

SYLLABUS: RHET 131.16 “WRITTEN & ORAL COMMUNICATION” – SPRING 2019

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 131.16 / MWF 9:15 a.m. – 10:20 a.m. / Lone Mountain, Room 357

Office Hours and Location: Any student can drop by without an appointment on Monday and Wednesday between 12 – 1 p.m. If those times do not work, please contact me to schedule an appointment. My office is located on the 4th floor of the Gleeson Library. Please contact me a couple of days before you want to meet via email or in class 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 or 8th 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 4000 to 5000 words of revised prose and delivering at least two presentations, totaling at least 15 minutes of speaking time.

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:

- 4000-5000 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— “Prison Programs” (Essay)	In a 1500-1750 word essay , you will use your skills of argumentation, research, ethical communication, and organization to argue for or against a particular prison program.	Core A2 <u>Rhetoric and Language</u> : 1, 2, 3, 4, 5	February 13th
Unit 2— “Debates” (Public Speaking: group presentations)	You will be assigned groups and topics in order to continue practicing the skill of ethical argumentation in the form of in-class debates. This assignment requires collaboration with your peers as well as supported oral arguments that are responsive to topic, purpose, audience, and occasion.	Core A1 <u>Public Speaking</u> : 1, 2, 3, 4, 5	February 25 th and 27th
Unit 3—“Storytelling to Raise Awareness” (Public Speaking)	In a 3-5 minute speech, you will tell a short story about how an issue of civic/community concern or a current issue in your major field of study has affected you or someone you know, inspiring you to inquire about a particular question at issue. This speech will relate to the next assignment, the researched argument.	Core A1 <u>Public Speaking</u> : 1, 2, 3, 4, 5	March 27 th and 29th

<p>Unit 4—Researched Argument (Essay and Persuasive Speech)</p>	<p>In a 1750-2000 word essay, you will expand on the issue set forth in your story speech, using evidence, logic, and ethical rhetoric to persuade your audience to be for/against something OR convince your audience that there is a problem and you have a solid solution.</p> <p>Towards the end of the unit but before the final draft of the essay is submitted, you will present a simplified version of your essay in a 3-5 minute persuasive speech on your topic that is aimed at our class (your audience for the speech only). You will submit a speaking outline on the day your speech is due.</p>	<p>Core A2 <u>Rhetoric and Language</u>: 1, 2, 3, 4, 5</p> <p>Core A1 <u>Public Speaking</u>: 1, 2, 3, 4, 5</p>	<p>Persuasive Speeches: April 22nd and 24th</p> <p>Essays: April 29th</p>
<p>Unit 5—Genre Transformation and Reflective Presentation</p>	<p>This final assignment asks that you transform your researched argument into another genre. If you have a particular skill in visual art, music, creative writing, this would be the time to let those parts of your character shine. You may also create a digital project, like a blog article or video essay. You will then present this new “text” to the class with a critical explanation of why you made certain rhetorical choices.</p>	<p>Core A1 <u>Public Speaking</u>: 1, 2, 3, 4, 5</p>	<p>March 5th</p>

Course Grade Breakdown:

Unit 1— “Prison Programs” (Essay)	20%
Unit 2— “Debates” (Public Speaking: group presentations)	10%
Unit 3—“Storytelling to Raise Awareness” (Public Speaking)	15%
Unit 4—Researched Argument (Essay and Persuasive Speech)	30%
Unit 5—Genre Transformation and Reflective Presentation	10%
Course Engagement—Includes all minor homework assignments, in-class discussion, peer response, quizzes, board work, etc.	15%
	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 (15% 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/>). 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 48 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.

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.

Academic Integrity: 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 <http://myusf.usfca.edu/academic-integrity/>. 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 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 accommodation letter sent to me, and we will discuss your needs for this course. For more information, visit <http://www.usfca.edu/sds>.

