**English 1113: Principles of Composition I**

Fall 2016

Instructor: Dr. Derek La Shot

Office: Cate Center Two # 220

Office Hours: MW 1:30-3:00 pm (and by appointment)

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Sections:  
 ENGL 1113-043 MWF 330 Kaufman Hall 9:30- 10:20 am   
 ENGL 1113-096 MWF 105 Dale Hall Tower 10:30- 11:20 am

ENGL 1113-050 MWF 201 Burton Hall 12:30- 1:20 pm

Final Exams:

Section 043: Thursday, Dec. 15th 330 Kaufman Hall 8:00- 10:00 am  
 Section 096: Friday, Dec. 16th 105 Dale Hall Tower 8:00- 10:00 am

Section 050: Monday, Dec. 12th 201 Burton Hall 1:30- 3:30 pm

\*\*Please note that your attendance at the final exam period is mandatory\*\*

**Course Description:**

**Overview and Objectives**

This course is designed to help you develop practices of inquiry that will prepare you, not only for English 1213, but for writing in a diverse set of social, academic, and professional contexts. In this course you will investigate and write about social and political issues of interest to you with the goal of learning more about the values that inform your own beliefs and the beliefs of the community and people around you. The semester’s writing assignments will teach you how to develop effective research questions and also expose you to a variety of research methods so you may choose research strategies that best address specific lines of inquiry. These methods allow you to lead and engage in productive conversations with specific audiences. You will also have the opportunity to design and present oral presentations, a skill that will be of value in English 1213 and beyond. In order to accomplish these goals, you will reflect on how your past experiences have shaped your personal values, research how groups in the local community and/or university enact shared values, and analyze the competing value systems that animate the social and political issues in the world around you. In summary, this course will teach you to use inquiry and writing as tools capable of teaching you more about yourselves, the communities around you, and the values that are vital to both.

**By the end of this course, you will be able to:**

● Use writing for discovery, comprehension, problem solving, and the construction of nuanced arguments

● Contribute, via writing or speech, to conversations mediating important social issues in a manner appropriate for the content and context specific to those issues

● Compose and deliver essays and speeches that demonstrate rhetorical awareness

● Develop flexible and effective strategies for organizing, revising, practicing/rehearsing, editing, and proofreading (for grammar and mechanics) to improve development and clarity of ideas

● Find, analyze, and correctly cite primary and secondary sources relevant to assignments to support and develop personal points of view and/or explore new lines of inquiry

● Develop considerate and constructive strategies for responding to peer work

● Define and practice revision strategies for essays and speeches that locate areas for improvement and effectively target them

**Required Materials**

● *Everything’s An Argument*. 7th Edition. Custom Edition for the University of Oklahoma English 1113 & 1213. Andrea Lunsford & John J. Ruszkiewicz

ISBN: 978-1-319-08604-6

● *FieldWorking: Reading and Writing Research.* 4th Edition. Custom Edition for the University of Oklahoma English 1113 & 1213. Bonnie Stone Sunstein & Elizabeth Chiseri-Strater

ISBN: 978-1-319-08603-9

● Other readings posted to Canvas

● Pen/pencil and notebook or other note-taking devices

● Access to a computer

**Recommended Materials**

● USB flash storage or online document storage (Dropbox preferable)

**Grades:**

Unit 1 15%

Unit 2 25%

Unit 3 25%

Unit 4 15%

Homework 10%

Peer Review 10%

Your final course grade will be determined from the following scale:

A= 100-90; B= 89.9-80; C= 79.9-70; D= 69.9-60; F= 59.9 and below

**Reading for Class:**

● Read all texts carefully and critically. Be prepared to engage in class activities and discuss assigned readings at length.

● Identify key claims, main ideas, evidence, and reasons that support the claims and underlying assumptions.

**Office Hours and Email:**

I am here to help you, so please come see me during office hours if you have a question about anything, class-related or not. If my office hours conflict with your schedule, email or call me and we’ll work something out. Please do not feel shy about using my phone number; writing queries often require in-depth conversations that email cannot provide, and I therefore encourage you to call if your questions are substantive. I am more than happy to help students one-on-one, so please think of me as a willing resource.

