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| **WEEK 5** | **in-class activities and readings** | **Due in class** | **Outcome** |
| M 9/28 | Registration Information  Begin reading: Democracy Matters are Frightening in our Time by Cornel West |  | 2 |
| T 9/29 | West reading day / rhetorical analysis workshop |  | 2 |
| W 9/30 | Reading discussion |  | 2 |
| Th 10/1 | Begin formal rhetorical analysis | West Annotations | 1 |
| F 10/2 | Work day | *Have you registered for UW credit yet? Due 10/30!* | 1 |
| **WEEK 6** |  |  |  |
| M 10/5 | Flight by Sherman Alexie-Ms. E reads | Flight—you need a copy of this book by today | 2 |
| T 10/6 | Flight-Ms. E reads | Rhetorical Analysis | 1, 2 |
| W 10/7 | Flight-Ms. E reads |  | 2 |
| Th 10/8 | Flight-Ms. E reads. Start Flight analysis |  | 1,2 |
| F 10/9 | NO SCHOOL |  |  |
| **WEEK 7** |  |  |  |
| M 10/12 | Finish Flight, Reading Discussion |  | 2 |
| T 10/13 | Understanding lines of inquiry |  | 3 |
| W 10/14 | SAT- NO CLASS | Flight Reading Response |  |
| Th 10/15 | More Inquiry info  Begin reading: The Case for Reparations by Ta-Nehisi Coates |  | 2 |
| F 10/16 | Coates reading day | *Have you registered for UW credit yet? Due 10/30!* |  |
| **WEEK 8** |  |  |  |
| M 10/19 | Reading analysis: which arguments are most convincing? | Coates Annotations | 3 |
| T 10/20 | Assign: Developing Lines of Inquiry: Concept Draft (work time) |  | 3 |
| W 10/21 | Workshop concept drafts | Concept Draft | 3 |
| Th 10/22 | Developing analysis: Exploding Paragraphs |  | 3, 4 |
| F 10/23 | Adding evidence | *Have you registered for UW credit yet? Due 10/30!* | 3, 4 |

**Unit Two: Critical Reading**

**Talk to the Text: Annotating Readings (Assignment 1)**

Most serious readers take notes of some kind when they are carefully considering a text, but many readers are too casual about their note-taking. Later they realize they have taken notes that are incomplete or too random, and then they are forced to start over. Others take notes only when cramming for a test, which is often merely "better than nothing." You can easily improve the depth of their reading and extend their understanding over long periods of time by developing a systematic form of annotating.   
  
What the reader gets from annotating is a deeper initial reading and an understanding of the text that lasts. You can deliberately engage the author in conversation and questions, maybe stopping to argue, pay a compliment, or clarify an important issue. Remember, we use texts and ideas as a springboard for conversation. In this class, demonstrating comprehension is important, of course, but what we really care about is your thoughtful analysis of ideas contained within text. Responding to texts and recording your responses should make reading more interactive, useful, and purposeful.

**Annotation Strategies:**

1. **Comprehend**: summarize major moments, ends of chapters/sections
2. **Connect**: to life, to text, to world
3. **React**: opinions, judgments
4. **Question**: clarify, wonder, critique
5. **Infer**: what is the text implying, but not stating outright?
6. **Conclude + Generalize:** what conclusions and generalizations can you draw from your analysis and inference?

**Note:** My expectation is that you will annotate all of your readings for this class. As you read with an eye toward writing, this is just good practice. Your annotations will be checked from time to time (see calendar) and you will be given credit (or not) for your work.

**Rhetorical Analysis (assignment 2)**

This assignment has two goals. The first is that through completing this work, you will raise your awareness of how a piece of writing is put together. What do authors do to construct a coherent argument? How do they account for the needs of their perceived audiences? Through the acts of thinking and writing about these things, you will arrive at our second goal: to apply this heightened understanding of how writing is constructed to your own work on future assignments.

**Step One:**

Create a “reverse outline” of the text.

