

SYLLABUS: RHET 130.16 “WRITTEN & ORAL COMMUNICATION” – FALL 2018

Instructor: Nicole Brodsky

Email: nbrodsky@usfca.edu (best way to contact me)

- I will answer emails M-F, 9 am to 5 pm.
- I do not read drafts of essays, thesis statements, etc. online and via email. I have nearly 100 students and cannot volunteer for that kind of feedback. However, you can come to my office hour in person or set up a meeting with me, and I will happily talk over parts of your draft.
- You should check your USF email account every day (have it forwarded to the email you do check daily), as you might save yourself a lot of trouble if I email you an important document or change of plans (ie. I have to cancel class the night before and now you don't have to come!)

Phone: 415/422-6243 (Department of Rhetoric and Language)

Course Title, Schedule, Location: Written and Oral Communication / RHET 130.16 / MWF 9:15 a.m. – 10:20 a.m. / Lone Mountain, Room 241A

Office Hours and Location: Mondays 1:40-2:40 p.m. on the 4th floor of the Gleeson Library; OR Wednesdays 10:35-11:35 a.m. in the LOMO cafeteria; OR by scheduled appointment MWF. These are times you can drop by without an appointment. Please contact me at least 24 hours via email or in class before you want to schedule an appointment outside of my office hours.

Mission Statement: The Jesuits have a pithy and poetic yet intimidating phrase that sums up our intentions for this year-long course—*eloquentia perfecta*. However, these Latin words probably do not mean what you think they mean, "perfect eloquence," as in, the goal of this class is to learn to write and speak perfectly. This is not the case! "To perfect" something originally meant "to accomplish, finish, [or] complete" a goal (*Oxford English Dictionary*), aligning more with the Greek term *teleos* or *telos* which today is closely translated as *complete* and not the loaded term *perfect*. Furthermore, when Aristotle—Greek philosopher and student of Plato—describes *telos*, he includes the notion of "purpose," indicating that everything and everyone, especially human beings, should both have a purpose and be able to realize their purpose ("Aristotle: Politics"). *Eloquentia*, meaning eloquence, has a more straightforward definition: "The action, practice, or art of expressing thought with fluency, force, and appropriateness, so as to appeal to the reason or move the feelings" (*Oxford English Dictionary*). Therefore, when put together, the phrase *eloquentia perfecta* does not have to be as intimidating as it sounds; it is essentially "the classical ideal of the good person writing and speaking well for the public good" ("Rhetorical Arts"), and that is our guiding theory for this year.

Textbooks and Other Materials:

- **USF Bookstore:** 2 textbooks required for the whole year— *The Speaking/Writing Connection* by Ryan/Wiant (any edition is fine), *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*, 7th Edition, by Koln/Grey
- **CANVAS** is USF's online interface that you will use to submit all major assignments and rough drafts. All essays must be uploaded to CANVAS by the due date/time, and

CANVAS only accepts Word Docs or PDFs, so please Save As a .doc or .docx or .pdf before you upload. I do not accept hard copies. If you want a tour of CANVAS, please go to the following address—<https://resources.instructure.com/courses/32>

- **Three-Ring Binder** with printed out hard copy of the course **Workbook** (I will provide a separate Workbook for each of the units on CANVAS as a PDF)

Course Description:

Written and Oral Communication (130/131) is a two-semester course that meets the university Core requirements for writing and public speaking. In the first semester, students learn the basic practices of oral and written argument, writing 5000 to 6000 words of revised prose and delivering 2-3 graded speeches totaling 15-20 minutes of speaking time. In the second semester, students learn more elaborate approaches to argument, rhetoric, and analysis, writing 6000 to 7000 words of revised prose and delivering at least two presentations, totaling at least 15 minutes of speaking time.

The first semester of the course introduces students to the challenges and opportunities of academic writing and speaking. Within a context of rhetorical processes and vocabulary, students claim a voice in public discourse, learning to connect purpose to audience, anticipate audience response, and develop rhetorical texts that are responsive to social, political, and rhetorical contexts. Emphasis is on written and oral argument, and, in particular, reading critically, using textual support in arguments, and backing up key ideas using audience-centered support—including inductive and deductive reasoning, narratives, illustrations, anecdotes, visual images, testimony, and factual evidence, such as statistics. Students engage in critical writing practices, such as drafting, revising, and editing to achieve focused and coherent writing, and they learn fundamental oral communication practices, such as creating speeches that are organized around a thesis and a focused set of main points, and delivered in an extemporaneous manner.