I respond to emails sent before 8pm. If more than 24 hours have passed since emailing me without a response, you can assume that I did not receive your message and resend it (the new email system has the unfortunate tendency to send important emails into the “Clutter” or Junk folder).

**Canvas:**

We will use the online course management system Canvas regularly in this class. All of our class materials—including assignments, homework schedules, policies, and useful links—will be available to you via Canvas. You will also use Canvas to post your work and respond to peers’ work. Please check Canvas regularly and let me know as soon as possible if you have trouble accessing this site or working online.

You can access your Canvas page by going to [canvas.ou.edu](https://ou.edu/content/cte/initiatives/canvas-transition.html) and entering your 4x4 and password, or through oZone by clicking the “Compass” link on the right under “Quick Links.” The materials for the course will appear in ENGL-1113-043 (or 096/050—whatever section number you’re in) under your “Student” tab.

In order to save paper, I encourage the use of laptops and iPads in the classroom, provided that they are used for classroom-related activities only (research, notes, readings, D2L, etc.). That said, when I am lecturing or addressing you or when someone else is speaking during class discussion, I expect you to maintain full attention. If you are constantly accessing non-class related websites, I may withdraw your technology privileges. If the class as a whole consistently abuses this policy, I may withdraw technology privileges for the rest of the semester.

**Homework Assignments**:

Homework in this course will take four different forms: 1) expected readings, 2) brief oral reports, 3) brief written assignments, and 4) Canvas Discussions. Homework writings are usually centered on a crucial class topic, often in response to reading assignments, group activates, or one of your major written assignments. Prompts will be posted on Canvas’s Discussion Board at the beginning of the week they are due. You should write your response directly on the discussion board.

I’m also a strong advocate of oral presentations and I believe they are central to any course on rhetoric. I use them to keep track of your course preparation, your comprehension of course material, and to make sure you are completing the reading, but they are also meant to entice you to begin to think of both written and oral persuasión as a part of your daily life and as an invaluable tool for chronicling that life. I will also you to respond to a pertinent question I’ve posed in class in written form, and these will be submitted electronically through Canvas just like any other assignment. I will designate the turn-in method on the course calendar.

**Group Work/ Participation:**

A large part of your overall participation grade is based upon group work and in-class discussion. You should enter into class discussions with meaningful, insightful input and help yourself and your peers maintain progress toward group objectives. Everyone is expected to do his or her fair portion of the work and you will be evaluated on your ability to do so.

I’m aware that many have reservations about participating in-group work, as it can sometimes lead to unfair apportioning of tasks. However, my own supervision of the group work in class will help mitigate these problems. My ability to do so is, of course, aided by the small number of students in the course (19). I use group work because compositional research has shown that it is the best way for students to learn the complexities and ambiguities involved in writing. Put simply, critical thinking requires the ability to be introduced to new perspectives and to habitually turn to self-reflection. Students in groups learn more about complex ideas in groups than working alone, and consequently perform better in their own writing assignments.

**Rough Draft Workshops:**

On the dates noted in the course calendars (typically the class before the final draft of an assignment is due), I will hold a guided rough draft session. This will typically consist of a paper swap with another student, followed by a step-by-step guide designed to critique or assess the student’s execution of key aspects of the assignment. After the guided session, I will ask you to share any verbal feedback with the student. I will then typically hold an in-class writing session, designed to enable you to write with my presence and ask any questions you may have before turning in the final product. I find that the workshop and the in-class writing an excellent way to address any individual concerns you may have, and I’ve found that holding them typically improves your draft substantially. Hence, they should be of immense value to you, and attendance is not optional.

After Rough Draft Workshops are complete, they will need to be submitted to Canvas for my inspection and commentary. I believe that instructor feedback is essential to the revision process, and I will often give you more substantive commentary on the rough drafts than on the final drafts. Final drafts will be graded via a rubric.

**Paper Formatting:**  
I require that all drafts be double-spaced, with one-inch margins (on all sides) and typed using 12-point Times New Roman font. Major assignments should be submitted in accordance with MLA format, which is covered in detail on Purdue’s Online Writing Lab Website at <http://owl.english.purdue.edu> .