Counseling and Psychological Services (CAPS): CAPS' 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. Telephone consultation through CAPS After Hours is available Monday - Friday from 5:00 p.m. to 8:30 a.m., 24 hours during weekends and holidays; call the above number and press 2. Further information can be found at <https://myusf.usfca.edu/student-health-safety/caps>.

Confidentiality, Mandatory Reporting, and Sexual Assault: As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as faculty. We are 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 some useful resources related to sexual misconduct:

- To report any sexual misconduct, students may visit the Title IX coordinator (UC 5th floor) or see many other options by visiting 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.
- To find out more about reporting a sexual assault at USF, visit USF's Callisto website at: usfca.callistocampus.org.
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 (sfwar.org)

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 <https://myusf.usfca.edu/student-life/lwc/speaking-center>

Writing Center: The Writing Center is also 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.

RHET 131 Tentative Schedule S19

	Wednesday 1/23	Friday 1/25
	<p>First Day of Class: Syllabus Into Prison Programs</p> <p>-Prison Programs prompt /due dates (WB 30)</p> <p>-Prison Programs: List (WB 31-3)</p> <p>-h/w due next class: Print out RHET120CourseReaderUnit2S16 in the Files section of CANVAS. Read "The Bet" and this question: Who won the bet? Please explain your answer with evidence from the text; Read "Masked Racism" by Angela Davis and answer discussion Questions (WB 34).</p>	<p>Discuss "The Bet"</p> <p>-Discuss "Masked Racism"</p> <p>- h/w due next class: In Course Reader, read "Captive Audience"; read the Mission and Goals statement AND a description of the Academic Programs on the Prison University Projects' website; watch (Google "prison university project" and narrow by video, look for 15 minute video of interview with inmates. Then complete the Journal: The Prison University Program (WB 40) in a 1 page typed, double-spaced, bring hard copy to class.</p>
Monday 1/28	Wednesday 1/30	Friday 2/1
<p>-Discuss Prison University Project Journal (WB 40)</p> <p>-If time, begin to watch film: <i>Bad Boys of Summer</i></p> <p>-h/w due next class: In Course Reader, read "For Inmates, It's an Escape" Baseball". Begin researching your own prison program.</p>	<p>Watch Film: <i>Bad Boys of Summer</i></p> <p>-h/w due next class: In READER, read "Run Prisons Differently" and "Moral Accountability..." Answer the following question: What are these authors' most compelling arguments against rehabilitation in prison? Continue researching your prison program.</p>	<p>-Discuss film</p> <p>-Discuss San Quentin Giants Baseball team: Pros/Cons</p> <p>-Counter Argument, concession, refutation:</p> <p>-h/w due next class: Choose your Prison Program, find at least 4 reliable sources describing the program, and do a pro-con list for your topic, making a t-chart with arguments For and Against the particular program. Read Chapter 8 "The Art of Argumentation" in <i>The Speaking/Writing Connection</i>.</p>

Monday 2/4	Wednesday 2/6	Friday 2/8
<p>-Report on your program: Impromptu Informative Speech</p> <p>-h/w due next class: Read Chapter 9 “Evidene” in <i>The Speaking/Writing Connection</i>. Write a tentative thesis statement, create introduction, and write 1 PIE paragraph. Be prepared to put thesis and topic sentences on board.</p>	<p>-Building the Essay: Thesis, Introduction, Body paragraphs</p> <p>-Discuss Introduction</p>	<p>-Thesis and topic sentence workshops</p> <p>-h/w due next class: Upload your rough draft to CANVAS before the start of the class on the day of peer response. Also on that day, bring 3 hard copies of your rough draft of Prison Programs (at least 5 pages typed with intro, thesis, body paragraphs, proper MLA citations—or 2 hard copies and your computer)</p>