In the second semester, having mastered basic public speaking skills, students prepare oral presentations for more complex contexts, which may include more detailed argumentative speeches, debates, research reports, facilitation of class discussion, or other appropriate assignments. In both written and oral contexts, they learn to make arguments in an ethical manner, balancing emotion and reason, while fairly and accurately representing (and responding to) opposing views. Additionally, they analyze more complex cultural texts and learn to adapt arguments to audience and occasion, studying the rhetorical use of style and diction.

Learning Outcomes:

Core A1 Outcomes: Public Speaking

1. Craft and present well-organized, thesis-driven speeches.
2. Present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion.
3. Deliver speeches using an audience-centered, extemporaneous approach.
4. Use rhetorical concepts and principle to evaluate the effectiveness of their own and others' communication in both academic and civic contexts.
5. Use rhetorical concepts and principles to practice ethical and socially responsible public speaking, and to identify and evaluate ethical problems in public address.

Core A2 Outcomes: Rhetoric and Language

1. Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.
2. Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.
3. Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of documentation in MLA and APA modes.
4. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.
5. Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.

Assignment Guidelines:

- 5000–6000 words of revised prose (Each essay must indicate the word count below the title);
- 2–3 written projects total; 2–3 speeches total (totaling 15 minutes)
- All projects incorporate sources: class readings and/or library research and/or primary research.

How and when we will meet the student learning outcomes for this course:

Major Units	Assignment Description	Corresponding Learning Outcomes	Tentative Due Dates
Unit 1— “Labor of Love”: Informative Speech	In a 3-5 minute speech , you will be visually and orally informing the class about an activity or interest that you do for the love of the task and not for a reward, something that fits with our definition of an optimal, flow experience.	Core A1 <u>Public Speaking</u> : 1, 2, 3, 4 Core A2 <u>Rhetoric and Language</u> : 2	September 12 th and 14 th
Unit 2— “To the Letter”: Rhetorical Analysis of an Open Letter or an Epideictic Speech	In a 1250-1500 word essay , students will explore the answers to the following questions: How, why, and to what effect do the authors of “open letters” and ceremonial speeches use rhetorical choices to persuade their audience(s) to agree with the main point of the text?	Core A1 <u>Public Speaking</u> : 4, 5 Core A2 <u>Rhetoric and Language</u> : 1, 2, 3, 4, 5	October 17 th
Unit 3—“Art(ifacts) as Action”: A Researched Analysis Argument (Essay and Speech)	In an 1750-2000 word essay , compare and contrast two different artifacts or artistic responses (within the same genre) to one act of physical/emotional violence/war, arguing which more effectively achieves its goal. Then you will transform that essay into a 7-8 minute speech persuasive speech .	Core A1 <u>Public Speaking</u> : 1, 2, 3, 4, 5 Core A2 <u>Rhetoric and Language</u> : 1, 2, 3, 4, 5	Speeches: November 28 th and 30 th and December 3 rd Essays: December 5 th

Course Grade Breakdown:

Unit 1 "Labor of Love": Informative Speech 15%

Unit 2 "To the Letter": Rhetorical Analysis Essay 25%

Unit 3 A Researched Analysis Argument (Essay and Speech) 50%

Course Participation 10%

100%

Final Grade calculation and individual essays/participation/speeches will be based on the following percentages:

92.5%-100% = A

89.5%-92.4% = A-

86.5%-89.4% = B+

82.5%-86.4% = B

79.5%-82.4% = B-

76.5%-79.4% = C+

72.5%-76.4% = C

69.5%-72.4% = C-

69.4 % and below is considered Not Passing for this class.

A essays meet requirements of the assignment, exhibit structural coherence, make significant claims that are justified by appropriate support. They are responsive to audience and meet typical expectations of academic readers, including research, meaningful claims, sufficient organizational signals, and a writing style that is linguistically precise and grammatically complex.