**DEPARTMENTAL POLICIES**

**Revision Policy:**

You may revise *one* essay during the semester. You must contact me in writing (email is fine) about your intention to revise *within one week* of receiving your grade. In order to submit a revision, you must also schedule a meeting with me outside of class to discuss your essay and/or revision. The final revision must be submitted within two weeks of receiving your grade. That means you must notify me of your intention to revise, set up a meeting with me, and submit your revision within two weeks of receiving your grade. Your revised essay grade will be averaged with your original essay grade. You cannot revise your final project (Unit 4), because there is not time at the end of the semester to complete this process.

Please note that essays turned in late, incomplete, or plagiarized cannot be revised.

**Late Work:**

Late work is not accepted for daily homework, in-class assignments, or essay drafts.\* However, each student has *one* two-calendar day extension for major essay assignments. In order to use this extension, you must notify me in writing (email is fine), and that notification must be submitted to me by the assignment’s original due date. You cannot use this extension for your final project (Unit 4), because there is not time at the end of semester to accommodate extensions.

\*In cases of documented medical emergency, contact me for accommodations.

**Incomplete Work (Meeting Minimum Word Counts):**

Work not meeting minimum word count requirements will not be accepted. If I provide word counts for homework assignments, incomplete work will not be accepted for daily homework or in-class assignments. Incomplete essay drafts are also not accepted and will not receive my feedback. Final essays that do not meet the minimum length requirements are incomplete and will not be accepted (meaning you will earn a zero).

If a final essay does not meet the minimum length requirement and you have not used your onetime, two-calendar day late work extension, you may use your extension on this essay. However, the two-calendar day extension *begins* on the original due date, meaning that in order for your essay to accepted and graded, you must turn in a complete draft within two days of the original due date. This counts as your one time extension and you will not be able to use it more than once. Otherwise, incomplete work will not receive a passing grade. To be clear, your Works Cited does not count toward the word count. Late/incomplete work cannot be revised.

The minimum word totals of each essay assignment add up to the *minimum* amount of polished writing you must complete for this class, therefore failing to meet word requirements on your final essays means you have not completed the requirements for this course.

**Absence Policy:**

You may accrue three *unexcused* absences for a MWF schedule, but your final course grade will be reduced by 5% for each *unexcused* absence thereafter.

To receive an *excused* absence, you must provide official documentation; if for a sponsored University activity (such as intercollegiate athletics), documentation must be provided in advance. Regardless of the type of absence (excused or unexcused), students who miss more than 9 classes on a MWF schedule or 6 classes on a TR schedule (the equivalent of three weeks of class) will fail the course if they do not withdraw.

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Please notify me in advance if you plan on missing class for this reason and we will schedule a time for you to submit any make-up work that needs to be done.

**Accessibility Statement:**

Disabilities can be visible and invisible, and I am dedicated to creating an inclusive classroom environment. If you have a disability, or think you may have a disability, I encourage you to contact me so we can work together to develop strategies for your success. The Disability Resource Center (DRC) provides support for students with documented disabilities, and you can contact them at drc@ou.edu or 325-3852. You may contact DRC without notifying me if you would prefer to keep your disability confidential.

**The Writing Center:**

Most universities have a writing center, a place for students, faculty, and staff to meet and talk about writing. The Writing Center here at OU is a resource I encourage you to use. As a writer you will want to seek feedback from many different readers. The writing consultants at the writing center are able to talk with you about your writing--at any stage in the process and for any course you are taking. They can coach and guide you as you brainstorm, outline or draft your writing assignments.

You can make an appointment (online or by phone) and you can drop in whenever they are open. I urge you to visit the web site for more information: http://write.ou.edu.

**Academic Integrity:**

The Provost’s website (integrity.ou.edu) provides the definitions of *academic integrity*, *plagiarism*, *collusion*, and *cheating* that are used by all instructors, in all courses at the University of Oklahoma. Each student is individually responsible for accessing, reading, and understanding these definitions, and for conducting him- or herself in accordance with the highest standards of academic integrity. Any concepts you do not fully understand need to be cleared up with me before you submit *any* work for a grade.

