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Hello English 9 Students,

First off, welcome to English 9!!

Although I have scheduled weekly assignments, I realize that a correspondence course will have many challenges, and I know that there are obstacles beyond your control.

Do your best. Complete all the assignments.

Send in the completed work as soon as you can, but I know that there may be delays.

What I am looking for in your writing is thoughtful, careful, and analytical analysis of what you have read and how you are responding. Your unique perspective is valuable. However, an opinion without integrated sources to support a claim or claims is just an opinion. An essay is a careful reflection on what your thoughts are based on what you have read.

So, enjoy the readings and the writing process.

And by the way, I was a high school dropout, starting college at age 43, and I earned my doctorate at 60. I had to learn how to learn, and it was difficult.

Hang in there!

Best,

Professor Ramser

GED2EdD

Lassen Community College Correspondence Course Outline

ENGL 9 Critical Thinking and Composition 3.0 Units

**Instructor:** Ramser

Mailing Address: PO Box 3000, Susanville, CA 96130

Class Dates: August 17-December 17

#### **Course Overview**

English 9 is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1. The course will focus on the development of logical reasoning and analytical and argumentative writing skills. This course has been approved for online and correspondence delivery.

### **LCC Important Dates**

Aug	17	First Day of Instruction for Fall 2020
	21	Last day for students to add a full-term class
	28	Last day for students to add a full-term class with Instructor and Counselor
		approval
	28	Last day to drop a full-term Fall 2020 course and receive a refund
	28	Last day for students to withdraw in Admissions and Records without a "W"
		showing on transcripts (full-term classes only)
Sep	18	Last day for students to elect Pass/No Pass (credit/no-credit) grading option
Dec	13	Last day for students to withdraw from Fall 2020 class (full-term classes only)
Dec	17	Last Day of Fall 2020 semester

#### **Required Text**

Barnet and Bedau, Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings, 11th edition, 2017, ISBN 9781319035471

#### **AND**

Hacker, Diana, *A Writer's Reference. 7th edition, 2011, Boston. Bedford/St. Martin's*, ISBN-13: 978-0-312-60143-0, or 8th edition ISBN-13: 978-1457666766

I. **Catalog Description** This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1. The course will focus on the development of

logical reasoning and analytical and argumentative writing skills. This course has been approved for online and correspondence delivery.

Prerequisite: Successful completion of English 1.

Prerequisite Skills:

**Before** entering this course, the student will be able to:

- 1. Mastery of the basic rhetorical forms.
- 2. Understand the concept of analysis and critical reading/writing.
- 3. Write clear, logical, accurate essays.
- 4. Identify the basics of reasoning. Articulate a thesis and defend a view.
- 5. Logically develop an essay topic.
- 6. Understand the concept of a thesis that expresses an opinion supported with evidence.
- 7. Understand the effectiveness of examples and how to benefit from them.
- 8. Develop an essay using ample support.
- 9. Self-edit for grammar and punctuation.
- 10. Understand rhetorical modes so they may be used in support of a claim.
- 11. Use transitions to link ideas and create logical coherence.
- 12. Do independent pre-writing for extended essays.
- 13. Ability to formulate longer papers using sources.
- 14. Ability to use MLA for citations and Works cited.
- 15. Understand the basics of MLA and be able to use an MLA reference handbook.
- 16. Ability to use the internet for research.
- 17. Appreciate the value of honest academic work & avoid involuntary plagiarism.
- 18. Recall the principles of good writing in a variety of essay types.
- 19. Recognize the concepts of purpose, audience and tone.
- 20. Recognize that different audiences are approached differently.
- 21. Express ideas with personal style.
- 22. Understand that language is selected depending on purpose writing.
- 23. Organize and self-edit without an instructor's pre-editing.
- 24. Ability to communicate on the internet for research.
- 25. Use the internet to search and find credible sources.
- 26. Determine the credibility of web sites.

- 27. Courteous internet usage.
- 28. Read to find meaning and implication.
- 29. Be fluent with reading a variety of rhetorical types.

**Recommended Preparation:** Composition-based computer skills are strongly recommended.

Transfers to both UC/CSU General Education Area: D1 CSU GE Area: A3 IGETC GE Area: 1B

C-ID ENGL 105 51 Hours Lecture Scheduled: Fall, Spring, Summer

**II. Coding Information Repeatability:** Not Repeatable, Take 1 Time Grading Option: Graded or Pass/No Pass Credit Type: Credit - Degree Applicable TOP Code: 150100

### **III. Course Objectives**

### **A. Course Student Learning Outcomes**

Upon completion of this course the student will be able to:

- 1. Given a written or verbal argument, the student will be able to critically evaluate the presentation, identifying the structure, validity and soundness of the argument, recognizing common fallacies of language and thought, and identifying any deliberate abuses and manipulations.
- 2. In sequence of well-organized, grammatically correct essays, the student will demonstrate the effective use of analysis, synthesis, definition, refutation, interpretation, and advocacy of ideas.

#### **B.** Course Objectives

Upon completion of this course the student will be able to:

- 1. Read and critically evaluate a variety of written material, including modern and classical arguments.
- 2. Identify and analyze the structure of arguments underlying various written material.
- 3. Evaluate the validity and soundness of arguments.
- 4. Identify common fallacies of language and thought.
- 5. Recognize and use inductive and deductive reasoning.
- 6. Distinguish between factual and judgmental statements.

