

**Tentative Course Calendar:** Please note that the instructor may modify this calendar.

Session	Topic	Due
Week 1 1/21	<p><b>Course Overview</b></p> <ul style="list-style-type: none"> <li>• ICE Breaker activity</li> <li>• Goals for class</li> <li>• Course Overview</li> </ul> <p><b>Writing Notebook/Pre-Writing</b></p> <ul style="list-style-type: none"> <li>• Chapter 14: Inventing Ideas and Pre-Writing (pages 344-356 in textbook)</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>- Log on to Canvas</li> <li>- Purchase/Acquire necessary books and supplies for the class</li> </ul>
Week 2 1/26	<p><b>Rhetorical Analysis</b></p> <ul style="list-style-type: none"> <li>• Chapter 3: Readers, Contexts, and Rhetorical situations (pages 27-38 in textbook)</li> <li>• Reader Analysis Worksheet</li> <li>• Analyze advertisements: Talk about This #1 (page 38)</li> <li>• Create an advertisement for a targeted audience: Try This Out #1 (page 38)</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>- <b>Read:</b> Chapter 21: Patterns (pages 425-437). Take notes on chapter in your in writing notebook.</li> <li>- <b>Write a response to the question:</b> (on page 438) Examine something using six basic rhetorical patterns. Think of something you know a lot about but with which others are unfamiliar. Using the six basic rhetorical patterns (narrative, description, definition, classification, cause/effect, compare/contrast), help someone who knows little about your topic to understand it. <b>Submit on Canvas and be prepared to share when you get to class.</b></li> </ul>
1/28	<p><b>Rhetorical Analysis/Rhetorical Analysis Essay</b></p> <ul style="list-style-type: none"> <li>• Rhetorical Situations and Rhetorical Analysis quiz</li> <li>• Describe expectations for essay assignment (Hint: page 161 in the textbook will be a quick reference guide to use.)</li> <li>• Discussion of “How Obama Does that Thing He Does” and “What’s a Girl to Read?”</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>- <b>Read:</b> Chapter 8: Rhetorical Analysis (pages 143-167). Take notes on the chapter in writing notebook.</li> </ul>
Week 3 2/2	<p><b>Relationship Between Living Beings/Rhetorical Analysis Essay</b></p> <ul style="list-style-type: none"> <li>• In class discussion of article and rhetorical analysis group activity</li> <li>• Analysis of “Mass Extinction” using Sentence Style guidelines</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>- <b>Read:</b> Chapter 16: Sentence Style (pages 364-373). Take notes in writing notebook.</li> <li>- <b>Read:</b> “Mass Extinction” article available on Canvas</li> <li>- <b>Write: 1 page reflection—submit on Canvas</b> (Directions on the article/ You can use the questions on the second page to help you with your reflection)</li> </ul>
2/4	<p><b>Relationship Between Living Beings/Rhetorical Analysis Essay</b></p> <ul style="list-style-type: none"> <li>• Discuss “What’s Wrong with Animal Rights”</li> <li>• Group Activity: Rhetorical Analysis</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>- <b>Read:</b> Chapter 15: Organizing and Drafting (pages 357-362). Takes notes in writing notebook.</li> <li>- <b>Write:</b> Pre-writing for Rhetorical Analysis essay</li> <li>- <b>Write:</b> (page 363- Write This #1) Analyze your writing process. <b>Submit on Canvas (1 page or more).</b></li> <li>- <b>Read:</b> Hearne “What’s Wrong with Animal Rights”</li> </ul>
Week 4 2/9	<p><b>Relationship Between Living Beings/Rhetorical Analysis Essay</b></p> <ul style="list-style-type: none"> <li>• Discuss “The Animal Liberation Movement”</li> <li>• Group Activity: Rhetorical Analysis</li> <li>• Drafting Introductions and Conclusions Activity</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>- <b>Read:</b> Chapter 19: Drafting Introductions and Conclusions (page 406-412). Take notes in writing notebook</li> <li>- <b>Read:</b> Singer “The Animal Liberation Movement”</li> <li>- <b>Write:</b> Introduction Paragraph to Rhetorical Analysis Essay. (Use your writing notebook to compose your draft or draft on the computer. Bring your draft with you to class.)</li> </ul>
2/11	<p><b>Rhetorical Analysis Essay</b></p> <ul style="list-style-type: none"> <li>• Paragraphs and Sections analysis activity.</li> </ul>	<p><b>Due:</b></p>

