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English 1302 MW Fall 2009  
Office Hours: 9:50pm-10:50pm MWF  
9:00pm-9:30 T-Th  
Or by appointment

**Required Texts:**

- Perspectives on Argument 6<sup>th</sup> edition, by Nancy Wood
- MLA Handbook 7<sup>th</sup> edition

**Required Supplies:** One folder that has pockets in it and a highlighter or colored pencils

**Notice:** I will not take paper ripped out of a spiral note book. You must have loose leaf paper!

**Notice: Bring every thing to class each day and a pen and paper!**

**Course Description: Goals and Objectives**

English 1302 is a course in critical thinking, writing, and reflecting on readings aimed at evaluation and construction of argumentative essays. The design of this course will help you develop skills necessary for academic discourse or discussions (i.e. Academic argument). This course is reading and writing intensive. This class is grounded in the philosophy that reading and writing are an integrated process. Because understanding argument and the processes involved in its creation proves difficult, you will need to always be in the mindset of analyzing the methods or ways arguments you encounter are constructed. You will write argumentative essays through a process of several drafts, learning to invent ideas, work through them, clarify them and present them to an audience. **The ultimate goal of this course** is to prepare you for advanced college level thinking and work by helping you to understand what constitutes solid academic argument. This skill will help you accomplish those tasks and goals required of you in the years to come.

## **Student Learning Outcomes.**

In English 1302, students build on the knowledge and information that they learned in English 1301. By the end of English 1302, students should be able to:

### **Rhetorical Knowledge**

- Identify and analyze the components and complexities of a rhetorical situation
- Use knowledge of audience, purpose, genre, format, structure, tone, diction, and syntax to produce situation-appropriate argumentative texts, including texts that move beyond formulaic structures
- Know and use terminology for analyzing and producing arguments

### **Critical Reading, Thinking, and Writing**

- Integrate personal experiences, values, and beliefs into larger social conversations and contexts
- Analyze the rhetorical appeals of written discourse
- Find, evaluate, and analyze primary and secondary sources for appropriateness, timeliness, and validity
- Produce situation-appropriate argumentative texts with a focus, thesis, and controlling idea, and identify those elements in others' texts
- Incorporate source material in their argumentative writing, synthesizing sources with their own ideas
- Provide valid, reliable, and appropriate support for claims

### **Processes**

- Use and develop flexible strategies for generating, revising, and editing complex argumentative texts
- Conduct ethical research as appropriate to a particular rhetorical task
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Utilize the collaborative and social aspects of writing processes to critique their own and others' works

### **Conventions**

- Apply and develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Revise for style and edit for features such as syntax, grammar, punctuation, and spelling
- Employ technologies to format texts according to appropriate stylistic conventions

### **Papers:**

All papers must be typed and double-spaced unless otherwise specified. All Papers must have the student's last name and page number in the upper right hand corner of the paper. All Papers must have a title and the assignment date. All papers will be written using Times Roman 12pt.font. All papers will have a 1"margin all the way around the whole paper. Do not skip a line to indicate a new paragraph. Paragraphs are begun with a ½" space indentation. There will be 2 spaces after the end of every sentence.

If Victor's X-ray Looks Clear Don't Medicate =

**Group Problems:**

Much of the work we do in class will occur in groups of 3-5 students. It is my (Kevin Pajak) responsibility to evaluate the groups to which I assign each student. Furthermore, I will adjust these groups as I deem necessary. However, it is the student's responsibility to inform me of any problems that she encounters in her group. If the student does not inform me of the problem so that I can evaluate the situation then it is her fault if the problem continues. I always try to do my best but I do not always catch each problem. Therefore, in a discreet manner the student must inform me of her concern(s) so that I may address and correct them.

**Attendance:**

At the beginning of each class, I will pass around a role sheet. It is your responsibility to sign it. If you come in late or miss your opportunity to sign it then you must sign it at the end of class. It is your responsibility to sign the role sheet. Failure to sign it even if you are present will result in an absence. Much of the work done in this class will be collaborative; therefore, your active participation is extremely important. For this reason you must attend class regularly. You are allowed **four** absences for a three day course and **three** absences for a two day course throughout the semester. Each additional absence over the allotted amount will result in a five-point reduction to your final grade. This means that a Tuesday-Thursday course is allotted **three** absences and a Monday-Wednesday-Friday course is allotted **four** absences. For any absence, you are required to find out about work missed. Please note that showing up without your work counts as an absence. Note: absences will also reflect poorly on your class participation and group work grade. If you are not in class, you cannot participate with the class or with your group. You have made a commitment to both the instructor and your fellow students. I expect you to keep it! **Note: If your absences cause your grade to fall below a 70 you will receive a grade of F. I do not give Zs for those who cannot attend class regularly.** Missing a day where we critique any of the 6 page essays counts as 2 absences.