- 7. Differentiate between knowledge and opinion.
- 8. Recognize and draw sound inferences from data given in a variety of forms.
- 9. Identify and effectively use denotative and connotative language.
- 10. Locate and evaluate outside sources for use in argumentative essays.
- 11. Write a sequence of essays that effectively use analysis, synthesis, and summary that use the modes of causal analysis, comparison, definition, refutation, interpretation, and the advocacy of ideas.
- 12. Demonstrate the continued development in writing correct, sophisticated, college level prose.
- 13. Recognize some of the deliberate abuses and manipulations of rhetoric in common usage in order to avoid them in academic essays.
- 14. Recognize some of the classical concepts of rhetoric, such as ethos, pathos, and logos.
- 15. Locate primary sources using the library and other research sources.

#### **IV.** Course Content

The following topics may be included; however, the order of presentation, relative emphasis and the depth of treatment will depend on the preference of the instructor.

### A. Scope

- 1. Write various essays using analysis, synthesis, and summary utilizing the modes of causal analysis, persuasion, refutation, interpretation, definition and the advocacy of ideas. (Focus is on development of logical reasoning and analytical and argumentative writing skills.)
- 2. Write substantial argumentative and persuasive essays designed to address positions and problems reflecting concerns of the modern world and integrating the rhetorical forms.
- 3. Defending claims of fact, value or policy.

#### B. Essay Style & Logic (Critical Thinking)

- 1. Develop critical writing: construction of sound arguments avoiding fallacies, providing a variety of support types, the use of induction & deduction, refutation, advocacy, and persuasiveness.
- 2. Differentiation between knowledge and opinion, facts and judgments.
- 3. Recognition of classical concepts of rhetoric, such as ethos, pathos, logos, etc.
- 4. Identification of common abuses and manipulations of rhetoric in order to avoid their use.

### C. Thesis & Organization Development of unique and focused theses.

### D. Support

- 1. Matching the support type with the nature of the argument (fact, value & policy claims).
- 2. Coordination of the support with the type of claim: fact, value, or policy.

### E. Punctuation & Grammar Papers will be submitted only in final draft form.

### F. Topic Sentences & Transitions

- 1. Write advanced argumentation.
- 2. Advanced use of punctuation to affect the reader's understanding of the material and reflect voice.

### G. Prewriting Skills Pre-writing is assumed.

### H. Library and Research Skills

- 1. Use of academic, primary sources.
- 2. Interview skills. 3. Active pursuit of information beyond libraries.
- I. Purpose, Style, Language, Audience, Tone
- 1. Combination of essay types for strategic reasons.
- 2. Recognize hostile, supportive, & undecided audiences.
- 3. Refinement of an effective personal style.
- 4. Identification of common fallacies of thought and language.
- 5. Exploration of rhetorical devices: satire, irony, over and understatement, paradox.
- 6. Identification and effective use of denotative and connotative language.
- J. Revising/Drafting: All papers are in final draft form.

#### K. Technological Skills Use the Internet to request information for research.

### L. Reading Skills

- 1. Identify stated & unstated premises and conclusions.
- 2. Identify inductive & deductive arguments.
- 3. Evaluate arguments for validity & soundness.
- 4. Analyze claims of fact, value, & policy.

- 5. Recognize denotative & connotative language.
- 6. Evaluate diction.
- 7. Analysis of critical thinking processes as modeled in readings.
- 8. Identification & analysis of the structure of arguments underlying various written material.
- 9. Reading and understanding classical texts.
- V. Assignments A. Appropriate Readings The student will read, discuss, and respond to arguments germane to the objectives of the course.

#### **B.** Writing Assignments

- 1. The student will write a variety of compositions and/or extended essays that reflect the stylistics and rhetorical techniques associated with persuasive/argumentative writing as well as critical analysis.
- 2. The word count minimum for the entire semester will be 6,000 words (or 20 pages of developed, written analysis). The 6,000 word minimum will include both modalities: in-class and out-of-class (take home) writing.

#### **Essays, Assignments and Exams**

- Worksheets and Activities (W) Students complete grammar weekly
  worksheets and activities (the goal of developing and reinforcing sentence and
  pre-writing skills) –
- **Rhetorical Précis-** method for introducing an essay 5 points each
- Completing Topics for Critical Thinking and Writing- 20 points each
- Essay #1- Thinking Through an Issue, with two outside sources, 1,000 words: worth 100 points
- Essay #2 Visual Rhetoric, with two outside sources, 1,000 words: worth 100 points
- Essay #3 Immigration, with two outside sources, 1,000 words: worth 100 points
- Essay #4 Arguing with Fiction, 1,500 words with four outside sources: worth 100 points
- Essay #5 Arguing in a Debate or Discourse Community, 1,500 words with four outside sources, worth 200 points).

- Essay #5 CHECKLIST: final draft; final draft integrated four outside sources; final draft with MLA formatted Work Cited page; peer review comments (if possible); outline; proposal; outline Drafting Notes; Reading Notes; and one-page reflection on writing this essay
- **Exams** A final exam, worth 75 points, will cover chapter readings and lecture notes. There will not be any make-up exams.
- Students should refer to the forms for Quote Analysis, essay outline, and thesis statement.
- Timelines
- Assignments with weekly checklist coversheets should be received in the LCC Correspondence Office by the date due in order to be accepted on time. Work received after the due date is considered late. Late work may be penalized by reduction of one grade except in extreme situations. Work received after the next scheduled due date may not be accepted except in extreme situations. Student work will be returned as soon as possible with feedback relative to student performance and progress. Any questions feel free to contact me by mail or email.

