

SYLLABUS

Course title and number ENGL 104, Section 503
Term (e.g., Fall 200X) Fall 2016
Meeting times and location MWF 10:20 – 11:10 a.m., Heldenfels Hall 120

INSTRUCTOR INFORMATION

Name Dr. Gabriel Scala
Telephone number
Email address jgscala@tamu.edu
Office hours MWF 11:30-2:30
Office location LAAH 319

COURSE DESCRIPTION AND PREREQUISITES

ENGL 104, Composition and Rhetoric: Focuses on referential and persuasive researched essays through the development of analytical reading ability, critical thinking and library research skills; develops college writing with increased emphasis on critical essays, argumentation, and research; and develops these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. Requires students to develop competency in preparing and delivering a written and visual argument. Prerequisite: none. Lecture 3 hours per week, for freshman and sophomore students only.

LEARNING OUTCOMES OR COURSE OBJECTIVES

By the end of ENGL 104, students will have learned to:

- Construct persuasive academic essays appropriate to the subject, occasion, and audience that implement key rhetorical concepts related to critical thinking.
- Synthesize scholarly research, employ analytical reading skills to compose persuasive arguments, and demonstrate personal responsibility by ethically citing sources.
- Collaborate with other students in groups to improve critical thinking and writing skills.
- Revise and edit to achieve clarity; meet the standards of appropriate style and conventions of edited global English, including grammatical correctness, appropriate word choice (diction), usage, clear and concise sentence structure, and punctuation.

TEXTBOOK AND/OR RESOURCE MATERIAL

- Graff, *They Say / I Say* (Norton, 3rd ed.) ISBN 978-0-393-93584-4
- Hacker, *A Writer's Reference* (Bedford St. Martin's, 8th ed.) ISBN 978-1-4576-6676-6
- Bartholomae, *Ways of Reading* (Bedford St. Martin's, 10th ed.) ISBN 978-1-4576-2685-2
- Ecampus Course Platform access via HOWDY
- Purdue OWL <http://owl.english.purdue.edu/owl/>

GRADING POLICIES

Essays:

You will write three fully developed and revised essays and one annotated bibliography this semester as well as present a visual argument. The major course assignments will include:

1. A **Comparative Analysis** of differing sources enhancing critical thinking and clear communication regarding an appropriate academic subject, occasion and audience (1000-1250 words).
2. A **Rhetorical Analysis** that continues this process by enhancing awareness of the rhetorical elements of persuasive discourse (1000-1250 words);
3. An **Annotated Bibliography** enhancing understanding of research sources while emphasizing the ethical citation and documentation of research source (900-1200 words);
4. A **Researched Argument Essay** that combines lessons of Major Projects 1-3 while also focusing on the elements of persuasive discourse at sustained length (2500-3000 words).

Overall, the Major Writing Projects will assess three core objectives: critical thinking, communication skills, and personal responsibility for original thought and ethically citing all sources. All rough drafts and final copies of essays must be typed or printed from a computer. Please follow this format for all of your essay drafts and final copies:

1. Final drafts should follow the MLA format. An example of a paper in MLA format can be found online at the Purdue OWL website (<https://owl.english.purdue.edu/owl/resource/747/01/>) and under the MLA tab of *A Writer's Reference*.
2. Essays must be typed, double-spaced, on one side of the paper, and with standard one-inch margins on all sides of the page.
3. The font used for all drafts should be 12-point Times New Roman.
4. Pages must be numbered with your last name and page number in the upper right-hand corner.
5. Your essays must have a title, but please do not make a separate title page.
6. When you submit a final copy of an essay, please include with it a rubric, the assignment sheet, all of your drafts, and your prewriting.

Assignments and Presentations:

We will be reading many essays and articles along with various selections from our course books. You will often be required to fulfill a writing assignment in addition to our regular essay work. These assignments are designed to reinforce what you are learning in class and to help you understand the writing process. In addition, you will be asked to present visual argument as part of your annotated bibliography project.

