

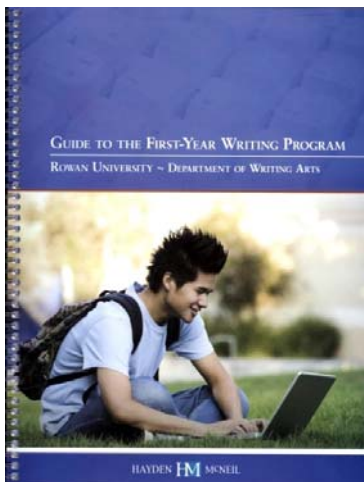
# College Composition II

## SYLLABUS

### Course Details

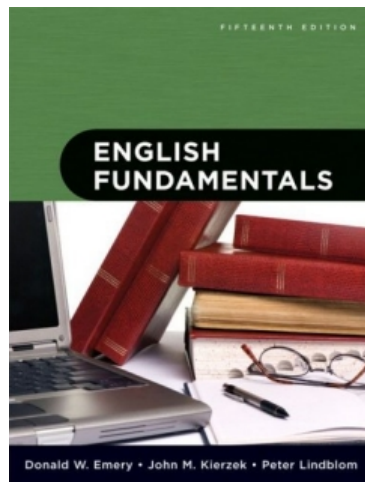
Instructor:	Professor David Hodges	
Office & Mailbox:	Writing Arts Adjunct Office	105 Hawthorn
Phone:	Home Office (856) 854-8385	Cell Phone (856) 979-6653
Email:	<a href="mailto:hodges@rowan.edu">hodges@rowan.edu</a>	<a href="mailto:davidbdale@comcast.net">davidbdale@comcast.net</a>
Course Blog:	<i>Counterintuitivity</i>	<a href="http://rucomp2.wordpress.com/">http://rucomp2.wordpress.com/</a>
Class Meetings:	Tue, Thu, 3:15-4:30	EDUC 2110
Office Hours:	Tue, Thu, 2:15-3:15	EDUC 2110

### Textbooks



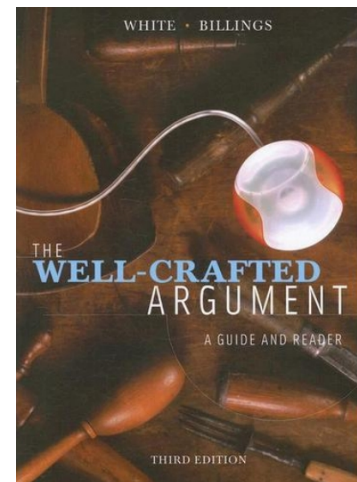
#### Required

*Guide to the First-Year Writing Program, Rowan U*  
Most likely you already purchased a digital copy of this document for Comp 1. If you don't own it, wait until the first day of class.



#### Not Required

*English Fundamentals, 15th Edition*  
Emery, Kierzek, Lindblom  
Pearson Longman  
ISBN-13: 978-0-205-61781-4  
ISBN-10: 0-205-61781-6



#### Not Required

*The Well-Crafted Argument, 3rd Edition*  
Fred D. White  
Simone J. Billings  
Houghton-Mifflin  
ISBN 978-0-618-83207-1

### Book Recommendations

Only the *Guide to the First-Year Writing Program* is required by the department.

*English Fundamentals* is very helpful for students who require basic grammar instruction.

*The Well-Crafted Argument* provides useful pedagogic material relevant to the course as well as a fine selection of themed readings that may help you select a topic for your research paper. However, you will not be given assignments that directly require these recommended texts.

Most of the course-work and reading will focus on online sources which, as I prepare this Syllabus, are free of charge. Should that situation change, you may be required to subscribe, for example, to the online version of the *New York Times* or other electronic publications. Having saved you hundreds of dollars by not requiring textbooks, I will expect you to subscribe, without complaint, to online sources if necessary.

### Supplies and Capabilities

1. We'll be in a computer lab for class, so most, if not all, of our work will be done online.
2. Your primary capability will be easy access to the internet for research and the course blog.
3. You'll need access to the *Guide to the First Year Writing Program*.
4. Rowan University email.

