Course Information
CRNs: 12571 and 12574
Credit: 3 SCH
Location: Katy Campus, Room 107

Instructor Information
Name: Lydia French
Email: lydia.french@hccs.edu
Learning Web: https://learning.hccs.edu/faculty/lydia.french
Twitter: @FrenchLydia
Skype: prof.lfrench

**Conference hours held via Skype, Canvas chat, or Canvas conference**

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Core curriculum course. Prerequisite: ENGL 1301 Composition I or its equivalent.

Core Objectives: Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:
<table>
<thead>
<tr>
<th><strong>This is What You’ll Learn</strong></th>
<th><strong>This is How You’ll Learn It</strong></th>
<th><strong>This is How You’ll Show You’ve Learned It</strong></th>
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</table>
| **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. | Demonstrate knowledge of individual and collaborative research processes                      | Team-based Learning Activities  
Peer Review of Major Essays                                                            |
|                                                                                              |                                                                                               | Team News Project  
Writing Portfolio                                                                 |
| **Critical Thinking:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. | Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. | Readings from *Thank You For Arguing*  
In-Class Case Study Analysis                                                            | Online Discussion Participation  
Writing Portfolio                                                                         |
| **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication. | Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. | Practicing the Steps of the Writing Process  
Engaging with *The Little Seagull Handbook* and online grammar and style tools        | Writing Portfolio  
Online Discussion Participation                                                             |
| **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making | Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.) | Participation in team-based learning  
In-class Case Study Analysis  
Engagement with Research as a Process  
MLA Citation and Documentation Strategies                                                | Team News Project  
Research Process Assignments  
Writing Portfolio                                                                         |
| **Teamwork**  
**Critical Thinking**  
**Communication Skills**  
**Personal Responsibility** | Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. | Writing process practice  
*LSH*, instructor, and team feedback to improve coherence.  
Compile and curate work in a portfolio.                                                 | Writing Portfolio  
Research Process Assignments                                                             |
Writing as a Process: As these learning goals indicate, this course will introduce writing and reading as reflexive processes, in which each influences the other. I teach writing with the philosophy that there is no such thing as “good” and “bad” writers, only practiced and unpracticed ones. This course is designed to give you the practice you will need to develop as a writer. This means that you will be going through the full writing process for at least one essay each week.

The writing process we will use in this class involves at least four steps:

1. **Invention**, or pre-writing: During this stage of the writing process, you as the author blend the writing and critical thinking processes as you go through a process of discovery to answer the question, “What do I have to say on this topic and how should I say it?” This is the stage of generating ideas, where you ask questions, identify relationships, and begin to consider your audience and purpose for writing. Invention can and should be messy—it should look like your thought process, which is not usually in neat and tidy paragraphs or even complete sentences.

2. **Drafting**: This is the stage that you are probably most familiar with. When you sit down to write down your ideas with some paragraph and/or sentence structure, you’re drafting. If you turn in your first draft, particularly without rereading it to edit or for clarity, your essay will be considered incomplete.

3. **Peer Review/Feedback**: Because writing is a creative and very personal form of expression, it can be difficult to receive criticism of your work. But precisely because it is so personal and creative, you need to get outside feedback from your classmates and instructor in order for your writing to improve. While reviewing a classmate’s work, take the role seriously, offering examples of strong lines and posing critical questions that can help guide the revisions. When receiving feedback on your own writing, take your peer reviewers’ comments seriously and use their suggestions to guide your revision of your paper.

4. **Revision**: Revising a paper from its draft versions is one of the most important steps in the writing process. In fact, revision itself is a process. It begins with a reassessment of your ideas and a re-evaluation of your organization and ends with editing for grammar, mechanics, and typos. The point is to begin with the big picture: ask yourself many of the same questions you asked in the invention stage but this time with the added benefit of feedback from others. Only once you have completed this re-writing will you want to turn your attention to grammatical issues, which means you need to be able to identify them in your own writing.
**Course Materials:** The following texts are required and available at the HCC Katy Campus bookstore. Where available, electronic versions are also suitable. Additional required materials will be available online through our Canvas course.


Online Resources: [Argue Lab](#)


Online Resources: [They Say / I Blog](#)


Online Resources: [Little Seagull Study Space](#)

In addition to these required texts, the following are useful websites that I recommend you bookmark for use throughout the semester:

**Purdue Online Writing Lab:** This website, hosted by Purdue University, offers a wealth of resources about writing and research.