Essay Grades:

I will collect rough drafts and final copies for each essay you write. You are required to submit rough drafts so you can receive helpful written or oral feedback on your progress, but the rough drafts will not receive a grade. I will provide you with written or oral comments and a grade for your final drafts.

An **A essay** clearly demonstrates a superior command of the subject matter and presents that information so effectively that the reader enjoys reading the essay and learns from it. The A essay shows a clear pattern of organization which captivates the audience and keeps readers involved through all stages of the essay. Moreover, the A essay reveals a sophistication in style and an original voice; sentences are appropriately varied in length and construction; transitions and metadiscourse are used to produce a smooth flow for the reader; connections between sentences and ideas are clear. In addition, individual sentences are concise, clear and highly specific. The A essay is the work of a writer who is able to deal comfortably with complex material and can present that material effectively for others. As a result of its

careful organizational structure and development by example, all factors, both in content and style, combine to form a unified whole.

A **B essay** contains few mechanical errors (none of which impede communication) and it effectively delivers a substantial amount of interesting information. The specific points are logically ordered, well developed, and unified according to a clear organizing principle. The introduction and conclusion are effective, but not as engaging as in the A essay. The essay exhibits an understanding of metadiscourse, and transitions are adequately smooth and logical. Sentence structure is sufficiently varied in both length and construction, and the choice of words has been made selectively. The writing in a B essay is organized, clear, coherent and correct.

A **C essay** is generally competent and reasonably well developed and organized. The C essay demonstrates an average knowledge of the subject matter, but the presentation of that information is often vaguely stated and superficially connected. The essay may lack adequate transitions and use of metadiscourse. The sentence structure is often not varied in either length or construction. It may contain some mechanical or grammatical errors, but they do not interfere significantly with meaning. Though the C essay fulfills the assignment, it is not especially engaging or enlightening.

A **D or F essay** shows serious weakness in at least one area. The overall quality of the essay is significantly hindered because of these weaknesses. It has serious flaws in organization, development, syntax, word choice, and/or mechanics and grammar.

Incomplete Grading: A temporary grade of I (incomplete) at the end of a semester or summer term indicates that the student has completed the course with the exception of a major quiz, final examination, or single major assignment. The instructor shall give this grade only when the deficiency is due to an approved university excused absence (see Rule 7 of TAMU Student Rules). An incomplete must be removed before the last day of scheduled classes of the next long semester in which the student enrolls in the university unless the student's academic dean or designee, with the consent of the instructor, grants a time extension. Failure to complete the required work in the appropriate period of time, or registering for the course again, will result in the I being changed to an F by the Registrar (Rule 10.6). For more information: <http://student-rules.tamu.edu/rule10>.

Withdrawing from the Course: The last day to withdraw from class and receive a grade of "W" is **November 18**. Students who need to drop or add a course after the open drop/add period should contact their academic dean's office for information on how to submit their request. In most cases students who need to drop a class will need to complete a Q-Drop Request form, which is then processed in the academic dean's office or in the student's major department. Other types of drop requests and all requests to add a course must be submitted to the Office of the Registrar for processing. Go here for more information: <http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Registration-Enrollment-Information/Late-Add-Drop>

Letter Grade/Point Scale for ENGL 104: Your final grade in English 104 will be based on the following point scale. Each assignment will be worth a varied amount of points as is noted below. Once all points have been awarded, add the total together and use the following scale to determine your final grade for the course:

100-90 points = A 89-80 points = B 79-70 points = C 69-60 points = D 59 and below = F

Rhetorical Analysis	10
Comparative Analysis	20
Annotated Bibliography	15
Mini Essay and Visual Argument	15
Researched Argument	30
Homework/Participation/Attendance	10

Late Work:

All work – rough drafts and final copies – must be turned in on time and during class. **I will not accept late work unless you have made a personal arrangement with me in advance. Essays turned in to my mailbox will not be accepted.** If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

Attendance Policy: see policies in general: <http://student-rules.tamu.edu/rule07>, and policies in particular, Student Rules 7.1.6.1 and 7.1.6.2, and as announced by instructor.