		<p>- <b>Read:</b> Chapter 20: Developing Paragraphs and Sections (page 414-423). Take notes in writing notebook on the chapter.</p> <p>- <b>Write:</b> Body paragraphs of Rhetorical Analysis Essay. (Use writing notebook to compose draft or draft on the computer. Bring to class.)</p>
Week 5 2/18	<p><b>Rhetorical Analysis Essay</b></p> <ul style="list-style-type: none"> <li>Practice Peer Revision with sample paper</li> <li>Grammar rule presentations</li> <li>Peer Revision of draft</li> </ul>	<p>Due:</p> <p>- <b>Read:</b> Chapter 18: Revising and Editing (pages 389-401)</p> <p>- <b>Write:</b> Rest of rough draft (conclusion paragraph and works cited page). <b>Completed Rough draft of Rhetorical Analysis DUE at the beginning of class (for points!!).</b></p>
Week 6 2/23	<p><b>Attempts to Portray Self to Others/Literary Analysis Essay</b></p> <ul style="list-style-type: none"> <li>Reflection on essay</li> <li>Literary Analysis quiz</li> <li>Discuss PQP</li> <li>Group analysis of a poem</li> </ul>	<p>Due:</p> <p>- <b>Write:</b> Final draft of Rhetorical Analysis. Submitted on Canvas or brought to class.</p> <p>- <b>Read:</b> Chapter 7: Literary Analysis (pages 108-125). Take notes in writing notebook on chapter.</p>
2/25	<p><b>Attempts to Portray Self to Others/ Literary Analysis Essay</b></p> <ul style="list-style-type: none"> <li>Literary Analysis Essay Expectations</li> <li>Discuss "Shooting an Elephant"</li> <li>Read: Sedaris "Me Talk Pretty One Day"</li> <li>Journal/Discussion of how these articles show the characters "attempting to portray themselves to others" in a certain way</li> </ul>	<p>Due:</p> <p>- <b>Read:</b> Orwell "Shooting an Elephant"</p> <p>- <b>Write:</b> Response to questions at end of article. <b>Submit on Canvas.</b></p>
Week 7 3/2	<p><b>Aspirations to Achieve More Than One's Lot/Literary Analysis Essay</b></p> <ul style="list-style-type: none"> <li>Literary Analysis Discussion/Practice using "I Just Wanna Be Average" – group activity</li> </ul>	<p>Due:</p> <p>- <b>Read:</b> Rose "I Just Wanna Be Average"</p> <p>- <b>Write:</b> Pre-writing for Literary Analysis Essay</p> <p>- <b>Write:</b> PQP response to "I Just Wanna Be Average." <b>Submit on Canvas.</b></p>
3/4	<p><b>Aspirations to Achieve More Than One's Lot/Literary Analysis Essay</b></p> <ul style="list-style-type: none"> <li>Literary Analysis Discussion/Practice using "Graduation"</li> <li>Work with a partner to discuss work that you want to focus on for essay. Write ideas and brainstorm together. Be prepared to share.</li> </ul>	<p>Due:</p> <p>- <b>Read:</b> Angelou "Graduation"</p> <p>- <b>Write:</b> "Drafty Draft" of Literary Analysis Essay in response to one of the four stories we read: "Shooting an Elephant," "Me Talk Pretty One Day," "I Just Wanna Be Average," or "Graduation" and examine the work's message, structure, and features.</p>
Week 8 3/9	<p><b>Literary Analysis Essay</b></p> <ul style="list-style-type: none"> <li>Peer Evaluation of Essay</li> <li>Presentation on Grammar Problems (groups)</li> </ul>	<p>Due:</p> <p>- <b>Write:</b> Rough Draft of Literary Analysis Essay. <b>Bring to class with your (for points!).</b></p> <p>- <b>Read:</b> Example Literary Analysis Essay</p>
3/11	<p><b>Literary Analysis Essay</b></p> <ul style="list-style-type: none"> <li>Reflection on Essay</li> <li>Poem PQP response and writing workshop</li> </ul>	<p>Due:</p> <p>- <b>Write:</b> Final Draft of Literary Analysis Essay. <b>Submit on Canvas or bring to class.</b></p>
<b>Spring Break: 3/16 &amp; 3/18</b>		
Week 9 3/23	<p><b>Conformity and Challenging the Status Quo/Argument Essay</b></p> <ul style="list-style-type: none"> <li>Commentaries Quiz</li> <li>Believing/Doubting Game</li> <li>Watch news/opinion briefs and analyze the rhetoric that each uses. What makes the piece effective or ineffective?</li> </ul>	<p>Due:</p> <p>- <b>Read:</b> Chapter 9: Commentaries (page 171-188). Take notes in writing notebook on chapter.</p> <p>- <b>Write:</b> 1 page expressing your opinion about a controversial issue or event. Choose something that you've heard about in the news lately or have heard people discussing at home, school, or online. Submit your piece on Canvas.</p>

