

Semester Syllabus for English 111C: Freshman Composition

Overall Rationale

This syllabus for English 111C is designed to build upon the writing skills that students studied and developed in English 110C while introducing students to different methods and techniques to use when approaching writing with a critical, analytical, and argumentative view. In fulfilling this purpose, the goals for students enrolled in the course are:

- to identify the rhetorical elements of argumentative discourse and how they are applied within a variety of texts
- to learn how to summarize a text from an objective point of view, identifying the author's purpose, intended audience, and rhetorical techniques used
- to analyze, evaluate, and critique an argumentative text
- to determine the value and credibility of sources used in research
- to formulate a claim and use scholarly research and data to successfully support the claim within a research paper, establishing proof of mastery of the concepts learned over the course of the semester

One of my main goals for the class is for students to study, analyze, and develop a knowledge of the argumentative and persuasive discourse community, and then actively engage in this community through their own compositions. Wolcott and Bartholomae both mention their concern that students have been trained to view writing only within the context of test-taking or mandatory report-writing. Bartholomae states that this places students “outside the official discourse of the academic community...rather than inside that discourse, where they can do its work and participate in a common enterprise” (Bartholomae 613). I intend for students to become confident in their ability to make a claim, support it with research and evidence, as well as contribute to the discourse community.

For this course I will model Hillocks' theory of the “presentational mode.” This mode includes the “provision of clear and specific objectives, such as to use particular rhetorical techniques, teacher-led discussion dealing with concepts to be learned and applied, the study of models and other materials that explain and illustrate the concept, and specific assignments that involve imitating a pattern of following rules that have been previously discussed” (Hillocks 523). At the beginning of each unit, students will be introduced to the concepts that will be covered and develop an understanding as to why they are important and how they apply to writing. I will incorporate lectures and class discussions based on assigned readings from the text to introduce and familiarize students with these concepts. We will then study sample texts as a class and discuss how the concept is used within the text and critique the writer's application of it. This phase of the presentational mode may involve in-class writings or collaborative group work to help the students gain a better understanding of the concept. I will be using collaborative group work often, as I feel that it will help students develop their own form of knowledge, as according to Bruffee, knowledge is established by challenging each other, negotiating beliefs, and through the joining of “communities of knowledgeable peers” (Bruffee 555). The students will then apply the concept by composing an essay that represents the theme and concept of the unit. In addition to Hillocks, Leahy supports this method of presenting students with a concept, modeling and practicing the application of the concept collaboratively as a class, and then having students complete

an assignment in which they apply the concept individually. I feel that in following this model I will be able to lead students to develop a thorough understanding and comprehension of the material.

By integrating a variety of activities and assignments within the course, I intend to accommodate the diversity of the classroom by addressing the need to “recognize the differences in learning and presentation styles” (MacDermid, Jurich, Myers-Walls, Pelo).

In addition to in-class lectures, discussions, and group work, students will be expected to complete several individual assignments throughout the course of the semester. These assignments will include maintenance of a blog, three formal essays, and a final research paper. Students will be using Wordpress.com to create and maintain a blog throughout the semester. By using a blog, students will be able to “explore and assimilate new ideas, create links between the familiar and unfamiliar, and mull over possibilities” (McLeod). This is also supported by Bruffee's belief that students' writing should be publicized in order “to receive feedback, on the grounds that public writing in classrooms promotes student-writers’ abilities to see themselves as responsible writers and to view writing as a social activity.” As previously explained, the three assigned essays will follow the progression of the course and the order in which the main concepts are taught. The first essay will be a summary of an argumentative text, the second will be a rhetorical analysis of a text, and the third will be an argumentative essay. Each essay will involve a peer review workshop, as I agree that it serves as a collaborative learning environment that fosters the building of communication skills, analytical thinking, and development of ideas. Bruffee, Paton, and Graff all provide substantial reasoning which I support in advocacy and reasoning for its importance. The final research paper will be designed to give students a sense of purpose for their writing, as they will be researching and defending a topic of their interest, while applying all of the concepts that they have learned over the course of the semester.

Resources

This course will use the text *Perspectives on Argument, 6th Edition* by Nancy Wood and students will be assigned weekly readings from this text. I agree with Welch's theory that “teaching writing requires teaching context and connection” and that instructors should “use the students' own writing as the course texts” (Welch 763). Therefore the text will serve as a springboard for the introduction of a concept, but my goal is for students to recognize that the concept applies to writing within a context. I will also be using the companion website for the text, which provides students with a wealth of supplemental material and several activities and prompts that expand on the concepts that they will be learning. The main purpose for using the companion website will be for blog assignments which will aid students in developing a better understanding of the material.