Daily attendance is required for this course. If you miss class on a regular basis and therefore are not present to work with your peers, I will not be able to evaluate the essay on which you are currently working. **More than three absences will result in your final grade being lowered by one letter. More than five absences is cause for failure in the course.** If you are absent from class, it is expected that you will obtain the information you missed from your classmates.

Academic Integrity:

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Students are expected to be aware of and to follow the Aggie Honor Code, the specific rules on plagiarism, and the Honor Council Rules and Procedures pertaining to classroom behavior and integrity at all times. Please consult the rules at <http://aggiehonor.tamu.edu> for policies concerning plagiarism and academic honesty. All policies and penalties for violations stated in these materials apply to our class. **The penalty for plagiarism in this course is automatic failure in the course.**

OTHER PERTINENT COURSE INFORMATION

Library and Writing Center Resources at TAMU:

The Sterling C. Evans Library has a wealth of resources available to students and houses the University Writing Center. Please take some time to familiarize yourself with the resources available at the following links:

- <http://evans.library.tamu.edu>
- <http://evans.library.tamu.edu/services/index.html>
- <http://evans.library.tamu.edu/research/index.html>
- <http://writingcenter.tamu.edu/Hours-Locations>
- <http://writingcenter.tamu.edu/Students/Student-Splash>

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in the Student Services Bldg. at White Creek Complex on west campus or call 979-845-1637. For additional information visit <http://disability.tamu.edu>

COURSE TOPICS, CALENDAR OF ACTIVITIES, MAJOR ASSIGNMENT DATES

Daily Syllabus:

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on the e-campus course platform via HOWDY.

IMPORTANT DATES

- August 29 First day of class
- September 2 Last day for adding/dropping courses
- September 16 First Mini Essay DUE
- September 30 Rough Draft of Rhetorical Analysis Essay DUE
- October 7 Rhetorical Analysis Essay DUE
- October 14 Rough Draft of Comparative Analysis Essay DUE
- October 17 Mid-semester grades reported
- October 21 Comparative Analysis Essay DUE
- October 28 Annotated Bibliography DUE
- October 31 Visual Argument DUE
- November 18 Last day to drop a course without penalty (Q-drop) / Remembrance Day
- November 23 Reading Day (no classes)
- November 24-25 Thanksgiving holiday (no classes)
- November 28 Rough Draft of Researched Argument Essay DUE
- December 2 Research Argument Essay DUE
- December 5 Redefined day – students attend Friday classes
- December 7 Last day of classes

WEEK 1: INTRODUCTION TO CLOSE READING

Monday, August 29

In Class: Discussion of syllabus, course texts and general business.

Homework: Purchase books and materials and bring all to every class. Read Chapter 14, “What’s Motivating This Writer?” in *They Say / I Say* (pp. 173-183). Come to class prepared to discuss.

Wednesday, August 31

In Class: Intro to close reading: what a text says and how it says it. What is close reading, how do we do it, what does it have to do with writing? Discussion of Chapter 14 and close reading handouts. In class practice with “Don’t Blame the Eater” in *They Say / I Say* (pp. 241-243).

Homework: In *Ways of Reading*, read Richard Rodriguez’ essay, “The Achievement of Desire,” (pp. 338-355) annotating it using the AVID critical reading method (handout).

Friday, September 2

In Class: Discussion of Rodriguez’ essay. Introduction to mini essay assignment: entering the conversation. All students will read from their work throughout the semester – you should be prepared to read your work when called on.

Homework: Read the introduction, “Entering the Conversation,” Chapter 1, “Starting with What Others Are Saying,” and Chapter 2, “Her Point Is” in *They Say / I Say* (pp. 1-41). Bring both texts to class on Monday and be prepared to discuss.

WEEK 2: ARGUMENTS – YOURS, THEIRS AND OURS

Monday, September 5 (Dr. Scala’s birthday and Ole Miss football kickoff!)

In Class: Discuss the reading: incorporating and summarizing existing arguments. Using “Don’t Blame the Eater,” in groups of two complete the exercise on p. 29 (#2). Be prepared to share. In class writing: exercise #2 on p. 41: summarize Zinzenko’s essay. Be prepared to share.

