

## ENGLISH 1302 • HCC • FALL 2012

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**Instructor Name: Shane Lake**

**Email Address:** shane.lake@asu.edu

**Office Hours** - By appointment.

**Course Time & CRN#** 8:00 am: 25558, 9:30 am: 26433; Room: C 129

**HCC Learning Web Page:** [<http://learning.hccs.edu/>]

### **REQUIRED MATERIALS:**

**Texts:** There is no required textbook for this course. Instead, we will utilize online essays and articles, as well as handouts I provide for you.

**Online:** You should have a working, reliable email address, and access to a computer for word processing and for access to HCC Learning Web Page and Eagle Online.

Purdue OWL: <http://owl.english.purdue.edu/owl/>

### **COURSE POLICIES**

#### **Prerequisite Reminder:**

Students must have completed **English 1301** to be eligible to enroll in this course. Any students who have not completed this required course will be withdrawn from the course.

#### **Attendance Policy:**

Attendance will be taken every class period and this policy will be enforced. HCCS policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped from the course. Coming in late or leaving early will constitute a tardy. All tardies will be counted toward your allotted absences. For example, if you are ten minutes late, ten minutes will be deducted from your 6 hours of possible absences. Your participation is required. **Students who intend to withdraw from the course must do so by the official last day to drop (November 2nd).** Students who prefer to receive an F rather than a W will need to attend classes throughout the semester or discuss the situation with the instructor before they stop attending the class.

\*Students who miss the first week of classes will be automatically dropped from the course.

Furthermore, be aware that absence is not an excuse for not being prepared for class. If you are absent, you should still be prepared for the next class that you attend.

#### **If I am absent**

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign outside of our classroom. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is canceled, and check e-mail frequently afterwards for further instructions.

### **Inclement Weather**

During inclement weather conditions, monitor major local channels for updates on school closings. You can also check for school closing information on the HCC homepage.

### **HCC COURSE WITHDRAWAL POLICY**

Beginning Fall 2007, the State of Texas imposes penalties on students who withdraw/drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university. Students are encouraged to review the [HCC 6 Drop Policy](#).

To help you avoid having to withdraw from any class, contact your professor regarding your academic performance. You may also want to contact an HCC counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.).

### **HOW TO DROP**

- **If a student decides to withdraw from a class upon careful review of other options, the student can withdraw online prior to the deadline through their [HCC Student Center](#).**
- **HCC and/or professors may withdraw students for excessive absences without notification** (see Attendance Policy, above).
- **Students should check HCC's Academic Calendar by Term for withdrawal dates and deadlines.** Classes of other duration (flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar's Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

### **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. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and any other transfer issues.

### **Student Course Reinstatement Policy**

Students have a responsibility to arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Students who are dropped from their courses for non-payment of tuition and fees who request reinstatement after the official date of record can be reinstated by making payment in full and paying an additional \$75.00 per course reinstatement fee. The academic dean may waive the reinstatement fee upon determining that the student was dropped because of a college error.

### **New Policy on Repeating Courses:**

"NOTICE: Students who repeat a course three or more times will be charged an additional fee at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades."

### **The public nature of class writing and discussions**

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others.

### **Late Writing Projects (My policies on rough and final drafts)**

Final drafts of all major writing assignments are due, in hard copy form, at the beginning of class. I do not accept late major projects without penalty unless you have done all of the following: talked to me or contacted me via email prior to class, explained why the project is late (you'll need a really good reason) and when it will be turned in (which must be within one week of the original due date), **and received an extension** (not guaranteed). All late projects without an extension will be penalized 1 (one) letter grade for every calendar day that the paper is late. If you hand in/email me your paper on the due date, but after I have already collected papers/class has ended, it will be lowered 1/3 letter grade.