#### **C. Expected Outside Assignments**

- 1. Analysis or presentations in the media for fallacies.
- 2. Research and analysis of controversial issues, e.g., political speeches, publications from organizations, news in the media.
- 3. Conduct original, written projects that demonstrate analytical and logical skills.
- 4. Use of the library, electronic media, and interview and other communication skills to develop sources for supporting material.
- D. Specific Assignments that Demonstrate Critical Thinking Responses, exercises, quizzes, essays, in-class discussions which address critical, rhetorical, logical or linguistic concerns.

#### VI. Methods of Evaluation

The first day of class the instructor will provide each student with a written course syllabus indicating the evaluation procedures to be used. The formulation of a student grade will be based upon:

Evaluations based on both composition skills and critical thinking skills:

1) Essays and exercises, 2) Correspondence Discussion, 3) Collaborative Writing, 4) Peer activities (if possible), 5) Exams and quizzes, 6) Optional additional grade impact for participation, commitment and appropriate conduct.

### **Grading: TOTAL 1995**

All points earned will be added together and the normal grading curve applied. A = 90-100%(1795+); B = 80=89%(1596+); C = 70-79%(1396+); D = 60-69%(1197+); E = 0-59%

WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9
170	80	100	195	105	125	105	70	235
WK 10	WK 11	WK 12	WK 13	WK 14	WK 15	WK 16	WK 17	WK 18
90	210	9	45	45	30	30	250	75

### **Correspondence Delivery**

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student. This course has been separately approved by the Curriculum/Academic Standards Committee.

#### IX. Discipline/s Assignment English

X. Course Status Current Status: Active Original Approval Date: 11/5/1991 Revised By: Cory McClellan Curriculum/Academic Standards Committee Revision Date: 04/17/2018

VIII. Representative Texts and Supplies Barnet and Bedau, *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings, 11th edition,* 2017, ISBN 9781319035471 AND Hacker, Diana, *A Writer's Reference. 7th edition,* 2011, Boston.

Bedford/St. Martin's, ISBN-13: 978-0-312-60143-0, or 8th edition ISBN-13: 978-1457666766

IX. Discipline/s Assignment English

### RAMSER Fall 2020 ENGL 9 Critical Thinking and Composition Syllabus 3.0 Units

X. Course Status Current Status: Active Original Approval Date: 11/5/1991 Revised By: Cory

McClellan Curriculum/Academic Standards Committee Revision Date: 04/17/2018

LCC Weekly Checklist	Name		
Week 1	Assignments	Included Check X	Received by Instructor
Week One Day 1 8/17-21	Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter One CRITICAL THINKING  Worksheets and Activities  Basic Grammar B1-1 to B4-1: Exercises B1-1 to B1-4 due Week One; B2-2 to B4-1 due Week Two.  WK1 Lecture notes: Class introduction and overview. Syllabus. Written communication. Reading Responses. First essay. B1-1 to B1-4: Parts of speech, Nouns and noun/adjectives, Pronouns and pronoun/adjectives, Verbs, Adjectives and Adverbs, Prepositions and Conjunctions	60	
	Review syllabus and schedule. Review policies and procedures. Complete the Diagnostic Writing Exam (written response to Vincent Ruggiero, <i>The Art of Thinking</i> ). Worth 30 points Read Chapter 1 (pp. 3-34). Complete Topics for Critical Thinking and Writing 1–3 (pp. 8-9). Writing Exercise: Write about an obstacle to critical thinking that might affect your own initial response to the "Church of the Flying Spaghetti Monster."	30 20 20	
Week One Day 2 8/17-21	Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter One CRITICAL THINKING  Examine the importance of multiple perspectives, obstacles to critical thinking, and responses to homework questions, and introduce counterarguments (see notes, including Rhetorical Précis as a method for introducing an essay).  Assignments for next session: Read Chapter 1 (pp. 12–32).  Write a Rhetorical Précis for introducing each of the following essays:  Read Nina Fedoroff, "The Genetically Engineered Salmon Is a Boon for Consumers and Sustainability" (pp. 19).  Read Lynn Stuart Parramore, "Fitbits for Bosses" 9pp. 24).  Read Jena McGregor "Military Women in Combat: Why Making It Official Matters" (pp. 31-34).  Complete Checklist for Critical Thinking (pp.23)  Generating Ideas: Writing as a Way of Thinking (p. 16-19). Select and complete one Assignment for Topics for Critical Thinking and Writing (pp. 32–34).		
	TOTAL POINTS	20 <b>170</b>	

Weekly Checklist	Name		
Week 2	Assignments	Included Check X	Received by Instructor
Week Two Day 3 8/24-28	Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter Two CRITICAL READING: GETTING STARTED  Worksheets and Activities Basic Grammar B1-1 to B4-3		
	Exercises B1-1 to B1-9 due Week One; B2-2 to B4-3 due Week Two.  WK2 Lecture Notes: B2-2 to B4-1: Subjects, Direct objects, Indirect objects, and object complements, Subordinate word groups, Prepositional phrases, Verbal phrases, Subordinate clauses, and Sentence types.  Examine the reading and assignments and topic generation strategies. Work with the Assignment for Critical Thinking to generate potential topics for each issue.  Assign Paper 1 (Thinking Through an Issue, with two outside sources, 1,000)	60	
	words: worth 100 points).  SEE HANDOUTS FOR ARGUMENT ESSAY, THESIS, OUTLINE, CHECKLIST  Examine the importance of multiple perspectives, obstacles to critical thinking, and responses to homework questions, and introduce counterarguments (see notes, including Rhetorical Précis as a method for introducing an essay).  Write a Rhetorical Précis for introducing each of the follow essays: Read:  "Why I Changed My Mind on Weed" by Sanjay Gupta (pp. 37).  "A First Amendment Junkie" by Susan Jacoby (pp. 56).  Write a short, long, and/or critical summary of Gupta or Jacoby (and/or another source)	10	
Week Two Day 4 8/24-28	Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter Two CRITICAL READING: GETTING STARTED  Examine the reading and assignments, previewing, annotating, close reading, defining terms and concepts, summary/paraphrase, plagiarism (see notes).  Write a Rhetorical Précis for introducing each of the follow essays: "The Pro—Free Speech Way to Fight Fake News" by Suzanne Nossel, (see attached).  "On Racist Speech" by Charles R. Lawrence III (pp. 71).  Assignments for next session: Read Chapter Three  TOTAL POINTS		