**Tardy Policy:**

Tardies, if occasional and non-disruptive, are generally accepted in this course. However, if they are frequent (once a week or more), or pronounced (15 minutes or more), then they will be counted toward absences. Two Tardies equals one absence.

**Students with Disabilities:**

If you require accommodation based on disability, I would like to meet with you in private the first week of the semester to make sure you are appropriately accommodated. Be aware that any disability must be documented by the office of Students with Disabilities (272-3364) and/or the office of Counseling and Career Development (272-3670).

**Course Requirements:**

You must complete all major assignments to pass this class. If you do not and your average is passing you still will not pass this class. I cannot evaluate your writing if I do not have all of it. Therefore, I cannot give you credit for the course if you are missing any major assignment.

**Assignments/Grades:**

Your final grade for this course will be based on three major essays, exercises, an Annotated Bibliography, Blog arguments, class participation/ group work/ daily assignments/quizzes.

Each portion of your grade will be weighted as follows:

2%	1 <sup>st</sup> Issue proposal exercise	10%	Annotated Bibliography
5%	1 <sup>st</sup> Exploratory exercise	10%	Blarguments (Blog Arguments)
3%	1 <sup>st</sup> Toulmin Analysis exercise	5%	Visual Argument Assignment
2%	Claim Paper (Minor essay)		↳ Visual argument
10%	Rogerian Paper (Major essay)		↳ Visual argument paper
10%	1 <sup>st</sup> Position Paper (Major essay)	3%	Class Participation, Daily Assignments, Group Work, and Quizzes
5%	<b>Researched</b> Issue proposal exercise		
7%	<b>Researched</b> Exploratory paper exercise		
8%	<b>Researched</b> Toulmin Analysis exercise		
20%	<b>Researched</b> Position Paper (Major essay)		

Note: It is your responsibility to keep track of your grades. I will inform you of your grade during my office hours but not during class. The grade will be only rough running tallies or approximations of your actual grade.

**Rubric for papers**Final drafts must be:

Typed

Double-spaced

12 point font

Conform to MLA standards

Have a works cited

This is the only fonts allowed:

New Times Roman.

Final drafts not meeting these requirements or the requirements of a particular assignment will not be accepted **until met**. Furthermore, your essay will be considered late until it meets all requirements. The grade on late work will be reduced by half a letter grade or five points per day late. The in-class essays are scheduled on the syllabus. Class work cannot be made-up. Daily homework is due at the beginning of class.

**Late Work:**

Essays are considered late if turned in after the due date. Papers are turned into me at the end class on the date that they are due. Grades are deducted 5 points per day late.

**Group Work:**

If you do not have your homework for the day then you will not be able to participate fully in your group. Therefore, your group work grade will be reduced accordingly. The group work is calculated by your ability to provide your members with your homework assignment **AND** the thoroughness with which you edit the other members' papers. **Note: Missing a 6 page essay critique day counts as 2 absences.**

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**Class Participation:**

The class participation grade is based upon how much you participate in class both in groups and in whole class discussions. Those students who wish to ignore their duty to participate in class will receive a zero for this portion of their grade.

**Missing Homework for the day:**

If you do not have your home work you cannot participate. I expect you to come prepared every day.

**Grade Scale:**

Your grade will be A (100-90), B (89-80), C (79-70), Z (69-60), or F (Below 60). The English Department does not assign the grade of D for first year English. If you complete all of the course work but have a final average below C, you will be given a Z (which has no effect on your GPA) and allowed to repeat the course for credit. If you do not complete all of the course work and do not drop the course before the last drop date you will receive an F.

**The Z Grade:**

The Z grade is reserved for those students who turn in their work in a timely manner and participate in the class, but whose grades are still below passing. The "Z" grade means that you must repeat 1302. It does not affect your overall GPA. An "F" is given to a student only if he or she does not complete the course material.

If you are concerned about your grade, consult your instructor. You must have at least a 70 average to pass this course with a "C". A "Z" grade will be given if you fail to do so, but you must have attempted **all** of the assignments, and you must have participated in the class on a regular basis. If you have an average less than 70 during the semester and have not completed the assigned compositions, then you will receive an "F" for the course.