The most common violation of academic integrity in First-Year Composition courses is plagiarism, which the Provost has defined as:

1. Copying words and presenting them as your own writing.
2. Copying words (even if you give the source) without indicating that they are a direct quotation by enclosing them in quotation marks.
3. Copying words and then changing them slightly or substituting synonyms (even if you give the source).
4. Presenting someone else’s ideas as your own, even if you change the wording.

It is also a violation of academic integrity to submit the same work for more than one course, unless you have the express permission of both instructors. Violations of academic integrity carry penalties up to and including expulsion from the university.

**Important note regarding contestation of misconduct:**

In the event of plagiarism, an instructor may charge the student with either an admonition or an academic misconduct charge. Any student who receives an admonition can contest it. To do so, the student must contact the Student Conduct Office within 15 regular class days after receiving the admonition. Any student who receives the charge can deny the charge through an appeals process.

**Meeting for Final Examinations:**

All First-Year Composition courses must meet for their final examination periods.

**Retention of Graded Papers:**

The English Department requires instructors to collect all graded major writing assignments by the end of each semester, and keep them until the grade challenge period for that semester has passed.

**Release Statement:**

This policy statement and the course schedule that follow are subject to the change. You will be notified, in class and on Canvas, of any changes as soon as possible. Students will be held to the latest available version of the syllabus.

**Important Dates: Fall Semester 2016**

August 26 (Friday) Last Day to Add classes

September 5 (Monday) Labor Day No class

October 7 (Friday) Rivalry Day No class

October 28 (Friday) Last Day to Withdraw

Nov. 23-27 (Wednesday-Sunday) Thanksgiving Holiday No class

**Additional Campus Resources:**

**Goddard Health Center**

[**http://goddard.ou.edu/**](http://goddard.ou.edu/)

**405-325-4611**

**OU Health & Counseling Services**

[**http://goddard.ou.edu/counselingservices.html**](http://goddard.ou.edu/counselingservices.html)**/**

