

RHET 110 – section 10
Fall 2008
MWF 8:15-9:20
ED 307

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Office hours: T 11-12, 1-2 W 11-12

Language...is sermonic. We are all of us preachers in private or public capacities. We have no sooner uttered words than we have given impulse to other people to look at the world, or some small part of it, in our way.

Richard Weaver, "Language is Sermonic"

Welcome to RHET 110, the first course in USF's two-semester college writing sequence. Unlike writing courses that teach the production of literary response or personal essays (forms that, while valuable and interesting, do not prepare one for general college writing), this rhetoric-based class will focus on two skills crucial to full participation in the academic community and in civic life: the careful reading of non-fiction prose and the composition of argumentative and analytical essays on a range of important subjects. We will practice these skills by reading and writing about some of the most pressing civic and academic issues of our day, including immigration and national security, the promises and perils of drug legalization, the effect of digital media on freedom and identity, and issues of public health and safety. We will also, near the end of the term, practice that analysis of visual texts. This course will help prepare you both for RHET 120 and for most of your other coursework at USF. My hope is that his class will help you develop your reading, critical thinking, and writing skills on many levels, making writing at the very least a more manageable and rewarding task for you.

Course Description: In order to prepare students for the kinds of writing typically required in college-level courses and in civic discourse, RHET 110 teaches the composition of thesis-driven argumentative essays that respond to important social and academic issues. Presented with elements of rhetorical theory, students gain practice in composing brief to medium-length arguments that are focused, clearly organized, well supported and based on accurate critical reading of a moderate number of readings assigned by the instructor. Students also develop skills in summary, paraphrase, and quotation, as well as in incorporating multiple sources in the service of a unified argument and in addressing multiple, often conflicting points of view. Also, students are introduced to library research as a tool of academic inquiry. Finally, students gain practice revising for whole-text coherence, as well as for clarity and correct usage.

Texts:

Faigley and Selzer, *Good Reasons with Contemporary Arguments*, 4th edition.
Hacker, *A Writer's Reference*, USF edition.

Please obtain these texts as soon as possible.

Learning Outcomes:

By the end of the term, you will have demonstrated competence in the following areas:

- 1) **Critical Reading:** Students comprehend, analyze, and assess arguments presented both in assigned short to medium length non-fiction prose texts and in written texts found in independent research.
- 2) **Formulating Thesis/Primary Claim:** Students develop, in response to important civic and academic questions at issue raised in course readings and research, a specific contestable claim to serve as focus and governing principle of an argumentative essay.
- 3) **Arrangement/Structure:** Students organize papers on the whole-text and paragraph levels to facilitate reader comprehension and to meet the specific needs of different rhetorical situations.
- 4) **Development:** Students learn support their claims with sufficient, relevant, and credible evidence derived from reading and research (primary and secondary), and acknowledge and address counter-arguments.
- 5) **Grammar and Style:** Students write in a mature and credible civic and academic manner by avoiding basic usage errors, using accurate punctuation, and employing stylistic strategies that improve clarity and concision, document reading and research in accordance with MLA and APA formats.
- 6) **Revision:** Students revise drafts in order to improve content, structure, and clarity and correctness of expression, as well as to document sources accurately.

Course Policies:

➤ *Attendance*

Attendance for all classes, conferences, and other class activities is extremely important. You may miss up to **six** classes with no penalty to your grade. Each absence beyond that will result in a lowering of your final grade by one third of a letter. 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. A limited number of documented medical or emergency absences may be allowed at the discretion of the instructor. Absence due to religious observations may also be allowed.

It is also important that you come to class on time. Each time you are significantly late will count as one third of an absence.

➤ *E-mail and USF Connect Access*

Announcements regarding this class are often sent out over USF Connect e-mail or on the USF Connect page. Be sure that you have access to your USF e-mail account! Also, optional but very helpful links will be posted on our USF Connect Page. Finally, you may post to the class's USF Connect Discussion Board about class topics (including readings, issues in writing, etc.). Three such posts of 30 words or more each will allow you to erase an absence.

➤ *Students with Disabilities*

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Student Disability Services, (SDS) 422-6876 as early as possible in the semester.