If you receive a Z on any essay project during the semester, you must make a C or better on the final essay in order to pass the course. A Z on the final essay, if you have received another Z (even if the paper has been rewritten for an improved grade) will result in a Z for the course. If either the first or second major essay project receives a Z grade and is not revised and improved, the course grade will be a Z and the course must be repeated. **Note: If your absences cause your grade to fall below 70 you will get an F. I will not give a Z to those who cannot attend class regularly (i.e. absences cause grade to fall below 70).**

**Rewrites:**

You are allowed two rewrites. An assignment may be only rewritten one time. I will average the two grades. Before you begin to rewrite your paper, you must meet with your instructor and have a plan of revision so that you and he will know what you intend to do to improve your paper. You may **not** rewrite your last major essay project. Any essay receiving a grade below "C" will be graded as "Z" (see section, The Z Grade). Rewrites will not allow you to regain points lost for late work. Rewrites are due one week after I return the papers to you. In order to gain points through rewriting, you must have your rewrite critiqued by the Writing Center before submitting it. In order to gain points through rewriting, you must do a substantial revision of your paper. Any rewrite must be accompanied by the original, graded paper and all draft work.

**The Writing Center: (Open on the Weekends)** Website: <http://www.uta.edu/owl/>

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. Please check their web site for the times when they are open. You may schedule appointments online by following directions available at [www.uta.edu/owl/appointments.htm](http://www.uta.edu/owl/appointments.htm), by calling 817 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I highly recommend using the Center's services to assist you in this class or with the writing you may be required to do for other courses, no matter what your writing level. Please be aware that tutoring sessions do take time and you can expect that detailed attention will be given to your writing. Be sure to allow sufficient time to complete a tutoring session, usually 30minutes. **Note:** I can assign you to go to the Writing Center.

### **Academic Dishonesty:**

Academic dishonesty is completely unacceptable in this and in all courses at the University and it will not be tolerated. Anyone involved in academic dishonesty will be subject to discipline in accordance with University rules and regulations. Discipline may include suspension and/or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, subsection 3.2, subdivision 3.22).

Academic dishonesty is easy to avoid. Simply acknowledge the source of any words, phrases, or ideas that you use. If you are not sure how to quote or paraphrase a source or if you need help with the format, check with me, the Writing Center, or consult your MLA handbook. While you can (and in fact should) seek help and advice of friends, classmates, tutors, outside sources, and tools such as the internet, be sure written work is completely your own. If suspected appropriate action will be taken.

### **Drop Policy:**

If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines. I cannot and will not drop anyone for any reason from this course.

### **Retention of Papers**

Please be advised that it is your responsibility to retain all of your assignments until after you have received your final grade. You cannot challenge a final grade if you do not have evidence of your work.

**Assignments/Necessary Changes:**

Assignments are subject to change according to the needs of the coursework and your needs in completing the same. It is your responsibility to keep up with the class. If it is necessary to make any major revisions of this syllabus, I will distribute a revised syllabus to the class. Minor revisions will be made on a day-to-day basis, and it will be your responsibility to take note of these revisions, or to contact a classmate or your instructor if you are absent.

I have tried to make this document as complete and thorough as possible. However, during the course of the semester I may be required to alter, add, or abandon certain policies and assignments. I reserve the right to make such changes as they become necessary.

**Student Conduct**

According to the Code of Student Conduct and Discipline, “students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook of Operating Procedures, Ch.2, Sec.2-202). Examples of such conduct in a classroom would include any of the following:

- Conduct that poses a significant threat of danger and/or physical harm to members of the University community.
- Negative words or individual behaviors that cause another to become concerned with his or her personal safety.
- Distractions involving cellular phones during classroom lectures
- Excessive chattering, tardiness and blatant inattentiveness that distracts or disturbs the instructor or other students.
- Intimidating or harassing statements that affects the living, working, and teaching of students, faculty, and staff.

More information on dealing with disruptive student conduct can be located on their website: [www.uta.edu/studentaffairs/judicialaffairs](http://www.uta.edu/studentaffairs/judicialaffairs).

**Class Decorum:**

I want to welcome you to higher education. It is a privilege for me to be your instructor and it is a privilege for you to be enrolled at the University. English 1302 is as much about learning to be a student of higher education as it is about writing, reading, and thinking. I encourage you to fully embrace your role as a student. You are adults who have chosen to be here. If at some point you no longer wish to be a student then I recommend you drop the course rather than waste my time, your time, and the time of the others in the class. I fully expect that you will conduct yourselves in an adult manner in the classroom and that you will take responsibility for your words and actions. Disruptions and personal business will not be tolerated, including the ringing of cell phones. If you are not interested in the topic at hand, simply leave rather than disturb the rest of the class. You are required to participate in all discussions and activities of the course in a thoughtful and engaged manner. The readings you have read and assignments you have completed, through careful reflection, should prepare you for participation. This will not be a class of one or two voices. You all have something to say, and the class and I want to hear it.