**405-325-2911**

**First-Year Composition Office**

**fyc@ou.edu**

**Cate 2, room 427**

**405-325-592**

**Daily Schedule**

***\*This schedule may be altered or amended as necessary as the semester progresses\****

|  |  |  |
| --- | --- | --- |
| **Week 1** | **This column describes daily goals and activities.** | **This column describes homework that should be completed before class.** |
| **M 8.22** | ● Introductions  ● Go over syllabus  ● Discuss the goals of the course: writing with curiosity and for discovery, focused research questions, source use, non-argumentative writing, public speaking techniques  ● Establish and discuss difference between values and beliefs | Homework Color Codes:  Designates Oral Presentation Assignment  Designates Brief Written Assignments and Rough Drafts (drafts will be brought to class in print or electronic form and, at the designated time, submitted to me via the appropriate Canvas folder)  Designates Final Unit Assignment Due Dates  Designates Canvas Discussion Board Posts  Designates Reading Assignments and general homework that will not be turned in |
| **W 8.24** | ● Review first assignment prompt  ● Drawing on “Beginning”, unlearn five-paragraph conventions, replacing a focus on simplicity and correctness with a concept of writing as a vehicle for discovery and contending with complexity | ● Describe the difference between values and beliefs (w/ personal examples) in a 2-minute class presentation  ● Read *Everything’s CP,* “Beginning”3-17  ● Review Syllabus |
| **F 8.26** | ● Continue discussion on five-paragraph conventions, linking them to the discussion of values, and exploring what writing might look like that values exploration  ● View personal culture as an outsider | ● Review assignment prompt  ● Read *FieldWorking*, “Reading Self, Reading Cultures: Understanding Texts”, 1-24 |
| **Week 2** |  |  |
| **M 8.29** | ● Discuss “what does it mean to write an effective critical narrative?”  ● Narrow/refine focus on potential values and beliefs through in-class writing activities  ● Practice inventions strategies for identifying personal experiences and/or history related to values and beliefs | ● Read *Everything’s CP,* “Exploring”48-67; *Fieldworking,* 24-39  ● Spend 30 minutes of reflection “down the rabbit hole" and find values that are significant to you. Prepare a brief 2-minute presentation to the class on the values you discovered and how you define them |
| **W 8.31** | ● Learn and practice strategies for crafting nuanced thesis statements and/or lines of inquiry (research questions).  ● Reflect in writing on specific details of personal experiences and/or history related to your chosen value  ● Review critical reflection/narrative expectations and discuss the example assigned for homework  ● Discuss connections between values and actions in the Malcolm X essay. | ● Read Malcom X “A Homemade Education" (will be a PDF on Canvas); *FieldWorking*, 39-42  ● Write a one-sentence summary of your reflections on your chosen personal value along with a short paragraph explaining what experiences and beliefs you have connected to your value on Canvas's Discussion Board |
| **F 9.2** | ● Define the purpose or goal of Project 1: What is the important point I want to get across to my reader? What value(s) will I focus on, and why would reading about those values be impactful and/or worthwhile for my reader?  ● Reflect in writing on how your working thesis/line of inquiry does and does not convey the goals of Project 1  ● Learn/practice prewriting strategies with the goal of drafting an outline of Project 1 | ● Revise your one-sentence summary from last class into a working thesis/line of inquiry and post to Canvas Discussion Board  ● Read *Everything’s CP,* “Planning and Replanning”, 111-132; *FieldWorking*, 55-64 |
| **Week 3** |  |  |
| **M 9.5** | LABOR DAY, NO CLASS |  |
| **W 9.7** | ● Learn and practice organizational strategies for writing an essay focused on complexity and exploration without sacrificing clarity  ● Practice approaches and techniques for writing an introduction  ● Use writing as a tool of exploration and inquiry into personal values, as well as their relation to personal experience  ● Evaluate/analyze critical narrative example, paying attention to how the writer employs organizational strategies | ● Draft a detailed outline of Project 1 that clearly names the value(s) to be discussed and turn it into the designated folder on Canvas  ● Revise thesis/line of inquiry as necessary |
| **F 9.9** | ● Review readings: Using writing as a tool of exploration and inquiry into personal values, as well as their relation to personal experience  ● Begin drafting critical narrative | ● Revise outline  ● Revise thesis statement and/or line of inquiry  ● Draft an introduction |
| **Week 4** |  |  |
| **M 9.12** | ● Review prompt: focus on writing as a process of personal exploration and engagement  ● Understand plagiarism and the university’s stance on academic integrity  ● Define and practice peer review techniques that emphasize making substantive changes to essay drafts | ● Begin drafting Unit Project 1  ● Read *Everything’s CP,* “Plagiarism and Academic Integrity”, 572-580 |