B essays meet major requirements of the assignment: their major claims are justified in a reasonable way, and they are generally responsive to the audience. Essays that meet a significant, but not all, of the expectations, tend to fall into the "B" category. An otherwise "A" essay that argues an obvious claim, or offers insufficient support, or contains a number of stylistic or mechanical faults are the typical characteristics of a "B" level essay.

C essays meet at least some of the necessary requirements of the assignment, and are comprehensible, exhibiting enough structure, organizational signals, and appropriate style to shape meaning. When essays fall significantly short in one or more of the most significant areas described above, or fall short in most areas, they tend toward a "C." Failing to meet basic assignment requirements—such as summarizing and responding to particular readings, meeting page- or word- minimum limits, failing to use proper research—will also lead a paper to get a "C."

D and F essays are deficient in many ways.

All major assignments must be completed in order to pass this course. It is university policy that students receiving a grade lower than C- (69.4% and below) will not be permitted to proceed to the next level.

A speeches go beyond merely providing information on a generic topic; they adopt unique, audience-aware angles of vision; they are well supported with sound reasoning and a variety of well-researched evidence, are delivered extemporaneously and in an audience-centered manner, with clear organization revealed through main points, signposts, and transitions.

B speeches attend all the basic assignment requirements, and provide well-reasoned arguments in an audience-centered manner. They use transitional elements effectively, and possess an adequate amount of internal coherence and consistency.

C speeches follow the basic requirements of the assignment, but may be deficient in one or more ways in the areas described above. (e.g., a well-crafted speech that otherwise may be an "A" or "B" speech will probably get a "C" if it is delivered from a manuscript rather than extemporaneously).

D and F speeches are seriously deficient in meeting one or more basic requirements of the assignment. (e.g., an organized interesting speech may receive a "D" or "F" grade if it seriously violates time restraints).

Late Essay and Assignment Policy: You may turn in one late essay (letter-graded), but it must be turned in within a week of the original due date; it cannot be revised; and it will not receive margin comments. The last unit cannot be turned in late! Any late essay after that will suffer the same consequences in addition to being marked down 10 points automatically. You must complete all essays and speeches in order to pass this course.

All other assignments that have exact due dates will be marked down by half if they are late and given a zero if they are not submitted within 48 hours.

Attendance Policy: In accordance with the Program in Rhetoric and Language's recommendations, the attendance policy for this class is as follows:

A. Absences may affect the final grade. Students who miss more than 20% of scheduled classes (four MW or TR classes, six MWF classes, or 12 MTWR classes) may be requested to withdraw from the course; if they do not do so, they may be given a failing grade. Students who miss more than 3 class meetings will have 5 points deducted per class from his/her participation grade. In short, every absence over 3 will deduct 5 participation points.

B. Exception: When representing the University of San Francisco in intercollegiate competition (e.g., athletics, debate), students shall be excused from classes on the hours or days such competition takes them away from classes. However, such students shall be responsible for advising their professors regarding anticipated absences and for arranging to complete course work for classes, laboratories, and/or examinations missed.

Participation: Your participation grade includes all homework, class discussion, presentations, quizzes, classroom behavior, and attendance. The following will affect your participation grade and possibly your final course grade: not turning in assignments, not coming to class prepared

with readings, not participating in class discussion, missing more than three classes, coming late or leaving early, disrupting the class. Your participation grade is generated based on the following: lab assignments homework, attendance, peer-response sessions, participation in the learning community (class preparedness, discussion, board work, writer's chair) = 100 points (10% of your final grade).

Behavioral Expectations: All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement is encouraged when done respectfully and in the spirit of academic discourse. There are also a variety of behaviors that, while not against a specific University policy, may create disruption in this course. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

It is my job to protect our classroom, a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that we respect the rights of others seeking to learn, that we respect the professionalism of the instructor, and that we maintain the general goals of academic freedom. Having said that, in order to promote engagement with each other, please respect the code of conduct for our classroom:

- Please *turn off mobile phones and put them away, remove ear buds, hoods and so forth*. I do not want to SEE or HEAR phones.
- Do not eat full meals or stinky food during class. Snacks and beverages are okay on occasion.
- Laptops and electronic versions of your workbook are not allowed in class unless (1) I ask you to use that technology or (2) You have permission from me to do some of your in-class work on that technology. Anything outside of this is not permissible and will count as zero participation for that day.
- Repeatedly talking or interrupting while another student or I have the floor or conversely never engaging in class discussion will lower your course grade.
- Disrupting or disrespecting our class in any other way will also lower your course grade or worse.