I prefer a casual atmosphere; however, that does **NOT** mean the course will be easy. I have very high standards and expectations. I am well aware that each of you has commitments beyond this English class, as do I. Part of being a successful student includes learning to balance all of those commitments. I prefer not to hear excuses for missed assignments or classes.

The syllabus that follows includes **all** of the work that will be required of you in this course over the semester. Compare it to your other classes and reflect on all of your commitments before proceeding. Following these guidelines can make this semester rewarding and enriching for all of us.

**A Note from Kevin:**

I want you all to succeed in life. I, therefore, require you to do your best at all times. I am your teacher and you are **MY** students. If you have any problems with the class, with me, or other students please come to me. I teach because I want each one of my students to have the best life possible. I care about you all. These are the reasons I teach. So, come to me for any reason.



The oxen are slow, but the Earth is patient...



Knowing attains the self through the struggle within

This is your last name and page number → Magnus 1

Notice: There is one space between your last name and the page number !!!

Student's Name

Professor Pajak

Issue Proposal



This is an example of how to format your heading



This is the name of the assignment

Notice: There is a 1" printed margin all the way around the paper.

Notice: Everything is double spaced

Notice: All exercises will follow the example format found in the book for a particular assignment unless otherwise directed by the Professor.

Notice: All essays/ argument papers will conform to MLA guidelines, standards, and practices.

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## Criteria for The Six Page Essay

— I reserve the right to change some or all of the assignments as needed —

Late papers will lose 5 points off of the final grade per day late including days we do not meet but not the weekend. Paper is due in class on the date indicated. If I do not have your paper on the day it is due by the time I leave campus it is late.

In this class, we deal with various texts that examine and discuss many aspects of society. In each case, our intent has been to discover how these texts relate to our belief systems and society. As a result of our inquiry, we will have come to better understand people's relation to society and the problems it faces. As a result of this understanding, you should be able to employ the argument theory that you have learned. Therefore, the six page essay is **NOT** trying to actually persuade me, your classmates, your friends, your parents, your boss, or any other person you may have had come into contact with during your life time. What you are attempting to do is to **demonstrate** the theoretical knowledge you have learned in this class by constructing the best possible argument paper. This means that you will have to employ every tool of theory thus far learned. Moreover, you should be able to argue even more effectively in the second paper. I will expect to see improvement between the first and second papers. In no way shape or form should you even begin to believe that it is your job to actually persuade me or others. Your job is to demonstrate your knowledge of how to construct a solid written argument.

### Remember: Half of your ability to do well comes from writing well!!!

The following sheet will discuss the method, process, and format all essays must follow to qualify for and be accepted for a grade.

### **The Process:**

Every draft you write **must** be formal as possible and typed.

Every draft must be evolve or show the evolution of your writing process. **I must be able to see improvement throughout the writing process.**

**Every draft/revision must be accompanied by a pre-writing technique. The pre-writing technique employed must be different from the last one used.**

◆ NOTE: This will provide the writer a new and fresh perspective on her topic/paper.

**NOTE:** If you miss one of the peer critique days **OR** you come but do not have a fresh revision then you must go to the writing center and have a tutor help you revise it. They will give you a sheet that you attach to the back of that particular draft.

## The Format:

Identify in the heading which draft it is so everyone will understand which draft you are using. The heading will have your name, the professor's name, the course name and number, and the draft number. \*Refer to example.

Put your last name and page number in the header on all pages including the first page.

There will be a 1" margin all the way around the paper.

There will be a work cited page at the end of your paper. The work cited page will also have a page number.

Do not put draft number on the final draft. That was only to allow your classmates to understand what draft with which they were dealing. It is not a formal practice.

The first sentence of a paragraph will be your topic sentence.

The last sentence of the introductory paragraph will be your claim.