Weekly Checklist	Name		
Week 3	Assignments	Included Check X	Received by Instructor
Week Three Day 5 8/31-9/4	Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter Three: CRITICAL READING: GETTING DEEPER INTO ARGUMENTS  Worksheets and Activities Multilingual writers and ESL topics M1-1 to M1-4 M1-1 to M1-4 due Week Three; M2-1 to M5-1 due Week Four  WK3 Lecture Notes: 31. M1-1 to M1-5: ESL verb use, Verb form and tense, Verb use, Passive verbs, Conditional verbs, Verbs followed by gerunds or infinitives.  Examine the reading and assignments, thesis statements, and definitions. (See notes on Toulmin, Rogerian, and Classica arguments. Also see Logical Fallacies).  Apply to developing paper 1 on argument. Read Chapter 3 (pp. 80–138). Select and complete one Assignment for Topics for Critical Thinking and Writing (pp. 77).	60	
Week Three Day 6 8/31-9/4	Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter Three: CRITICAL READING: GETTING DEEPER INTO ARGUMENTS  Examine argument, persuasion, appeals, induction and deduction, and syllogisms. Apply to developing paper 1 on arguments.  Apply A Checklist for Analyzing an Argument to paper 1 drafts.  Write a Rhetorical Précis for introducing each of the following essays:  Read: George F. Will's "Being Green at Ben and Jerry's" (pp. 11-116) Read: Stanley Fish's "When " Identity Politics" Is Rational" (pp.116-119) Read: Gloria Jiménez's "Against the Odds" (pp.119-122) Read Ronald Takaki's "The Harmful Myth of Asian Superiority" (pp.124-126)	20	

Weekly Checklist	Name		
Week 4	Assignments	Included Check X	Received by Instructor
Week Four Day 7 9/7-11	Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter Three: CRITICAL READING: GETTING DEEPER INTO ARGUMENTS – more		
	Worksheets and Activities Multilingual writers and ESL topics M1-M5 M1-1 to M1-4 due Week Three; M2-1 to M5-1 due Week Four	60	
	WK 4 Lecture Notes: Narrative Essays. Essay #2. M2-1 to M5-1: Articles, Sentence structure, adjectives, and prepositions, Omissions and needless repetitions, Present and past tense participles, and Placement of adjectives.		
	Examine evidence, examples, support for arguments, and nonrational appeals.  Paper 1 due (Thinking Through an Issue, with two outside sources, 1,000 words: worth 100 points).  SEE CHECKLIST	100	
	Write a <b>Rhetorical Précis</b> for introducing each of the following essays:	15	
	Read Kwame Anthony Appiah, "Go Ahead, Speak for Yourself" (see attached).		
	Read Nausicaa Renner, "How Do You Explain the 'Obvious?" (see attached).		
	Read Bernie Sanders, "We Must Make Public Colleges and Universities Tuition Free" (see attached).		
Week Four Day 8 9/7-11	Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter Three: CRITICAL READING: GETTING DEEPER INTO ARGUMENTS – more  Examine the readings and assignments.		
	Select and complete <b>one</b> Assignment for Topics for Critical Thinking and Writing (pp. 138).	20	
	Assignments for next session: Read Chapter Four  TOTAL POINTS	195	

Weekly Checklist	Name		
Week 5	Assignments	Included Check X	Received by Instructor
Week Five Day 9 9/14-18	Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter Four: VISUAL RHETORIC: THINKING ABOUT IMAGES AS ARGUMENTS		
	Worksheets and Activities (W) 10 points each Grammatical Sentences G1-G6 G1-1 to G2-3 due Week Five; G3-1 to G6-3 due Week Six		
	WK5 Lecture Notes: G1-1 to G2-3. Subject-Verb agreement, Verb forms, and Verb tense and mood.	60	
	Examine the reading and assignments on visual rhetoric, appeals, and interpretation.		
	Paper 2 assigned (Visual Rhetoric, with two outside sources, 1,000 words: worth 100 points). SEE HANDOUTS FOR ARGUMENT ESSAY, THESIS, OUTLINE, CHECKLIST		
	Read Chapter 4 (pp. 139-178). Complete Exercise: (pp.150) Complete Exercise: (pp. 158)	20	
	Write a <b>Rhetorical Précis</b> for introducing each of the following essay: Read Jackson Smith "Pledging Nothing" (student essay) (pp. 164).	5	
Week Five Day 10 9/14-18	Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter Four: VISUAL RHETORIC: THINKING ABOUT IMAGES AS ARGUMENTS		
	Examine the readings and assignments.		
	Read Dorothea Lange, "Migrant Mother" (pp. 171). Read Nora Ephron, "The Boston Photographs" (pp. 173-178).		
	Complete selected Topics for Critical Thinking and Writing (varies). Complete one of the Assignments in Visual Rhetoric (p. 178). Assignments for next session: Read Chapter Five	20	
	TOTAL POINTS	105	

