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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 1** |  | Discuss: Syllabus, baseline essay, Cont. f Inq. 450, 463-464 | Read: Cont. f. Inq. (CfI) Intro 1-18  Discuss: debrief HW, conference re: baseline essay | Read: CfI- 55-58, 92-93  Discuss: debrief, finish conferences | Read:  Discuss:  **Due: 1st essay to TII.com, plus 3 typed copies in class.** |
| **Week 2** | Read:  Discuss: teach peer review  Due: | Read: ix (outcomes for the course)  Discuss: outcomes, course expectations  Due: | Read: 121-125  Discuss: reflect on progress toward outcome 1 in UW essay, Why important?  Due: | Read: 33-36, 40-50  Discuss: Pathos, Ethos, Logos, tone  Due: summary of analysis pp. 52-54 | Read:  Discuss: revision plans  Due: UW essay to TII.com by midnight |
| **Week 3** | Read: 94-96, 102-104  Discuss: SA 1.1 what do you need to know to move forward?  Due: | Read: 648- “Watching TV”  Discuss: analyze Pathos, Ethos and Logos  Due: | Read:  Discuss: plan for interview, issues?  Due: | Read:  Discuss:  Due: | Read:  Discuss:  **Due: Short Assign. 1.1** |
| **Week 4** | Read: 131-144, 147  Discuss: Debrief Writer’s memo  Due: | Read:  Discuss:  Due: | Read: “Luddite” mark the text  Discuss: what was marked? Why? Where were there issues?  Due: | Read: 178-180  Discuss: steps  Due: | Read: 556  Discuss:  Due: |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 5** | Read: 191-192  Discuss: Identify Carr’s claims  Due: | Read: 198-203  Discuss: how does Carr establish Pathos, Ethos and Logos? What evidence?  Due: | Read: 246-250  Discuss: Integrating quotes into student analysis. Make it your argument, don’t summarize his! | Read:  Discuss:  **Due: Short Assign. 1.2** | Read:  Discuss: Peer review  Due: |
| **Week 6** | Read: 228-229  Discuss: How can I take two articles and synthesize them into ***my*** argument?  Due: | Read: 578  Discuss:  Due: | Read:  Discuss:  Due: | Read:  Discuss:  Due: | Read:  Discuss:  Due: |
| **Week 7** | Read:  Discuss:  Due: | Read:  Discuss:  Due: | Read:  Discuss:  Due: | Read:  Discuss:  Due: | Read:  Discuss:  **Due: Short Assign. 1.3** |
| **Week 8** | Read:  Discuss:  Due: | Read:  Discuss:  Due: | Read:  Discuss:  Due: | Read:  Discuss:  **Due: Major Paper 1** | Read:  Discuss:  Due: |

Readings:

Week 1:

revision

450

463-464

Intro pp. 1-18

Argument- pp. 55-58

EWP Tips for writing pp. 92-93

Week 2 -

Aristotle’s Appeals pp. 33-36

Analyze Pathos, Ethos and Logos in ads pp. 52-54

Observing a professional writer at work pp. 40-50

Metacognition pp. 121-125

Week 3-

Genre Analysis- pp. 94-96, 102-104

* Watching TV Makes You Smarter p. 648

Week 4-

Reading for understanding pp. 131-144, 147

Steps to rhetorical analysis pp. 178-180

* Virtual Friendship and the New Narcissism p. 865
* Is It OK to be a Luddite? PDF
* Is Google Making Us Stupid p. 556

Week 5-

Identifying claimspp191-192

Analyzing arguments (evidence) pp 198-203

Integrating quotes 246-250

Week 6-

* The Value of Science p. 578

Week 7-

Synthesis vs. summary 228-229

Activity: The new Literacy: Stanford Study… and Studies Explore…pp230-241

**Short Assignment 1.1**: Research innovations (developed in the last 70-100 years) that have both helped and hindered humanity. Then, interview a parent/grandparent/elder about an innovation that has been developed in his/her lifetime. What benefits and drawbacks has s/he seen from it? Summarize your interview. Addresses outcomes 1.1, 1.2, 2.4, 4.3

**Things to consider:**

What is YOUR claim about technology? Please read Chapter 9, this will help you narrow your questions and direct you in your line of inquiry.

What information can other people offer that will help you in your assertion of your claim? Are your questions focused enough to give you what you want, but not so narrow that they can be answered with a “yes” or “no?”

**Expectations**

* Take the time to think about your questions- too broad are no more helpful than too narrow.
* This paper will be written in the genre of transcript, this is a formal and structured.
* Keep in mind that you will be able to use parts of this paper for your second major paper

**Format:**

* 500-700 words
* 12 pt. Times New Roman
* Double-spaced
* 1-inch margins
* Proper MLA heading

**Due date: Sept. 23 by 11:59 pm to Turnitin.com**

**Writer’s Memo:**

For this assignment, please compose and attach a writer’s memo.