## Rubric

Paper is stapled in the upper left hand corner	Correct grammar, mechanics, and spelling
1" margin (I will measure with a ruler)	Solid use of logical support of your ideas
Last name and page number in upper right hand corner	Limited use of "to be" verbs – am, is, are, was, were, be, being, been
Works Cited page	<b>NO "to be" verbs in thesis or topic sentences</b>
At least four separate sources	Limited questions
At least four short quotes	Do not use abbreviations, contractions, or symbols
MLA format	No slang (e.g. "cool" means a lower than desired temperature)
Write in formal standard English	<b>No outside sources for the first essay</b>
Title	
Two spaces after every sentence	
12 point Times New Roman font <b>ONLY</b>	

### *The following things will detract points from the grade of each paper.*

- 1) Late → minus 5pts per day late.
- 2) Not having 2 spaces after every sentence → minus 5pts per occurrence
- 3) Quotes not formatted according to MLA format → minus 5pts per error type
- 4) Works Cited page not formatted correctly → minus 5pts
- 5) Heading not correctly formatted → minus 5pts
- 6) Use of "to be" verb in thesis and topic sentence → minus 5pts per use
- 7) Less than four (4) separate sources → minus 10pts
- 8) Not following MLA standards → minus 5pts per error type (e.g. 1" printed margin)
- 9) Not following directions → minus 10pts **Note:** This includes simple things like stapling your papers, not having a work cited page, not having your last name and page number in the upper right hand corner, etc. These are simple easy things that can be done with almost no effort.

Did I leave anything out? If I left anything out, I will add it later.

**NOTE:** Above all I am looking for critical thinking. This means that you are required to use your thoughts, beliefs, values, concepts, and ideas in a deep and logical discussion of the topic that argues a specific identifiable point/s.

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Syllabus (Assignments) MW  
1302 Fall 2009 PoA 6<sup>th</sup> ed.  
**Note:** Subject to Change

CD = Class Discussion

GW = Group Work

CW = Class Work

**Week 1:** Introduction and first readings

24 Aug. M CD: Introduction & Syllabus, Read newspaper head lines

Hw: **Read** Chapter 1 pgs. 2-32

**Write** 2pgs. Responding to Exercise B p.23

- ◆ Find at least 5 instances of argument.
- ◆ Mention where you got them.
- ◆ Explain what the issues were.

**Question of the day:** *What is Argument? What is the adherence of minds?*

26 Aug. W CD: What did we discover about argument? Discuss Common Ground. When is argument ineffective? Why?

CD: What does increasing the possibility of agreement mean?

CD: 1) Write about what you believe argument is (Prompt) "Argument is..." **AND** "I like/dislike argument because..."

2) List what issues interest you

3) List whole class on board— Issues

GW: Possible Group Work

Hw: **Read** Chapter 2 pgs. 33-71

**Write** Exercise A p.51

**Write** Exercise B p.51

**Question of the day:** *How do you evaluate your audience? What are some of the tools we already have to do this?*

**Week 2:** My Style — My Culture & The issues

31 Aug. M CW: Come to class, sign roll, go to a computer and log into **Forum**,  
begin posting to Forum for whole class period.



02 Sep. W CD: Go over style Exercise A p.51 → Discuss Style

CD: Exercise C p.52

→ List on board different styles

→ Discuss how styles effect argument

GW: Exercise C p.24

CD: Discuss Exercise B & C pgs. 23-4

CD: Discuss the aspects that go into forming a subculture

Hw: **Read** Find an internet article from a foreign country arguing some point

**OR** Find 3 argument styles from 3 different subcultures in the United States

**Write** Compare this/these argument style(s) to your style **AND** discuss the differences, similarities, and effectiveness between them and your style in a 2 page essay. What are the differences that are most effective? Why are these differences more effective?

**Question of the day:** *What happens if your style does not match the style(s) of your audience? What effect does the stance of an audience have on your argument?*

**Question of the day:** *What is the purpose of argument? Why is the word "Probabilities" important?*

**Week 3:** The invisible Agenda. What is left unsaid...how to counteract it.

10 Sep. W CD: Audience → Goal of argument

Argument styles of women, cultures, men, etc.

GW: Read out loud cultural argument paper and discuss findings with other members  
→ Record findings and share with class

Hw: **Read** Chapter 3 pgs. 72-97

**Write** Answer review questions pgs. 86-7

**Write** Exercise B p.89

**Question of the day:** *What is the purpose of argument? Why is the word "Probabilities" important?*

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**Week 4:** The Choice is Made: 2 shall stand the rest will fall: Issue Selection

14 Sep. M CD: **Discuss** p. 76 Re: Invisible and visible Agenda's

CD: **Discuss** p.81 Box 3.1

CD: Exercise A p.87

CD: How important is TRACE? What does it, as a tool of/for argument, allow you to do?