	<ul style="list-style-type: none"> <li>Work with your group to analyze the argument presented to your group. Be prepared to share.</li> </ul>	
3/25	<b>Conformity and Challenging the Status Quo/Argument Essay</b> <ul style="list-style-type: none"> <li>Arguments Quiz</li> <li>Discuss article. How has technology “challenged the status quo”?</li> <li>Bias, support, counterclaims activity</li> </ul>	Due: <ul style="list-style-type: none"> <li><b>Read:</b> Chapter 10: Arguments (pages 197-213). Take notes in writing notebook on chapter.</li> <li><b>Read:</b> Page 218-221 in book “Friends With Benefits: Do Facebook Friends Provide the Same Support as Those in Real Life?”</li> <li><b>Write:</b> Analysis of the article that explains whether you think that author is arguing effectively or not. Does the author represent both sides? Is the author too biased? What kinds of support does the author use? (At least 250 words. Submitted on Blackboard).</li> </ul>
<b>Week 10</b> 3/30	<b>Conformity and Challenging the Status Quo/Argument Essay</b> <ul style="list-style-type: none"> <li>Quiz on Argumentative strategies</li> <li>Discuss how this article challenges the “status quo”</li> <li>Finding fallacies in advertisements group activity</li> </ul>	Due: <ul style="list-style-type: none"> <li><b>Read:</b> Chapter 22: Using Argumentative Strategies (pages 439-453)</li> <li><b>Read:</b> “High School Nerds Make More Money.” Follow the annotation directions on the article</li> <li><b>Write: 1 page response. Submit on Canvas.</b></li> </ul>
4/1	<b>Conformity and Challenging the Status Quo/Argument Essay</b> <ul style="list-style-type: none"> <li>Argument Essay description</li> <li>Discuss article/rhetorical analysis</li> <li>Argument activity in class</li> </ul>	Due: <ul style="list-style-type: none"> <li><b>Read:</b> “Child Homelessness at Record High”</li> <li><b>Write:</b> 1 page response analyzing the article for argumentative strategies. Describe in detail the ones that you were able to find, which logical fallacies you found, etc. <b>Submit on Canvas.</b></li> </ul>
<b>Week 11</b> 4/6	<b>Conformity and Challenging the Status Quo/Argument Essay</b> <ul style="list-style-type: none"> <li>Discuss how this article argues for challenging the status quo. What is the other side of the argument?</li> </ul>	Due: <ul style="list-style-type: none"> <li><b>Read:</b> “On Dumpster Diving”</li> <li><b>Write:</b> Pre-writing for argument essay due</li> <li><b>Write:</b> What is your “status quo”? How do you challenge this at times? Is it different now that you are in college? Tell a story about when you did the status quo OR make connections to this issue. <b>1 page submitted on Canvas.</b></li> </ul>
4/8	<b>Conformity and Challenging the Status Quo/Argument Essay</b> <ul style="list-style-type: none"> <li>Discuss the two sides of the issue. How will the Supreme Court decide what to do?</li> </ul>	Due: <ul style="list-style-type: none"> <li><b>Read:</b> “Gay Marriage”</li> <li><b>Write:</b> Drafty Draft of Argument essay</li> <li><b>Write:</b> 5 statements/5 questions for class discussion based on the article. Be prepared when you arrive to class.</li> </ul>
<b>Week 12</b> 4/13	<b>Argument Essay</b> <ul style="list-style-type: none"> <li>Discuss “Why We Don’t Complain”</li> <li>Essay analysis</li> <li>Editing practice</li> </ul>	Due: <ul style="list-style-type: none"> <li><b>Read:</b> “Why We Don’t Complain”</li> <li><b>Write: Rough draft of Argument Essay.</b></li> </ul>
4/15	<b>Argument Essay</b> <ul style="list-style-type: none"> <li>Essay reflection</li> <li>Survey questions/Activity to explore perspectives (Google forms)</li> </ul>	Due: <ul style="list-style-type: none"> <li><b>Write:</b> Final Draft of Argument Essay. <b>Submit Via Canvas or turn in during class.</b></li> </ul>
<b>Week 13</b> 4/20	<b>Discovering and Adhering to One’s Own Personal Philosophy of Living/Personal Perspective Essay</b> <ul style="list-style-type: none"> <li>Expectations for Personal Perspective Essay</li> <li>Discuss article</li> <li>Survey results activity</li> </ul>	Due: <ul style="list-style-type: none"> <li><b>Read:</b> “Why Being a Thinker Means Pocketing Your SmartPhone”</li> <li><b>Write: 1 page response. Submitted to Canvas.</b></li> <li><b>Submit: On Canvas: Link to Google Form</b></li> </ul>
4/22	<b>Discovering and Adhering to One’s Own Personal Philosophy of Living/Personal Perspective Essay</b>	Due: <ul style="list-style-type: none"> <li><b>Read:</b> Chapter 17: Design and Publish (pages 374-388). Takes notes in writing notebook.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss Article</li> <li>• Class discussion/activity</li> </ul>	<u>- <b>Read:</b> “The World’s Problems”</u> <u>- <b>Write: 1 page response to article. Submitted to Canvas.</b></u>
Week 14 4/27	<b>Discovering and Adhering to One’s Own Personal Philosophy of Living/Personal Perspective Essay</b> <ul style="list-style-type: none"> <li>• Discuss Article; watch clip of Jonathon Kozol-Rhetorical analysis of article/video</li> <li>• Class Discussion/Activity</li> <li>• Personal perspective draft in progress</li> </ul>	Due: - <u><b>Read:</b> Chapter 32: Presenting Your Work (pages 586-596). Take notes in writing notebook.</u> - <u><b>Read:</b> “Still Separate, Still Unequal: America’s Educational Apartheid”</u> - <u><b>Write:</b> Pre-writing for essay</u>
4/29	<b>Discovering and Adhering to One’s Own Personal Philosophy of Living/Personal Perspective Essay</b> <ul style="list-style-type: none"> <li>• Discuss articles</li> <li>• Work on your developing draft of your own personal perspective</li> </ul>	Due: - <u><b>Read:</b> “The Curious Case of Nicki Minaj” and “The Transgender Tipping Point”</u> - <u><b>Write: 1 page response to articles. Submit on Canvas.</b></u>
Week 15 5/4	<b>Personal Perspective Essay</b> <ul style="list-style-type: none"> <li>• Editing mini-lessons</li> <li>• Peer revision/feedback</li> </ul>	Due: - <u><b>Write:</b> Rough Draft of Personal Perspective Essay</u>
5/6	<b>Last Class</b> <b>Personal Perspective Essay</b> <ul style="list-style-type: none"> <li>• Group share/Discussion of essays</li> <li>• Course evaluation/feedback for instructor</li> </ul>	Due: - <u><b>Write:</b> Final Draft of Personal Perspective Essay</u> - <u><b>Writing Center Stamp</b></u>