Works Cited

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<http://www.pearsoned.com/>

ENGL 111C Semester Syllabus

WEEK ONE: Tuesday

Materials Needed:

- Course syllabus
- *Perspectives on Argument, 6th Edition* by Nancy Wood

In-Class:

- Instructor introduction, course overview and explanation
- Distribute syllabus and review as a class (immediate questions and concerns will be briefly addressed at this time)
- Briefly acknowledge Wood's textbook (explain why we will be using this particular text and that students should have purchased it by the next class)
- Student introductions

Assignments:

- E-mail the instructor and answer the following questions (Due before next class)
 - What do you expect to learn from this class?
 - What do you like least/most about writing?
 - One assignment that you are looking forward to from the syllabus, one assignment you are apprehensive about, and one question you have pertaining to the syllabus
- Reading: *Perspectives on Argument; Chapter 1: A Perspective on Argument* (p. 2-22)

Rationale: The course will begin with introductions of myself and the course. I feel it is important for the students to be familiar with my vision of the course and my expectations of them as individuals and a class. At the same time I want students to feel comfortable in my classroom, knowing that it is an environment in which they are encouraged to participate and can ask questions. In addition, I believe it is important that they know exactly what the goals for the course are and what they can expect to learn and accomplish over the course of the semester. Student introductions are also important as they create a sense of camaraderie and community in the classroom, which will be important for future assignments that will include partner and group work. The first assignment is to email me and answer the questions listed above. This will give me a better sense of the class on an individual basis and also allow students to express any concerns or ask questions that they may not feel comfortable asking in class. The first reading is designed to introduce students to the argumentative discourse community that they will be studying over the course of the semester and will set up the discussion for the next class.

WEEK ONE: Thursday (Class held in BAL 2019)

Materials Needed:

- *Perspectives on Argument, 6th Edition* by Nancy Wood
- Companion website to *Perspectives on Argument*

Due this class:

- Student e-mail to instructor
- Reading: *Perspectives on Argument; Chapter 1: A Perspective on Argument* (p. 2-22)

In-class:

- Use the first 5-10 minutes to address any questions/concerns regarding the class or syllabus
- Lecture/Discussion: Introduce arguments (perspectives, definition, forms). When do arguments fail/succeed? What are some ways to approach issues within an argument?
- Small group work: Divide students into small groups (maximum of 3 depending on size of class). Each group will receive a sample issue and its corresponding argument. The students will be given 15 minutes to discuss the issue and argument and then write a brief description of their assigned sample, what the issue is, the author's perspective and form of argument used, and whether they believe it to be a success or failure. Groups will then take turns presenting their findings to the class.
- Lecture II: Show students the link to the companion website for *Perspectives on Argument* and explain how we will be using this site over the course of the semester. Briefly model for students (using computer and screen so students may visually watch the process) the steps in which to create a blog account on Wordpress.com. Students will then use the remainder of the class to set up their account.

Assignment:

- Blog: Students will set up their blog pages by choosing a template, creating links, adding their classmates' link to their blogs, and writing their first entry
 - #1: Using the companion website for *Perspectives on Argument*, complete the "Take a Position" activity under Chapter 1. Students should read the assigned articles for the activity and then answer the question "Based on these readings, what is your position on school uniforms?" All responses should be posted to students' blogs. (Due by the next class)
- Reading: *Perspectives on Argument; Chapter 4: Take Notes and Avoid Plagiarism* (p. 114-118)
- Reading: On the "Owl at Purdue" (<http://owl.english.purdue.edu/>), read "Avoiding Plagiarism"

Rationale: I have set aside the first 5-10 minutes of class to allow for questions or concerns as students are still adjusting to the new semester and the course and I want to be sure that the class is clear on all aspects of the course and the syllabus. The lecture will serve as an introduction to argumentative discourse and review the terms covered in the text. The small group activity will allow students to view a sample argument, analyze and discuss it, and then apply the information that was covered in the lecture to determine the perspective, the form, and if it succeeds or fails. I believe that small group work such as this allows for students to take ownership of the concept that they have been taught. In keeping with Hillocks' presentational mode, I see this as a critical step in their mastery of the information presented. I have chosen to allow time in class for students to set up their Wordpress accounts so that I can answer any questions or provide assistance if problems arise.