CD: Quiz on TRACE, Common Ground, Audience Adherence, Constraints, Exigence,  
Reader, Claim. (Discuss Quiz results)

Hw: **Read** Chapter 4 pgs. 98-147 **Note: Pay special attention to Box 4.2 p.110 "How to Survey"**

**Write** 1pg. paper discussing how to analyze an audience, the importance of doing so, and how to use the information gleaned about an audience. (Note: Kevin Discuss pgs. 83-6 Give students an overview)

**Read** "Presenting your paper orally to the class" pgs. 423-4

**Prepare** to vote on reader issues

**Survey** the "Reader" in the back of your argument text book. Select 2 topics that appeal to you.

**Write Handout - Modified Exercise C p.136**

The Topics are:

Families and Personal Relationships p.528

Modern Technology p.557

Crime and the Treatment of Criminals p.589

Race, Culture, and Identity p.618

The Environment p.645

Immigration p.676

War and Peace p.705

**Note:** Do this exercise for the 2 topic that appeal to you. Be prepared to orally present next time.

**Question of the day:** *What effect does the stance of an audience have on your argument?*

16 Sep. W CD: **Handout #1 - Survey & Skim Exercise "Road to Unreality"**

GW: **Handout #2 - Argument Style Exercise "A Lifelong Activist's Last Fight"**

GW: Discuss 1pg. Audience paper

CD: Oral presentation on your issue selection

CD: Discussion over issues that can be found under each topic.

CD: Vote for 2 issues

GW: Make a map or Bubble diagram of the each of the two issues (**See p.101**)

CD: Get back into whole class and share **Diagram concepts**

Hw: **Begin Reading** the essays from the 2 topics we elected to use.

**Note:** Have one student copy diagram off of board.

**Question of the day:** *Can you read a 300 page book in 20 minutes?*

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**Week 5:** We are they; Refining the issue. Where do you stand?

21 Sep. M CW: Come to class, sign roll, go to a computer and log into **Forum**, begin posting to Forum for whole class period.

Hw: **Finish** reading “Reader” essays **(Due Wednesday)**

**Write** Exercise H p.30 in relation to the issue/topic you selected **(The issue proposal)**

**Question of the day:** How do you know what the true issue is? Do people argue about one thing to win a different argument?



23 Sep. W GW: Peer Critique Issue Proposal.

CD: Discuss possible issue topics that were not considered.

Hw: **Revise** Issue Proposal **(Due Monday)**

**Question of the day:** Are there strong and weak sides to an issue?

**Week 6:** What do you propose the issue to be? The issue proposal : Down the Mountain we go.

28 Sep. M **◆ Due Issue Proposal**

GW: **Handout #3 - Discovering/Exploring the sides “Coming and Going”**

GW: Exercise F p.142 **Note:** Doing this will help prepare you to write your **exploratory paper**.

GW: Discuss issue and have group members suggest possible **Points of View** of which you did not think.

CD: Answer review questions p.133

CD: Discuss Exploratory paper

Hw: **Write** 2 page paper discussing & analyzing the audience that is involved with and in your issue.

↳ Refer to pgs. 83-6 & p.81 Box 3.1

**Write** Exercise G p.144 including the exploratory paper work sheet **The exploratory paper** .

**Question of the day:** Is it important to consider the odd stance/position?

30 Sep. W CD: Review what we should have done for the exploratory paper and what we did.

GW: Peer critique exploratory paper #1

CD: Discuss Common Ground

CD: Discuss **Toulmin**

Hw: **Revise** exploratory paper **due Monday**

**Read** Chapter 5 pgs. 149-79

**Re-Read** “American Value Systems” pgs. 174-9

**Write** Exercise E p.172 **Note:** College newspapers do not count as valid sources for use. **Only use an article or editorial from the Fort Worth Star Telegram.**

**Question of the day:** *Is it important to be interested in your issue? What is Critical Distance? Cf. Kant?*

**Week 7:** Three sides do not a Triangle make: Exploring the sides of an issue

05 Oct. M **◆ Due Exploratory paper**

CD: Discuss American Value Systems cf. Exercise G p.173

CD: Answer review questions p.167

GW: **Handout #4 - Toulmin Exercise & Example “What Happened to Disney Films?”**

Hw: **Write** Exercise F p.173 (Toulmin Analysis of your paper/issue)

**Question of the day:** *What happens if you know all the parts of someone’s argument? How many sides does an issue have?*

07 Oct. W GW: Group presentation of Toulmin Analysis

**Note to Kevin:** → Discuss weak areas of Λόγος, Εθός, Παθός (Logos, Ethos, Pathos)

Bring Newspaper → Orally present your Toulmin analysis

for Wednesday. → After everyone has gone then go back over each member’s analysis and discuss weak spots and areas not covered or things not discussed that should have been discussed.