Rough drafts for all major writing assignments must be posted to the appropriate discussion board folders in Eagle Online by the time class starts on the day the rough drafts are due. Please post drafts as Microsoft word documents (.doc or .docx). Failure to post your draft on time (or at all) will negatively affect your rough draft/peer review grades for that project. In order to receive full credit for your rough drafts, you must turn in drafts that meet the requirements of the assignment. For example, turning in a one-page rough draft for an assignment that requires a four-page minimum will only get you 25%.

### **SCHOLASTIC DISHONESTY:**

According to the 2011-2012 Student Handbook for the Houston Community College System:

“Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. ‘Scholastic dishonesty’ includes, but is not limited to, cheating on a test, plagiarism and collusion” (13).

**‘Cheating’** on a test includes:

- Copying from another student’s test paper;
- Using materials during a test that are not authorized by the person giving the test;
- Collaborating with another student during a test without authority;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an unadministered test;
- Bribing another person to obtain a test that is to be administered.

**‘Plagiarism’** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**‘Collusion’** means the unauthorized collaboration with another person in preparing written work offered for credit.

Please note the possible consequences of such dishonesty, as stated in the 2011-2012 Student Handbook: “Possible punishments for academic dishonesty may include a grade of ‘0’ or ‘F’ for

the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Instruction for disciplinary disposition. Students have the right to appeal the decision” (13).

### **Plagiarism Policy**

Plagiarized papers or projects will receive a grade of “0” (zero)—no exceptions. Cheating or collusion will also result in a grade of “0” (zero) on that paper or project. Plagiarism or collusion on a second major assignment will result in a zero in the course.

### **Lab Conduct/Rules:**

- \*No cell phones
- \*No palm pilots
- \*No laptops
- \*No food or drinks
- \*No unauthorized chatting
- \*No students allowed in the room without instructor
- \*No students allowed to print personal information or download vast amounts of data (Students are only allowed to print class assignments per the instructor’s directions)
- \*No viewing of pornography
- \*No hacking attempts or trying to access hacking sites
- \*No downloading of AOL.com

*Please note -- the above rules are maintained to enhance the lab experience for all HCCS students. All computer lab activities will be monitored carefully by the instructor and HCCS IT personnel.*

### **Electronic Equipment**

All electronic equipment should be turned off or silenced during class time. You are not permitted to use a cell phone, Blackberry, iPhone, iPod or the like during class (unless such use is specified in writing by Disability Resources). You may bring a laptop to class to take notes on if you wish, but using it for anything that is not class related (Facebook, etc.) is not permitted. If you (even briefly) use electronic equipment during class—answer/check a phone call, check a text message, listen to music, etc—your participation grade will be negatively affected. I strongly advise you to keep all electronic equipment silenced and put away for the duration of class.

### **Use of Cameras and Recording Devices**

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. These devices are also not allowed to be used in campus restrooms. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

### **Other Course Policies:**

\*Please do not bring children, boy/girl friends, family members, etc. to class with you -- only students registered in the class may attend.

\*Please do not pack up books and belongings prior to being dismissed -- I will announce when class has been completed and it is time for you to leave.

### **VIRTUAL CLASSROOM CONDUCT/BLACKBOARD & EAGLE ONLINE LMS**

As with on-campus classes, all students who log into Blackboard or Eagle Online courses are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook (<http://www.hccs.edu/hccs/current-students/student-handbook>), and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with your professor and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms, or even removal from the class.

### **PARTICIPATION / WRITING REQUIREMENTS / GRADING**

#### **Process/Participation Work**

Participation work includes oral and written responses to readings and other course material, in class writing, group work, drafts, revision work, and anything else we do in the course of the writing process for each project. I will not accept make-up work for participation work that is done in class, so you need to attend regularly to keep work and grades up-to-date. In class we will often discuss the reading assigned for that day, so please be prepared to contribute.