The Writer’s Memo should:

* Be no more than 1 page, double-spaced
* Briefly articulate what went well
* Briefly articulate areas of concern
* Include the three outcomes you want evaluated
* Include a brief explanation of **why** you want those outcomes evaluated **for this particular assignment**

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|  | Outstanding | Strong | Good | Acceptable | Inadequate |
| O1: Strategies, style, tone & audience |  |  |  |  |  |
| O2: Appropriate, persuasive evidence |  |  |  |  |  |
| O3: Complex and persuasive argument |  |  |  |  |  |
| O4: Revision and Editing |  |  |  |  |  |

**Short Assignment 1.2:** Rhetorical Analysis of “Is Google Making Us Stupid?”

For this assignment, I would like you to write a rhetorical analysis of the article “Is Google Making Us Stupid?” Using the questions you answered in class, you will generate an essay analyzing the effectiveness of Carr’s argument. Outcomes addressed: 1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 4.1, 4.2, 4.3.

**Questions to consider:**

Use the “Basic Questions for Rhetorical Analysis” sheet we worked on in class to help guide your analysis. You cannot transfer your answers directly, but they can help guide your thinking as you make your claim and sub-claims (then prove them) in the paper.

**Expectations**

* This paper will be written as a formal academic paper to an **educated** **audience-** your tone must reflect this.
* A paper will not receive written feedback if it does not meet the word count requirement or if it does not have a thesis statement and topic sentences. Without these, you are not analyzing, you are summarizing!
  + This means that your body paragraphs should not merely restate the article; you must have commentary about what is there.
* Have a logical order of analysis- this may be by appeal, it may be chronological, it may be another- but stay focused!
* Keep in mind that you will be able to use parts of this assignment for your first major paper

**Format:**

* 700-900 words
* 12 pt. Times New Roman
* Double-spaced
* 1-inch margins
* Proper MLA heading and works cited

**Due date: October 6 by 11:59 pm to Turnitin.com**

**Writer’s Memo:**

For this assignment, please compose and attach a writer’s memo.

The Writer’s Memo should:

* Be no more than 1 page double-spaced
* Briefly articulate what went well
* Briefly articulate areas of concern
* Include the three outcomes you want evaluated
* Include a brief explanation of **why** you want those outcomes evaluated **for this particular assignment**

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|  | Outstanding | Strong | Good | Acceptable | Inadequate |
| O1: Strategies, style, tone & audience |  |  |  |  |  |
| O2: Appropriate, persuasive evidence |  |  |  |  |  |
| O3: Complex and persuasive argument |  |  |  |  |  |
| O4: Revision and Editing |  |  |  |  |  |

**Short Assignment 1.3:** A précis for “Studies Explore Whether the Internet Makes Students Better Writers.”

A précis is a highly structured four-sentence paragraph that records the essential elements of a text or speech. The goal of this assignment is to (1) determine the essentials of the article and (2) express that information accurately, smoothly, and concisely. Outcomes addressed: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3.

**Task:**

Follow the format below to write a rhetorical précis:

Sentence 1: In a single coherent sentence, give the name of author and title of work, a rhetorically accurate verb (such as “asserts,” “argues,” “suggests,” “explores,” etc.), and a “**that”** clausewhich statesthe major claim/assertion/argument of the work.

Sentence 2: In a single coherent sentence, give an explanation of how the author develops and/or supports the argument (thesis statement).

Sentence 3: In a single coherent sentence, give further explanation of how the author develops and/or supports the argument – this sentence may contain details relevant to sentence 2, but that did not fit in that sentence.

Sentence 4: In a single coherent sentence, give a concluding statement of the author’s apparent purpose and overall stakes of the argument.

**Due date: October 28 by 11:59 pm to Turnitin.com**

**Student Sample of a Précis:**

In the chapter “How To Tame A Wild Tongue” from *Borderlands/La Fontera: The New Mestiza*, Gloria Anzaldúa asserts that language is more than just a form of communication and that it is in the wrong to require people to alter how or what they speak. Anzaldúa supports this assertion by explaining how variations in language, specifically Spanish, are connected to diverse cultures with different ancestries. She also links her own personal experiences and hardships with language to her argument. Her purpose is to make the reader understand that language is a part of an individual’s identity and that “robbing a people of its language is [no] less violent than war ” (252).

**Major Paper #1**

So far we have looked at a number of articles that deal with various aspects of technology. You have written a rhetorical analysis, a précis, and a summary of an interview (primary source) that you conducted. Now it is time to put all of these works together and form your own idea about the impacts of technology.

*Using two or more course texts for support*, write a paper that makes a claim analyzing the impact that innovation and technology have on human development. (Outcomes: 1.1, 1.2, all of 2, 3.2, 3.3, 3.4, 3.5, all of 4)

Remember to be successful this paper must:

* Make an arguable claim with clear stakes (hear my voice asking, “SO WHAT?”)
* Use evidence from at least two sources
  + 2-3 **direct quotes** that are analyzed and support your argument
  + All sources should be cited in the text appropriately
* Be accompanied by an appropriately formatted, MLA style, “Works Cited” page
* Typed, 12pt Times New Roman
* 1500-2400 words (each page has an MLA style header)
* Proof read!

Due ***to TurnitIn.com by 11:59 pm* Thursday November 3** with a hard copy in hand in class on Wednesday

You need to compose a writer’s memo, and bring it to your conference **(scheduled by your team).** This memo should be:

* No more than 1 page in length
* What is your thesis (major claim)?
* Who is your audience and what kind of response so you want from them?
* Clearly spell out what went well
* Clearly articulate your areas of concern
* What kind of feedback do you want/need?

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| --- | --- | --- | --- | --- | --- |
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