WEEK TWO: Tuesday

Materials Needed:

- Schedule guest lecturer from ODU's Honor Council to speak about plagiarism
- Handouts: "What is Plagiarism?" (Frick, T. How to Recognize Plagiarism)
- Essay 1 assignment sheets (Summary Essay)

Due this class:

- Blog #1
- Reading: *Perspectives on Argument; Chapter 4: Take Notes and Avoid Plagiarism (p. 114-118)*
- Reading: On the "Owl at Purdue (<http://owl.english.purdue.edu/>), read "Avoiding Plagiarism"

In-class:

- Use the first 5 minutes to address any questions/concerns regarding the class or blog assignments
- Lecture/Discussion: (30 minutes) Guest lecturer from ODU's Honor Council will speak to class on plagiarism (definition, University's policy, Honor Code, how to avoid plagiarism)
- Small group work: Divide students into small groups and have them complete the handout worksheets, "What is Plagiarism?" (Frick, T. How to Recognize Plagiarism). This activity should take about 15 minutes, followed by a 15 minute class review/discussion.
- Lecture II: Handout Essay 1 assignment sheet and explain/review as a class.

Assignment:

- Blog (Due before next class)

- #2: Using the companion website for *Perspectives on Argument*, complete the “Internet Activity” under Chapter 12. Students should visit the two websites posted in the assignment and then answer the question “Even if these sites are used for their "intended" purpose, do they still violate plagiarism codes? The goals and purpose of higher education? How so?” All responses should be posted to students' blogs. (Due by the next class)
- Reading *Perspectives on Argument; Chapter 4: Reading, Thinking, and Writing About Arguments* (p. 99-124)
- Bring in an article from a magazine or newspaper for the next class

Rationale: I decided to have a guest lecturer from ODU's Honor Council speak to the class about plagiarism early in the semester to clear up any preconceived notions or misgivings about the subject. This will also help students avoid any incidences in which they engage in plagiarism unknowingly. I also felt this was an appropriate time for this subject to be addressed as students will be writing a summary essay and will need to know the difference between paraphrasing and copying someone's words. The small group work assignment, (Frick's handout), will allow students to see the difference between a paraphrased summary and a plagiarized “summary.” They will read the examples given and then determine which examples are paraphrased and which are plagiarized. By viewing and discussing the models, they will develop a necessary understanding of the subject. The blog assignment for this class will re-enforce the practice done in class, but by using a different source.

WEEK TWO: Thursday (Class held in BAL 2019)

Materials Needed:

- *Perspectives on Argument, 6th Edition* by Nancy Wood

Due this class:

- Blog #2
- Reading *Perspectives on Argument; Chapter 4: Reading, Thinking, and Writing About Arguments* (p. 99-124)

In-class:

- Lecture: Observing a text, introduction of the summary-response essay (elements of a summary v. a critical analysis). Have the class view a sample article and then a corresponding sample summary of the article. Students will engage in this part of the lecture as we will view the samples and discuss them as a class.
- Discussion: Questions from the reading? How is a summary of a text different from the analysis of a text? Why do you think the two are separated?
- Small group work: Divide students into pairs and have them exchange the articles that they were assigned to bring to class. Students will be given time to read the article and briefly write their own summary of it, posting the summary as

- an entry to their blog. Students will then view their partner's blog and read the entry. Students will give each other feedback on how effective they felt their partner's summary was (including things they did well, things that could be improved) by posting a comment beneath the entry.
- Discussion II: Review and discuss Essay 1 assignment. Address any questions or concerns; clarify any misunderstandings.

Assignment:

- Begin writing first draft of Essay 1. A completed, typed draft will be due in class next Thursday.
- Blog (Due before next class)
 - #3: Using the companion website for *Perspectives on Argument*, complete the “Internet Activity” under Chapter 3. Students should visit the two websites posted in the assignment and then write a sample summary of the content. All responses should be posted to students' blogs. (Due by the next class)
- Reading *Perspectives on Argument; Chapter 3: The Rhetorical Situation: Understanding Audience and Context (p. 72-87)*

Rationale: In this class students will learn how to successfully summarize a text. The reading assigned prior to the class will serve as a springboard for this lecture and discussion and give students clarification for the Essay 1 assignment. The small group assignment for this class will require students to apply the information from the reading and lecture. They will analyze and summarize a piece of unfamiliar text chosen by their partner and post their summary to their blog. Their partners will then view the entry and comment on the summary, giving their partner necessary feedback on their summary. This will engage the students in a collaborative learning assignment, while building their skills in giving feedback. By involving their blogs in this assignment they will also feel as if they are writing for an audience, as opposed to just themselves.