### Learning Outcomes and Key Content

The Writing Arts department identifies outcomes for the First-Year Writing sequence that relate to seven core values. (See the *Guide to the First Year Writing Program*, pp. 39-45.) Comp II graduates will demonstrate understanding of and competence in all seven:

1. **Process.** By gathering, understanding, and evaluating information, the student writer will create a focused, appropriate response to a rhetorical situation. Much of the writing process, including drafting and responding to feedback, will take place outside the classroom on the students' own time, but students will also have significant opportunities to respond immediately to writing challenges in the classroom.
2. **Linguistic Rhetoric.** Rhetorical elements of argument include claims, support and warrants chosen for their appropriateness with particular audiences, purposes and contexts. Expect to become familiar with ethos, pathos and logos, when to employ them and how. Students will produce logical proofs to persuade hostile audiences, emotional appeals to motivate friendly audiences.
3. **Creation and Interpretation of Meaning to Shape Opinions.** Through reading, discussion, and research; and using the skills of comprehension, analysis, evaluation, and synthesis, student writers will shape and use their opinions to create meaningful responses.
4. **Conventions of Academic Writing.** By understanding rhetorical elements, the student writer demonstrates mastery of the conventions of Standard Written English in an academic setting and the appropriate conventions of other rhetorical situations.
5. **Role and Use of Information.** By using correctly written summaries, paraphrases, and quotes to incorporate credible outside source material into an essay, the writer demonstrates comprehension, analysis, evaluation and ability to synthesize material.
6. **Academic Honesty.** Accurate and objective summary, and accurate quoting and paraphrasing are essential principles of academic honesty. In utilizing proper attributions and citations, the writer illustrates an understanding of the conventions and ethics of documentation.
7. **Power and Ethical Responsibility.** Through research and critical thinking, the writer creates ethically sound arguments which illustrate mature understanding, analysis and evaluation of complex subject matter.

### Web Resources

New students unfamiliar with the Web resources of the University can get help and tutorials at the Technology Toolbox, [www.rowan.edu/toolbox](http://www.rowan.edu/toolbox).

- **Writing Arts.** [www.rowan.edu/colleges/communication/departments/writingArts/](http://www.rowan.edu/colleges/communication/departments/writingArts/) is the website for the Department of Writing Arts. Select First-Year Writing Program, then Resources for Students. The section for Composition II is "currently under construction." Check the site periodically for updates throughout the semester.
- **Library.** [www.lib.rowan.edu](http://www.lib.rowan.edu) is the website for the Campbell Library. From the Rowan University home page [www.rowan.edu](http://www.rowan.edu), under the heading Academics, click the link Library Services, then on the Labs and Libraries page, click the link Campbell Library. Log on to create an online Library Account with your Rowan username and password. Once you're familiar with online library resources, you'll be able to conduct research without visiting the physical library. Classroom assignments will give you many opportunities to demonstrate your research capabilities.

### **Guide to the First Year Writing Program**

More detailed versions of much of the material in this syllabus are contained in the *Guide to the First Year Writing Program*, hereinafter referred to as *The Guide*, a required text for this course. Rather than repeat or even synopsise it here, I direct your attention to pages 37-56 in particular.

### **Rowan University Attendance Policy for Writing Arts**

Your professor adheres to the Writing Program Attendance Policy, detailed on pages 53-54 of *The Guide*.

- **For 0-2 absences**, no grade penalty.
- **For 3 absences**, a 1/3 grade penalty for the course (a B becomes a B-).
- **For 4 absences**, a 2/3 grade penalty.
- **For 5 absences**, a full grade penalty for the course (a B becomes a C).
- **For 6 absences**, a 1-1/3 grade penalty.
- **After 7 absences**, you must withdraw with a WF grade.
- Many classes will begin with a brief writing exercise. Students arriving late will find it hard to complete the assignments well. Any student arriving after the completion of the opening exercise will be considered absent.