➤ *Academic Integrity*

There is an extensive discussion of USF's Academic Honesty Policy in the Fogcutter; all students should be familiar with that section. As it particularly pertains to the Program in Rhetoric and Composition, 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.

➤ *Participation and Decorum*

All students are expected to participate vigorously and respectfully in class discussions. Class is more engaging for everyone the more different voices are heard. There are NO stupid comments or stupid questions! Please feel free to speak without fear of disapproval! This is your class, and I want to hear what everyone has to say. Discussions should be animated and lively. Remember, though, always to maintain respect for others in the class. No disrespect for another based on race, religion, gender, sexual orientation, age, political point of view (left, right, or center), background, physical appearance, or personal peculiarity (or anything else) will be allowed in this class. Students made to feel at all uncomfortable or upset in any way by anything that happens in class are urged to talk to me about it. It is my responsibility as your instructor to make sure that everyone feels safe, welcome, and free to learn in my class. Also, please be attentive and focused on THIS class while you are here. (Do not engage in other activities or do work for other classes.) Students should participate freely in discussions, but they (and the instructor) should also behave respectfully towards the whole class by treating each other well and by directing attention to our learning activities.

Work for the Course:

➤ *Reading*

During this course, you will read a number of brief non-fiction prose argumentative essays. Reading others' arguments (mostly selections included in our textbook) will play a central role in this course for a number of reasons. First, the critical reading of non-fiction prose is in its own right at least as crucial a skill as writing such prose. Throughout your college courses and in your life beyond the academy, you will need to comprehend, analyze, and evaluate a wide range of written (and visual) arguments. Second, you will often (virtually always in academic and civic writing) respond to and incorporate what you read into your own writing (in the form of paraphrases and quotations, for example). Third, when honing our abilities in written argumentation in a course like this, we need interesting material about which to read, think, and write – issues of great interest that motivate us to collaboratively shape and communicate well-reasoned and supported claims, even in the “artificial” context of the classroom environment. Fourth and finally, we learn to write in part through imitation, both conscious and unconscious. That is, the more you read the writing of others, the more you may learn to identify and learn from successful and unsuccessful writing practices.

You will also read material from our textbook on such topics as the basics of rhetorical theory, critical reading and analysis strategies, thesis development, and research processes. Readings on these topics will be reinforced and supplemented by in-class lessons.

➤ *Writing*

The class will require you to complete **four** major formal essay assignments. The first essay (4-5 pages) will be a **summary and rhetorical analysis** of one or two brief argumentative prose texts. In the second essay (5-6 pages), you will compose a **position** argument based on a synthesis of sources, mostly drawn from class readings and possibly from your own experience. The third essay assignment (8-9 pages) will require you to write a **proposal** argument based on class reading and outside **research** (we will visit the library in preparation for this paper). You will also complete an **annotated bibliography** for this essay. The fourth and final essay (3-4 pages) will require you to write an **analysis of an argument presented in a visual text** (e. g., a web site, an advertisement, a work of art). For all four major papers, you will complete both a draft (at least one formal draft) and a revised final version, for which you will receive a letter grade.

Also, you may further revise either essay #1 or essay #2 after the essay is graded. These revised essays must be submitted by the last day of class (Dec. 10). These revisions will be re-graded.

Over the course of the term you will complete a number (roughly two dozen) of informal in-class **Daily Writing Activities** (DWAs). These exercises will serve a variety of purposes, such as initiating discussions of readings, developing working theses, outlining of drafts, and practicing editing. These in-class assignments are intended to help you get actual work done on your writing projects for the course during actual class time, as well as to give you practice in important general writing skills. They will be graded on a “check/check-minus” system. DWAs missed due to unexcused absences may not be made up.

Late Work Policy: Turning in an essay (draft or final) late will result in the reduction of one third of a grade per day. Each student, however, will receive one free one-day extension. This extension allows you to turn in the essay late with no grade reduction. (See “Grading Policies” below.)

