**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 and 4

**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**

Your paper will be successful if you:

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

**Format:**

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

**Due date: Sept. 20 by 11:59 pm to Turnitin.com with a hard copy in class on 9/23**

**WHS Value: 50 points in portfolio grade**

**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, 2, and 4.

**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.
* 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
* A paper will not receive written feedback or a grade if:
	+ it does not meet the word count requirement
	+ 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 and how it impacts Carr’s effectiveness at making his argument and why.
	+ it does not have in-text citations

**Format:**

* 700-900 words
* 12 pt. Times New Roman
* Double-spaced
* 1-inch margins
* Proper MLA heading(s)
* MLA formatted works cited and in text citations

**Due date: October 4 by 11:59 pm to Turnitin.com with a hard copy in class on 10/7**

**WHS Value: 100 points in portfolio grade**

**Short Assignment 1.3:** A précis for “Studies Explore Whether the Internet Makes Students Better Writers.” p. 234-241

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, 3, and 4.

**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 the idea,” 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 22 by 11:59 pm to Turnitin.com with a hard copy in class on 10/23**

**WHS Value: 25 points in portfolio grade**

**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, 2, 3, 4)

Remember to be acceptable (read eligible for a grade) this paper must:

* Be accompanied by an appropriately formatted, MLA style, “Works Cited” page
* Use in-text citations
* Be 1500-2400 words (each page has an MLA style header)

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 typed, 12pt Times New Roman
* Be proof read!

Due ***to TurnitIn.com by 11:59 pm* Tuesday October 29 with a hard copy in class on Wednesday 10/30 for me**.

**WHS Value**: 150 points in portfolio grade

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 1 9/3** |  | Baseline essay HW: get book | Read: Cont. f. Inq.: 450, 463-464Discuss: Syllabus (?),  | Read: Intro 1-18Discuss: The power of “AND.” How does it add? How does it make life sticky? Ø binary thinking, debrief HW, conference re: baseline essay | Read: 55-58, 92-93Discuss: debrief, finish conferencesDue: |
| **Week 2 9/9** | Read:Discuss: teach peer review**Due: 1st essay to TII.com, plus 3 typed copies in class.** | Read: ix (outcomes for the course)Discuss: outcomes, course expectationsDue:  | Read: 121-125Discuss: reflect on progress toward outcome 1 in UW essay, Why important?Due: | Read: 33-36, 40-50Discuss: Pathos, Ethos, Logos, toneDue: summary of analysis pp. 52-54 | Read: Discuss: revision plansOutcome reflect.Outcome track.Due: UW essay to TII.com by midnight |
| **Week 3 9/16** | Read: 94-96, 102-104Discuss: SA 1.1 what do you need to know to move forward?Due: | Read: 648-658 “Watching TV”Discuss: analyze Pathos, Ethos and LogosDue: | Read: Discuss: plan for interview, issues?Due: | Peer revision of 1.1Have copies for your work group to revise. | Read: Discuss:**Due: Short Assign. 1.1** |
| **Week 4 9/23** | Read: 131-144, 147Discuss: Debrief Writer’s memoDue: Hard Copy of 1.1 | Read: Discuss:Due: | Read: “Luddite” mark the textDiscuss: what was marked? Why? Where were there issues?Due: | Read: 178-180Discuss: stepsDue: | Read: 556-565 “Is Google Making us Stupid?”Discuss: Due: |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 5 9/30** | Read: 191-192Discuss: Identify Carr’s claimsDue: | Read: 198-203Discuss: How does Carr establish Pathos, Ethos and Logos? What evidence?Due: | Read: 246-250Discuss: Integrating quotes into student analysis. Make it your argument, don’t summarize his! | Read: Discuss:Due: | Peer revision of 1.2Have copies for your work group to revise |
| **Week 6 10/7** | Read: Discuss: Peer review**Due: Short Assign. 1.2** | Read: 228-229Discuss: How can I take two articles and synthesize them into ***my*** argument?Due: Hard Copy of 1.2 | Read: 578-583Discuss:Due:**Conference week** | Read: 497-506Discuss: What makes this an effective precis?Due: |  |
| **Week 7 10/14** | Peer revision of 1.3Have copies for your work group to revise. | Read: Discuss: expectations of M.P 1**Due: Short Assign. 1.3** |   | Due: Hard Copy of 1.3 | Discuss: Claims/sub claims for MP 1 |
| **Week 8 10/21** | Read: 234-241 “Studies Explore…”Discuss:Due: | Read: Discuss:Due: Claims/sub claims for MP 1 | Read: Discuss:Due: |  | Peer revision of MP 1Have copies for your work group to revise. |
|  **Week 9 10/28** | **Due: Major Paper 1** | Writer’s conference explanation and prepDue: hard copies of MP 1 | Conference prep | Conferences | Conferences |

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. 648-658

Week 4-

Reading for understanding pp. 131-144, 147

Steps to rhetorical analysis pp. 178-180

* Virtual Friendship and the New Narcissism p. 865-876
* Is It OK to be a Luddite? PDF
* Is Google Making Us Stupid p. 556-565

Week 5-

Identifying claimspp191-192

Analyzing arguments (evidence) pp 198-203

Integrating quotes 246-250

Week 6-

* The Value of Science p. 578-583

Week 7-

 Synthesis vs. summary 228-229

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