You will often be asked to type responses to questions about readings. These responses will be due by at the beginning of class. I do not accept late homework. Any homework submitted after the deadline will be counted as a zero. If you know you are going to be absent ahead of time on a day something is due, make every effort to turn it in early or email it to me by the time class starts. Participation activities will equal 10% of the course grade. It all adds up, so make every effort to come to class and keep up with assignments.

All work completed outside of class needs to be created utilizing Microsoft Word so it will be compatible with the lab/instructor computer software – if you are using Microsoft Works or Word 2007 or later, you will need to save your work as “Word for Windows 97-2003” or in “Rich Text Format”. Please talk to me if you are unsure of how to save your work.

#### **Writing Projects**

There are three major writing projects in English 1302, and there is a final reflection that takes the place of your final exam. All projects must be ready for collection at the beginning of class on the due date. Computer and printer problems are not valid excuses for late work. As a last resort, you may email a writing project to me by the time class starts on the day it is due. For each calendar day that a project is late, I will deduct one letter grade from the final grade on the project. If you hand in a paper on the due date, but after I have already collected papers, it will be lowered 1/3 letter grade.

**All drafts of the writing projects should be typed, double-spaced, stapled, and should adhere MLA format standards.**

#### **Description of Writing Projects**

**Project One: An Evaluation.** Using the research and analyses of others to develop your criteria, you will evaluate the quality of a film or music album according to its place in a genre.

**Project Two: An Argument of Definition:** You will write an argument about a current issue that is controversial in part because of a debatable definition.

**Project Three: A Proposal Paper.** You will propose a solution or solutions to an existing local, national, or international problem. Continued emphasis on using/incorporating primary and secondary research, exploring multiple perspectives, and audience/context analysis. This project also requires a brief topic presentation that will be worth 5% of your overall grade.

**Final Reflection:** The course will include a reflective evaluation in lieu of a final exam.

### GRADING

The course grade is composed of the following:

Project 1:	15%
Project 2:	20%
Project 3:	30%
Appeals Pres.	05%
Peer Reviews	10%
Participation/HW	10%
Rough Drafts	05%
Final Reflection	05%

**HCC Grading Scale** A = 100 – 90 (4 points per semester hour); B = 89 – 80 (3 points per semester hour); C = 79 – 70 (2 points per semester hour); D = 69 – 60 (1 point per semester hour); 59 and below = F (0 points per semester hour); \*IP [In Progress] (0 points per semester hour); W [Withdrawn] (0 points per semester hour); \*I [Incomplete] (0 points per semester hour); AUD [Audit] (0 points per semester hour)

### Final Grade of FX

Students who stop attending 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 will receive a grade of “FX”, compared to an earned grade of “F” which is due to poor performance. Logging into a DE course without active participation is seen as 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.

### EGLS<sub>3</sub> -- 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, 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. Look for the survey as part of the Houston Community College Student System online near the end of the term.

## **CAMPUS SERVICES**

### **Counseling**

Counseling is available at each campus. Check with the information desk at the particular campus for room numbers and consult your class schedule for telephone numbers.

### **Free English Tutoring**

**\*FACE TO FACE TUTORING:** The Southwest College offers you free tutoring at our tutoring centers where you will receive individual attention with any of your writing concerns. Be sure to bring your books and assignments with you when you go to the tutoring lab. List of Locations for Live Tutoring: [Alief Hayes Road Campus - Room B139](#); [Stafford Campus Learning HUB - Room 314](#); [West Loop Center - Room C129](#); [Sienna Room 111](#).

**\*\*HCC ONLINE TUTORING:** HCC also provides an online tutoring program. The url for this tutoring option is: <http://hccs.askonline.net>. \*In order to use HCC's Online Tutoring, students must first register with [www.hccs.askonline.net](http://www.hccs.askonline.net), and to do that they must use their HCC student "W" number and password. Students with old accounts from last semester may continue to use their old user names and passwords. If you are a first-time user, log in using your HCC student e-mail account name (W-number) and password. Returning Askonline users will have to change their passwords to match the student e-mail password. Those who have never logged into the e-mail system should call Customer Support at 713-718-8800 and request a student e-mail password change. HCC offers a Password Management System that allows you to change your password at any time over the Web. Once you have your e-mail account and password information, go to [www.hccs.edu/pm](http://www.hccs.edu/pm) and answer a few security questions. Should you need further assistance resetting your password, please call Customer Support at 713-718-8800.