Grading Policies:

Essays for the course will be graded on a traditional A-F scale according to the following criteria:

- Articulation of and focus on a clear, compelling assertive claim/thesis;
- Support/Development of that thesis with specific, well integrated, concrete evidence (textual, research, etc.);
- Acknowledgment of and response to alternative or opposing perspectives;
- Clear organization on the whole-text and paragraph levels;
- Editing and proofreading on the sentence-level according to mechanical, grammatical, and usage norms of standard written English.

“A” papers will be exceptional in all five areas, going well beyond the basic assignment requirements. “B” papers will strong in most or all categories, with minor lapses perhaps in only one or two. “C” papers will adequately meet all requirements, with lapses in one or several areas. “D” papers will be deficient in several categories, perhaps failing to address important aspects of the assignment. “F” papers will be clearly deficient in most or all areas and/or fail to address the most essential requirements of the assigned writing task. “F” grades will also be assigned to essays not turned in or that are determined to be plagiarized (see “Academic Integrity” above).

Your final letter grade for the course will be determined according to the following percentage breakdown of assignments:

Essay #1 (Rhetorical Analysis)

15%

Essay #2 (Position Argument)	25%
Essay #3 (Proposal Argument)	25%
Essay #4 (Visual Analysis)	15%
Daily Writing Activities	10%
Annotated Bibliography	10%

Schedule of Assignments:

Below is a calendar of our work for the semester. *Good Reasons* is indicated by “GR” and *A Writer’s Reference* by “Hacker.” Note that page numbers also appear. Readings are to be completed by class time of the day indicated. (For example, for next Wednesday, you should have read the opening selections from *Good Reasons* as well as essays by Malkin and Epstein.) This schedule is subject to revision at any point in the semester.

F	8/29	Syllabus and introduction to course.
M	9/1	Labor Day holiday – No class!
W	9/3	Developing terms for understanding argumentative writing; read Faigley and Selzer on argumentation and critical reading (GR 1-5, 9-18, 22-29); begin reading for first essay assignment (rhetorical analysis, topic: “Policing Borders, Policing Substances”); read Malkin and Epstein (GR 411-15).
F	9/5	Continue reading for first essay assignment; read Califano and Schlosser (GR 518-23); <i>essay #1 assignment handed out.</i>
M	9/8	Planning and drafting a rhetorical analysis essay; read Faigley and Selzer on rhetorical analysis (GR 69-79) and Hacker on summary and analysis (Hacker 62-63).
W	9/10	Effective integration of quoted material; bring Hacker to class; assessing sample rhetorical analysis essay; print from USF Connect link Por, “A National Already United,” and bring to class.
F	9/12	<i>Draft of essay #1 due in class.</i>
M	9/15	Workshop of student essay(s).
W	9/17	Workshop of student essay(s).
F	9/19	Draft of essay #1 returned; discuss revision; bring Faigley and Selzer (GR) to class. Census date: <i>Last Day to drop class with tuition refund!</i>
M	9/22	Editing; bring Hacker to class.
W	9/24	Editing; bring Hacker and two pages of essay #1 (latest version) to class.
F	9/26	<i>Final version of essay #1 due in class</i> ; preview of essay #2 assignment (position argument, topic: “New Media and New Freedoms?”); bring Faigley and Selzer (GR) to class.
M	9/29	Begin reading for essay #2 assignment; read Zaslow, Keen, Siegenthaler, and Boyd (GR 492-94, 576-82, 595-603).
W	10/1	Continue reading for essay #2 assignment; read Gerson, Bennet and Beith, Fischler, and Williams (GR 583-95, 605-6); <i>essay #2 assignment handed out.</i>
F	10/3	Planning and drafting essay #2; read Faigley and Selzer on generating and drafting arguments (GR 40-60).
M	10/6	Continue planning and drafting essay #2; reading sample essays.
W	10/8	<i>Draft of essay #2 due in class</i> ; read Faigley and Selzer on evaluating and revising drafts (GR 60-65).
F	10/10	Workshop of student essay(s).
M	10/13	Workshop of student essay(s).
W	10/15	Drafts of essay #2 returned; revision strategies discussed; bring Faigley and Selzer (GR) to class.
F	10/17	Editing; bring Hacker to class.
M	10/20	Editing; bring Hacker and two pages of essay #2 (latest version) to class.
W	10/22	<i>Final version of essay #2 due in class</i> ; preview of essay assignment #3 (proposal argument, topic: “Health and Safety, Public and Private – New Risks, New Technologies, New Rules?”).
F	10/24	Group #1 read for essay #3; read essays on tobacco and food consumption/regulation and on stem-cell research (GR 526-30, 554-64, 462-70); group #2 no class.
M	10/27	Group #2 read for essay #3; read essays on global warming and biometrics (GR 333-51, 494-513); group #1 no class.