Hw: **Revise** Toulmin analysis **due Monday**

**Read** Chapter 6 pgs. 180-218

**Write** a summary/response paper on assigned essay. See Exercise C p.136 (Summary/Response) for example.

**Note to Kevin:** Assign essays pgs. 201-13

◆ Let’s Stop Scaring Ourselves p.201, ◆ Unintelligent Design p.203, ◆ When It’s All Too Much p.205, ◆ No Need to Stew: A Few Tips to Cope with Life’s Annoyances p.208, ◆ Bringing Up Adultolescents p.211

**Question of the day:** *What is a refutation of a claim?*

If Victor’s X-ray Looks Clear Don’t Medicate =

**Week 8:** Logos, Ethos, Pathos - - not your everyday Musketeers: Don't go fishing  Planning & Timing captures the moment

12 Oct. M **◆ Due Toulmin of your paper/issue**

CD: Answer review questions p.200

CD: Exercise A p.200

GW: Exercise B p.200

Hw: **Read** Chapter 7 pgs. 219-57 & Chapter 8 pgs. 259-79

**Write** Exercise E p.217 (**Claim Paper**) ----Use Campus issues

**Question of the day:** *How important is it to use the correct claim?*

14 Oct. W CD: Discuss Claim Types

GW: Discuss Claim Paper

CD: Exercise A p.245

GW: **Handout #5** - Proofs Exercise "Campus Climate Control"

HW: **Revise** Claim paper **due Monday**

**Write** Exercise F p.218 (claim)

**Write** Exercise F p.256 (proofs)

**Question of the day:** *Should an argument be only made of Logic (Λόγος)?*

**Week 9:** Pulling it into position: **Position Paper #1**

19 Oct. M **◆ Due Claim paper**

CD: Discuss Exercise F p.218 (claim)

CD: Discuss Exercise F p.256 (proofs)

CD: Review

CD: Discuss Fallacies/ Pseudo proofs

CD: Problems? Questions? Answers?

Hw: **Write** Exercise F p.276 **Note:** This is a 6 page Position Paper

**Note:** Draft #1 due Wednesday. **Note:** Not having your draft for peer critiquing counts as **two** absences.

**Question of the day:** *How much more effective is the proper claim? What is a proper claim?*

21 Oct. W GW: Peer critique 6 page Position paper

CD: What is Rogerian Argument? How does it function? What is its purpose?

GW: **Handout #6** - Written Rogerian Exercise "We Won't Let This War Pull Us Apart"

Hw: **Revise** Position paper **Draft Due Monday**

**Read** Chapter 10 pgs. 315-40 (Rogerian Argument)

**Note:** Make sure to read all of chapter 10 otherwise you will have trouble understanding Rogerian Argument.

**Question of the day:** *Why are Fallacies dangerous?*

**Week 10:** I am you, We are me: Rogerian Compromise Comprise Sue-Prize!!! Can't we all just get along?

26 Oct. M GW: Critique draft #2 of Position Paper

CW: Go to a computer and log into **Forum**, begin posting to Forum for remaining class time.

Hw: **Revise** Position Paper **Final paper Due Wednesday.**

**Question of the day:** *How important is timing? How do you capture your audience?*



28 Oct. W **◆ Due Position paper #1**

CD: What is Rogerian Argument? How does it function? What is its purpose?

GW: **Handout #7** - Rogerian Exercise Mobil Oil Company Advertisement

Hw: **Write** Exercise D p.328 (Rogerian argument paper 1<sup>st</sup> draft)



Last Day to drop

30 Oct.

**Question of the day:** *When is it not ok to win? Do you always need to win? Are you willing to win at all costs?*

**Week 11: Full Circle: Out in the World: The Researched Position Paper**

02 Nov. M GW: Peer critique of Rogerian Argument paper

Hw: **Revise** Rogerian argument **Note:** Final draft of Rogerian paper **due Wednesday.****Read** Chapter 11 pgs. 364-79**Think About** 4 issues that interest you by reading/skimming/surveying 4 journal articles as preparatory work**Question of the day:** *Can everyone be right? Can everyone be correct?*04 Nov. W **◆ Due 4 page Rogerian Paper**CD: Discuss possible research topics. **Note:** read Exercise A p.425 as an indicator of the format of your paperCD: **Write** Researched Issue Proposal (see Exercise H p.30)Hw: **Read** Chapter 12 pgs. 380-407**Write** 1<sup>st</sup> draft of Researched Exploratory Paper (see Exercise G p.144) **Note:** Including Exploratory Worksheet**Question of the day:** *Can pictures tell both sides?*