### **Make Up Work Due to Absence**

If you must miss a class for any reason, visit [Counterintuitivity](#) for assigned readings, class material, and homework assignments. Return to class prepared and post assignments to the blog on time.

### **Flu Self-Reporting System**

Students who become ill with flu symptoms (Fever of 100 degrees or more plus cough or sore throat) may voluntarily report their illness through Banner once per school year and miss up to 5 school days without a Doctor's note, provided they self-isolate to reduce the spread of illness. Once the information is reported, all course professors will be notified by e-mail. To self-report, go to [www.rowan.edu/selfservice](http://www.rowan.edu/selfservice). Select **Report Illness** from the Student menu and follow instructions.

### **The Writing Center**

Located at 428 Campbell Library, The Writing Center provides writing tutors for any Rowan student at no charge. Feel free to make an appointment to work one-on-one with a tutor in developing, revising, or editing any of your writing assignments. Consult with your professor before you make your appointment, so he can guide your tutor to concentrate on areas of greatest need.

Three or four times this semester, we will meet with student tutors at the Writing Center, where you'll be paired with tutors familiar with our current assignments.

### **Plagiarism**

**The Guide** devotes three pages, 47-49, to the university's academic integrity policy. Read those pages for important details about plagiarism and the escalating penalties for academic dishonesty. Very briefly:

“The integrity of academic programs is imperative to Rowan University's mission. While acknowledging the social and collaborative nature of learning, the University expects that grades awarded to students will reflect individual efforts and achievements. All members of the Rowan community are responsible for understanding what constitutes academic dishonesty; upholding academic integrity standards and encouraging others to do likewise; and knowing the procedures, rights and obligations involved in the Academic Integrity Policy. Academic dishonesty, in any form, will not be tolerated. Students who commit an act of academic dishonesty are subject to disciplinary sanctions up to and including expulsion from the university.”

During the first week of class, every student will read and sign an Academic Integrity Pledge. Before you begin to write and submit papers, there should be no dispute about what constitutes plagiarism.

### Recycling Policy

The paper you wrote last year, even last semester, cannot be submitted for credit to this class.

While you're forbidden to recycle old papers as if they were new, they may have value as a head start on a topic. Bring them to class to review before you begin your new essay and we'll review your earlier work together to modify your thesis and build on what you've done before.

As always, our goal is to make you cringe with embarrassment when you read anything you wrote before you got here. Make no mistake though, penalties can be much more severe than your own embarrassment—up to and including F for the paper or the semester—for recycling old material with acknowledging it.

### Accommodation Statement

If you have a documented disability that may have an impact upon your work in this class, please contact your professor during the first week of class. To receive University services and accommodations, you must document your disability to the Academic Success Center, 3rd Floor, Savitz Hall, 856 256-4234, or [www.rowan.edu/studentaffairs/asc/](http://www.rowan.edu/studentaffairs/asc/).

### Assessment and Evaluation

**Attendance and Assignments.** In addition to attending and participating in class, reading assigned texts and materials, and completing all assignments, CCII uses a variety of writing challenges to assess your language use and rhetorical abilities.

**Process Writing.** Short assignments based on components of the writing process will include summaries, paraphrasing, evaluation and synthesis papers. You may also have graded assignments on such topics as note-taking, outlining, drafting, and revision.

**Rhetorical Writing.** Depending on the nature of your research project, you'll produce three short papers such as: a critical analysis, a short synthesis, a rhetorical analysis, a critical review of the logic of an argument, perhaps a visual analysis.

**Research Position Paper.** The 3,000-word research paper will make an argument in support of a point of view on a controversial issue. Depending heavily on a variety of appropriate, college-level secondary sources, your essay will take a sophisticated position on a complex topic requiring evidence to support a primary and several secondary claims.

**Shorter Arguments.** As you research your topic, you'll produce intermediary arguments such as a definition or evaluation argument, a rebuttal, a causal argument, your research proposal, and an annotated bibliography.

### Grading Process for Papers and Assignments

Instead of drafting and revising papers through recursive drafts as you did in CCI, in CCII you'll follow the writing process outside of class and submit the best paper of which you're capable for just one grade.