W	10/29	Read Faigley and Selzer on proposal arguments and on beginning the research process (GR 209-14, 249-253); <i>essay #3 assignment handed out.</i>
F	10/31	Library instruction; class meets in library electronic classroom; read Faigley and Selzer on finding sources (GR 254-62).
M	11/3	Organizing and using sources; read Faigley and Selzer on evaluating sources (GR 263-9); end-of-text documentation; bring Faigley and Selzer (GR) and Hacker to class.
W	11/5	Planning and drafting essay; in-text documentation and academic honesty; read Faigley and Selzer (GR 270-79) <i>annotated bibliography due.</i>
F	11/7	Sample research-based proposal essay discussed in class.
M	11/10	<i>Draft of essay #3 due in class.</i>
W	11/12	Workshop of student essay(s).
F	11/14	Workshop of student essay(s).
M	11/17	Draft of essay #3 returned.
W	11/19	Essay #3 conferences.
F	11/21	Essay #3 conferences.
M	11/24	Essay #3 conferences.
W	11/26	Essay #3 conferences.
F	11/28	Thanksgiving break – no class!
M	12/1	Final documentation check for essay #3; bring Hacker, two pages of draft (latest version), and works cited page to class.
W	12/3	<i>Final version of essay #3 due in class</i> ; read Faigley and Selzer on analyzing visual arguments (GR 90-100) for essay #4 assignment; <i>essay #4 assignment handed out.</i>
F	12/5	Planning and drafting of essay #4; course evaluations.
M	12/8	Reading sample visual analysis essays; continue planning and drafting essay #4.
W	12/10	Draft of essay #4 due in class; self-analysis.

Final essay due Wednesday Dec. 17 by 5 pm at my office or at Kalmanovitz 204.

RHET 120: Written Communication II, section 2
Spring 2009
Mark Meritt, Associate Professor, Rhetoric and Composition
Class Meeting Time: MWF 8:15-9:20
Class Location: Kalmanovitz 211
Office Location: Kalmanovitz 244
Office Hours: M 10-11, W10-12
Phone Number: 422-5029
E-mail: meritt@usfca.edu

Welcome to RHET 120, the second course in Rhetoric and Composition's freshman sequence. This course focuses on the practice of advanced academic reading and writing. While RHET 110 provided you with skills in the reading and writing of brief to medium length argumentative prose on civic issues, this class will help you build on those skills by reading and writing in response to longer and more challenging (often difficult) texts written by professional academics and public intellectuals on complex topics. The overall goal of this course is to encourage and train you in reading and writing not just as practical skills (though these skills are important in college and beyond) but as tools for intellectual exploration and growth.

Prerequisites: C- or higher in RC 110

To complete the Core A2 Rhetoric and Composition requirement, you must obtain a C- or higher in this class.

Texts:

Miller and Spellmeyer, The New Humanities Reader
Gorrell, Style and Difference
Clines and Cobb, Research Writing Simplified

Official Course Description:

With a firm basis in the elements of rhetoric, critical reading, written argumentation, and library research established in RC 110, students in RC 120 learn to compose more ambitious arguments responding to and incorporating sources of greater number, length, complexity, and variety. In order to meet the demands of advanced academic discourse, students also (a) develop skills in critical analysis of challenging non-fiction prose texts from a range of disciplinary perspectives and subjects, with a particular focus on the linguistic and rhetorical strategies employed in these texts, and (b) conduct extensive library research in the process of planning and composing sophisticated academic papers. Students will also gain practice editing for stylistic fluency in accordance with conventions of advanced academic prose. Finally, students develop greater independence in formulating strategies for revision and expansion of written arguments.