Homework: Read Chapter 3 in *They Say / I Say*, “As He Himself Puts It,” (pp. 42-51). Write a summary of Richard Rodriguez’ essay, “The Achievement of Desire,” that works as a draft of an introduction to your first mini essay. Bring your work to class on Wednesday and be prepared to share.

Wednesday, September 7

In Class: Academic argumentation: thesis statements, evidence and counterarguments. In class practice writing thesis statements: what makes a statement argumentative? Review counterargument handout and discuss.

Homework: Read Chapter 4 in *They Say / I Say*, “Yes / No / Okay, But,” (pp. 55-67). Write a working thesis statement for your mini essay. Bring it and your textbooks to class on Friday. Be prepared to share and discuss.

Friday, September 9

In Class: Students share working thesis statements. In groups of two: identify passages from Rodriguez’ essay that will work as evidence to support your thesis statement. Write two logical counterarguments to your thesis statement. Be prepared to share. How might we respond to these counterarguments? Class discussion.

Homework: Read Chapters Five, Six and Seven in *They Say / I Say*, “And Yet,” “Skeptics May Object,” and “So What? Who Cares?” (pp. 68-101). Write a complete draft of your mini essay. Bring your textbooks (including *A Writer’s Reference*) and a copy of your complete draft (either on paper or on your laptop) to class on Monday.

WEEK 3: MLA, PEER REVIEW, EDITING AND REVISION

Monday, September 12

In Class: Introduction to MLA format and citation practices. Practice in-text citations, formatting for MLA style and formatting the Works Cited page.

Homework: Edit your draft to comply with MLA style. Print one copy of your draft and a copy of the Peer Review Worksheet. Bring both to class on Wednesday.

Wednesday, September 14

In Class: Introduction to the peer review process. Practice as a class using Zinzchenko’s essay, “Don’t Blame the Eater.” In groups of two, students peer review the first draft of the mini essay. Class discussion of the revision process.

Homework: Read Chapter Eleven in *They Say / I Say*, “He Says Contends” (pp. 139-159). Begin revising your mini essay based on the feedback you received today: due next Wednesday. Bring *A Writer’s Reference* to class on Friday.

Friday, September 16

In Class: The art of editing (which is NOT revision). Class discussion of the editing process; review the grading rubric and how to use it (and your textbook) as a learning resource. Common grammar and mechanics issues.

Homework: Read Chapters Eight, Nine and Ten in *They Say / I Say* (pp. 105-138). Make final revisions and edits to your mini essay. Put all documents related to your essay in the following order (from top to bottom): grading rubric; final essay; peer revision worksheet; rough draft; early drafts of counterarguments, thesis statements and introduction. Staple or secure with a binder clip and be prepared to turn it all in on Wednesday. LOOK AHEAD: Although we will not be meeting for class on Monday, you DO have a reading assignment. Please take a look and get started on it early.

WEEK 4: RHETORIC – ARGUMENT & FALLACY

Monday, September 19 (No Class – Dr. Scala at Conference)

Homework: Read and annotate, using the AVID critical reading method, the essay by Mary Louise Pratt, “Arts of the Contact Zone” (pp. 317-329). Also read Chapter Seventeen in *They Say / I Say*, “Analyze This” (pp. 221-238). Come to class on Wednesday prepared to discuss.

Wednesday, September 21 – MINI ESSAY 1 DUE

In Class: Discussion of the writing process and the successes and challenges of the first essay. Introduction to Essay 1: Pratt and Rodriguez. Class discussion of Pratt's essay. Make a list of words and ideas that were unfamiliar to you in the essay. Discuss "autoethnography" and "transculturation" as defined by Pratt. What does she mean when she uses these terms? How can we relate?

Homework: Take some time to look up the words and ideas you were unfamiliar with in Pratt's essay. Then, re-read the essay – this time paying particular attention to the ideas of autoethnography and transculturation. Come to class Friday prepared to discuss. Bring *A Writer's Reference* to class on Friday.