* For each paragraph, identify:
  + The primary claim
  + Any secondary claims
  + The types of support used to validate those claims
  + The overall purpose or function of the paragraph

**Step Two:**

Analyze the article in the context of the following aspects of rhetoric. Write a short paragraph for each.

* **The situation**: What motivates the author to write?
* **The purpose**: What does the author want readers to do or think about? How does the author set this issue up as something concrete and important? Does the author seek to persuade, inform, explore, or some combination?
* **The claims**: What is the author’s main claim? What are their minor/secondary claims?
* **The audience:** What do you know about the author’s audience? What are their assumed interests, education levels, etc.? How are you arriving at these conclusions?

For each of the above four categories, explain which text features helped you arrive at your answer. What aspects of the author’s language usage sets up a particular situation, audience, purpose, etc.? How about the manner in which the essay is organized? Do aesthetic features lend a sophisticated or casual air to the piece? How and why?

**Developing Lines of Inquiry: Concept Draft (assignment 3)**

In this draft, you will get down on paper as many ideas and lines of inquiry as possible. This draft is NOT about polished, perfect writing, so let go of your little perfectionist hang-ups right now, and let’s get started.

1. Write an opening paragraph of questions that have arisen from our class readings. Every sentence must be a question. Do not write a *list* of questions—write a paragraph in which every sentence is a question. One question will naturally lead to another, and the questions may in fact become speculations or hypotheses, but every sentence must be a question.
   * Although this sounds difficult, you will quickly discover that, as questions start flowing, interpretation is inevitably embedded in what you are writing. Asking questions is a good way to discover answers and hone critical thinking skills.
2. Next, choose one question you want to explore, and make a claim that answers that question. , Then write as much as you can about that piece of question. Expand as far as you can, dig as deep as you can. When you run out of steam, literally draw a line on your paper and pick a new question. Write all you can about your new question. Expand as far as you can, dig as deep as you can. When you run out of steam, do it again…

You should type until you have two full single-spaced pages. Don’t edit, don’t censor. Write whatever comes to mind, and pretend the delete key doesn’t exist. The idea is just to get all of your thoughts onto the page.

Consider including:

* Quotes from authors that support your ideas
* Quotes from authors that go against your ideas (and why they might be wrong)
* Points in the text that made you think of something else (DFW’s thoughts on killing lobsters, for example, make me think about killing in general, which makes me wonder why it is rare for species to kill their own kind, which makes me think about hamsters, which do kill and eat their young. This makes me wonder what Appiah would have to say about the universality of “good” and “evil”.)

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| **WEEK 9** | **in-class activities and readings** | **Due** | **Outcome** |
| M 10/26 | Developing complex claims   * Finish notes/handout * Analyze claims * Write |  | 3 |
| T 10/27 | Claims workshop: introduce Claims and Critical Summaries assignment |  | 3 |
| W 10/28 | LATE START  Time to work |  | 3 |
| Th 10/29 | Using sources effectively: Critical Summaries |  | 2 |
| F 10/30 | Using sources effectively: smoothly incorporating quotes | ***REGISTRATION DUE***  Claim and Critical Summaries (due to turnitin.com by 11:59) | 2 |
| **WEEK 10** |  |  |  |
| M 11/2 | Adding analysis  Exploding paragraphs |  | 3 |
| T 11/3 | Intros and Conclusions | Exploding Paragraph | 3 |
| W 11/4 | Work Day |  |  |
| Th 11/5 | MLA Formatting |  | 2 |
| F 11/6 | NO SCHOOL |  |  |
| **WEEK 11** |  |  |  |
| M 11/9 | Writing Day: Ms. E absent |  |  |
| T 11/10 | Writing Day: Ms. E absent |  |  |
| W 11/11 | VETERANS DAY: NO SCHOOL |  |  |
| Th 11/12 | Draft Review | 4 printed copies of draft due at start of class | 4 |
| F 11/13 | TBD | Major Paper One (due to turnitin.com by 11:59) |  |
| **WEEK 12** | *Start work on Major Paper Two* |  |  |
| M 11/16 | Choosing readings for major paper two   * Brainstorm topics   Establish research groups |  | 2 |
| T 11/17 | Research   * Review Annotated Bibliography assignment   Time to research |  | 2 |
| W 11/18 | Research day |  | 2 |
| Th 11/19 | Research day |  | 2 |
| F 11/20 | TBD | Annotated Bibliography (due to turnitin.com by 11:59) |  |