| **W 9.14** | ● Discuss and practice strategies for revising the draft, accounting for feedback  ● Practice peer review techniques that emphasize making substantive changes | ● Revise rough draft of the critical reflection, focusing on substantive changes |
| **F 9.16** | ● Practice peer review techniques that emphasize editing as a means to make sentence-level adjustments.  ● Practice locating and addressing error patterns within your writing  ● Reflect on the link between values and personal experience | ● Bring Rough Draft to class for peer review (Can be electronic or hard copy, but make sure to bring a laptop if the former). You will turn in this draft with student remarks to the appropriate folder on Canvas for my review by 5pm |
| **Week 5** | **Project 2** |  |
| **M 9.19** | ● Use written, metacognitive reflection to encourage reevaluation of how writing about personal values and beliefs has changed or enhanced those values in some way  ● Introduce Project 2 prompt: focus on (primary) research, crafting an essay that displays an understanding of a local organization, a political/social issue with which you care about, and the values connected to your involvement | ● Revise Project 1 paper, drawing on peer review and instructor feedback. |
| **W 9.21** | ● Identify a local group in the community or university as well as the political social issue in which you are engaged  ● Draft initial research questions that elicit curiosity about how the group’s engagement with a political/social issue enacts or implies certain values  ● Define difference between primary and secondary research | ● Read *Everything’s CP,* “Asking Questions”, 34-41  ● Find at least three groups that could be used in the community values analysis and bring to class. Briefly summarize these communities and their political commitments in under 2-minutes. |
| **F 9.23** | ● Discuss the benefits and drawbacks to different forms of research  ● Identify effective forms of research based on the research questions already drafted  ● Use the homework to revise the research questions to account for new research  ● Analyze what the group’s texts tell us about their approach to a social/political issue and identify the values enacted or implied by the way these texts are designed to engage with the issue.  ○ How/why are these texts effective/ineffective in their effort to share the values of the group among its members and the community? | ● Choose your group. Research/Construct a list of the different types of texts the local group you've chosen uses to communicate with its members and the public (At least three texts). Each text should be accompanied by a short oral summary of its design, content, purpose, and intended audience(s). The presentation should be under 3-minutes  ● Read *Everything’s CP*, “Finding Evidence”, 530-544 |
| **Week 6** |  |  |
| **M 9.26** | ● Use rhetorical listening as a frame to learn how to prepare for primary research with people (interviews and/or observation) and discuss interview etiquette and ethics as well as the benefits/constraints of open and closed questions  ● Explore the research options available through the library *or* identify a person who could be interviewed/observed  ● Use the homework and research questions already drafted to begin writing interview questions | ● ***Project 1 paper due by 5pm***  ● Write an explanation of what research methods (historical, primary, secondary) would be best suited to answer your strongest/preferred research question(s) and post to the relevant Discussion Board on Canvas  ● Identify potential interview subjects in the group.  ● Read *FieldWorking*, “Researching People: The Collaborative Listener” 65-94 |
| **W 9.28** | ● Review rhetorical listening and discuss what to listen for and/or pay attention to during interviews (listening for stories b/c they are illustrative of values/beliefs)  ● Practice note taking strategies during an interview  ● Discuss interview transcripts  ● Learn/discuss what kinds of information from the interview is relevant to your paper (Observational notes about the speaker and the context of the interview as well as the content of the interview subject’s responses) | * Read *FieldWorking*, “Researching People: The Collaborative Listener”, 95-116 * Read *Everything’s CP*, “On Interviewing”, 42-47 * Schedule an interview and/or observation (Optional, but highly advised. Note: If students are doing an interview, they should have it completed by Monday, October 10). |
| **F 9.30** | ● Learn about archival research, using research questions to evaluate if a form of archival research (alternative, electronic, historical, etc.) would provide your reader with useful and/or interesting information illustrative of your group’s values  ● Revisit and revise your research questions, answering or adjusting them based on the research conducted thus far  ● Practice writing observational notes (either of an artifact, a space, or an event) | ● Read *FieldWorking*, “Researching Archives: Locating Culture”, 117-154 |
| **Week 7** |  |  |