Friday, September 23

In Class: Continued discussion of Pratt's essay. Introduction to rhetorical strategies and fallacies. How do we see these strategies at play in Pratt and Rodriguez? Look at the chart in *A Writer's Reference* (p 95). Class discussion.

Homework: Draft two working thesis statements for Essay 1 and complete an outline for both. Bring both outlines, *Ways of Reading*, and writing paper or your laptop to class on Monday.

WEEK 5: THE RHETORICAL ANALYSIS ESSAY

Monday, September 26

In Class: In groups of two, review your working thesis statements and outlines. Together, decide which of the two is the best course to take with this essay or decide if a third alternative would be best. Discuss example thesis statements as a class. In class writing: begin fleshing out your outline with representative examples from the text and/or drafting your first essay.

Homework: Complete a rough draft of the rhetorical analysis essay. Bring a printed copy or a copy on your laptop to class on Wednesday.

Wednesday, September 28

In Class: Discussion of writing process: challenges and successes. Preliminary peer review / discussion. Q&A session.

Homework: Based on the feedback you received today, revise your rough draft to make a completed second draft ready for review. Print a copy of your completed draft and a copy of the peer review handout. Bring both to class on Friday.

Friday, September 30 – ROUGH DRAFT OF ESSAY 1 DUE

In Class: Peer review of rhetorical analysis essays. Introduction to Paulo Freire.

Homework: Based on the feedback you received today, begin to revise and edit your rhetorical analysis essay. Due next Friday, October 7. Read and annotate, using the AVID method of critical reading, Paulo Freire's essay "The 'Banking' Concept of Education" (pp. 216-226). Pay particular attention to any connections you see between Freire's argument and Pratt's and Rodriguez's. Come to class on Monday prepared to discuss.

WEEK 6: COMPARATIVE ANALYSIS – LOOKING FOR LINES OF AGREEMENT & CONFLICT

Monday, October 3

In Class: Opening discussion of Freire's essay, "The 'Banking' Concept of Education." Introduction to Essay 2: Freire, Pratt and Rodriguez and the comparative analysis essay.

Homework: Go back and reread the essays by Rodriguez and Pratt, keeping Freire's argument in your mind as you do. Make a list of 10 passages that either agree with Freire's stance or come into conflict with it – 5 from Rodriguez and 5 from Pratt. Bring your list and textbook to class on Wednesday. Be prepared to discuss your selections.

Wednesday, October 5

In Class: Continued discussion of Freire's essay as it relates to Rodriguez and Pratt. In three groups, students take one author and compile a list of major arguments. Class discussion of where those arguments intersect, how they may be said to be in dialogue with each other, and where they stand in direct opposition to each other.

Homework: Draft two working thesis statements for Essay 2 and construct a rough outline for each. Wrap up the final edits to your Rhetorical Analysis Essay. Put all documents related to your essay in the following order (from top to bottom): grading rubric; final essay; peer revision worksheet; rough draft; early drafts of counterarguments, thesis statements and introduction. Staple or secure with a binder clip and be prepared to turn it all in on Friday.

Friday, October 7 – RHETORICAL ANALYSIS ESSAY DUE

In Class: Wrap up discussion of rhetorical analysis essay: successes and challenges in the writing process. In groups of two, students discuss working thesis statements, benefits and pitfalls of each and either select one or revise/construct a new one based on group discussion. Students share working thesis statements. Class discussion.

Homework: Begin drafting Essay 2. Complete rough draft due Wednesday. Bring *A Writer's Reference* to class on Monday.

WEEK 7: MLA STYLE, GRAMMAR, MECHANICS & COUNTERARGUMENTS

Monday, October 10

In Class: Review of MLA style; Q&A. Introduction to common grammar and mechanics issues. Q&A about Essay 2. Class discussion.

Homework: Complete a rough draft of Essay 2. Bring a printed copy or your laptop with a copy of the essay on it to class on Wednesday.

Wednesday, October 12

In Class: Introduction to counterarguments and how to deal with them: acknowledging, accommodating, refuting (handout). In-class revision of Essay 2 to reflect counterarguments.

Homework: Complete a second draft of Essay 2. Bring a printed copy of your complete draft and a copy of the Peer Review Worksheet to class on Friday.

