermal Community College "Warning Signs: How You Can Prevent Campus Violence" [brochure] (621-24)

Amy Dion "Gone but Not Forgotten" [poster] (625), funny thing, but the date is wrong on this poster

Read the "Content Pages" in Canvas, with special attention to Finding and Evaluating Sources PowerPoint since this is the one new skill of English 1302 regarding Information Literacy.

Complete the quiz on logical fallacies (Ex. 5.10, pages 148-49 in our reader) after finishing Ch. 5 and watching the video of Max Shulman's "Love is a Fallacy." See the General Discussion area Unit 3 for answers when you are finished. No submission is required here.

Week 8 (Work Out) 3/6-10

Complete the readings

ETHICAL ARGUMENTS

Chapter 17: "What Is an Ethical Argument?" (589-96) "Structuring an Ethical Argument," sample essay, and sentence coordination/subordination (599-604)

- Submit your rough draft to the proper assignment area.
- Send an email or visit the GC Writing Center. Then upload the evidence of that Writing Center Consultation. The evidence is Lab 3.
- Complete peer review as scheduled.

SPRING BREAK—Have a great time!

Week 9 (Wrap Up) 3/20-24

- Complete the readings
 - Chapter 11: "Avoiding Plagiarism" (351-56) "Revising to Eliminate Plagiarism" (358-61)
 - When to document: quizzes to understand common knowledge and to avoid plagiarism.
 - LV* has an MLA section that is great, and *Practical Argument* has chapter 10 "Documenting Sources: MLA" for additional review (329-49).

After revising, editing, and proofreading your rough draft, submit your finished essay to the proper assignment area.

UNIT 4: The research paper, or writing a proposal argument of student's choice (also called problem solving) from sources. A handout with requirements will require a paper of 6-9 pages, including the works cited pages with at least 5 good quality sources on a topic of student's choice. This requirement for quality will most likely require the use of the GC databases (not sources solely from websites).

Goals: Finding sources and evaluating them to write a proposal regarding what should or should not be done by synthesizing multiple and contradictory sources while looking to the future.

Week 10 (Warm Up) 3/27-31

- Complete the readings
 - PROPOSAL ARGUMENTS
 - Chapter 15: "What Is a Proposal Argument?" (518-23)
 - [ADVERTISEMENT] 524
 - "Structuring Proposal Arguments" (526)
 - Melissa Burrell, "Colleges Need Honor Codes" [STUDENT ESSAY] (527-530)
 - Chapter 9 "Summarizing, Paraphrasing, Quoting, and Synthesizing Sources" English 1301 review (314-19, 323-27)
 - Choose a topic after reading "Directions for Fourth Assignment" that will take you to "Research Paper Directions"

Complete the Library Worksheet and list 3 interesting problems that you could solve in your research paper. No submission is required

Complete and submit the Topic Proposal handout by responding to each of the bullets to write a paragraph.

Consider doing the extra credit here. The grade book shows it to be worth 0 points because it is not required, but extra credit that I will score at 2 possible points above the 100 of the course.

Week 11 (Warm Up) 4/3-7

Complete the readings

Read "Mozart's Childhood" and practice doing summary and evaluation (critique). An annotation is a summary and a critique, so this will help you practice.

Check out "Content Pages" such as "Research Tips" or "GC Research Guide 101" if you want some additional help in preparing to write the research paper.

Write an annotated bibliography for 5 sources and submit it. This is Lab 4. Ultimately, you will want 10 sources, 5 that are of excellent quality as evaluated using CARS. Be sure your annotated bibliography is alphabetically organized. The annotation appears below the works cited entry and is 5-10 sentences long with both a summary a CARS evaluation with evidence. For instance, a source is credible because... [name academic credential of doctorate in field, publication venue (government website (be careful with .org or .com biases and .edu sites of publications by students), double-blind peer review publication, or periodical with a reputation for intellectually high content such as the *New York Times* or *Washington Post* (not *Huffington Post*). Write your annotations so well by introducing the source and evaluating it that you will be able to copy and paste from your annotation into your research essay.

Week 12 (Work out) 4/10-14

Complete the readings

Read "Controlling Sources" for help with managing sources as you draft your paper.

Read "From Notes to Outlines" since this will be of tremendous help as you go back to your sources and gather 5 more sources. More importantly, this page will give you a general outline structure that you can use in planning your paper.

Write an annotated bibliography with 5 more sources for a total of 10. No need for submission.

Instead, post in the discussion area: My Five Sources. Copy and paste from your annotated bibliography the sources without annotations that you will definitely use for your research paper, at least 5 sources.

As soon as you finish posting your sources (may be more than 5), begin planning and drafting your paper.

Week 13 (Work out) 4/17-21

Continue drafting, revising, and even finding new sources if needed.

- Any changes in bibliography from what was posted last week require written permission from professor, so please send those requests this week.
- Post an Integrity Statement about the originality of your work, your careful quotation, accurate representation through summary, and documentation of the work of others.

Week 14 (Work out) 4/24-28

- Complete and submit a rough draft of at least 4 pages, including the works cited page
- Complete peer review by creating a reverse outline for a classmate.
- Start the revision and outlining process for your own paper.

Week 15 (Wrap up) 5/1-5

- Complete and submit the research paper.
- Complete and submit the outline that matches your paper using proper outline headings (Roman Numerals, Capital Letters, Arabic Numbers—3 levels required). Be sure that the outline has both the title of your essay and the thesis on it. The thesis will be the solution to the problem you explored. Note that these are in 2 separate areas, so 2 different submissions.

Week 16 (Finals Week) 5/8-11

- Write and submit the assigned essay exam that is a learning reflection on your research paper. Spring Commencement is