Weekly Checklist	Name		
Week 6	Assignments	Included Check X	Received by Instructor
Week Six Day 11 9/21-25	Current Issues and Enduring Questions Part Two CRITICAL WRITING, Chapter Five: WRITING AN ANALYSIS OF AN ARGUMENT  Worksheets and Activities (W) 10 points each Grammatical Sentences G1-G6 G1-1 to G2-3 due Week Five; G3-1 to G6-3 due Week Six		
	WK 6 Lecture Notes: G3-1 to G6-3. Pronoun-antecedent agreement, Pronoun reference, Pronoun and noun case, <i>Who and Whom</i> , Adjectives and Adverbs, Fragments, and Run-on Sentences.  Examine the readings and assignments.  Paper 2 due (Visual Rhetoric, with two outside sources, 1,000 words: worth 100 points).	100	
	Read Chapter 5 (pp. 179–220).  Write a <b>Rhetorical Précis</b> for introducing each of the following essays:  Read Nicholas Kristof's "For Environmental Balance, Pick Up a Rifle" (pp.188-192)  Read "Tracking Kristof" (student essay) (pp.193-195)  Read Gerard Jone's "Violent Media is Good for Kids" (pp.199-202)  Read Justin Cronin's "Confessions of a Gun Owner" (pp. 202-205)  Read Peter Singer's "Animal Liberation" (pp. 205-216)	25	
Week Six Day 12 9/21-25	Current Issues and Enduring Questions Part Two CRITICAL WRITING, Chapter Five: WRITING AN ANALYSIS OF AN ARGUMENT  Examine the readings and assignments, including thesis, purpose, methods, persona, and organizing an analysis of an argument. (see notes)  Assign Paper 3 (Topic: Immigration, with two outside sources, 1,000 words: worth 100 points).  Read Chapter 6 (pp. 221-260).  Read Chapter 10 (pp373-383)		
	TOTAL POINTS	125	

Weekly Checklist	Name		
Week 7	Assignments	Included Check X	Received by Instructor
Week Seven Day 13 9/28-10/2	Current Issues and Enduring Questions Part Two CRITICAL WRITING, Chapter Six: DEVELOPING AN ARGUMENT OF YOUR OWN  Worksheets and Activities (W) Word Choice W1-W5 W2-1 to W3-4 due Week Seven; W4-1 to W5-5 due Week Eight  WK7 Lecture Notes: Cause and Effect essays. Word Choice: W2-1 to W5-4. W2-1 to W3-2: Wordy sentences, and Active verbs  Examine the reading and assignments, and develop arguments about immigration questions using stasis theory, thesis statement development strategies, imagining audience, etc.	60	
	Examine how Chapter 6, Chapter 10, and Chapter 23 relate to forming an Argument.  SEE HANDOUTS FOR ARGUMENT ESSAY, THESIS, OUTLINE, CHECKLIST  Read Chapter 23, Immigration: What Is to Be Done? (pp.557-570)  Write a Rhetorical Précis for introducing each of the following essays: Read: "Five Myths about Immigration" by David Cole (pp.557-560)  Read: "The Worker Next Door" by Barry R. Chiswick (pp.561-563)  Read: "Ángels in America" by John Tierney (pp.563565)  Read: "Our Brave New World of Immigration" by Victor Davis Hanson (pp.565-567)  Read: "Analyzing Visuals: Immigration Then and Now" (pp.567-570)  Complete one of the Assignments in Topics for Critical Thinking and Writing (pp. 570).	25	
Week Seven Day 14 9/28-10/2	Current Issues and Enduring Questions Part Two CRITICAL WRITING, Chapter Six: DEVELOPING AN ARGUMENT OF YOUR OWN  Examine organizing an argument, tone and persona, avoiding sexist language, and we, one, and I.  Develop arguments for paper 3.  Complete the CHECKLISTs in Chapter 6  Read Chapter 7 (pp. 261-322).  TOTAL POINTS	105	

Weekly Checklist	Name		
Week 8	Assignments		
Week Eight Day 15 8/5-9	Current Issues and Enduring Questions Part Two CRITICAL WRITING, Chapter Seven: USING SOURCES  Worksheets and Activities (W) Word Choice W1-W5 W2-1 to W3-4 due Week Seven; W4-1 to W5-5 due Week Eight  WK8 Lecture Notes: Process Analysis essays. Journal Responses. W4-1 to W5-4: Appropriate language and Exact language.  Examine discourse, types of sources, finding sources, and evaluating sources. See Assignments for Using Sources (pp.261-322).  Write a Rhetorical Précis for introducing each of the following essays:  Read Bridget Anderson, "The Politics of Pests: Immigration and the Invasive Other" (see attached).  Read Isaac Chotiner, "How Anti-Semitism Rises on the Left and Right" (see attached)  Find sources on paper 3 argument. Complete paper 3 first draft.	10	
Week Eight Day 16 8/5-9	Current Issues and Enduring Questions Part Two CRITICAL WRITING, Chapter Seven: USING SOURCES  Use A Checklist for Peer Review (see attached PEER REVIEW forms; complete all three).  Paper 3 draft due (Topic: Immigration, with two outside sources, 1,000 words: worth 150 points).  Read: Chapter 8: A Philosopher's View: The Toulmin Model (pp. 325-334). Chapter 9: A Logician's View: Deduction, Induction, Fallacies (pp. 335-372). Chapter 10: A Psychologist's View: Rogerian Argument (pp. 373-383)  TOTAL POINTS	70	