| **M 10.3** | ● Evaluate homework with peers in order to analyze further the group’s shared value(s)  ● Learn about paraphrasing/quoting sources  ● Practice framing and introducing sources  ● Discuss “patch writing” and how to avoid it  ● Drawing on completed research, use inventions strategies (such as idea mapping) to discover connections between the organization, values, and a social issue | ● Read *Everything’s CP*, “Using Sources”, 553-572 |
| **W 10.5** | ● Revise latest version of research question(s) from 9/30 into a working thesis statement  ● Practice organizational strategies for using a thesis as a tool for conveying complex interrelations in place of a mechanism for simplifying your ideas  ● Begin constructing paper outline | ● Deliver an oral analysis of at least three secondary texts that explains how the texts enact or imply the shared values of the group, particularly as they apply to a particular social/political issue. Should be under 2-minutes  ● Review assignment prompt and revise research question(s) so that it/they can function as a thesis statement |
| **F 10.7** | RIVALRY DAY, NO CLASS |  |
| **Week 8** |  |  |
| **M 10.10** | ● Review prompt and goals for unit: in-depth research, understanding how a groups values inform their involvement in a social/political issue  ● Learn/practice paragraph structure, exploring how to contextualize your discussion without writing to a formula  ● Discuss goals for revision  ● Peer review | ● Begin working on Rough Draft of Unit 2 Project  ● If doing an interview, it should be completed by this date |
| **W 10.12** | ● Peer Revision  ● Discuss strategies for revising according to feedback  ● Q & A on MLA format, using examples from drafts | ● Revise Unit Project 2 paying particular attention to paragraph structure  ● Read *Everything’s CP*, “Documenting Sources”, 581-602 |
| **F 10.14** | ● Peer Revision  ● Peer Edit (focusing on sentence-level issues) | ● Revise and edit Project 2 to account for peer review. Submit peer-reviewed assignments to Instructor via the designated Canvas folder |
| **Week 9** | **Project 3** |  |
| **M 10.17** | ● Reflect in writing and discussion on what you learned about the connections between an individual’s personal values and the shared values of a group  ● Introduce assignment prompt  ● Discuss potential political/social issues and the values that inform the opinions about them | ● Revise Project 2 paper, drawing on peer review and instructor feedback |
| **W 10.19** | ● Engaging in a close-reading as a class, practice identifying “emotionally-charged rhetoric” (and discuss when/why it is/is not appropriate)  ● Learn strategies for responding to differing opinions in non-argumentative ways (Rely on close reading).  ● Identify a political/social issue to write about  ● Freewrite about the values and past experiences that inform your personal opinion about the issue | ● Read *Everything’s CP,* “Arguing”, 133-154 |
| **F 10.21** | ● Learn about *rhetorical situations* and what rhetorical analysis provides to our understanding of a text  ● Discuss and practice how to read your sources and rhetorical situations as writers (from “Practicing”).  ● Using the two sources you found as well as your own stance as a starting point, diagram the rhetorical situation of your chosen political/social issue – paying attention to what information is still needed and what research questions and modes can help you find that information | ● Find two secondary sources: one that makes an argument about the issue that conflicts with your own, as well as a source that supports your opinion. Bring both to class and summarize them briefly (under 1-minute)  ● Read *Everything’s CP*, “Practicing”, 94-110  ● Study diagram of rhetorical situations |
| **Week 10** |  |  |
| **M 10.24** | ● Draft research questions that will help you investigate and inform yourself about your chosen text’s political/social issue’s rhetorical situation and the author’s personal stance  ● Practice analyzing rhetorical situations and writing about them without employing emotionally-charged rhetoric  ● Share and evaluate research interests, identifying points of commonality and divergence with the text | ● ***Project 2 paper due***  ● Finalize what text you plan on analyzing for your Project 3 essay  ● Read *Everything’s CP*, “Connecting”, 68-93 |
| **W 10.26** | ● Review assignment prompt with a focus on writing that seeks to understand and not convince  ● [*Horace and Pete*](https://www.youtube.com/watch?v=3iRM1iN-3a4) clip https://www.youtube.com/watch?v=3iRM1iN-3a4  (will be cut off at the 2:45 mark)  ● Practice strategies for close reading that encourage nuanced understanding of a text’s argument  ● Drawing on Rhetorical Listening, practice introducing and presenting the words of others in a manner they would find fair, in writing and discussion | ● Bring two secondary sources that contribute to your understanding of the social issue, as well as the author’s stance on your primary text. Summarize to the class via oral report (under 2-minutes) |
| **F 10.28** | ● Learn how to structure an essay anchored by inquiry rather than argumentation  ● Discuss the relationship between structure and meaning in written texts  ● Work with groups to revise your thesis/line of inquiry and consider new research opportunities | ● Draft a thesis or line of inquiry for Project 3  ● Read *Everything’s CP*, “Structuring Arguments” 265-294 |