Learning Outcomes:

Over the course of the term, you will gain competence in the following areas:

- 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 standard academic documentation 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.

Work for the Course:

Reading: As stated above, this course focuses on learning to compose university-level writing that responds to and incorporates texts that present complex and challenging ideas. Therefore, reading demanding non-fiction prose – twelve essay-length selections over the course of the term -- will be central to our efforts. These readings will be found in our primary textbook, The New Humanities Reader, which includes some of the most intellectually compelling work of public intellectuals and academics from a variety of disciplines produced in recent years. I promise that these readings will be interesting, yet they will also require your time, attention, and careful reading (they're by no means "easy"). To aid you in the process of getting a handle on these readings, I am requiring that you complete formal reading responses in advance of our class discussion of the texts (see below).

You will also be assigned brief readings from Style and Difference and from Research Writing Simplified in preparation for lessons on style, research, documentation, and academic integrity. No reading responses are required for these readings.

Formal Writing:

The main work of the course will be **four** essays. The first essay will be an **analytical response** (5-6 pages) to one or two substantial academic texts whose arguments you will explain and assess. The second essay (7-8 pages) will be a **synthesis** paper in which you develop an argument of your own in response to and incorporating several substantial readings, as well as on your own observations and perhaps outside reading. The third essay will be a **research log** (3-4 pages) summarizing and evaluating sources you obtain as you investigate a question you develop in response to class reading and discussion. The fourth and final essay will be a lengthy **research-based argument** (10-11 pages) written in response to your question and based upon significant library, internet, and perhaps primary research.

In addition to the four major papers, you must complete **nine** (9) 1-2 page **reading responses** for assignments from The New Humanities Reader. As noted above, these responses will help you both understand and begin to generate your own thoughts on the required reading, and they will lead you toward ideas for your major essays. For each response, I will compose a series of questions to which you should provide typewritten (double-spaced) answers, due on the day for which the reading is assigned. The response assignments will be posted on the course's Blackboard site, where they will be found among "Course Documents."

Informal Writing: You will often be called upon to complete unannounced informal "**in-class writings**" (ICWs for short) intended to start or give structure to our work for a particular day. These writings may include style exercises, brief responses to student workshop papers, practice generating thesis statements, documentation exercises, and similar activities.

In addition, you must post **four** (4) entries on the class Blackboard message board. These are due roughly every three and a half weeks (see "Schedule of Assignments" below). Postings must be at least 30 words and must address some issue related to the class (e. g., reading content, other students' or your own work, the processes of writing and reading).

Class Policies:

E-mail and Blackboard Access: Please be sure to have access to your USF e-mail account. I will frequently send messages (e. g., assignment reminders, notices of changes to the schedule) to the class via USF-Connect e-mail. Also, be sure you are able to access the course's Blackboard site, which will allow you to obtain the course syllabus, crucial course documents (all reading response prompts, essay assignments, useful web links, etc.), as well as the e-mail message board.

Attendance: Much of the learning that will take place this term will occur in the context of class discussions and exercises requiring your presence and active participation. Attendance is therefore mandatory. However, circumstances often require that class be missed once in a while. You are therefore allowed **six** (6) unexcused absences with no penalty to your grade. After your third absence, each absence will result in a lowering of your final course grade by one third. (For example, a student who otherwise earns a final grade of B but who is absent eight times will have his or her grade lowered

to a C+). Each significant tardiness will count as one third of an absence. **EXCEPTIONS:** When representing the University of San Francisco in university-sponsored events (e.g., athletics, debate), students shall be excused from classes on the hours or days such events 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. A limited number of documented medical or emergency absences may be allowed at the discretion of the instructor. Absences due to religious observances will also be excused.

Conferences: Each student must meet with me at least once after or outside of class to discuss an essay in progress before the end of week nine (April 3). These meetings may take place during regularly scheduled office hours, designated class periods, or by appointment. In addition, each student must meet with me to discuss her or his research project (essays #3 and #4) during office hours or a scheduled meeting. Failure to attend either conference will count as an absence from class (see "Attendance" above).