The time to develop your thesis, fine-tune your point of view, cite your sources and correct your grammar is *before* you submit your paper. You'll receive notes from your professor and a numerical grade on a 100-point scale, but no corrections. You won't immediately revise any paper on which you earn an A, B, or C. Essays may of course be improved at any time, and your instructor welcomes opportunities to guide you through the process, but grades will be re-evaluated only once again, when the essay becomes part of the semester-end Portfolio.

You will be required to immediately rewrite papers too weak to evaluate (D and F range). No matter how good your rewrite is, the highest grade you will receive for papers you have to rewrite is a C.

#### Late penalties are severe.

- Assignments submitted late, but less than 24 hours late, will be penalized 10%
- Assignments submitted 24-48 hours late, will be penalized 20%
- **Minor Assignments** will not be accepted after 48 hours and will be graded 00.

- **Major Assignments** submitted after 48 hours will be graded 00 but must still be turned in within one week of their due date.
  - Major Assignments are the **Research Position Paper**, the two **Small Claims Research Papers**, and the time-sensitive research process assignments: the **Proposal**, the **Writing Plan**, and the **Annotated Bibliography**.

### The Portfolio

While you will gather individual grades for assignments as you complete them, the bulk of your overall course grade is determined at the end of the semester when you submit your portfolio. Taken together, the component parts of your collection of course writing assignments, the shorter arguments, the research paper, an annotated bibliography, and a self-reflective statement among them, are gathered together at the course's end and re-evaluated as a complete work: the Portfolio, worth 75% of your overall grade.

**The Writing Arts Department** establishes the guidelines for portfolios, which it has published in revised form again this semester in the *CCII Guide*. The full document is linked to the course blog sidebar under the *Resources* and *Required Reading* headings. Below are the most important details.

### Portfolio Details from the *CCII Guide*

Your CCII portfolio contains a selection of the writing you have completed in the course. Your CCII portfolio makes up the major portion of your grade for the class. Taken together, the individual component grades add up to 75%. The rest of the grade will be based on other assignments and coursework that are not reflected in the portfolio. **Key Point:** Grades offered during the course of the semester are useful guidelines, but your portfolio grade (and therefore the bulk of your overall grade) will primarily be based on the final versions of the essays the portfolio contains.

Your Portfolio will be composed of material you've written throughout the semester. You'll build your portfolio by moving posts into the *Portfolio* category. Here's the schedule.

THU APR 19

- You'll publish your **Research Position Paper** into the *Portfolio* category.

TUE APR 24

- You'll move your best **Definition, Causal, or Rebuttal** argument into your Portfolio, along with an earlier draft of the same essay and instructor feedback.
- You'll move your **Visual Argument** as well.

THU APR 26

- You'll publish your **Self-Reflective Statement** into your Portfolio.
- You'll move your **Annotated Bibliography** into your Portfolio.
- Your instructor will accept your portfolio if it is complete and you have not exceeded the allowable number of absences as defined by our Attendance Policy (see Policies in this guide).

On one of two dates, TUE MAY 01 or TUE MAY 03, he conference with you to discuss your Portfolio evaluation and your final grade for the course.

### Items in a Complete Portfolio

**Item 1: The Reflective Statement.** The Reflective Statement provides you the opportunity to describe and assess your work in the course. It identifies for your instructor clearly and specifically what you have achieved in the course. It explains how you have met the course expectations for three course values.

- **Core Value III.** Understand how texts represent meaning and how the processes of writing and reading create and interpret meaning.
- **Core Value V.** Understand the role and use of information in writing.
- **Core Value VII.** Understand the power and ethical responsibility that comes with the creation of written discourse.

**Item 2: Your Definition, Evaluation, Causal or Rebuttal Argument.** One of what we call your *Shorter Arguments* will be moved into your Portfolio, along with the instructor feedback you received. A revised draft responsive to that feedback will also appear under its own title, which will include the word “Revised.” This 1,000-word paper will reflect your best shorter writing.