Monday 2/11	Wednesday 2/13	Friday 2/15
<p>-Peer Response (WB 43)</p> <p>-h/w due next class: Upload to CANVAS the Final Draft of Prison Programs Due with creative title, a Works Cited page, MLA in-text citations, concession/counter argument.</p>	<p>-Into Debate/Argument</p> <p>-Final Draft Due: Upload to CANVAS the Final Draft of Prison Programs Due Today</p>	<p>-Debate Prep</p>
Monday 2/18	Wednesday 2/20	Friday 2/22
<p>No Class: President’s Day</p>	<p>-Debate Prep</p>	<p>-Debate Prep</p>
Monday 2/25	Wednesday 2/27	Friday 3/1
<p>-Debates Due</p>	<p>-Debates Due -h/w due next class--Task: The report In a 500-750 word report to our class, please explain at least two of the most important and</p>	<p>Library Visit</p> <p>-h/w due next class Task: Annotated Bibs 1 & 2: For these first two annotated bibliographies (totaling 500-750 words), you must choose TWO</p>

	<p>current issues that are being debated in your major field of study, using some "drilling down" techniques you used in your original Letter of Introduction. Your goal here is to find the specific questions/issues that are currently challenging your major field of study, ones that are surprising and of interest to you, ones that you don't already have all the answers for. Then, you want to explain what these issues are to the best of your knowledge as you begin the inquiry process.</p>	<p>different reliable sources from a credible newspaper or periodical and write an annotated bib for each. Your goal is to find the most comprehensive articles on your chosen topic, ones which really lay out the complexities of the issue.</p>
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Monday 3/4	Wednesday 3/6	Friday 3/8
<p>-h/w due next class: Task: Annotated Bibs 3 & 4: For these first two annotated bibliographies (totaling 500-750 words), you must choose TWO different websites or articles from TWO different websites on your topic, one of which you will prove is credible, the other you will prove is not as credible. Do not use any of the vetted sources we have discussed.</p>	<p>-h/w due next class: Task: For these two annotated bibliographies (totaling 500-750 words), you must choose any TWO credible sources as long as they are NOT from a newspaper, periodical, or website article. Consider using any combination of the following: book chapter(s), documentaries, televised debates, podcasts, radio shows, TED Talks, etc. The goal here is to deepen your analysis and/or rethink your ideas on your topic.</p>	<p>-Refining your question at issue</p>
Monday 3/11	Wednesday 3/13	Friday 3/15
No Class: Spring Break	No Class: Spring Break	No Class: Spring Break
Monday 3/18	Wednesday 3/20	Friday 3/22
Class cancelled for Individual Conferences	Class cancelled for Individual Conferences	Storytelling

<p>Task: Topic Proposal In a 500-750 word essay, please contextualize the current issue you are researching, introduce the specific question(s) you wish to explore, then illustrate what the different yet compelling approaches are to the issue. In your conclusion, instead of repeating ideas, explain what "side" you are leaning toward based on what you think is the strongest argument or solution to the issue.</p>		
Monday 3/25	Wednesday 3/27	Friday 3/29
Storytelling	-Storytelling to Raise Awareness Speeches	-Storytelling to Raise Awareness Speeches

Monday 4/1	Wednesday 4/3	Friday 4/5
<p>-Research Synthesis/Lit Review -Moving from Synthesis to Thesis (Revising your question at issue) -h/w due next class: Review Body paragraphs and write one that supports your tentative thesis.</p>	<p>-Body Paragraphs -Into <i>Silent Spring</i> and "style" from <i>EA</i> -h/w due next class: Continue developing your body paragraphs. h/w due next class: Read excerpt from <i>Silent Spring</i> by Rachel Carson (at the end of the Workbook in the Readings section), complete a Rhetorical Precis for the excerpt (bring hard copy to class for credit!), and locate 3 examples of "style" which you can analyze as having one of Aristotle's appeals (pathos or ethos).</p>	<p>-Discuss main points, supporting points, and rhetorical style of Carson's <i>Silent Spring</i> excerpt. -h/w due next class: Read "Save the Hetch Hetchy Valley" by John Muir and complete a Rhetorical Precis for the excerpt (bring hard copy to class for credit!), and locate 3 examples of "style" which you can analyze as having one of Aristotle's appeals (pathos or ethos).</p>
Monday 4/8	Wednesday 4/10	Friday 4/12
-Discuss main points, supporting points, and rhetorical style of Muir's	-Style Quiz based on Chapter 8 "Other Stylistic	-Preparation for speeches -Watch Persuasive Speeches -Verbal Citations