Late work: Formal assignments (essays and reading responses) will be graded down one third of a letter for each day they are late. Every student, however, will receive one free 24-hour extension to be used at any time in the semester. ICWs cannot be made up, except in the case of classes missed due to participation in university-sponsored events (see "Attendance" above).

Revision: You may revise EITHER essay #1 or essay #2 after it has been graded. If you choose to revise an essay, you must turn in with it a cover letter (100 words minimum) explaining specifically (with reference to examples from your paper) how you revised the essay, as well as the original graded essay. Revisions must be handed in by May 13.

Students with Disabilities: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Student Disability Services, (SDS) 422-6876 as early as possible in the semester.

Plagiarism and Academic Honesty: There is an extensive discussion of USF's Academic Honesty Policy in the Fogcutter; all students should be familiar with that section. As it particularly pertains to the Program in Rhetoric and Composition, 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.

Incompletes: Incompletes will be given only in rare, extraordinary circumstances. Even in such cases, incompletes will be granted only if three of the major essay assignments are completed before the end of the term.

Grading:

Formal essays will be graded on a traditional letter scale according to the following criteria:

- Articulation of and focus on a clear, compelling, and complex thesis/argument;
- Development of that thesis using relevant and sufficient evidence appropriate to the essay's argument, as well as smooth integration and in-depth discussion of that evidence;
- Consideration of complexity and alternative views on the issues addressed in the essay, including acknowledgment of and response to opposing arguments;
- Clear organization on the whole-text, section, and paragraph levels, including effective use of topic sentences and transitional constructions;

- Thorough editing and proofreading for clarity and correctness of usage in accordance with standard academic English, as well as for proper scholarly documentation of source materials.

Essays receiving a grade of “A” will excel in all five categories. Those receiving a grade of “B” will be very strong in three out of four, with minor but notable deficiencies in one or two others. “C” papers will perform adequately in most areas, perhaps with significant deficiencies in one or two. Papers receiving a grade of “D” will be noticeably deficient in several areas, not fulfilling the basic expectations of the assignment. “F” papers will fail clearly to meet most or all criteria and will often also fail to meet the most basic parameters of the assignment. Grades of “F” will also be given to papers that are determined to be plagiarized and for papers that are not turned in.

Each student’s final grade for the course will be determined according to the following percentage breakdown:

Essay #1 (Analytical Response)	15%
Essay #2 (Synthesis Argument)	20%
Essay #3a (Research Log)	15%
Essay #3b (Research-based Argument)	25%
Reading Responses	10%
Message Board Posts	5%
In-class writings	10%

Assignment Schedule:

Below is a listing for all assignments and activities for the semester. Note that readings are due on the date for which they are indicated. (For example, by next class period you should have read the essay by Deborah Tannen and completed reading report #1). Assignments from The New Humanities Reader are indicated by “NHR,” those from Style and Difference by “SD,” and those from Research Writing Simplified by “RWS.” This schedule is subject to change by the instructor at any point in the semester. Note: All textbooks contain exercises and questions in some of the sections you are asked to read. You are NOT required to complete these as part of the reading assignments. We will refer to some of these questions and exercises in class, but, again, you are NOT required to complete these.

January:

- M-26 Introduction, overview of course.
- W-28 Begin reading for first essay assignment, analytical response (Topic: “‘We Argue Too Much and We’re Too Selfish’: Can – and Should – We Change the Ways We Relate?”); read Tannen, “The Roots of Debate” (NHR 676-707); *reading response #1 due*.
- F-30 Continue reading for first essay assignment; read Twenge, “An Army of One: Me” (NHR 755-82); *reading response #2 due*; essay assignment #1 posted.