WEEK THREE: Tuesday

Materials Needed:

- *Perspectives on Argument, 6th Edition* by Nancy Wood

Due this class:

- Students should be working on their first draft of Essay 1
- Reading *Perspectives on Argument; Chapter 3: The Rhetorical Situation: Understanding Audience and Context (p. 72-87)*

- Blog #3

In-Class:

- Lecture: Writing arguments, how to identify a writer's argument within a text, defining rhetorical situations under which arguments are constructed
- Discussion: Questions about the reading; discuss audience analysis and why it is important in constructing an argument
- Group work: Student will be divided into small groups and given a sample argument. They will then be assigned an audience for which the argument must be directed. They will work collaboratively to re-structure the argument so that it best fits their assigned audience. Groups will take turns presenting to the class.

Assignment:

- Blog (Due before next class)
 - #4: What is your past experience, (if any), with peer review? Did you find it helpful or not? What is your usual process for revision?

Rationale: This class will introduce students to the practice of identifying a writer's argument and analyzing the different rhetorical situations that influence arguments. The group work for this class will give students the opportunity to take an argument and make adjustments to it based on the audience they are assigned. They will put into practice the idea of analyzing an audience and then deciding how the argument should be constructed in order to be most effective. By presenting their results to the class, students will be teaching each other different ways in which they can put the information discussed in the reading and in class into practice. Blog #4 is designed for me to determine what experience students have with peer review and the concerns that they may have regarding the process. This will set the tone for the next class, as we will be discussing peer review and preparing for the first peer review workshop.

WEEK THREE: Thursday

Materials Needed:

- PowerPoint presentation on peer review
- Peer review worksheets

Due this class:

- Completed, typed draft of Essay 1

In-Class:

- Lecture: Elements of effective peer review and how to effectively review a paper and give feedback (this process will be modeled for the students; we will view a sample paper and critique it as a class)
- Distribute peer review worksheets and review/discuss them as a class so students are clear as to what my expectations are for this exercise

- Peer Review
 - Students will be divided into pairs and exchange drafts, following the guidelines set forth in the peer review worksheets
 - After completing the revision process, students will return the papers to their partners along with the completed peer review worksheets. They will be given time to conference with their partner, discussing specific feedback and suggestions.

Assignment:

- Students will revise and edit Essay 1 as needed
- After students have completed their essay, they will write a letter to their peer review partner explaining to them how (or if) the feedback that they gave them assisted them in the revision and re-writing of their essay. Each student should bring a copy of their letter to class the day that the final draft is due and exchange letters with their partner. Letters will be submitted with final drafts.

Rationale: This class will begin with a lecture on peer review. I feel this is an extremely important step to take if peer review is to be successful. Paton states that it is critical to talk about peer review before it is used and model the process in class. This “shows students the level of specificity that you are after (Paton 299). By lecturing about the process, modeling it and practicing it together as a class, and providing students with worksheets that provide specific guidelines for the workshop, I feel that they will be adequately prepared to conduct a successful revision. I will also require students to write a letter to their partner after each peer review as a means of “reconvening” as described by Paton. This will allow students to follow up with their partner and show them how they actually used their comments from the peer review workshop, proving it to be useful or giving suggestions as to how they might improve their revision for the next peer review.

WEEK FOUR: Tuesday & Thursday

No Class: CONFERENCES

Assignment:

- Make any last revisions to Essay 1; due in-class on Tuesday.
- Reading *Perspectives on Argument; Chapter 5: The Essential Parts of an Argument: The Toulmin Model (p. 150-167)*

Rationale: Student-Instructor conferences give students an opportunity to meet with me one-on-one and address any concerns or difficulties they are having in writing their essays. I view this as a critical step in the revision process and agree with Pathey-

Chavez and Ferris that student-instructor conferences are “an integral aspect of composition teaching. Paton further explains this in stating that it is important to show students that you actually read their writing. Sitting down with students in this manner allows for you to give them important feedback that will be useful to them when they re-write their final draft.

WEEK FIVE: Tuesday

Materials Needed:

- *Perspectives on Argument, 6th Edition* by Nancy Wood
- PowerPoint representing The Toulmin Model

Due this class:

- Essay 1 (final draft, letter to partner, peer review worksheet, any additional drafts)
- Reading *Perspectives on Argument; Chapter 5: The Essential Parts of an Argument: The Toulmin Model* (p. 150-167)

In-Class:

- Lecture: Identifying arguments within a text, identifying parts of an argument (The Toulmin Model)
- Discussion: Questions from the readings?
- Group work: Students will be divided into small groups and illustrate their own design or model of the Toulmin model. Each group will take turns presenting their model to the class.