### **Open Computer Lab**

You have free access to the Internet and word processing in the open computer labs in the Scarcella Science Center (Stafford Campus), the Alief Hayes Road Campus, and the West Loop Campus. Check the door of the open computer labs for hours of operation or click on link below. All HCCS students are welcome to utilize this resource. Link to Open Lab information: <http://learning.swc.hccs.edu/technology/open-computer-labs/southwest-college-student-open-computer-labs/>. Please Note: A fee is charged for printed work (per page).

### **Special Conditions:**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit [www.hccs.edu](http://www.hccs.edu) then click Future students, scroll down the page and click on the words Disability Information.

District ADA Coordinator – Donna Price – 713.718.5165  
Central ADA Counselors – Jaime Torres - 713.718.6164  
Martha Scribner – 713.718.6164  
Northeast ADA Counselor- Kim Ingram – 713.718.8420  
Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422  
Southeast ADA Counselor – Jette Lott - 713.718.7218  
Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910  
Coleman ADA Counselor – Dr. Raj Gupta – 713.718.7631

### **Library (Learning Resource Center)**

The Southwest College has a Learning Resource Center at each campus for student use. The library provides electronic resources including a computerized catalog system as well as numerous data bases that contain full-text articles. Stop by your campus library to find out hours of operation. All students will be required to obtain and/or update an HCCS Library Card. Please note – your HCC picture id is your library card. <http://library.hccs.edu/>

### **Student Organizations**

One organization of interest to students taking English classes is Southwest Writers, a group of students who write and read their works (in a public forum as well as on the Internet) and receive peer support and constructive criticism. Students in this group create a supportive network to create poetry, fiction, drama, and non-fiction prose. Contact advisor Dr. Chris Dunn at: [christopher.dunn@hccs.edu](mailto:christopher.dunn@hccs.edu). Another organization of interest for English students is the Women's Studies Club. The Women's Studies Club will meet on the 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of each month from 2:00-3:00pm to discuss the roles of women in society and to promote awareness of women's issues. Contact Ms. Marie Dybala at [marie.dybala@hccs.edu](mailto:marie.dybala@hccs.edu) and/or Ms. Ileana Loubser at [ileana.loubser@hccs.edu](mailto:ileana.loubser@hccs.edu) if you are interested in joining this HCC student organization. In addition, Phi Theta Kappa is the honor society of two-year colleges. Students must earn a 3.5 grade point average and accumulate 9 credit hours to join this group. HCCS has a very active chapter: Omega Sigma. Contact: Ms. Eunice Kallarackal at: [eunice.kallarackal@hccs.edu](mailto:eunice.kallarackal@hccs.edu) for more information.

### **Important Dates:**

August 27:	Classes Begin
September 3:	Offices Closed - Labor Day Holiday
<b>November 2:</b>	<b>Last Day for Administrative/Student Withdrawals (4:30pm)</b>
November 21:	No Night Classes before Thanksgiving
November 22-25:	Offices Closed -- Thanksgiving Holiday
December 9:	Instruction Ends
December 10-16:	Final Exams
December 16:	Semester Ends
December 17:	Grades Due by Noon
December 21:	Grades Available to Students
December 19-Jan. 1:	Offices Closed – Christmas Break



## **Mission Statement of the English Department**

The purpose of the English Department is to provide courses that transfer to four-year colleges; introduce students to literature from diverse traditions; prepare students to write clear, communicative, well-organized, and detailed prose; and develop students' reading, writing, and analytical skills.