**Paradigm Online Writing Assistant:** This site provides tools for thinking through the writing process as well as common problem areas practicing writers face in grammar and style.

**Grammar Bytes:** This site offers fun (ok, in the nerdy way that grammar is fun to English profs) videos, exercises, and even daily Twitter discussions of grammar and usage in edited American English.

**Course Requirements:**

Online Discussion Participation..............................................25%
Short Research Process Assignments...................................20%
Writing Portfolio.................................................................40%
Team News Project..............................................................15%
Assignment Descriptions: This section is not intended as a substitute for the instructions on each assignment page. Please read all instructions carefully before submitting any assignment.

Online Discussion Participation: In a hybrid course, much of the reading and lecture on the course concepts will take place outside of the classroom. It is thus vital that you complete this outside work in order for our in-class work to function smoothly. Your participation in the online discussions about your reading and comprehension of rhetorical concepts will serve as verification of your online attendance each week as well as an assessment of your understanding so that I can tailor in-class instruction to the most-needed areas.

Short Research Process Assignments: Over the course of the semester you will engage with research as a process. Although your major essays will provide the end-results of various stages of the research process, there are several smaller steps in the research process that lead up to the major essays. These include, for example: an interest inventory, short research summaries, an annotated bibliography, and occasional reflections on the process.

Writing Portfolio: As with the research process, you will engage with writing as a process throughout the semester, with particular emphasis on practicing in writing workshops in the last half of the semester. You will write a total of three major essays—a mapping of the controversy, a rhetorical analysis, and a final argument essay—throughout the semester, and each one will go through the four stages of the writing process from invention through revision. Near the end of the semester, you will compile those documents that best represent your development as a writer, research, and critical thinker into a portfolio that showcases your growth over the semester.

Team News Project: Throughout the semester you will be working with a team of your classmates to enhance your learning both in-class and online. Although the majority of your assignments will be completed and assessed individually, the Team News Project gives you an opportunity to work with your team to create a news story in a medium of your choice, covering a protest movement, either fictional, historical, or contemporary. The choice is yours.

Grading:

A (90-100%) Excellent work that demonstrates a clear understanding of the assignment, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.
B (80-89%) Above average work that shows understanding of the writing topic, has few serious errors, and provides good communication with a specific audience.
C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.
D (60-69%) Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.
F (0-59%) Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience.
**Student Support Services:**

*Tutoring:* The Houston Community College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer free, convenient, and personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays.


At HCC Writing Centers, each tutoring session becomes a learning experience.

You can get online tutoring assistance through Upswing at [https://hccs.upswing.io/](https://hccs.upswing.io/)

For both in-person and online tutoring, here are some important guidelines to follow in order to get the most from your tutoring session:

1. **Provide the tutor with a copy of the assignment.** Tutors and instructors do not have many opportunities to communicate, so the tutors rely on you to give them some sense of the instructor’s expectations for the work, which should be outlined in the assignment.

2. **Communicate the 1-2 aspects of the assignment you’re most concerned about.** Tutors are there to help guide and facilitate your learning, not to correct or copy-edit papers or find the solutions for you. If you tell the tutor what you most want to work on, you can help guide the session so that it is most beneficial for you.

3. **Be patient / don’t wait until the last minute.** Tutoring takes time. Online tutoring, in particular, is asynchronous, meaning that the tutors will take considerable time to review your work and provide you with meaningful feedback. So, plan ahead and take advantage of tutoring well before the assignment is due.

4. **Communicate with your instructor about your tutoring session.** Again, tutors and instructors don’t have many opportunities to connect, so if you let your instructor know that you took your assignment to a tutor and what she or he recommended, it can help guide your instructor’s feedback and assessment as well.

*Reasonable Accommodations:* Any student with a documented disability (e.g., physical, learning, psychiatric, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Ability Support Services Office. For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. Get more detailed information on Disability Services at HCC here: [http://www.hccs.edu/district/students/disability-services/](http://www.hccs.edu/district/students/disability-services/) and you can locate the ADA counselor for your particular campus here: [http://www.hccs.edu/district/students/disability-services/ada-counselors/](http://www.hccs.edu/district/students/disability-services/ada-counselors/)
Libraries: HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at https://library.hccs.edu. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: http://library.hccs.edu/about_us/locations_hours

Open Computer Labs: Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation.