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**Week 12: Develop the Idea & Concept not the Fluff: Tugging the Idea into Shape**09 Nov. M **◆ Due Researched Issue Proposal**

GW: Peer critique of Researched Exploratory Paper

CD: Discuss Chapter 12 &amp; Discuss Library points

GW: Share Ideas & **Form a tentative Claim** & Write revision plan for 1<sup>st</sup> draft of Researched Exploratory PaperHw: **Revise** Researched Exploratory paper**Write** Exercise C p.400 (10 source Annotated Bibliography)**Question of the day:** *Who is your audience? What happens if you are too involved in an issue? What happens if you have a closed mind?*11 Nov. W **◆ Due Researched Exploratory paper**

CD: Write Claim

GW: Do worksheets 4, 5, &amp; 6 on page 378-9 and worksheet 10 on page 406-7 as related to your issue

GW: Get into groups and evaluate members' issues to see if anything was overlooked or missed. Ref: Audience, support, too emotional, fallacies, one sided, etc.

Hw: **Read** Chapter 13 pgs. 408-27**Review** Audience pgs. 371-77 & p.80**Write** 1<sup>st</sup> Draft of Researched Position Paper**Question of the day:** *What is the purpose of research?*

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**Week 13: Follow the links: Don't Force it: The Last paper**16 Nov. M GW: Toulmin analysis of group member's Researched position paper (1<sup>st</sup> draft)

GW: Exercise B p.200 (Claim) → Use questions to perform Claim analysis on group's papers

Exercise B p.249 (Proofs) → Use questions to perform Proof analysis on group's papers

CD: Answer review questions pgs. 424-5

CD: Discuss tactics you can use to pull the reader into your argument

GW: Peer critique Researched Position Paper

Hw: **Revise** Researched Position Paper**Perform** Toulmin analysis **on your own paper** → (see **Handout #4** as an example)↳ This paper will be a 3 page analysis of your own paper. **Due Wednesday**18 Nov. W **◆ Due Researched Position Paper ◆ Due Researched Toulmin Paper**

CD: Discuss Visual Argument

CD: Discuss how our culture is one that is mostly visually oriented.

Hw: **Read** Chapter 9 Visual Argument pgs. 280-314**Do** what Exercise D p.307 tells you to do.**Question of the day:** *How powerful is the constructed image?*

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**Week 14: Brave New World: We are Watching: Society and its Visual Vice: The Visual Argument**

23 Nov. M CD: Discuss Exercise D p.307

GW: Exercise A p.299

CD: Answer review questions p.299

CD: Analyze the newspaper's visual aspects and what they do to and for the paper in general.

GW: Come up with a list of things that can be used to create visual arguments → Share list with class

↳ What could we do to create a visual argument?

Hw: **Begin** work on visual argument by collecting 1) Ideas 2) pictures 3) etc.Hw: **Write** a 4 page paper outlining the theoretical composition of your visual argument. Include a Toulmin analysis of it. Also, Discuss how Burke's pentad (act, scene, agent, agency, and purpose) allows your visual argument to function. Furthermore, include a discussion of any fallacies that you **intentionally** incorporated into your Visual Argument.**Bring** images to class on Wednesday**Question of the day:** *What is the theory driving your visual argument?***Question of the day:** *What is visual argument without a theory or claim driving and or focusing it?*25 Nov. W ♦ **Due** Homework Folder

CD: Problems? Questions? Solutions? Any interesting things?

GW: Share Ideas &amp; Refine your Visual Argument

Hw: **Finish** Visual Argument **Due** Monday Note: Be prepared to present orally. Oral presentation should take at least 15 minutes.**Question of the day:** *What do the lines do for your visual argument?***Question of the day:** *Where is the focus of your visual argument?*26-29 **Thanksgiving** Eat! Eat! Eat!**Week 15: The Pupil becomes the Master**30 Nov. M ♦ **Due** Visual Argument

CD: Begin Oral presentations

02 Dec. W CD: Finish Oral Presentations

CD: Course evaluation and **Visual Argument Theory Test** worth 10% of your grade.

Last day of classes 04 Dec.

Final Exams 05 Dec. - 10 Dec.

*Fin*