Assignment:

- Reading *Perspectives on Argument; Chapter 6: Types of Claims* (p. 180-200)

Rationale: Discussing the Toulmin model is a necessary part of understanding argumentative discourse as it explains the six parts of an argument. The reading assigned prior to class will give student some background knowledge of the concept and set the tone for this class. The lecture and discussion in class will help explain and clarify any questions that the students have regarding the Toulmin model. The group work assigned in class will help students understand the model as they will see a variety of visual representations of it and become more familiar with the information as they will be teaching it to their peers.

WEEK FIVE: Thursday (Class held in BAL 2019)

Materials Needed:

- *Perspectives on Argument, 6th Edition* by Nancy Wood

Due this class:

- Reading *Perspectives on Argument; Chapter 6: Types of Claims* (p. 180-200)

In-Class:

- Lecture: The five types of claims, how to evaluate claims, how they can be successfully applied to an argument in real life
- Discussion: Questions about the readings? View examples of each of the five claims and analyze and discuss as a class.
- Group work (Blog #5): Students will be divided into pairs and using the companion website for *Perspectives on Argument*, complete the "Internet Activity" under Chapter 6. Students will search for an organization's website and analyze it, identifying and evaluating the five claims as discussed in class. Students will then individually post an entry listing their findings and evaluations to their blogs.

Assignment:

- Students will be assigned to view another classmate's blog entry from the work done in class. They should then view the site mentioned in the blog entry and leave a comment describing their own impression from the site.
- Reading *Perspectives on Argument; Chapter 7: Types of Proof* (p. 219-245)

Rationale: Understanding the five types of claims is important in building up to Essay 2 (Rhetorical Analysis). In learning this element of argumentative discourse, students will be able to identify it, analyze it, and determine its effectiveness, which will be a critical skill in successfully writing Essay 2. After becoming familiar with the five claims, students will apply their knowledge of the topic and put it into practice by completing the group assignment (Blog #5), where they will identify the five claims within the context of a website and then post their findings to their blog. By viewing another classmate's blog on the same subject, students will be exposed to more than one example, widening their view of the subject.

WEEK SIX: Tuesday (Class held in BAL 2019)

Materials Needed:

- *Perspectives on Argument, 6th Edition* by Nancy Wood
- PowerPoint on three rhetorical styles
- Essay 2 assignment sheets (Rhetorical Analysis)

Due this class:

- Reading *Perspectives on Argument; Chapter 7: Types of Proof* (p. 219-245)

In-Class:

- Lecture: Identifying the three styles of rhetorical persuasion (ethos, pathos, logos)
- Distribute Essay 2 assignment sheets; review and discuss as a class
- Group work: Student will be divided into small groups of three. Each group will be assigned one of the three persuasive elements and design a brief in-class PowerPoint presentation of their element. They will be instructed to define the element, present an established example of the element, and then invent their own example that illustrates an accurate application and representation. Groups will then present to the class.

Assignment:

- Begin working on Essay 2 (Rhetorical Analysis)
- Reading: On the "Owl at Purdue" (<http://owl.english.purdue.edu/>), read "Writing a Research Paper"
- Blog: (Due before next class)
 - #6: Using the companion website for *Perspectives on Argument*, complete the "Internet Activity" under Chapter 12. Read the assigned articles and then answer explain which of the articles you find more persuasive and why.

Rationale: The three styles of rhetorical persuasion will be important in students' knowledge of the argumentative discourse. They will be required to apply knowledge of these styles to both Essay 2 and 3, as well as the research paper. By having students participate in the group work assignment, they will become familiar with all three styles, as they will be teaching the concepts to each other. I feel that this activity will allow them to gain a better understanding of the concepts, as they will be able to visually see them explained and have the opportunity to see multiple representations. Blog #6 will further their understanding of these concepts as they will read articles in which they identify how the styles are used and then evaluate how effective they are based on their level of persuasiveness.

WEEK SIX: Thursday (Class held in BAL 2019)

Materials Needed:

- Research paper proposal assignment handouts

Due this class:

- Reading: On the “Owl at Purdue” (<http://owl.english.purdue.edu/>), read “Writing a Research Paper”
- Blog #6

In-Class:

- Groups will finish presenting their persuasive elements assignment from the previous class if needed.
- Distribute research paper proposal assignment handouts, review and discuss as a class
- Lecture: What the research paper is, why students will be writing one in this course, what should be included in the proposal, how to choose a topic.
- Discussion: View sample research paper proposals and discuss any questions, concerns

Assignment:

- Complete draft of Essay 2 (completed, typed draft due next class)

Rationale: This class will be dedicated to the explanation of the research paper proposal. I have placed this before the middle of the semester as it is a large assignment and I want students to begin thinking of their topic well in advance. I will require them to turn in a proposal so that I can approve all topics and minimize students' difficulty with the assignment. By viewing sample research paper proposals, I will present students with several models to gain a better understanding as to what is expected of them for this assignment.