**Item 3: Your Proposal Argument.** What we call your *Research Paper* will be moved into your Portfolio as well. If you have submitted an early draft, for which you have received instructor feedback, you’ll also include the revised draft responsive to that feedback under its own title, which will include the word “Revised.” This 3,000-word paper will reflect your longer writing capabilities and will contain component material from your shorter papers as appropriate.

- Your essays must incorporate sources—two to four for the shorter paper, as many as ten for the longer paper—and use appropriate in-text citation and include works-cited pages.

### Item 4: An Annotated Bibliography

On TUE APR 10, to fulfill your **15 Sources Annotated** assignment, you’ll produce Item 4 well in advance of the Portfolio due date.

- All the items on your bibliography will be credible college-level sources, not encyclopedia or popular commercial websites such as *About.Com*.
- However, it will also express source variety—from traditional academic sources to more popular sources, including multi-media sources such as film documentaries and even *YouTube*.
- Because it’s prepared earlier in the course than your Portfolio due date, it is understood that items in your Annotated Bibliography might not be cited in your portfolio essays.

### Item 5: A Visual Rhetoric Assignment

Your instructor will develop this assignment based on program guidelines and you will be required to analyze a visual argument in 750 words. For our class this semester, the assignment is the short Visual Argument analysis based on an *Ad Council* video.

**Grading Scale**

<b>F</b>	<b>D-</b>	<b>D</b>	<b>D+</b>	<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B-</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>	<b>A</b>
0-60	61-63	64-67	68-70	71-73	74-77	78-80	81-83	84-87	88-90	91-93	94-97	98-100

<i>Assignments</i>	<i>Percentage of Final Grade</i>
<b>Quizzes.</b> Language skills and assigned reading quizzes.	10%
<b>Process Writing</b> such as summary, paraphrase, drafting, outlining, evaluation, synthesis, note-taking, and revision.	15%
<b>Rhetorical Writing.</b> Three short papers such as critical analysis, a short synthesis, a rhetorical analysis, a critical review of the logic of an argument, perhaps a visual analysis.	15%
<b>Research Process.</b> Annotated Bibliography, Writing Plan.	10%
<b>Shorter Arguments.</b> These may be Definition, Evaluation, Rebuttal, or Causal Arguments. Also graded in this category is your Research Proposal.	20%
<b>Research Paper.</b> 3000-word Research Position Paper.	25%
<b>Oral Presentation</b> of writing plan or final research results.	5%

**Incomplete**

*Very special circumstances only!* Students in good standing with a B average at the time of their incapacity who suffer a serious illness, injury or pressing emergency which renders them unable to complete the required work for the course may be given a grade of **I** (incomplete) at the discretion of the professor and only by approved proposal.

# Course Outline

## Day by Day

For the most part, we will keep to this schedule unless snow days or other emergencies interrupt it. If you must miss a class, refer to this schedule during your absence and return to class prepared.

A link to the current revision of this syllabus and course outline will always be available at the blog.