## **ENGLISH 1302 COURSE DESCRIPTION**

English 1302 is a more extensive study of the skills introduced in English 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis. English 1302 is a core curriculum course.

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## **HCCS CORE CURRICULUM INTELLECTUAL COMPETENCIES AND EXEMPLARY EDUCATIONAL OBJECTIVES -- ENGLISH 1301 AND 1302**

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### **I. BASIC INTELLECTUAL COMPETENCIES IN HCCS CORE**

- **READING:** Reading material at the college level means having the ability to analyze and interpret a variety of materials -- books, articles, and documents.
- **WRITING:** Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.
- **SPEAKING:** Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- **LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- **CRITICAL THINKING:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.
- **COMPUTER LITERACY:** Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

### **II. EXEMPLARY EDUCATIONAL OBJECTIVES: ENGLISH 1302**

By the time they have completed English 1302, students will

- demonstrate the ability to use consistently and effectively the writing process for both in-class and out-of-class essays (thus reinforcing English 1301 instruction);
- understand and apply the basic principles of critical thinking—evaluation, analysis, and synthesis— as they write essays that persuade or argue;
- be able to analyze, in writing, readings by professional and student writers (for such elements as purpose, audience tone, style, writing strategy, and for much deeper meanings);

- be able to develop a critical and creative essay in response to an issue related to reading(s) or other class projects;
  - demonstrate the ability to resist simplistic formulations, whether in their own or others' texts;
  - understand the characteristics of imaginative texts and write effective analyses of various genres;
  - be able to acknowledge, as appropriate, their own history, interests, and biases as they discuss a topic, thus placing themselves credibly in the discussion;
  - develop the ability to research and write a documented paper;
  - make effective stylistic choices (diction, tone, sentence structure) in all writing assignments, depending upon the audience and purpose of a piece of writing;
  - apply suggestions, as appropriate, from evaluated compositions to other writing tasks; and
  - fulfill the writing requirements of the course, writing at least 6000 words during the semester.
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### **Student Learning Outcomes for English 1302**

1. Apply basic principles of rhetorical analysis.
2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
5. Demonstrate library literacy.

### **TENTATIVE SEMESTER SCHEDULE**

Following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that - an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course requirements, I will hand out written revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be prepared for class.

## **WEEK ONE**

### **Monday 8/27:**

Introductions  
Review Syllabus  
Introductory Essay

HW: Read “The Language of Advertising Claims”- Jeffery Schrank  
Watch “In Defense of Rhetoric” (by Clemson English) on YouTube

### **Wednesday 8/29:**

What is Rhetoric?  
Supporting Claims  
Claims in advertising  
Creating Ads

HW: Read “Using Rhetorical Strategies for Persuasion”:  
<http://owl.english.purdue.edu/owl/resource/588/04/>

Read “Claims, Appeals, and Fallacies”

## **WEEK TWO**

### **Monday 9/3:**

**NO CLASS (Labor Day)**

### **Wednesday 9/5:**

Discuss Appeals: Logos, Ethos, Pathos, Kairos, and others  
Introduce 1<sup>st</sup> assignment: rhetorical analysis of visual text

HW: Read “The Higher Education Scam”: [http://www.huffingtonpost.com/barbara-ehrenreich/the-higher-education-scam\\_b\\_47287.html](http://www.huffingtonpost.com/barbara-ehrenreich/the-higher-education-scam_b_47287.html)

-How does Ehrenreich support her claim that a college education is not necessary for many of the jobs that require college degrees? How convincing is the support? (Answer in at least 200 words—typed, double-spaced, 12 pt. Times New Roman font—and bring to class on Monday)

Read “Credit Cards on Campus”:

[http://www.education.com/reference/article/Ref\\_Credit\\_Cards\\_Campus/](http://www.education.com/reference/article/Ref_Credit_Cards_Campus/)