WEEK SEVEN: Tuesday

Materials Needed:

- Peer review worksheets

Due this class:

- Completed, typed draft of Essay 2

In-Class:

- Lecture: Distribute peer review worksheets for Essay 2 peer revision. View and discuss as a class.

- Peer Review: Students will conduct peer review in groups of 2. (See WEEK 3: Thursday)

Assignment:

- Students will revise and edit Essay 2 as needed
- See WEEK 3: Thursday assignment
- Reading: *Perspectives on Argument; Chapter 2: Identifying Your Preferred Argument Style*

Rationale: See WEEK 3: Thursday rationale

WEEK SEVEN: Thursday (Class held in BAL 2019)

Materials Needed:

- *Perspectives on Argument, 6th Edition* by Nancy Wood
- Sample news clips and media ads

Due this class:

- Reading: *Perspectives on Argument; Chapter 2: Identifying Your Preferred Argument Style*

In-Class:

- Lecture/Discussion: Review and discuss the assigned reading. As a class, discuss how gender, race, and culture can influence argument styles and persuasive techniques used. How does this influence advertising? Media? Political campaigns?
 - View sample news clips and media ads, discussing as a class what particular gender, race, or culture they are targeting.

Assignment:

- Complete final draft of Essay 2 (Due next class)
- Blog:
 - #7: Using the companion website for *Perspectives on Argument*, complete the “Internet Activity” under Chapter 2. Read the assigned articles and then write your response to the prompt given.
- Work on research paper proposal

Rationale: I believe it is important for students to understand the effect that gender, race, and culture have on the formation of arguments. The reading, lecture, and discussion of this class will introduce them to how all of these factors influence how arguments are formed and how they differ according to the audience at which they are aimed. By viewing sample news clips and media ads, we will discuss how this is put into practice. Blog #7 will expand upon this discussion, as students will individually form a response to the drawbacks of biased media. This class will channel into the next two classes, as students will be viewing the movie, *The Great Debaters* and identifying ways in which these issues are portrayed.

WEEK EIGHT: Tuesday

Materials Needed:

- *The Great Debaters* movie

Due this class:

- Essay 2 (final draft, letter to partner, peer review worksheet, any additional drafts)
- Blog #7

In-Class:

- Students will view the movie *The Great Debaters*

Assignment:

- Work on research paper proposal (Due next class)

Rationale: See WEEK EIGHT: Thursday rationale

WEEK EIGHT: Thursday

Materials Needed:

- *The Great Debaters* movie

Due this class:

- Research paper proposal

In-Class:

- Students will view the movie *The Great Debaters*

Assignment:

- Reading: *Perspectives on Argument; Chapter 8: The Fallacies and Ethical Argument*
- Blog:
 - #8: What elements of argumentative discourse did you see present within the movie? What rhetorical techniques did the characters use within their arguments? From an additional perspective, how did the influence of gender, race, and culture play an important role in the movie? How were arguments formed according to these issues?

Rationale: In viewing this movie, students will be able to see how issues such as gender, race, and culture all influence how arguments are formed. The film addresses all of these topics and is specifically centered around the topic of argumentative discourse and persuasive rhetoric. Students will be able to see the topics that we have discussed in class portrayed in this movie and hopefully develop a better understanding of how they are used in this particular discourse community. By having students post an entry in their blog, I intend for them to actively reflect on the movie and how they saw these concepts applied.

WEEK NINE: Tuesday & Thursday

No Class: SPRING BREAK

WEEK TEN: Tuesday**Materials Needed:**

- Essay 3 assignment sheets (Persuasive Argument Essay)

Due this class:

- Reading: *Perspectives on Argument; Chapter 8: The Fallacies and Ethical Argument*
- Blog #8

In-Class:

- Lecture on fallacies in logic; ethics and morality in argument
- Distribute Essay 3 assignment sheets (persuasive argument essay); discuss and review as a class
- View sample persuasive argument essays and discuss as a class which are effective, which are not. How might they best achieve the purpose of the assignment?

Assignment:

- Begin working on Essay 3

Rationale: This class will address the concept of fallacies, ethics, and morality in arguments, which will be relevant to students' processes of conducting research for both Essay 3 and the research paper. I will use sample persuasive argument essays to model for the class my expectations for their essays. This will also give them an opportunity to see examples of effective arguments versus ineffective arguments and how they should think about formulating their ideas and claims within their essays.