**Unit Three Calendar: Major Paper One**

**Claims and Critical Summaries**

For this assignment, you will be completing a good portion of the work associated with your first major paper. Because our first major paper is, at its core, focused on outcome two (reading and synthesizing texts) you will need to spend significant time and space in your paper summarizing the work of other authors. However, this will not be simple summary—it will be *critical* summary that shows how the ideas of other authors inform and complicate your own complex claim. This means that you need to establish a few things: what is your claim? Which authors’ ideas are the most important to your work? Which authors’ ideas are of secondary or tertiary importance? Which parts of their papers are relevant to you, and which parts are not relevant? For this assignment, you will begin to answer these questions.

**Part One**: Write a working draft of your complex claim. Think of this as an in-process draft, NOT as the final version of your claim. Remember, your claim should:

* Identify the issue you want to explore
* Identify the complexities of this issue. What makes it multifaceted?
* Gesture toward different types of evidence that will be discussed
* Gesture toward alternative perspectives, if applicable
* Explain why the issue is important

**Part Two:** Write critical summaries of **two** sources that you plan to use in your paper. One must be the article you found in your own research, and one must be an article we read as a class. Remember, a critical summary accomplishes the following:

* What is the writer trying to do in this text? What is their project?
* What are the main ideas in this piece? Are there key words or ideas that need to be defined?
  + This is NOT an overview of the entire piece—it is a focused explanation of key concepts that you will want to apply in your paper.
* What are the uses and limitations of these ideas? How do they apply to, enrich, and/or complicate your own complex claim?

**Major Paper One**

**Three single-spaced pages due:**

**Full complete draft due:**

**Final draft due:**

For this paper, you will produce a **5-7 page double spaced essay** in which you develop your own complex claim based in class texts. Remember, though the emphasis of your paper should focus on your ideas, those ideas **must** be situated in texts we have read. To successfully accomplish this, you will need to explore the success and limitations of at least two authors we have worked with and **clearly explain how your theory arises from and extends beyond their work.**

**You may find the following guidelines useful:**

* Make sure your central claim is manageable. You probably can’t cover all of society’s problems in 5 pages.
* Provide key examples or “case studies” (either hypothetical or real) to narrow your focus
* Provide critical summaries of each source mentioned in your paper.
* Clearly explain where you are extending beyond an author’s theory and why their theories need to be pushed farther (forwarding).
* Don’t jump recklessly from idea to idea—slow down and explain your thought process
* Integrate evidence from texts smoothly
* Don’t forget to include a works cited page

**Annotated Bibliography Assignment**

For this assignment, you will complete an annotated bibliography, which will help you with your research. This is a common assignment at the college level. You will find four different sources that fit the following criteria:

1. One peer reviewed academic article related to your issue
2. One recent news story about your issue
3. One presidential candidate perspective
4. One editorial or magazine article

These sources must account for multiple viewpoints on the issue. It doesn’t have to be a 50/50 for/against split, and more nuanced views are fine. But do make sure you are not only researching your issue from one perspective. Please also ensure that none of your articles come from disreputable sources or are from sources that show a very strong bias.

For each entry in your annotated bibliography, include the following:

* Full MLA style citation
* Brief critical summary
* Explanation of how the ideas in this source might apply to/inform your paper

Each full annotation should be about one double spaced page in length. Format with the MLA citation at the top of the page and the annotation directly following it, NOT separated into sections or bullet points, but written smoothly as one page of writing. Each annotation should start on a new page, and they should be arranged alphabetically.