Peer Response: At best, this class is a community of thinkers openly exchanging their thoughts and ideas and finding new ways to express themselves. Peer response (some sessions will be face-to-face some may be fully online) is a chance for you to get feedback from your classmates on your rough drafts before turning in the essays or presenting speeches. I will expect that you treat each other with respect and offer constructive, thoughtful help in the peer-review process. You must attend peer-response sessions with rough drafts/outlines uploaded before peer response begins in order to receive full credit for participation. If you know in advance that you will miss a peer-response session, I may be able to allow you to complete the assignment online from elsewhere though you will still be counted as absent. If you do miss all or part of peer response, your participation grade will be deducted by 10 points for every missed session. You can get partial credit (5 points) if you participate even if you do not upload a draft.

Extra Credit: I will offer extra credit throughout the semester for visiting the Speaking Center, the Writing Center, and Speaking Center Events. I will not offer extra credit for any other work, so please anticipate this. Extra credit is for people who want to do extra preparation, in addition to all the work in the class, and not for people who do not do the work throughout the semester and then expect extra credit at the end of the course.

Conferences: I am available to meet with you to discuss your work during my office hours and by appointment with 24 hours notice of request. Please don't hesitate to contact me for help with the course; I am eager to assist you with many aspects of the assignments. *Always let me know in advance by email if you must cancel a conference, so I can use the time to meet with someone else.*

Time Management and Planning: Students are expected to spend 2 hours outside of class in study and preparation of assignments for each hour in class. In a 4 unit class, assignments have been created with the expectation that students will engage in approximately 8 hours of out-of-class work per week; in a 2 unit class, students should expect to spend approximately 4 hours per week outside of class in study and preparation. Intensive classes may count the 2 hours of lab time as part of the out-of-class work.

Confidentiality, Mandatory Reporting, and Sexual Assault:

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USF's campus with the University. Here are other resources:

- To report any sexual misconduct, students may visit Anna Bartkowski (UC 5th floor) or see many other options by visiting our website: www.usfca.edu/student_life/safer
- Students may speak to someone confidentially, or report a sexual assault confidentially by contacting Counseling and Psychological Services at [415-422-6352](tel:415-422-6352).
- To find out more about reporting a sexual assault at USF, visit USF's Callisto website at: www.usfca.callistocampus.org.
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 (www.sfwar.org).

Academic Integrity:

USF Honor Code: As a Jesuit institution committed to *cura personalis*--the care and education of the whole person--USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at www.usfca.edu/fogcutter. As it particularly pertains to the Department of Rhetoric and Language, the policy covers:

- Plagiarism—intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references
- Working with another person when independent work is required
- Submission of the same paper in more than one course without the specific permission of each instructor
- Submitting a paper/speech written by another person or obtained from the internet.

The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Dean and the Committee on Student Academic Honesty. In addition, a letter will be sent to the Associate Dean for Student Academic Services; the letter will remain in your file for two years after you graduate, after which you may petition for its removal.

USF Student Resources

Students with Disabilities: If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your

Counseling and Psychological Services: Our diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Having a crisis at 3 AM? We are still here for you. Telephone consultation through CAPS After Hours is available between the hours of 5:00 PM to 8:30 AM; call the above number and press 2.

Speaking Center: Located in the lower level of Gleeson Library, The Speaking Center is available to help all USF students prepare for speeches—such as oral presentations, team presentations, and visual aid demonstrations. The coaches / tutors are USF students, selected because of their skill and experience (and excellent grades) in public speaking, and they can help you with a variety of aspects of public speaking, including delivery, topic selection, research, and outlining. Speaking Coaches are available for appointments Monday through Friday 9:00am to 6:00pm; to make an appointment, please use the Salesforce scheduling system at myusf.force.com, visit the library, call (415) 422-6713, or email speakingcenter@usfca.edu. For more information on the USF Speaking Center or help making appointments, please check out our [home page](https://myusf.usfca.edu/student-life/lwc/speaking-center). <https://myusf.usfca.edu/student-life/lwc/speaking-center>

Writing Center: is located in lower level of Gleeson Library. The primary goal of the Writing Center is to help students develop their writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences with writing consultants. Students are encouraged to come to the Writing Center if they would like to think through ideas, revise their work for clarity and organization, or work on editing and proofreading skills. Please call (415) 422-6713, use the Salesforce scheduling system at myusf.force.com, or visit the library for an appointment.