WEEK TEN: Thursday**Materials Needed:**

- Schedule guest speaker from Writing Tutorial Services
- Research Paper assignment sheets

In-Class:

- Guest speaker from Writing Tutorial Services will speak to students about the purpose of WTS, how they work, the benefits of going to WTS, benefits of revision in the writing process
- Discussion: Questions or comments about WTS presentation? Distribute research paper assignment sheets and spend the second half of class addressing any questions about the assignment and discussing specific requirements and expectations.

Assignment:

- Finish draft of Essay 3 (Completed, typed draft due next class)

Rationale: Writing Tutorial Services is an extremely useful tool and service that is available to University students. However, many students are either unaware of WTS or have never bothered to use the service as they do not know how the process works or what they can gain from going. By having a speaker come in and educate students about WTS, I anticipate that they will become familiar with it and be encouraged to use the service. Students will be required to visit WTS as a part of the revision process for Essay 3, as I want them to experience a variety of methods for revision. I also feel that they will benefit from having someone outside of their class review their paper so that they may engage with other a different audience outside of their class.

WEEK ELEVEN: Tuesday

Materials Needed:

- Peer Review worksheets

Due this class:

- Completed, typed draft of Essay 3

In-Class:

- Lecture: Distribute peer review worksheets for Essay 3 peer revision. View and discuss as a class.
- Peer Review: Students will conduct peer review in groups of 2. (See WEEK 3: Thursday)

Assignment:

- Students will revise and edit Essay 3 as needed
- See WEEK 3: Thursday assignment
- Reading: *Perspectives on Argument; Chapter 9: Visual Argument*

Rationale: See WEEK 3: Thursday rationale.

WEEK ELEVEN: Thursday

Materials Needed:

- *Perspectives on Argument, 6th Edition* by Nancy Wood

Due this class:

- Essay 3 (final draft, letter to partner, peer review worksheet, any additional drafts)
- Reading: *Perspectives on Argument; Chapter 9: Visual Argument*

In-Class:

- Lecture: Discuss what a visual argument is, how to use argument theory to critique a visual argument, features of visual arguments
- Discuss: Review, analyze, and discuss sample visual arguments as a class
- Group work: Students will be divided into groups of three and each group will be given an example of a visual argument. Groups will be given time to analyze and assess the argument and using the information discussed in the text and in class, present their findings to the class.

Assignment:

- Blog:
 - #9: Now that you have completed the three essays for the semester, which did you enjoy writing the most? Which do you least enjoy writing? What you would have done differently with any of the essays? Explain your reasoning. Also, describe your experience at WTS. Did you find it helpful or not? Why do you think the University offers this service to students?
- Reading: *Perspectives on Argument; Chapter 11: The Research Paper: Clarifying Purpose and Understanding the Audience (p. 364-377)*

Rationale: Students should be able to recognize visual arguments in addition to written arguments. By applying the information and concepts learned in the course so far, students will be able to see how they are applied in different contexts. The group work in this class will allow students to once again apply the information they have learned and teach it to each other, gaining a better understanding of the material. The assignment of Blog #9 will give students the opportunity to reflect on the essay assignments for the semester, providing me with feedback on the assignments. They will also have the opportunity to reflect on their experience at WTS and how it affected their revision process in Essay 3.

WEEK TWELVE: Tuesday

Materials Needed:

- Schedule library tour
- *Perspectives on Argument, 6th Edition* by Nancy Wood

Due this class:

- Reading: *Perspectives on Argument; Chapter 11: The Research Paper: Clarifying Purpose and Understanding the Audience* (p. 364-377)
- Blog #9

In-Class:

- Lecture: Discuss how to organize a research plan, how to state and effectively defend/support a claim, assessing the audience (class will be the audience for this paper)
- 2nd half of class: Students will be given a tour of the University library and given a tutorial on how to conduct research by using the resources available to them
- Students will have the remainder of class to conduct research for their research papers

Assignment:

- Continue to work on research paper
- *Perspectives on Argument; Chapter 12: Research and Invention* (p. 380-397), *Chapter 13: The Research Paper: Organizing, Writing, and Revising* (p. 408-422)

Rationale: Many students often feel overwhelmed or lost in the University library. Scheduling a library tour and tutorial for the students will help them to feel more at ease in the library and give them confidence to conduct research for their research paper. My goal is for students to be able to access all of the resources available to them so that they can have strong references and evidence to support their claims that they are defending in their paper.