February:

- M-2 Planning and drafting essay #1; bring NHR to class.
- W-4 Planning and drafting essay #1 continued; bring NHR to class.
- F-6 *Draft of essay #1 due in class*; read and discuss sample analytical response essay.
- M-9 Read Sommers on “Revision Strategies” (Blackboard, under “web links”); workshop of student essay(s).
- W-11 Workshop of student essay(s) continued.
- F-13 Basic grammar and usage review; bring RWS to class; read Gorrell on usage rules (SD 225-47, 255-61); drafts of essay #1 returned; *message board posting #1 due. Census Date (last day to drop classes with a refund)*.
- M-16: President’s Day Holiday (no classes).
- W-18 Continue work on revision of essay #1; read Gorrell on sentence style (SD 14-34); bring two pages of essay #1 draft to class.
- F-20 *Final version of essay #1 due*; preview of essay assignment #2.
- M-23 Begin reading for second essay assignment, synthesis (Topic: “Selves and Societies”); read Thurman, “Wisdom” (NHR 737-54); *reading response #3 due*.

- W-25 Continue reading for second essay assignment; read Dillard, "The Wreck of Time" (NHR 167-76); reading response #4 due.
- F-27 Continue reading for second essay assignment; read Krakauer, "Selections from Into the Wild" (NHR 343-66); reading response #5 due.

March:

- M-2 Continue reading for second essay assignment; read Solnit, "The Solitary Stroller and the City" (NHR 571-96); reading response #6 due.
- W-4 Continue reading for second essay assignment; read Johnson, "The Myth of the Ant Queen" (NHR 307-25); reading response #7 due.
- F-6 Continue reading for second essay assignment; read Gilbert, "Immune to Reality" (NHR 213-32); reading response #8 due; essay assignment #2 posted.
- M-9 Planning and drafting essay #2; bring NHR to class; message board posting #2 due.
- W-11 Planning and drafting essay #2 continued; bring NHR to class.
- F-13 Draft of essay #2 due in class.
- M-16 Workshop of student essay(s).
- W-18 Workshop of student essay(s).
- F-20 Drafts of essay #2 returned; conferences.

3/23-27: Spring Break

- M-30 Editing; read Gorrell on sentence style (SD 44-67).

April:

- W-1 Editing continued; read Gorrell on sentence style (SD 68-84); bring two pages of draft of essay #2; sign up for reading groups for essay #3/4 assignment.
- F-3 Begin reading for essay #3/4 assignment, research log and research-based argument; Group A (Topic: "Global Markets, Global Conflicts") meets; read Bacevich, "The Real World War IV" (NHR 47-71) and Chua, "A World on the Edge" (NHR 123-140); reading response #9a due; final version of essay #2 due by 5pm at KA 202.
- M-6 Continue reading for essay #3/4 assignment; Group B (Topic: "Literacies") meets; read Jenkins, "Why Heather Can Write" (NHR 272-306) and Nafisi, "Selections from Reading Lolita in Tehran" (416-38); reading response #9b due.
- W-8 Continue reading for essay #3/4 assignment; Group C (Topic: "Ecology and Ethics") meets; read Davis, "Presumed Innocent" (NHR 141-66) and Singer and Mason, "Milk and Meat Factories" (NHR 543-70); reading response #9c due.
- F-10: Easter Holiday (no classes).
- M-13: Generating research questions; essay #3/4 assignment posted; last day to drop classes.
- W-15 Planning research; read Clines and Cobb on beginning research process (RWS 1-17); message board posting #3 due.
- F-17 Library research; class meets in Library Electronic Classroom.
- M-20 Evaluating Sources; bring at least one of your research sources to class.
- W-22 Documentation, end of text; read Clines and Cobb on end citation (RWS 50-51).
- F-24 Essay #3, research log due; avoiding plagiarism; read Clines and Cobb on academic honesty (RWS 20-23).
- M-27 Planning and drafting essay #4; in-text documentation, quotation, and paraphrase; bring RWS to class.
- W-29 In-text documentation, quotation, and paraphrase continued; conferences.

May:

- F-1 Draft of essay #4 due; read sample research-based essay.
- M-4 Workshop of student essay(s)

W-6 Workshop of student essay(s); course evaluations.

F-8 Drafts of essay #4 returned; editing; read Gorrell on “Difference” in style (SD 107-24, 146-52).

M-11 Extra conference day

W-13: Editing; bring works cited and two pages of draft of essay #4 to class; last day of class.

Message board posting #4 due May 15.

Final version of essay #4 due May 20 by 5pm at Kalmanovitz 202