Various **Workshops** in Reading and Writing are available to assist students with academic writing, reading, and speaking: See the schedule of classes for times and days for RHET 101, 105, 107, 113. And various Students Success Workshops are offered by **CASA**.

Financial Aid - FAFSA priority filing deadline (undergraduates only):

March 2 - Priority filing deadline for FAFSA (The Free Application for Federal Student Aid - <https://fafsa.ed.gov/>) for continuing undergraduates.

Fall 2018 RHET 130 Tentative Schedule

	Wednesday 8/22	Friday 8/24
	<p>-Syllabus -h/w due next class: Purchase all materials for the course, including textbooks, a notebook, and a 3-ring binder. <u>Print out</u> the course workbook from CANVAS "Modules" (RHET130Unit1WBF18.pdf, 3-hole punch the document and you can print double-sided), and put it in your 3-ring binder. <u>Bring it everyday.</u> Thank you! -h/w due next class: Complete Student Information Google Form on CANVAS</p>	<p>-Class Introductions -h/w due next class: Read "On Going Down the Rabbit Hole" (WB 5-8) and complete assignment on CANVAS in MODULES "Letter about Your Hobby" be prepared to give an impromptu speech about your extraordinary research findings (directions for the letter and speech WB 3-4)</p>
Monday 8/27	Wednesday 8/29	Friday 8/31
<p>-Impromptu speeches -The Speaker's Body -Into Unit #1 Speech and Essay Prompts (WB 9-10) -h/w due next class: Read excerpts about <i>flow</i> by Mihaly Csikszentmihalyi (WB 11-22) and come to class prepared to give your own definition of <i>flow</i>, whether you agree that it exists, and if what you do or want to do that might fit with this definition.</p>	<p>-Discuss <i>Flow</i> -Mind Map -h/w due next class: Read Chapter 3 "The Communication Process" and Chapter 4 "Communication Anxiety" in <i>The Speaking and Writing Connection</i>; choose your hobby/interest/activity and read relevant section about <i>flow</i> depending on whether your topic is about the mind ("The Flow of Thought") or body ("The Body in Flow") (on CANVAS)</p>	<p>-Cicero: the 5 Canons (WB 24-25) -Outlining: Preparation and Speaking Outline examples and templates (26-34) -Sample Speech: Birdwatching -h/w due next class: Read Chapter 11 "Delivery" in <i>The Speaking and Writing Connection</i>; Read link on CANVAS Module <i>Stand Up, Speak Out</i>: Types of Outlines; Review Research Variation (WB 35-36) and begin exploring your hobby intellectually while building your working prep outline.</p>

Monday 9/3	Wednesday 9/5	Friday 9/7
No Classes: Labor Day	-Delivery Practice: Speech Killers -Watch and analyze speeches -h/w due next class: Read “An Aid for Visual Aids” (WB 39-40); Read “Transitions” (WB 37-38); Read “What Great Listeners Actually Do?” (WB 41-43); Read “Familiarize, Don’t Memorize” (WB 44-45); and continue inventing and developing and focusing ideas for preparation outline, and bring it to class.	-from Prep Outline to Speaking Outline -h/w due next class: Complete a rough speaking outline (bring 3 copies of both your prep and speaking outlines) and whatever you have completed of your visual aids for peer response.
Monday 9/10	Wednesday 9/12	Friday 9/14
-Peer Response: Informative Speeches -Pick order for Speeches -h/w due next class: Be prepared to present by emailing me your visual aid or bring your own computer to plug in; Upload your Speaking Outline to CANVAS before next class begins.	-Informative Speeches -h/w due next class: “Best Practices” post on CANVAS—Product: What you saw and heard that worked? Process: What you did to prepare that worked?	-Informative Speeches -h/w due next class: “Best Practices” post on CANVAS—Product: What you saw and heard that worked? Process: What you did to prepare that worked?