Weekly Checklist	Name		
Week 9	Assignments	Included Check X	Receive d by Instruct or
Week Nine Day 17 8/12-16	Current Issues and Enduring Questions Part Three FURTHER VIEWS ON ARGUMENT, Chapter Eight: A Philosopher's View: The Toulmin Argument Chapter 9: A Logician's View: Deduction, Induction, Fallacies Chapter 10: A Psychologist's View: Rogerian Argument  Worksheets and Activities (W) Sentence Style S1-S7 S1-1 to S3-4 due Week Nine; S4-1 to S7-3 due Week Ten  WK9 Lecture notes: Revise Division or Analysis essay. S1-1 to S3-2: Parallelism, Needed Words, Misplaced and Dangling Modifiers.  Examine the Toulmin model, fallacies, and Rogerian argument (see notes).	60	
	SEE CHECKLIST Complete paper 3 final draft (1,500 words worth, 150 points).		
Week Nine Day 18 8/12-16	Current Issues and Enduring Questions Part Three FURTHER VIEWS ON ARGUMENT, Chapter Eight: A Philosopher's View: The Toulmin Argument  Examine the readings.  Paper 3 due (Topic: Immigration, with two outside sources, (1,500 words worth, 150 points).  Write a Rhetorical Précis for introducing each of the following essay: Read W. H. Auden, "The Unknown Citizen" (pp.662) Read George Orwell, "Shooting an Elephant (pp.684) Read Walt Whitman, "One Song, America, Before I Go" (pp.665)  Assignments for next session: Read Chapter 11	150	
	TOTAL POINTS	235	

Weekly Checklist	Name		
Week 10	Assignments	Included Check X	Receive d by Instruct or
Week Ten Day 20 10/19-23	Current Issues and Enduring Questions, Part Three FURTHER VIEWS ON ARGUMENT, Chapter 11: A LITERARY CRITIC'S VIEW: ARGUING ABOUT LITERATURE, ARGUING WITH FICTION II  Worksheets and Activities (W) Sentence Style S1-S7 Sentence Style S1-S7: S1-1 to S3-4 due Week Nine; S4-1 to S7-3 due Week Ten  WK10 Lecture notes: Classification essays. S4-1 to S7-2: Distracting shifts, Mixed constructions, Sentence emphasis, and Sentence variety.  Examine the reading and assignments. What is literary analysis? (see notes).  SEE HANDOUTS FOR ARGUMENT ESSAY, THESIS, OUTLINE, CHECKLIST	60	
	Assign Paper 4 (Arguing with Fiction, with two outside sources, 1,500 words, 150 points).		
Week Ten Day 21 10/19-23	Current Issues and Enduring Questions, Part Three FURTHER VIEWS ON ARGUMENT, Chapter 11: A LITERARY CRITIC'S VIEW: ARGUING ABOUT LITERATURE, ARGUING WITH FICTION II		
	Examine the reading and assignments.  Write a <b>Rhetorical Précis</b> for introducing each of the following essays: Read Two Students Interpret Robert Frost's "Mending Wall" (pp. 389) Read Robert Frost, "Mending Wall" (pp. 390) Read Jonathan Deutsch, "The Deluded Speaker in Frost's "Mending Wall" (Student Essay) (pp. 391) Read Felicia Alonso, "The Debate in Robert Frost's "Mending Wall" (Student Essay) (pp. 394)	20	
	Write a response to the analysis of Frost's poem and explain how your analysis would be different (or identical to those critics). BE SPECIFIC.	10	
	Assignments for next session: Work on paper 4 final draft (1,500 words).		
	TOTAL POINTS	90	

Weekly Checklist	Name		
Week 11	Assignments	Included Check X	Receive d by Instruct or
Week Eleven Day 22 10/26-30	Current Issues and Enduring Questions, Part Three FURTHER VIEWS ON ARGUMENT, Chapter 11: A LITERARY CRITIC'S VIEW: ARGUING ABOUT LITERATURE, ARGUING WITH FICTION II		
	Worksheets and Activities (W) Punctuation P1-P10 Punctuation P1-P10: P1- 1 to P3-8 due Week Eleven; P4-1 to P6-7 due Week Twelve	60	
	WK11 Lecture Notes: Essay revision. Commas and unnecessary commas, Semicolon, and the Colon. Punctuation and Mechanics, P1-1 to P3-3		
	Paper 4 due (Arguing with Fiction, with two outside sources, 1,500 words, worth 150 points).	150	
Week Eleven Day 23 10/26-30	SEE HANDOUTS FOR ARGUMENT ESSAY, THESIS, OUTLINE, CHECKLIST		
	Assignments for next session: Read Chapter 19  TOTAL POINTS	210	