Friday, October 14 – ROUGH DRAFT OF ESSAY 2 DUE

In Class: Peer review of Comparative Analysis Essay.

Homework: Based on the feedback you received today, begin to revise your Comparative Analysis Essay. Due next Friday, October 21. Class will meet in the Library on Monday.

WEEK 8: ANNOTATED BIBLIOGRAPHY – HISTORICAL REPRESENTATIONS

Monday, October 17

In Class: Introduction to Annotated Bibliography assignment. What's an annotated bibliography? Group assignments and instructions for class meeting in library on Wednesday. Q&A

Homework: Continue working on the revision and editing of your Comparative Analysis Essay.

Wednesday, October 19 (Class Meeting in the Library)

In Class: Library instruction on conducting research for the annotated bibliography. Groups meet to discuss the direction they'd like to take for this project and to assign tasks.

Homework: Complete the edits to your Comparative Analysis Essay. Put all documents related to your essay in the following order (from top to bottom): grading rubric; final essay; peer revision worksheet; rough draft; early drafts of counterarguments, thesis statements and introduction. Staple or secure with a binder clip and be prepared to turn it all in on Friday.

Friday, October 21 - COMPARATIVE ANALYSIS ESSAY DUE

In Class: Turn in final draft of Comparative Analysis Essay. Discussion of successes and challenges. Teams to the library for continued work on the annotated bibliography project.

Homework: Write the annotated bibliography, closely proofread and edit it, and make sure it is in correct MLA format – due October 28. Begin thinking about the visual argument element of this assignment.

WEEK 9: VISUAL ARGUMENTS – CONTEMPORARY REPRESENTATIONS

Monday, October 24

In Class: Class discussion of progress on the annotated bibliography and visual argument assignment. Discussion of visual arguments and visual rhetoric; how do we analyze visual arguments?

Homework: Work with your group to determine your strategy for identifying sources and building the presentation for your visual argument. You may use any number of presentation software programs such as: PowerPoint, Prezi, Animoto, Kizoa, etc. Choose a platform that is free and easy to use. Divide the tasks evenly and have a clear plan settled on before you begin. Be prepared to discuss your strategy in class on Wednesday.

Wednesday, October 26

In Class: Class discussion of visual presentation strategies. Time for group work and research.

Homework: Continue working on your visual presentation. Put the final touches on your annotated bibliography. Be sure the names of everyone in your group appear in the heading. Select one person in your group to print the final annotated bibliography and bring to class on Friday.

Friday, October 28 - ANNOTATED BIBLIOGRAPHY DUE

In Class: Class discussion of the annotated bibliography project – successes and challenges. Assign group presentations for next Monday and Wednesday. Groups are given time to discuss and work on visual argument presentations.

Homework: Make the final adjustments to your visual presentation – due Monday. Select one person in your group to be in charge of running the presentation. The other members of the group will be equally responsible for talking through the presentation. Divide the work equally and come to class prepared to present and answer questions about your presentation.

WEEK 10: VISUAL ARGUMENT PRESENTATIONS

Monday, October 31 (Happy Halloween!)

In Class: First round of visual argument presentations.

Homework: Take a breather; we're about to go into our final research paper project!

Wednesday, November 2

In Class: Second round of visual argument presentations. Wrap up and debrief.

Homework: Look ahead: take this time to review the essays by Freire, Pratt and Rodriguez.

Friday, November 4

In Class: Introduction to Essay 3: Miller, Freire, Pratt and Rodriguez. Class discussion of what we've seen thus far in terms of discourse between Freire, Pratt and Rodriguez. What does it mean to be part of this conversation? How does one enter into the conversation? The role of outside research.

Homework: Read and annotate, using the AVID method of critical reading, Richard Miller's "The Dark Night of the Soul." Come to class Monday prepared to discuss.

WEEK 11: MAKING CONNECTIONS & ENTERING INTO THE DISCOURSE

Monday, November 7

In Class: Class discussion of Miller's "The Dark Night of the Soul." What might the literate arts be good for? How might we connect Pratt's idea of the contact zone to Miller's discussion of school shooters? What role might Freire's theory of education play in Miller's main question?