<p>"Save the Hetch Hetchy Valley." -h/w due next class: Read Chapter 8 "Other Stylistic Choices" in <i>Rhetorical Grammar</i> (There will be a quiz!). Choose a place in your own essay to add "style." You can revise your story speech, if that is appropriate, to become a paragraph or part of a paragraph. You can mimic Carson, Muir, or King's style in a paragraph or part of a paragraph. Bring a hard copy of your draft to class for credit!</p>	<p>Choices" in <i>Rhetorical Grammar</i> -Persuasive Speech Expectations (WB 30) -Reverse Outline! = Speaking Outline (WB 31) -h/w due next class: Create a reverse outline and practice Persuasive Speech. I suggest you visit the Speaking Center before your presentation day.</p>	<p>-h/w before final draft of essay is due: Review the qualities of strong sentence subjects and verbs by reading Sentence Focus (WB 24) -h/w on the day of your speech: Submit a hard copy of your Speaking Outline to me on the day of your presentation.</p>
Monday 4/15	Wednesday 4/17	Friday 4/19
<p>Class Cancelled for Conferences: Please come to Gleeson Library, 4th Floor Adjunct space and WAIT for me to get you at your meeting time behind the glass. Bring your rough draft with a couple of specific questions for me. Hard copy is best and please be on time!</p>	<p>Class Cancelled for Conferences: Please come to Gleeson Library, 4th Floor Adjunct space and WAIT for me to get you at your meeting time behind the glass. Bring your rough draft with a couple of specific questions for me. Hard copy is best and please be on time!</p>	<p>No Class: Easter Break</p>
Monday 4/22	Wednesday 4/24	Friday 4/26
<p>-Persuasive Speeches and Speaking outline due in hard copy to me TODAY.</p> <p>1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th _____ 7th _____ 8th _____</p>	<p>-Persuasive Speeches and Speaking outline due in hard copy to me TODAY.</p> <p>1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th _____ 7th _____ 8th _____</p>	<p>-Peer Response: Unit #3 Research proposal Essay (WB 32-33) - h/w due next class: Final Draft of Essay—You must upload your Unit #3: Final Draft of Research Proposal Essay to CANVAS in the Assignments section before class begins.</p>

Monday 4/29	Wednesday 5/1	Friday 5/3
<p>Final Draft of Essay— You must upload your Unit #3: Final Draft of Research Proposal Essay to CANVAS in the Assignments section before class begins.</p> <ul style="list-style-type: none"> -Introduce Genre Transformation -Brainstorm appropriate genres 	<ul style="list-style-type: none"> -Choosing an audience for genre transformation 	<ul style="list-style-type: none"> -Discuss Visual and Multimedia Arguments -h/w due next class: Option #1: If you are considering transforming your essay into a blog, cruise around Medium.com or Word Press and based on your skill level and interest, choose one of the sites to learn about. Medium.com is much more user friendly in my opinion, but limited in terms of what you can do. Word Press seems more complicated to me but you can do much more to personalize and stylize your blog site. Once you have chosen which blog site you want to use--Medium or Word Press--create a site and include a photo and bio that is appropriate for future employers, professors, and readers. Bring your laptop to class if you have one so you can work during class. If you do not, please check one out from the Gleeson library for the day. Option #2: If you have decided to transform your essay into some other genre, please be prepared to bring the materials you need in to class so that you can work during class time.
Monday 5/6	Wednesday 5/8	
<ul style="list-style-type: none"> -Present genre transformation choices 	<p>Last day of Class Cancelled: Open Office Hours for people with questions about Revising Essay #1.</p>	<p>Unit 4 Due uploaded to CANVAS before midnight.</p> <p>Optional: Revision of Unit 1 Essay due uploaded back to the original assignment before midnight. You MUST highlight all changes and addition.</p>