Important HCCS and Course Policies:

Repeating Courses: Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Attendance: Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not in class, you are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you know you must be absent or if you have an emergency, let me know before class and make plans to meet with me in office hours. If you have more than four (4) absences before the official date of record (Tuesday, September 6th), you may be automatically withdrawn from the course.

Withdrawal Policy: Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is Friday, October 28th. Please remember that it is the student’s responsibility to withdraw from a course. If you stop attending the class and don’t withdraw by this date, you are subject to the FX grading policy.

International Students: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email int_student_svcs@hccs.edu, if you have any questions about your visa status and other transfer issues.

Final Grade of FX: Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered non-attending.
Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

**Academic Honesty**: A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student’s individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC’s policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another’s ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. (See Student Handbook)

**Late Work**: This course relies on a cumulative structure in which you will move developmentally through each unit (or module), continually building on prior knowledge. The following are late penalties for each assignment type throughout the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Late Penalty</th>
<th>Last Date of Acceptance (Date Assignment Closes)</th>
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<tbody>
<tr>
<td>Online Discussion Forums</td>
<td>20% per day late.</td>
<td>1 day after due date.</td>
</tr>
<tr>
<td>Short Research Assignments</td>
<td>10% per day late.</td>
<td>1 week after due date.</td>
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<tr>
<td>Major Essays</td>
<td>No late submissions accepted</td>
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<tr>
<td>Team News Project</td>
<td>TBD by Team Evaluation</td>
<td>Thursday, December 8th at 11:59pm</td>
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**EGLS3 (Evaluation for Greater Learning Student Survey System)**: At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to [www.hccs.edu/egls3](http://www.hccs.edu/egls3) for directions.

**Title IX Discrimination**: Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.
It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations by logging in from your HCC student email account, go to www.edurisksolutions.org Go to the button at the top right that says Login and click. Enter your student number.

**Open/Campus Carry of Handguns:** No Firearms Are Allowed on Campus. If you see anyone carrying a firearm on campus call the HCC Police Department at 8-8888 immediately.

Texas House Bill 910—known as the “Open Carry” law—provides holders of a handgun license may now carry their handgun visibly in a waist belt holster or a shoulder holster, but they may not openly carry on or in a college campus or building and they may not openly carry on any public or private driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area of the college. Open Carry is effective as of January 1, 2016.

Campus carry and open carry are two (2) separate laws. Texas Senate Bill 11—known as the “Campus Carry” law—will allow individuals who have a valid Texas handgun license to carry a concealed handgun in certain areas on college campuses. The Campus Carry law becomes effective at 4-year institutions on August 1, 2016 and at 2-year institutions on August 1, 2017.

All information regarding both Open Carry and Campus Carry will be posted at http://www.hccs.edu/campuscarry.

**Campus Safety:** If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.

**Student Professionalism:** The classes you take at HCC are not only beginning points for your academic career; they also prepare you for your professional life, whatever path that may be. As such, your HCC classes are spaces in which you can and should hone a professional persona. Because this is a course in critical thinking and argument, many of the readings and writing assignments cover sensitive topics that demand respectful and thoughtful treatment rather than simplistic reduction to a singular viewpoint. Since much of the class will be engaged in openly discussing these topics (through writing), you must remember to treat your colleagues and myself with the same respect the texts and ideas demand.

- Behavior of successful college students includes:
  - Reading critically and taking notes
  - Completing work on time
  - Actively participating in discussion
  - Responding collegially and reflectively to classmates’ writing, discussion posts, and emails
  - Asking questions, respectfully, of your colleagues and/or the instructor when an idea or assignment is unclear

**Communication:** The most successful college students make it a point to stay in regular communication with their professors. Eagle Online allows for several modes of communication, including the inbox, announcements, messaging, chatting, conferencing, and leaving feedback on
grades. You can set up notifications on Canvas so that any time someone emails or messages you, someone posts to a forum you’re subscribed to, or an assignment is graded, you will receive a notification through email or even Twitter. For more on setting up notifications, see “How do I set my Notification Preferences?”

**Online Writing Guidelines:** When writing online, follow these rules of thumb to avoid miscommunications and misunderstandings and to advance a community of learning.