Weekly Checklist	Name		
Week 12	Assignments	Included Check X	Receive d by Instruct or
Week Twelve Day 24 11/2-6	Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Nineteen, A COLLEGE EDUCATION: WHAT IS ITS PURPOSE?  Worksheets and Activities (W) Punctuation P1-P10 Punctuation P1-P10: P1- 1 to P3-8 due Week Eleven; P4-1 to P6-7 due Week Twelve  WK12 Lecture Notes: Definition essay. Journal response. P4-1 to P10-1: Apostrophe, Quotation marks, End punctuation, other punctuation marks, Spelling, the Hyphen, Capitalization, Abbreviation, and Italics.  Write a Rhetorical Précis for introducing each of the following essays: "3 Reasons College Still Matters" by Andrew Delbanco (pp. 463-467) "No, It Doesn't Matter What You Majored In" by Carlo Rotella (pp.467-469) "We Don't Need More Humanities Majors" by Edward Conrad (pp.4699-471) "We Need More Humanities" by Christian Madsberg and Mikkel B. Rasmussen (pp.471-474) "Why I Teach Plato to Plumbers" by Scott Samuelson (pp.474-477) "Mathandscience" by Mark Slouka (pp. 477-480) "Commencement Address, Kenyon College" by David Foster Wallace (pp.480-487)	35	
Week Twelve Day 25 11/2-6	Complete <b>one</b> of the Assignments in Topics for Critical Thinking and Writing (pp. 486-487).  Assignments for next session: Read Chapter 20  Assignment Paper 5 (Arguing in a Debate or Discourse Community, 1,500 words, with four outside sources, worth 200 points).  TOTAL POINTS	105	

Weekly	Name		
Checklist Week 13	Assignments	Included Check X	Receive d by Instruct or
Week Thirteen Day 26 11/9-13	Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty, RACE AND POLICE VIOLENCE: HOW DO WE SOLVE THE PROBLEM?  WK13 Lecture Notes: Argument essay. Review of grammar, sentence, and style.  Write a Rhetorical Précis for introducing each of the following essays: Read: "The Birth of a New Civil Rights Movement" by Gene Demby (pp.488-495) "The New Nationwide Crime Wave" by Heather MacDonald (pp.495-499) "No "Ferguson Effect" by Baltimore Sun Editorial Board (pp.499-502) "Are Blacks to Blame for Cops' Actions?" by Steve Chapman (pp.502-503) "Race and Policing: An Agenda for Action" by David H. Bayley, Michael A. Davis, and Ronald L. Davis (pp.504-517)  Complete one of the Assignments in Topics for Critical Thinking and Writing (pp. 516-517).  Work on NOTES and ROUGH DRAFT OUTLINE for Paper 5 (Arguing in a Debate or Discourse Community, 1,500 words, with four outside sources, worth 200 points).  SEE HANDOUTS FOR ARGUMENT ESSAY, THESIS, OUTLINE, CHECKLIST  Assignments for next session: Read Chapter 24	25	
Week Thirteen Day 27 11/9-13	Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty, RACE AND POLICE VIOLENCE: HOW DO WE SOLVE THE PROBLEM?  SEE HANDOUTS FOR ARGUMENT ESSAY, THESIS, OUTLINE, CHECKLIST  TOTAL POINTS	45	

Name		
Assignments	Included Check X	Receive d by Instruct or
Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty-Four, THE CARCERAL STATE: WHY ARE SO AMNY AMERICANS IN JAIL?  WK14 Lecture Notes: Mixing the Methods. Journal Response. Review of grammar, sentence, and style.  Write a Rhetorical Précis for introducing each of the following essays: Read:  "The Caging of America" by Adam Gopnik (pp.571-581)	25	
<ul> <li>"How Prisons Change the Balance of Power in America" by Heather Ann Thompson (pp. 581-587)</li> <li>"The Cradle to Prison Pipeline" by Marian Wright Edelman (pp. 587-590)</li> <li>"Mass Incarceration: The Silence of the Judges" by Jed S. Rakoff (pp.590-597)</li> <li>"Mass Incarceration: The Whole Pie" by Peter Wagner and Bernadette Rabuy (pp.597-602)</li> <li>Complete one of the Assignments in Topics for Critical Thinking and Writing (pp. 601-602).</li> <li>Assignments for next session: Read Chapter 25</li> </ul>	20	
Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty-Four, THE CARCERAL STATE: WHY ARE SO AMNY AMERICANS IN JAIL?  Work on ROUGH DRAFT and WORKS CITED for Paper 5 (Arguing in a Debate or Discourse Community, 1,500 words, with four outside sources, worth 200 points).  TOTAL POINTS	45	
	Assignments  Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty-Four, THE CARCERAL STATE: WHY ARE SO AMNY AMERICANS IN JAIL?  WK14 Lecture Notes: Mixing the Methods. Journal Response. Review of grammar, sentence, and style.  Write a Rhetorical Précis for introducing each of the following essays: Read:  "The Caging of America" by Adam Gopnik (pp.571-581)  "How Prisons Change the Balance of Power in America" by Heather Ann Thompson (pp. 581-587)  "The Cradle to Prison Pipeline" by Marian Wright Edelman (pp. 587-590)  "Mass Incarceration: The Silence of the Judges" by Jed S. Rakoff (pp.590-597)  "Mass Incarceration: The Whole Pie" by Peter Wagner and Bernadette Rabuy (pp.597-602)  Complete one of the Assignments in Topics for Critical Thinking and Writing (pp. 601-602).  Assignments for next session: Read Chapter 25  Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty-Four, THE CARCERAL STATE: WHY ARE SO AMNY AMERICANS IN JAIL?  Work on ROUGH DRAFT and WORKS CITED for Paper 5 (Arguing in a Debate or Discourse Community, 1,500 words, with four outside sources, worth 200 points).	Assignments  Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty-Four, THE CARCERAL STATE: WHY ARE SO AMNY AMERICANS IN JAIL?  WK14 Lecture Notes: Mixing the Methods. Journal Response. Review of grammar, sentence, and style.  Write a Rhetorical Précis for introducing each of the following essays: Read:  "The Caging of America" by Adam Gopnik (pp.571-581)  "How Prisons Change the Balance of Power in America" by Heather Ann Thompson (pp. 581-587)  "The Cradle to Prison Pipeline" by Marian Wright Edelman (pp. 587-590)  "Mass Incarceration: The Silence of the Judges" by Jed S. Rakoff (pp.590-597)  "Mass Incarceration: The Whole Pie" by Peter Wagner and Bernadette Rabuy (pp.597-602)  Complete one of the Assignments in Topics for Critical Thinking and Writing (pp. 601-602).  Assignments for next session: Read Chapter 25  Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty-Four, THE CARCERAL STATE: WHY ARE SO AMNY AMERICANS IN JAIL?  Work on ROUGH DRAFT and WORKS CITED for Paper 5 (Arguing in a Debate or Discourse Community, 1,500 words, with four outside sources, worth 200 points).