Date	Deadlines	Classwork
<b>WEEK 1</b> TUE JAN 17	<ul style="list-style-type: none"> <li>• Sign on to Blog</li> <li>• Leave Comment at <i>Counterintuitivity</i></li> </ul>	<ul style="list-style-type: none"> <li>• Orientation to Blog and Course Material</li> <li>• Preview Online Writing Prompt for Assignment A01. "The Invention of Money"</li> </ul>
THU JAN 19	<ul style="list-style-type: none"> <li>• Respond to Online Writing Prompt <b>Assignment A01:</b> "Invention of Money"</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Counterintuitive Examples from Source Material: "Girl Scout Cookie Boycott"</li> <li>• <b>Lecture:</b> "Try to Say Something"</li> <li>• <b>In Class Exercise:</b> Revise wordy posts by commenting to "Try to Say Something."</li> </ul>
<b>WEEK 2</b> TUE JAN 24	<ul style="list-style-type: none"> <li>• Respond to Online Writing Prompt <b>Assignment A02:</b> "Girl Scout Cookie Boycott"</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> "Cows and Chips"</li> <li>• <b>In-Class Exercise:</b> Add more Cows and Chips to your Invention of Money post.</li> </ul>
THU JAN 26	<ul style="list-style-type: none"> <li>• Respond to Online Writing Prompt <b>Assignment A01 Rewrite:</b> "Money Revised"</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b> "Claim Types"</li> <li>• <b>Lecture/Discussion:</b> Counterintuitive Example from Source Material: "Safer Saw Technology." Claims made. Evaluations of those claims for relevance, accuracy, sufficiency, reasonableness . . . .</li> </ul>
<b>WEEK 3</b> TUE JAN 31	<ul style="list-style-type: none"> <li>• Respond to Online Writing Prompt <b>Assignment A03, Part 1:</b> Evaluate one "Safer Saws" claim</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture/Exercise:</b> Evaluating Claims</li> <li>• <b>In-Class Exercise:</b> During class, isolate one small claim in Tony Shilling's post, "Safer Saws." Identify claim type and evaluate the claim.</li> </ul>
THU FEB 02	<ul style="list-style-type: none"> <li>• Respond to Online Writing Prompt <b>Assignment A03, Part 2:</b> Evaluate 8 "Safer Saws" claims</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b> Counterintuitive Example from Source Material: "Why We Still Have Polio."</li> <li>• <b>Lecture/Discussion:</b> Polio Eradication Efforts. Introduction of White Paper Requirements</li> </ul>
<b>WEEK 4</b> TUE FEB 07	<ul style="list-style-type: none"> <li>• Respond to Online Writing Prompt <b>Assignment A04:</b> "White Paper Polio"</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exercise:</b> Academic Search Premier. Students who responded to A04 by finding sources at ASP mentor those who are less or not at all familiar with the library's most popular online databases.</li> </ul>
THU FEB 09	<ul style="list-style-type: none"> <li>• <b>Assignment ASP Source</b> Students who have not already provided an ASP academic source post one with an evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Professor Post: "Grade Levels"</li> <li>• <b>Lecture/Discussion:</b> Counterintuitive Example from Source Material: "Advertising Failure."</li> </ul>
<b>WEEK 5</b> TUE FEB 14	<ul style="list-style-type: none"> <li>• <b>Advertising Failure</b> <b>Assignment A05</b> Respond with comment to Professor Post "Advertising Failure"</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Additional Resources for counterintuitive topics: "Econundrums."</li> <li>• <b>Lecture:</b> "Grade Levels 2"</li> </ul>



THU FEB 16	<ul style="list-style-type: none"> <li>• <b>Counterintuitive Paper Proposals</b> Students make brief Oral Presentations on their topics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exercise:</b> One-half of students make brief Oral Presentations on their Counterintuitive paper topics.</li> </ul>
<b>WEEK 6</b> TUE FEB 21	<ul style="list-style-type: none"> <li>• <b>Counterintuitive Paper Proposals</b> Balance of students make Oral Presentations on their topics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exercise:</b> One-half of students make brief Oral Presentations on their Counterintuitive paper topics.</li> <li>• <b>Lecture:</b> Preview the requirements for “First Five Sources” assignment</li> </ul>
THU FEB 23	<ul style="list-style-type: none"> <li>• <b>Assignment A06: Research Proposal with First Five Sources</b> Provides background, identifies complexities, outlines argument</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Citation, Paraphrase, Summary:</b> How to do each and when to choose which</li> </ul>
<b>WEEK 7</b> TUE FEB 28	<ul style="list-style-type: none"> <li>• <b>Assignment A06: Research Proposal with First Five Sources</b> A “second chance” to submit a more thorough or better-planned research proposal.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Critique of a Sample White Paper</li> <li>• <b>Exercise:</b> Practice Citation, Paraphrase, Summary</li> </ul>
THU MAR 01	<ul style="list-style-type: none"> <li>• <b>Assignment A07: White Paper</b> Provides background, identifies complexities, outlines argument</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Definition Argument</li> <li>• <b>Exercise:</b> Make a Definition Argument Demand from a classmate based on White Paper or Proposal</li> </ul>
<b>WEEK 8</b> TUE MAR 06	<ul style="list-style-type: none"> <li>• Respond to Online Writing Prompt</li> <li>• <b>Assignment A08:</b> <i>To Be Named</i> Reading for Critical Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Evaluation Argument based on a submitted White Paper or Proposal</li> </ul>
THU MAR 08	<ul style="list-style-type: none"> <li>• <b>Definition Argument or Evaluation Argument</b> 1000 Words Using 3-5 Cited Sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>First Half Review</b></li> </ul>
<b>WEEK 9</b> MAR 13	SPRING BREAK NO CLASS	
THU MAR 15	SPRING BREAK NO CLASS	
<b>WEEK 10</b> TUE MAR 20		<ul style="list-style-type: none"> <li>• <b>Lecture/Demo:</b> Professor presentation of a Visual Rhetoric Argument</li> <li>• <b>Lecture:</b> Analyzing Visual Rhetoric</li> </ul>
THU MAR 22	<ul style="list-style-type: none"> <li>• <b>Sources 6-10 Annotated</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Things Better Left Unsaid</li> <li>• <b>Exercise:</b> Grammar Basics In-Class Exercise</li> </ul>
<b>WEEK 11</b> TUE MAR 27	<ul style="list-style-type: none"> <li>• <b>Definition Essay Rewrite</b></li> <li>• <b>Visual Rhetoric Argument</b> 500-750 Words Analysis Sources if Appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Logical Fallacies</li> <li>• <b>Exercise:</b> In-Class Logical Fallacies Practice</li> </ul>