- Discussion posts, emails, and messages should exhibit careful thought and logical reasoning, providing evidence for your position.
- Discussion posts and emails should be written in well-developed sentences and paragraphs, using correct spelling, punctuation, and grammar.
- Discussion posts and emails should include a descriptive subject line. For instance, if you are emailing me about your grade for essay 3, you may write “Essay 3 Grade” in the subject line.
- All emails should include an address, such as “Dear Dr. French” or “Hi Dr. French” as well as a closing signature that includes your full name.
- Replies to other students’ discussion posts should address the student by name and offer recognition of at least one strength of the original post.
- Replies to other students’ discussion posts should offer new substantive ideas and/or thoughtful questions.
- All online writing should be as specific as possible. For example, avoid referring to “the essay” or “my essay”; instead, identify each assignment by number, such as Essay 3, Quiz 2, etc.
- Finally, I encourage you to incorporate your own position and background into your writing. Often, our experiences and prior knowledge guide our own opinions and incorporating the reasons for our perspective can help others see where we are coming from.

Above all, stay focused and determined, and you will be successful in this and all of your college endeavors.
## Weekly Schedule

*Disclaimer: This schedule is subject to change. The instructor reserves the right to add, delete, and/or exchange readings, lessons, and assignments throughout the session.*

### CASE STUDY ANALYSIS AND RESEARCH PROCESS

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<thead>
<tr>
<th>Week</th>
<th>In-Class Activities</th>
<th>Required Reading, Viewing, Listening</th>
<th>Online Activities</th>
<th>Assignments</th>
<th>Due Dates (All times =11:59pm)</th>
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<tbody>
<tr>
<td>Week 3</td>
<td>Introductions – Student Survey Defining “civil disobedience” and “rhetoric”</td>
<td>Syllabus <em>LSH</em>: “Developing Paragraphs” and “Doing Research” (pp.17-29 and 80-92)</td>
<td>View “Develop a Research Question” View “Rhetorical Situation”</td>
<td>Interest Inventory Online Discussion 1: Defining “Rhetoric,” “Civil,” and “Disobedience”</td>
<td>Thursday, August 25&lt;sup&gt;th&lt;/sup&gt; Sunday, August 28th</td>
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<tr>
<td>Week 4</td>
<td><strong>Online Class</strong> Team-Based Chat Analyzing Rhetorical Situation in “Civil Disobedience” Report on Team vs. Individual Insights</td>
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| Week 4     | Introduction to I-Search Ethical Analysis of MLK and Freedom Riders | “Anthropoesía: The Huelga School Project” by Lupe Mendez  
“Arizona Education Officials Say It’s Illegal to Recite This Poem in School!” by Roque Planas  
TYFA: Chs. 16-17 and 21 (pp. 181-200 and 238-248)  
TS/IS: Chs. 2-3 (pp. 30-51) | View “How (and Why) to Use a Handbook for MLA Citation” | I-Search Narrative 1  
Online Discussion 4: The Ethics of Poetry (and Protest) | Thursday, September 15th  
Sunday, September 18th |
| September 13th |                                                          |                                                                                                        |                                                                                               |                                                                               |                                |
| Week 5     | Guest Speaker: Poet Jazminne Mendez                      | “The History of the Tea Party Movement in Four Minutes” (Slate Magazine YouTube Video)  
Business Insider: “Rick Santelli Started the Tea Party . . .”  
Keli Carender’s blog post, “This Protest is For All Americans”  
TeaParty.org’s “About Us”  
TYFA: Chs. 9-11 (pp. 81-114) | View “The Art of Summary”  
View “Quoting: An Art and a Science”  
View “Review of Pathetic Tools” | Research Summary 1  
Online Discussion 5: On Common Ground: Pathos and Commonplaces in the Tea Party Movement | Thursday, September 22nd  
Sunday, September 25th |
<p>| September 20th |                                                          |                                                                                                        |                                                                                               |                                                                               |                                |</p>
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<tr>
<td>Week 6</td>
<td>Review of Introductory Summary Statement (Bring TS/IS to class)</td>
<td>Lawrence Lessig's <em>Free Culture</em>, “Introduction” (pp. 1-23) and “Conclusion” (pp. 251-264)</td>
<td>View “In-Text Citation in MLA”</td>
<td>Research Summary 2</td>
<td>Thursday, September 29th</td>
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<tr>
<td>September 27th</td>
<td>Convergence of Pathos and Topoi in the Tea Party Movement</td>
<td>TYFA: Chs. 12-13 (pp. 115-141)</td>
<td>View “Clarifying Deductive and Inductive Reasoning”</td>
<td>Online Discussion 6: Unpacking the Logic of <em>Free Culture</em></td>
<td>Sunday, October 2nd</td>
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<td>Week 7</td>
<td>Introduction to Mapping the Controversy Essay</td>
<td>“How This Election’s Populist Politics are Bigger Than Trump and Sanders” by Mara Liason</td>
<td>View: “Composing an Annotated Bibliography”</td>
<td>Research Summary 3</td>
<td>Thursday, October 6th</td>
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<tr>
<td>October 4th</td>
<td>Logical Analysis of <em>Free Culture</em></td>
<td>TYFA: Chs. 14-15</td>
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<td>Online Discussion 7: Listening for Fallacies in Election Politics</td>
<td>Sunday, October 9th</td>
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<td>Week 8</td>
<td>Developing an Analytical Thesis Statement</td>
<td><em>TS/IS</em>: Chs. 1, 8 and 14 (pp. 19-29, 105-120, and 173-183)</td>
<td>View: “Reading and Writing with Signal Phrases”</td>
<td>Annotated Bibliography</td>
<td>Thursday, October 13th</td>
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<tr>
<td>October 11th</td>
<td>Team Elevator Pitches and Q&amp;A</td>
<td><em>LSH</em>: “Annotated Bibliographies” (pp. 66-70)</td>
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<td>Online Discussion 8: Online Peer Review</td>
<td>Sunday, October 16th</td>
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**WRITING AND RESEARCH PRACTICA**