| **Week 11** |  |  |
| **M 10.31** | ● Evaluate an example of inquiry-based argumentation, paying attention to the presence or lack of emotionally-charged rhetoric, strategic organization, and open/rhetorical questions | ● Draft outline of Project 3 paper and submit to the appropriate Canvas folder. Make sure to write a short rationale for why your draft is structured how it is |
| **W 11.2** | Student/Instructor Conferences | ● Draft at least three paragraphs and bring to conference (will not be submitted to Canvas) |
| **F 11.4** | Student/Instructor Conferences | ● Same for students meeting with me on this date--bring three paragraphs to conference |
| **Week 12** |  |  |
| **M 11.7** | ● Peer review (structure, content, inquiry) | ● Complete rough draft of paper (without conclusion) and bring to class (do not submit to Canvas) |
| **W 11.9** | ● Peer review (research, tone, introductions/conclusions)  ● Learn/practice strategies for writing a conclusion | ● Revise a complete draft of paper (with conclusion) and bring to class (do not submit to Canvas) |
| **F 11.11** | ● Peer review | ● Submit Rough Draft of Project 3 to the appropriate folder on Canvas for my review |
| **Week 13** | **Project 4** |  |
| **M 11.14** | ● Introduce Project 4, a speech  ● Using the Project 4 prompt as guidance, reflect on meaningful learning moments from this past semester  ● Analyze example of how *not* to give a speech | ● Revise Project 3 paper, drawing on peer review and instructor feedback |
| **W 11.16** | ● Discuss/learn about visual aides  ● Discuss reading  ● Practice presenting to classmates the summary about your learning moment  ● Give/receive feedback about summaries | ● Draft a short summary of a meaningful learning moment you think you’d like to present and briefly explain to class (under 1-minute)  ● Read *Everything’s CP*, “Public Speaking: Getting Started” 621-656 |
| **F 11.18** | ● Analyze example of a successful speech, paying attention to how visual aides distract from or enhance the speech, as well as how the speaker’s method of deliver works or doesn’t work.  ● Choose a topic and draft goals for speech (What message do I want to get across to my audience, and what do I need to work on as a speaker in order be successful in doing that?)  ● Share/evaluate goals | ● Find a TED talk (or similar) that pertains to something you have written on this semester that you would like to present on.  ● Watch the talk, and respond to two things:  A. Style/Delivery: Write a 100-word critique of their presentation style, considering how they engage with the audience, how they incorporate visual aids, their verbal tone and delivery, etc.  B. Write a 200-word response to how you see your writing connecting to the talk? Where do you see the speaker’s ideas and values aligning with/differing from your own? |
| **Week 14** |  |  |
| **M 11.21** | ● Discuss reading  ● Revise topic, thesis and/or outline  ● Discuss the importance of knowing your audience’s values – identify the expectations of the audience to whom you will be presenting  ● Reflect on how the audience mediates the content, design and delivery of your speech | ● ***Project 3 due***  ● Write a short speech plan, including a clear topic, thesis statement or line of inquiry, and goal  ● Read *Everything’s CP “*Public Speaking: Development”, 657-705 |
| **W 11.23** | THANKSGIVING BREAK, NO CLASS |  |
| **F 11.25** | THANKSGIVING BREAK, NO CLASS |  |
| **Week 15** |  |  |
| **M 11.28** | ● Review assignment prompt  ● Translate introduction to notecards and practice delivering introduction to classmates (receive feedback and identity opportunities for improvement)  ● Evaluate if the introduction clearly states the topic and advances a claim or line of inquiry meaningful to the audience | ● Draft introduction to speech in essay form  ● Read *Everything’s CP,* “Public Speaking: Organization”, 705-736 |
| **W 11.30** | ● Discuss/learn about how to select and present research in a speech  ● Consider how the speech should be organized, based on your thesis statement, intended purpose, and research | ● Read *Everything’s CP,* “Developing the Introduction and Conclusion”, 739-746 |
| **F 12.2** | ● Peer review of current drafts of formal outline – focus on organization, clarity of intended purpose, and presentation of research.  ● Discuss/learn about conclusions | ● Draft your formal speech outline and submit to the appropriate Canvas folder |
| **Week 16** |  |  |
| **M 12.5** | ● Peer review of visual aides  ● Peer review of formal outline based on main assignment prompt criteria  ● Timing the speech | ● Revise formal outline and complete full draft of speech on notecards |
| **W 12.7** | ● Practice giving the speech in small groups using notecards  ● Reflect on feedback – as well as the writing process for this unit/semester | ● Prepare for final speech on the 9th or the final period. |
| **F 12.9** | In class: Speeches |  |
| **Final** |  |  |
| **Final Period** | In class: Speeches |  |