-According to Manning, how do credit card companies appeal to students? Why are such appeals effective? (Answer in at least 200 words—typed, double-spaced, 12 pt. Times New Roman font—and bring to class on Monday)

## **WEEK THREE**

### **Monday 9/10:**

Identifying appeals and rhetorical strategies used in “The Higher Education Scam” & “Credit Cards on Campus”

In-class writing: identifying appeals in everyday arguments

HW: Work on Presentations

Review Logical Fallacies (on Claims, Appeals and Fallacies handout)

### **Wednesday 9/12:**

Logical Fallacies in *The Simpsons*

Begin Presentations

HW: Work on Presentations

## **WEEK FOUR**

### **Monday 9/17:**

Presentations

### **Wednesday 9/19:**

Finish Presentations

HW: Read “*Dateline* Evaluation” (Evaluation of “The Education of Ms. Groves”):

[http://books.google.com/books?id=QSpO3I8zaSEC&pg=PA210&lpg=PA210&dq=evaluation+of+%22the+education+of+Ms.+Groves%22&source=bl&ots=rra6\\_3TT4V&sig=VsDWe6Z9UFxlpaKm96JKYO-9m-c&hl=en#v=onepage&q=evaluation%20of%20%22the%20education%20of%20Ms.%20Groves%22&f=false](http://books.google.com/books?id=QSpO3I8zaSEC&pg=PA210&lpg=PA210&dq=evaluation+of+%22the+education+of+Ms.+Groves%22&source=bl&ots=rra6_3TT4V&sig=VsDWe6Z9UFxlpaKm96JKYO-9m-c&hl=en#v=onepage&q=evaluation%20of%20%22the%20education%20of%20Ms.%20Groves%22&f=false)

According to this argument, what should an investigative news program do for viewers? Why does this particular *Dateline* episode fall short? (Answer in at least 200 words—typed, double-spaced, 12 pt. Times New Roman font—and bring to class on Monday)

## **WEEK FIVE**

### **Monday 9/24:**

Discuss general conventions of evaluative arguments

Introduce Writing Assignment One

Discuss “Evaluation of ‘The Education of Ms. Groves’”

In-class writing: Film/Album that has meaning to you

HW: Begin thinking about what film/album you’d like to work with for WA One

**Wednesday 9/26:**

Developing criteria for different film genres

Discussion of both good & bad examples of films in particular genres

HW: Write topic proposal for WA One:

Which film or album are you going to evaluate?

What genre does it belong to?

List any criteria you have developed for this genre.

Why did you choose this particular film/album?

What is your working thesis?

**Email topic proposals to me by 5:00 pm Sunday, 9/30**

**WEEK SIX**

**Monday 10/1:**

Film analysis/evaluation

HW: Read selected film/album reviews:

<http://movies.nytimes.com/2005/05/06/movies/x06cras.html>

[http://www.grantland.com/story/\\_/id/6844020/let-eat-cake](http://www.grantland.com/story/_/id/6844020/let-eat-cake)

Answer questions on handout (will be emailed to you) about *one* of the reviews

Begin looking at what others have written about your film/album

Bring one review (hard copy or link) of your film/album to class on Wed.

**Wednesday 10/3:**

Discussion of film & album reviews

Share reviews with peers, discuss good/bad qualities

**HW: Rough Draft of WA One due Mon.**

**WEEK SEVEN**

**Monday 10/8:**

Rough Drafts due

“The Raft”

HW: Respond to each group member’s draft using peer review sheet for WA One

Email completed peer review worksheets to me, and appropriate group members by start of class on Wednesday, 10/10

Bring edited copy of each group member’s draft to class

**Wednesday 10/10:**

WA One Workshop

Final questions about WA One

HW: **Final Draft of WA One due next class**

## **WEEK EIGHT**

### **Monday 10/15:**

Collect WA One

Changing Definitions

Why are definitions important?