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<tbody>
<tr>
<td>Week 9</td>
<td>Mapping the Controversy Peer Review</td>
<td><em>LSH</em>: “Rhetorical Analyses” (pp. 49-53)</td>
<td>View: Introduction to Rhetorical Analysis Essay</td>
<td>Submit Mapping the Controversy Essay</td>
<td>Thursday, October 20th</td>
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<td>October 18th</td>
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<td><em>TYFA</em>: Ch. 19 and Ch. 23 (pp. 220-228 and 26-270)</td>
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<td>Online Discussion 9: Rhetorical Analysis Invention</td>
<td>Sunday, October 23rd</td>
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<tr>
<td>Week</td>
<td>In-Class Activities</td>
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<tr>
<td>Week 10</td>
<td>Rhetorical Analysis Essay Invention and Drafting Workshop</td>
<td><em>TS/IS</em>: Ch. 7 (pp. 92-101)</td>
<td>Rhetorical Analysis Peer Review</td>
<td>Online Discussion 10: Rhetorical Analysis Online Peer Review</td>
<td>Sunday, October 30th</td>
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<td>Week 11</td>
<td>Rhetorical Analysis Peer Review</td>
<td><em>TS/IS</em>: Chs. 4 and 6 (pp. 55-67 and 78-91)</td>
<td>View: Constructing an Argument Essay</td>
<td>Submit Rhetorical Analysis Essay</td>
<td>Thursday, November 3rd</td>
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<td>View: “On Revising and Editing”</td>
<td>Online Discussion 11: Researched Argument Invention</td>
<td>Sunday, November 6th</td>
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<td>Week 12</td>
<td>Researched Argument Invention and Drafting Workshop</td>
<td>View: “Compiling the Writing Portfolio”</td>
<td>Online Discussion 12: Researched Argument Essay Online Peer Review</td>
<td>Sunday, November 13th</td>
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<td>Week 13</td>
<td>Researched Argument Essay Peer Review</td>
<td>View “Intro to Team News Project”</td>
<td>Submit Researched Argument Essay</td>
<td>Online Discussion 13: Team News Project Invention</td>
<td>Thursday, November 17th</td>
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<td>Sunday, November 20th</td>
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<td>Week 14</td>
<td>Team News Project Workshop</td>
<td>Work on Team News Project</td>
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<td>Week 15</td>
<td>Team News Project Workshop</td>
<td>Work on Team News Project</td>
<td>Submit Writing Portfolio</td>
<td>Thursday, December 1st</td>
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<td>Week 16</td>
<td>Present Team News Project</td>
<td>Submit Team News Project</td>
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<td>Thursday, December 8th</td>
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