Monday 9/17	Wednesday 9/19	Friday 9/21
-Unit 2 Essay Prompt -Discuss the difference between speaking and writing (The 5PF) -h/w due next class: Read Chapter 1 “Oral and Written Communication” in <i>The Speaking and Writing Connection</i> ; Read excerpt from Harvard. King: <i>Pilgrimage to the Mountaintop</i> (WB 24-28). Read "A Call for Unity" (WB 58).	-Summary and Paraphrase -h/w due next class: Rhetorical Precis (WB 15-16 and PPT) and “Letter from Birmingham Jail”, then complete a rhetorical precis	-from precis to summary: “Letter from Birmingham Jail” -h/w due next class: Groups meet to present on text open letter or epideictic speech (see essay prompt for text options). Use 4 sentences of precis to outline your presentation.
Monday 9/24	Wednesday 9/26	Friday 9/28
-Presentations on texts		

<p>- h/w due next class: <i>The Speaking/Writing Connection</i>, Chapter 5 “Audience”, Chapter 6 “Purpose,” Chapter 7 “Ethical Communication”</p>	<p>-Discuss Pathos, Ethos, Logos -Discuss ethos in "Letter from Birmingham Jail" - h/w due next class: Find at least two phrases, sentences, or images in "Letter from Birmingham Jail" that you can analyze as pathos and two that you can analyze as ethos (not the ones we discussed in class). And then find at least one of each from a text you want to write about.</p>	<p>-Discuss examples of pathos and ethos in your texts and King’s - h/w due next class: Choose your text for Unit 2—must research author, historical context, and summarize the text in 1 page for Monday. Have access to text in next class.</p>
<p>Monday 10/1</p>	<p>Wednesday 10/3</p>	<p>Friday 10/5</p>
<p>-Delivery Practice: Impromptu discussion of your chosen text—must include some background on the author, relevant context, purpose/thesis of the text -Outlining -h/w due next class: Find at least 2 examples of one rhetorical device used in your text; Watch video on CANVAS “Quotation Integration” and try to integrate your textual evidence</p>	<p>-Quotation Integration -Textual Evidence Sandwich (WB) -h/w due next class: Find at least two other pieces of textual evidence that are similar to each other and integrate those quotes as well, using the integration and sandwich guidelines. Then read about PIE paragraphs (WB).</p>	<p>-PIE Body Paragraphs: Focus and Development (WB) -h/w due next class: Read "How to Grow a Topic Sentence" (WB) and write a paragraph supporting your revised thesis using at least 3 properly integrated quotations, analysis, and a topic sentence(s), using the PIE structure. Then, try to come up with the "categories" of at least <u>two other body paragraphs</u> that are different from the one you have written for homework.</p>

Monday 10/8	Wednesday 10/10	Friday 10/12
<p>-Introductions -Transition into Thesis (WB) -Thesis Statements (WB) -Topic Sentences (WB) -h/w due next class: Write a tentative introduction /transition and a revised thesis. Bring to class! -Bring a hard copy of ONE revised PIE body paragraph, do not put your name on it, but include your student number</p>	<p>-Pyramid Scheme: Body Paragraph -Thesis Workshop -h/w due next class: Rough Draft of Unit #2 due, at least 3 pages typed, 3 copies (you can bring only 2 hard copies if you want to bring your laptop that day)! Please make sure to include an introduction, thesis, and at least 1 body paragraph in the PIE style in your rough draft. You must upload your Rough Draft of Unit #2 Essay to CANVAS in the Assignments section before class begins. Read "Conclusion Paragraph and Title of Your Essay" (WB) and come up with a tentative title of your essay.</p>	<p>-Peer Response (WB) -h/w due next class: Final Draft Unit 2 Essay uploaded to CANVAS before class begins.</p>
Monday 10/15	Wednesday 10/17	Friday 10/19
<p>No Classes: Fall Break</p>	<p>-Unit 2 Essay due -Explore art stations (WB) -Discuss art stations -Into Art / Violence Prompt + due dates (WB) -h/w due next class: Read Poetic Craft Terminology (WB 6). Read poem "Death Fugue" and "After Auschwitz" (WB 7-8) and answer Discussion Questions (WB 9)</p>	<p>-Discuss "Death Fugue" and "After Auschwitz" (WB) -h/w due next class: Read Susan Sontag's "Regarding the Pain of Others" (RHET120ReaderUnit1) and answer questions (WB 14); Make a list of types of violence and make another list of every art form you can think of.</p>
Monday 10/22	Wednesday 10/24	Friday 10/26
<p>-Brainstorm types of violence and art forms -Discuss Sontag and photographs -h/w due next class: (RHET120ReaderUnit1) answer questions (WB 16); Read "Hatsuyo</p>	<p>-Discuss Readings -h/w due next class: Do some Internet research and see if you can find 1 piece of art in any genre that is in response to a violent act. Bring in the piece to class in</p>	<p>-Explicit vs. Implicit -Brainstorm Art / Violent acts -Choosing a topic (PowerPoint) -h/w due next class: Begin to focus on a violent act and art genre.</p>