Introduce WA Two

Creating criteria for defining a specific term

HW: Read “Defining a Racist” :

[http://gladwell.typepad.com/gladwellcom/2006/12/defining\\_a\\_raci.html](http://gladwell.typepad.com/gladwellcom/2006/12/defining_a_raci.html)

Which of these three criteria do you find most important in defining a racist? Why?  
(Answer in at least 200 words—typed, double-spaced, 12 pt. Times New Roman font—  
and bring to class on Wednesday)

Begin thinking of potential WA Two Topics

### **Wednesday 10/17:**

Discussion of “Defining a Racist”

HW: Write Topic proposal for WA Two

What are your X and Y terms? (X=item, Y=category)

What is your claim? (X is/is not a Y)

Why is defining your Y term important/necessary?

What sources have you consulted so far?

**Email WA Two topic proposals to me by 5:00 pm Sunday, 10/21**

## **WEEK NINE**

### **Monday 10/22:**

Short interviews around campus/defining controversial terms

HW: Work on WA Two rough draft

### **Wednesday 10/24:**

Counterargument

In-class writing

**HW: WA Two Rough Draft due next class**

Read the following articles:

<http://www.time.com/time/printout/0,8816,1154194,00.html>

<http://www.post-gazette.com/pg/10079/1044191-67.stm?cmpid=entertainment.xml>

**WEEK TEN**

**Monday 10/29:**

Rough Drafts due

Is reality TV “real”? Are some shows more “real” than others?

HW: Respond to each group member’s draft using peer review sheet for WA Two

Email completed peer review worksheets to me, and appropriate group members by start of class on Wednesday, 10/31

Bring edited copy of each group member’s draft to class

**Wednesday 10/31:**

WA Two Workshop

**HW: Final draft of WA Two due next class**

**WEEK ELEVEN**

**Monday 11/5:**

Collect WA Two

Introduce WA Three

Sign up for presentation dates

Solving campus issues

HW: For next class, bring in an article from a newspaper or magazine (hard copy or link) that explores a local, national, or international issue/problem

**Wednesday 11/7:**

Exploring local issues using newspaper/magazine articles

Addressing a proposal to a specific audience

HW: Write Topic Proposal for WA Three

What issue will you be addressing?

Why is this a problem that needs immediate attention?

What is your proposed solution

Who is your audience?

**Email topic proposals to me by 5:00 pm Sunday, 11/11**

Read “”Citizens & Consumers”

Edmondson uses sources throughout her argument. Which ones are most effective? Why? (Answer in at least 200 words—typed, double-spaced, 12 pt. Times New Roman font—and bring to class on Monday)

## **WEEK TWELVE**

### **Monday 11/12:**

Discuss “Citizens & Consumers”  
Conducting Research

HW: Work on presentations

### **Wednesday 11/14:**

Presentations

HW: Work on WA Three

## **WEEK THIRTEEN**

### **Monday 11/19:**

Presentations

HW: Work on WA Three

### **Wednesday 11/21:**

Presentations

**HW: WA Three Rough Drafts due next class**

## **WEEK FOURTEEN**

### **Monday 11/26:**

Rough Drafts due  
Work on Peer Reviews

HW: Respond to each group member’s draft using peer review sheet for WA Three  
Email completed peer review worksheets to me, and appropriate group members by start of class on Wednesday, 11/28  
Bring edited copy of each group member’s draft to class

### **Wednesday 11/28:**

WA Three Workshop  
Introduce Final Reflection

HW: Work on revising WA Three



## **WEEK FIFTEEN**

### **Monday 12/3:**

Final Revisions/Questions/Discussion

**HW: Final Draft of WA Three due next class**

### **Wednesday 12/5:**

Last Class

Collect WA Three

**HW: Final Reflection must be emailed to me by Sunday, 12/9 at 10:00 pm**

## **WEEK SIXTEEN**

Final Exam Week