Homework: If you haven't finished annotating Miller's essay, do so now. Spend some time thinking about where Miller, Freire, Pratt and Rodriguez intersect and diverge. Come to class prepared to discuss. Bring *Ways of Reading* to class on Wednesday.

Wednesday, November 9

In Class: Continued discussion of Miller's essay. In four groups, create a list of central arguments and key terms in each author's argument: Miller, Freire, Pratt and Rodriguez. As a class, discuss where these

arguments and key terms merge, reference each other, diverge and come into conflict with each other. Where do you stand in this conversation?

Homework: Write two working thesis statements for Essay 3 and construct a rough outline of each. Bring both to class on Friday.

Friday, November 11

In Class: In groups, discuss your working thesis statements, the potential pitfalls of your argument and your strategy for thinking and researching your way through this essay. Class discussion of strategies and approaches to this final paper. Class meeting in the library on Monday.

Homework: Make a final decision on the thesis you intend to argue in this final essay and make a list of resources / information you will need to make your argument solid and credible. Remember that you will be entering into the conversation already started by Miller, Freire, Pratt and Rodriguez. What can you bring to the table? What information will you need to weigh in with these big dogs? Class meeting in the library on Monday.

WEEK 12: THE ROLE OF RESEARCH IN ACADEMIC DISCOURSE

Monday, November 14 (Class meeting in library)

In Class: Library instruction in locating resources to support an original argument. Class time to begin research.

Homework: Begin reading, thinking and researching in earnest for Essay 3. Take notes and write down all citation information for each source.

Wednesday, November 16

In Class: Class discussion of progress toward Essay 3 – successes and challenges. Tips on keeping track of research: notecards, photocopies and lists. In class time to continue research & drafting.

Homework: Continue reading, thinking and researching for Essay 3. You should have your sources wrapped up by the end of the week.

Friday, November 18

In Class: Check in: progress toward Essay 3 – successes and challenges. In class drafting, small group discussion to work out problems, concerns, and time for one-on-one conferences to discuss specific issues related to the essay.

Homework: Write a detailed outline for Essay 3 including your plan for formatting and sequencing your argument. Bring a complete outline to class on Monday either printed from your computer or on your laptop.

WEEK 13: PUTTING IT ALL TOGETHER – WRITING THE RESEARCHED ESSAY

Monday, November 21

In Class: Small group discussions of your outlines and strategies for writing. One-on-one conferences to address specific concerns or problem areas in the essay.

Homework: Complete a first draft of Essay 3 – due Monday, November 28. Print your draft and a copy of the Peer Review Worksheet and bring both to class on Monday. Have a safe and happy holiday break!

Wednesday, November 23 (Reading Day – No Classes)

Friday, November 25 (Thanksgiving Holiday – No Classes)

WEEK 14: WRAPPING IT UP

Monday, November 28 – ROUGH DRAFT OF ESSAY 3 DUE

In Class: Peer review of Essay 3. Class discussion of progress – successes and challenges.

Homework: Based on the feedback you received today, begin revising your final essay. Second draft due Friday.

Wednesday, November 30 (No Class – Dr. Scala available for conferences in her office)

Homework: Continue revising your final essay. Bring a completed second draft – either in print or on your laptop – to class on Friday. This should be as close to a final draft as you can get it.

Friday, December 2

In Class: Small group sharing of final essays. Discussion of what's working, what still needs work.

Homework: Make the final revisions and edits to your essay. Put all documents related to your essay in the following order (from top to bottom): grading rubric; final essay; peer revision worksheet; rough draft; early drafts of counterarguments, thesis statements and introduction. Staple or secure with a binder clip and be prepared to turn it all in on Monday.

WEEK 15

Monday, December 5 (Redefined Day) – RESEARCHED ARGUMENT ESSAY DUE

In Class: Turn in your final paper. Class discussion about the writing process and the class as a whole – successes and challenges. No class Wednesday.

Wednesday, December 7 (Last Day of Classes)