Nakamura" and answer questions (WB).	some form, either printed out or on your computer.	Meet at in front of the Gleeson Library at the beginning of class. Do not be late!
Monday 10/29	Wednesday 10/31	Friday 11/2
<p>-Library Visit! Meet in front of library at the beginning of class and please be on time.</p> <p>-h/w due next class: Choose essay topic and begin to gather research. BRING an MLA handbook with you to class or your laptop. Every individual student must bring to class at least one piece of research that will be used in your essay.</p>	<p>-Identifying Sources -Integrating Research (WB) -Paraphrase, Summary, Quotation -MLA: Essay format, in-text citation, Works Cited page -h/w due next class: begin creating your Works Cited Page</p>	<p>-Developing the Essay () -Thesis Statements (WB) -Introductions -h/w due next class: Write a tentative thesis statement and introduction; be prepared to share your rough thesis with the class. If you can, bring your art with you to class.</p>
Monday 11/5	Wednesday 11/17	Friday 11/9
<p>-Thesis Statement Workshop -Paragraph development and transitioning (topic sentences, support, analysis) -h/w due next class: Write one PIE paragraph and one research-based factual paragraph based on your revised thesis; review MLA in-text citation, essay format, and Works Cited page. All information available at Purdue's Online Writing Lab (OWL) in the MLA Guide section. -h/w due next class in <i>Rhetorical Grammar</i>: Read Chapter 4 (pp. 51-79) "Coordination and</p>	<p>-Topic Sentence Workshop - PowerPoint: NPAs and The Sentence Appositive (WB 24-5), conjunctions, parallelism, punctuation -If time: Absolute Phrases (bring sentence with an Absolute Phrase to class to be workshopped on the board.) -h/w due next class: Upload your rough draft to CANVAS before the start of the next class. Also, bring 3 hard copies of your rough draft of Art/War (at least 5 pages typed with intro, thesis, body paragraphs, proper MLA citations—or 2 hard copies and your computer); review Sentence Focus (WB 26) and be sure to use strong subjects and</p>	<p>-From essay draft to preparation outline -h/w due next class: <i>The Speaking/Writing Connection</i>, Chapter 2 "The Citizen Rhetor"</p>

Subordination" and complete exercises 13 and 15; Read "Appositives" (pp.179-85) and complete exercise 33. Bring <i>Rhetorical Grammar</i> to class. Include the sentence structures you read about in your 2 body paragraphs.	verbs in your final drafts. Read <i>Rhetorical Grammar's</i> Chapter "Cohesion"	
Monday 11/12	Wednesday 11/14	Friday 11/16
-Sign up for Speeches and Conferences -From Preparation Outline to Speaking Outline	-Bring computer to class for lab time	Conferences
Monday 11/19	Wednesday 11/21	Friday 11/23
Conferences	Conferences	No Classes: Thanksgiving
Monday 11/26	Wednesday 11/28	Friday 11/30
-Peer Response: Essay and Speech	-Speeches	-Speeches
Monday 12/3	Wednesday 12/5	
-Speeches	Last Day of Classes Final Draft of Essay Due -Looking ahead: 131	