WEEK TWELVE: Thursday

Materials Needed:

- *Perspectives on Argument, 6th Edition* by Nancy Wood

Due this class:

- *Perspectives on Argument; Chapter 12: Research and Invention (p. 380-397), Chapter 13: The Research Paper: Organizing, Writing, and Revising (p. 408-422)*

In-Class:

- Lecture on evaluating sources (credibility), how to correctly cite sources (format of MLA work cited page)

Assignment:

- Continue to work on research paper

Rationale: For the research paper I am requiring that it be done using MLA format. Most students are comfortable with this format and have used it in the past. As I want students to focus more on the content and support of the claim made in their paper, I feel that requiring the use of APA format would divert their attention away from this focus. By reviewing MLA format in class, students will be aware of my expectations for their paper and will not spend as much time focusing on finding resources to show them how to correctly do so.

WEEK THIRTEEN: Tuesday (Class held in BAL 2019)

Materials Needed:

- Sample clips of oral arguments

In-Class:

- Mini-lecture on oral arguments
- Listen to samples of oral arguments and discuss as a class the rhetorical and persuasive techniques/strategies used (how are they different/similar to the written and visual arguments we have studied over the semester)?
- Students will have the remainder of the class to work on research papers

Assignment:

- Complete draft of research paper (Due next class)

Rationale: As we have covered both written and visual arguments over the course of the semester, I feel it is important that students be exposed to the technique of oral

arguments as well. We will not spend much time on this, but I would like for them to hear samples and identify the rhetorical elements of persuasion and argumentation that we have studied. This will give the students the opportunity to see that argumentative discourse can take place in a variety of contexts and forms and they will have experienced three of these forms, developing a better understanding of the techniques involved.

WEEK THIRTEEN: Thursday

Materials Needed:

- Peer Review worksheets

Due this class:

- Draft of research paper

In-Class:

- Lecture: Distribute peer review worksheets for research paper peer revision. View and discuss as a class.
- Peer Review: Students will conduct peer review in groups of 2. (See WEEK 3: Thursday)

Assignment:

- Students will revise and edit research paper as needed
- See WEEK 3: Thursday assignment

Rationale: See WEEK 3: Thursday rationale

WEEK FOURTEEN: Tuesday & Thursday

CONFERENCES: Research Papers

Rationale: See WEEK FOUR: Tuesday & Thursday Rationale

WEEK FIFTEEN: Tuesday (Class held in BAL 2019)

Due this class: Final Research Papers

In-Class:

- Students will write their final blog entry as a reflection on their research paper. They will be given specific questions to consider when composing this entry, but for the most part it will be their own thoughts on the assignment.
- Students will use the remainder of class to “clean up” their blog and write their introduction to their blog. This will be done in preparation for the blog “showcase” to be held on Thursday.

Assignment:

- Make any last changes or adjustments to blog; be prepared to present your blog in class on Thursday

Rationale: I feel it is important for students to reflect on the research paper as opposed to just turning it in and forgetting about it. They will be doing more research papers in their academic careers, so I think they would benefit from taking time to write about what they would do differently, what they thought they did well, and how they felt about the process in its entirety. This reflection can assist them in the future as they can refer back to it and remember these important points.

WEEK FIFTEEN: Thursday (Class held in BAL 2019)

Due this class:

- All blogs must be completed.

In-Class:

- Blog “showcase” (Students will present their blogs to their classmates at this time in a casual setting in which students are free to move about the room and view/discuss different blogs).

Rationale: As students have been maintaining and adding to their blogs all semester, I feel it is important that they get to show them off to their peers and present their work at the end of the semester. This “showcase” will give them a chance to show off their work and give them a sense of accomplishment and pride in their work.

WEEK SIXTEEN: Tuesday

Final Exam: Students will compose their reflective essay for their Writing Folder during this time. All Writing Folders must be submitted along with the completed reflective essay by the end of this class period.

Research papers will be returned during this time. If students would like to conference with me to get additional feedback they may schedule a time to come in during Thursday.

Rationale: I have chosen to have students write their reflective essay for their Writing Folder in class the their final exam. This will give them the opportunity to reflect on all three of the essays, as well as the research paper. I would also like them to compose the essay in class as it will mimic a similar environment in which they will be composing future writings, such as the Exit Exam. This will give students the opportunity to practice writing within a time constraint and for a specific topic.

WEEK SIXTEEN: Thursday

I will be available during this time for scheduled conferences with students regarding their research papers.

Rationale: With a large assignment such as the research paper, I feel it is important for students to have the opportunity to ask questions regarding their final grade or comments made on their final paper. For this reason, I will make myself available during this time to allow for students to conference with me about any concerns or questions that they may have.