	N.		
Weekly Checklist	Name		
Week 15	Assignments	Included Check X	Receive d by Instruct or
Week Fifteen Day 30 11/23-27	Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty-Five, AMERICAN EXCEPPTIONALISM: HOW SHOULD WE THE UNITED STATES TEACH ITS PAST?  Write a Rhetorical Précis for introducing each of the following essays: Read:  "Breaking Bad: America Has Used Walter White Logic since 9/11" by Conor Friedersdorf (pp. 603-608)  "The Myth of American Exceptionalism" by Stephen M. Walt (pp. 608-615)  "In Defense of American Exceptionalism" by Herman Cain (pp. 615-616)  "In Defense of American Exceptionalism" by Clifford D. May (pp. 617-626)  "It's Time to Rethink American Exceptionalism" by David Bromwich (pp. 619-626)  "How Texas Teaches History" by Ellen Bresler Rockmore (pp. 626-628)  Complete one of the Assignments in Topics for Critical Thinking and Writing (pp. 628).  WK15 Lecture Notes: Research essay. Review of grammar, sentence, and style.  Assignments for next session: Read Chapter 26  Work on ROUGH DRAFT and WORKS CITED for Paper 5 (Arguing in a Debate or Discourse Community, 1,500 words, with four outside sources, worth 200 points).	30	
Week Fifteen Day 31 11/23-27 THANKSGIVING	Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty-Five, AMERICAN EXCEPPTIONALISM: HOW SHOULD WE THE UNITED STATES TEACH ITS PAST?  TOTAL POINTS	30	

Weekly Checklist	Name		
Week 16	Assignments	Included Check X	Receive d by Instruct or
Week Sixteen Day 32 11/30-12/4	Current Issues and Enduring Questions, Part Six, ESSAYS, A STORY, POEMS, AND A PLAY, WHAT IS THE IDEAL SOCIETY  Write a Rhetorical Précis for introducing each of the following essays: Read:  "From Utopia" BY Thomas More (pp.631643)  "Declaration of Sentiments and Resolutions" by Elizabeth Cady Stanton (pp. 655-658)  "I Have a Dream" by Martin Luther King, Jr. (pp. 659-662)  "The Unknown Citizen" by W.H. Auden (pp. 662-663)  "One Song, America, Before I Go" Wal;t Whitman (pp.665)  "The Ones Who Walk Away from Omelas" by Ursula K. Le Guin (pp.666-670)  WK16 Lecture Notes: Research essay. Review of grammar, sentence, and style.	30	
Week Sixteen Day 33 11/30-12/4	Work on INTEGRATING SOURCES WITH ANALYSIS AND COINTEXT for Paper 5 (Arguing in a Debate or Discourse Community, 1,500 words, with four outside sources, worth 200 points).  **NO FLOATING QUOTES**  **ALWAYS USE ACTIVE VERB SIGNAL PHRASE** INTRODUCTIONS OF A QUOTE AND/OR A SOURCE**  (see Proctor to schedule your final exam during Week Seventeen – your completed final must be received by December 12th)  **TOTAL POINTS**	30	

Weekly Checklist	Name		
Week 17	Assignments	Included Check X	Receive d by Instruct or
Week Seventeen Day 34 12/7-11	Final draft Paper 5 due with CHECKLIST and due by December 12 (Arguing in a Debate or Discourse Community, 1,500 words, with four outside sources, worth 200 points).	200	
	CHECKLIST:final draftfinal draft integrated four outside sourcesfinal draft with MLA formatted Work Cited pagepeer review comments (if possible)outlineproposaloutline Drafting NotesReading Notesneading Notesone-page reflection on writing this essay  CHECKLIST items (50 points)	50	
Week Seventeen Day 35 12/7-11	FINAL EXAM- worth 75 points (see Proctor to schedule your final exam during Week Seventeen – your completed final must be received by December 12 <sup>th</sup> )  TOTAL POINTS	75	
Week Eighteen Day 36 12/14-17	Work received after December 12 <sup>th</sup> , regardless of when it was sent, will NOT be graded.		

Name	Class	Date
English	Diagnostic Exam	
Instructions. You will have 45 minutes to present the passage can be as well organized and as carefully written	arefully and plan what you wi	
Not all conformity is bad. But some is. Har order to belong to a group or to avoid the risquickly find ourselves saying and doing not want or expect us to say and do. That focus Vincent Ruggiero, <i>The Art of Thinking</i> .	sk of being different. Once vet what we believe is best, but	we begin to conform, we what we believe others
Explain Ruggiero's argument and discuss analysis. Support your position, providing observations, or reading.	• •	_

Name	Class	Date

Name	Class	Date

Name	Class	Date

Name	Class	Date