## Course Assignments

**Final Drafts of Writing Assignments (60%)** –. *Papers may be revised if you don’t get the grade you desire if you have completed and can present evidence of all of the stages of the writing process—including having the paper stamped by the writing center. Essays will be graded on rubrics specific for each assignment to be handed out in class on the day the assignment is passed out.*

- Rhetorical Analysis Essay (15%)
- Literary Analysis Essay (15%)
- Argument Essay (15%)
- Personal Perspective Essay (15%)

**Reading Assignments (25%)** –*you will participate in reading assignments throughout the semester that will prepare you for college-level reading and prepare you for reading in the professional world.*

- Quizzes (10%)
- 1 page reading responses (10%)

**Writing Process: (10%)** – *you will submit prewriting, drafty drafts, and rough drafts of each paper, along with peer revisions, stamps from the writing center for each paper, and reflections. Each of these will be graded and will comprise 10% of your overall grade.*

- Prewriting for each paper X 4
- Drafty drafts for each paper X 4
- Rough drafts for each paper X 4
- Stamps from writing center X 4
- Reflections X 4

**Participation (5%)**—*classroom participation will be based on observations during class, being on-task, bringing required materials, being actively involved in the lessons, and attendance. You may lose points for being inattentive (by using electronic devices during class) or by missing class.*