THU MAR 29		<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Causal Argument</li> <li>• Samples from Readings</li> </ul>
<b>WEEK 12</b> TUE APR 03	<ul style="list-style-type: none"> <li>• <b>Rebuttal Argument</b> 1000 Words 3 to 5 Cited Sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Claims, Grounds, Warrants, Backing, Qualifiers</li> <li>• Samples from Readings</li> </ul>
THU APR 05	<ul style="list-style-type: none"> <li>• Critical Analysis of <b>Reading #6</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>In-Class Exercise:</b> Analyze an assigned reading for Claims, Grounds, Warrants, Backing, Qualifiers</li> </ul>
<b>WEEK 13</b> TUE APR 10	<ul style="list-style-type: none"> <li>• <b>Annotated Bibliography</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>In-Class Exercise:</b> Peer Review Each students produces detailed critique of a classmate's Rebuttal Argument</li> </ul>
THU APR 12	<ul style="list-style-type: none"> <li>• <b>Causal Argument</b> 1000 Words 3 to 5 Cited Sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture/Demonstration:</b> Sentence Level Rewriting</li> </ul>
<b>WEEK 14</b> TUE APR 17		<ul style="list-style-type: none"> <li>• <b>Lecture/Demonstration:</b> Structural Rewriting</li> </ul>
THU APR 19	<p><b>RESEARCH POSITION PAPER</b> 3000 words. Works Cited. As many as 10 cited sources. On-time submission, full credit</p>	<ul style="list-style-type: none"> <li>• <b>Lecture/Demonstration:</b> Oral Presentation Techniques</li> <li>• Review of Reflective Statement requirement</li> </ul>
<b>WEEK 15</b> TUE APR 24	<ul style="list-style-type: none"> <li>• <b>FINAL DRAFT SHORT ARGUMENT</b> Definition, Causal, or Rebuttal</li> <li>• <b>FINAL DRAFT VISUAL ARGUMENT</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ten Oral Presentations:</b> Final Research Results from ten students</li> </ul>
THU APR 26	<ul style="list-style-type: none"> <li>• <b>REFLECTIVE STATEMENT</b></li> <li>• <b>ANNOTATED BIBLIOGRAPHY</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ten Oral Presentations:</b> Final Research Results from ten students</li> </ul>
TUE MAY 01	<p><b>Finals Week Grade Conferences</b> Students with top 10 cumulative grades before Research Position paper (dates tradable).</p>	
THU MAY 03	<p><b>Finals Week Grade Conferences</b> Students 11-22. Top students excused (dates tradable).</p>	