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Summer 6-15-2020

ENG 1002G-600: College Composition II

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Ames, Melissa, "ENG 1002G-600: College Composition II" (2020). *Summer 2020*. 2.
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English 1002G – College Composition II, Honors: Argument & Critical Inquiry
Course Policy & Syllabus

Summer 2020 – Online Delivery– 8-Week Session
(June 1, 2020 through July 25, 2020)

Instructor: Dr. Melissa Ames

Office: 3821 Coleman Hall

Office Hours (Online, Phone Conference, Zoom, Skype, etc.):

M 10:00am-12:00pm

W 8pm-9pm

Or by Appointment

Email: mames@online.eiu.edu (please use D2L Email)

Catalogue Description: College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information (3-0-3, WC)

Course Description: In 2016 the Oxford Dictionaries named “post-truth” the word of the year. This course interrogates the concept and practices of argument in an era where infotainment and “alternative facts” abound. Students will study the arguments of others and form their own that engage with societal issues, debates, and problems at both the local and national levels. Course assignments and readings will allow students to write in different genres, develop various multimodal composition skills, question best practices for civic engagement, and understand the importance of digital literacy and ethically responsible argument.

Course Objectives: After the successful completion of this course, students will be able to:

1. Apply the principles of argument—claims, reasons, evidence, assumptions, counterarguments, and counter-argumentation—in written documents.
2. Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives.
3. Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance.
4. Integrate sources ethically, appropriately, and consistently in written documents.
5. Use data and create graphical elements in their writing.
6. Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations.
7. Craft arguments in different modalities (e.g. through visuals and oral presentation).
8. Craft purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the content and audience.
9. Revise documents by participating in peer review workshops and writing conferences in order to create possible products for inclusion in their electronic writing portfolio.
10. Understand the role that argumentation and digital/media literacy has in civic engagement.

Required Texts:

Ackley, Katherine Anne. *Perspectives on Contemporary Issues: Reading across the Disciplines*. Stamford, CT: Cengage Learning, 2015.

Arola, Kristin L. *Writer/Designer: A Guide to Making Multimodal Projects*. Boston: Bedford/St. Martin's, 2014.

Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. 10th ed. Upper Saddle River, NJ: Pearson, 2016.

Additional Readings/Excerpts will be available on D2L as indicated on the syllabus.

Note: Online students are eligible to have their textbooks shipped from Textbook Rental. If you have not received information on how to proceed with this, do reach out to them to ensure your books will be made available to you. As back up, PDF files of our textbook are available on D2L for emergency access.

Materials: Reliable Internet service, D2L, Microsoft Office software (Word, PowerPoint, etc.), electronic devices & cloud back-up space storing written work.

Course Requirements: This course consists of regular reading, writing assignments, design projects, learning activities, quizzes on assigned readings and activities, peer review sessions, and virtual presentations. Your grade will be based on a point system that factors in all scores you earn on all assignments and activities. Participation in weekly activities is mandatory and will be factored into your grade. Detailed assignment instructions and scoring rubrics will accompany all major assignments as the course progresses.

Class Work/Participation (500pts):

Weekly Work – includes reading, learning activities, writing, peer response, informal group discussion, and informal presentations/material sharing. (160pts)

Comprehension Checks (Quizzes) – regular assessments to determine whether students are understanding the course material. (250pts)

Participation – regular and timely participation in class activities (e.g. completing work and meeting deadlines). You should expect to log into D2L a minimum of three times each week. While the instructor will assess this category independently as well (based on records & observations), please note that D2L provides a detailed report on student activity that includes time spent on course material, number of posts and responses made to discussion board threads, and whether/when activities, reading, and feedback are accessed. (90pts)

Formal Writing/Design Assignments/Essays & Presentations (1000pts):

Analyzing & Forming Argument in Different Media & Genres (400pts total) – Students will analyze various arguments and compose their own in print and visual media. Assignments include:

- **Argument Analysis Essay** (composition mode: linguistic, 2-3pgs/500-750 words; 100pts)
- **Proposal Argument** (composition mode: linguistic, 2-3 pgs/500-750 words; 100pts)
- **Visual Argument/Infographic** (composition mode: linguistic, aural & visual, 2-3 pgs/500-750 words; 100pts)
- **Writer Skill Inventory/Growth Assessment** (composition mode: linguistic, 2-3 pages/500-750 words; 100pts)

Argument Research Project – Semester-Long Project (600pts) – Students will engage in a debate concerning contemporary social issues/policy. The result of this semester long inquiry will be a:

- **Topic Submission List** (composition mode: linguistic, 25-100 words; completion grade)
- **Annotated Bibliography** (composition mode: linguistic, 3-5pgs/750-1500 words; 100pts)
- **Literature Review:** this assignment synthesizes the research from the Annotated Bibliography and will act as an early portion of the final essay (composition mode linguistic, 2-3pgs/500-750 words; 100pts)
- **Rebuttal Argument:** this assignment counters claims made by the opposition and will act as a later portion of the final essay (composition mode linguistic, 1-3pgs/250-750 words; 100pts)

- **Formal (MLA) Argument Research Paper:** this argument-based essay will synthesize research to take a stance on a controversial issue (composition mode: linguistic & visual, 6-8pgs/1500-1600 words; 200pts)
- **Multimodal Class Presentation:** this will provide an overview of the research project (composition mode: aural & visual, 3-4pgs/750-1000 words; 100pts)

Writing/Design Process & Reflection (300pts):

Peer Editing (100pts) – Conversing with others about one’s own composing practices is an avenue for exploring differing perspectives and opening up one’s self to honest reflection. Reviewing the work of others is also valuable as it exposes students to various topics of study and different writing and design styles. Peer review sessions are strategically placed before major assignments is due and participation in these is expected.

Writing Process Activities & Conferencing (100pts)

Opportunities to receive feedback from the instructor on project progress, drafts, and writing activities is also built into the semester. Students are expected to review all feedback provided by peers and the instructor. Students should revise based on peer review feedback and should apply feedback provided by the instructor on one assignment to the next. (Composition mode: aural and linguistic, length will vary depending on feedback required, but should result in a minimum of 1500 words)

Artist Statements (100pts)

Students are required to write artist statements reflecting on each writing assignment, including how they have implemented the feedback given in prior assignments. (Composition mode: linguistic, length will vary depending on required feedback but should result in a minimum of 1250 words)

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. As determined by the University’s General Education curriculum, final course grades for this course are A, B, C, or NC (no credit) and plus and minuses are not utilized. Your final grade will be determined by the following breakdown and grading scale:

Formal Writing Assignments/Essays:	1000 pts
Writing Process/Peer Review	300 pts
<u>Class Work/Participation/Quizzes</u>	<u>500 pts</u>
Total Points Possible:	1800pts

A	= 90% -100%
B	= 80% - 89%
C	= 70% - 79%
NC	= 0% - 69%

Instructor Class Policies:

Submitted Assignments: All documents must be submitted on time and have a professional appearance. Every assignment should be typed and formatted according to current MLA guidelines and standards when applicable. (For help with MLA, please utilize the section overviews in your textbooks or visit Purdue’s Online Writing Lab at: <http://owl.english.purdue.edu>). All activities and formal assignments (unless otherwise noted) will be submitted to their appropriate D2L Dropbox Folder. (The one exception is peer review documents which will be exchanged through D2L’s email system). For your own protection, keep copies of all completed work and drafts. When saving your files be sure to use the following format: last name – assignment title – Final Draft.doc or docx. For assignments that have multiple items being uploaded to the same Dropbox Folder (e.g. final draft, rough draft, peer review guide), make sure to label the file so it is obvious which document is which.

Assignment Due Dates: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN A GRADE OF ZERO (0).** Assignments, including drafts, are due by 11:59pm on the date listed on the course schedule. Technological issues (computer problems, Internet outage, D2L maintenance) are typically not means for an extension so draft in advance, plan accordingly, and have a back-up plan for submitting work. E-mail attachments will not be accepted as substitutes for D2L submissions. If a situation arises wherein you expect to not make a deadline, reach out to the instructor prior to the due date to see if an extension is possible. Since this course is condensed into an 8-week period, and assignments build upon one another, this may not be possible.

Revision of Essays: Since this course focuses on writing and design as process, students will revise pieces throughout the semester. Students will reflect on their writing progress at the completion of individual assignments and at the end of the semester. Students may choose to select one of their essays for inclusion in their Electronic Writing Portfolio (an EIU graduation requirement). Step-by-step instructions for submitting work for your EIU Electronic Portfolio are available online at <http://www.eiu.edu/~assess/ewpmain.php>.

Class Work: All learning activities and tasks (e.g. quizzes) must be completed by the date listed on the course schedule. Extensions will only be provided if arrangements have been made with the instructor in advance. Because the learning activities tie directly to the weekly assignments due, and/or require peer collaboration, extensions or make-ups may not always be possible.

Inactivity/Absence: Once a student fails to complete three learning modules for each additional learning module missed their grade may be reduced by one-letter. A student who misses six or more learning modules (the equivalent of 2 weeks or 25% of the course) will not be eligible to pass the course and will earn a NC (no credit) grade.

Extra Credit: **Perfect participation (completing all assignments and learning activities by the stated deadlines) merits the addition of 25 extra-credit points to the class work/participation category.**

Proper Documentation of Emergency: If a serious issue arises and prevents a student from meeting deadlines, proper documentation must be submitted to avoid penalty. An original document, containing the student's name, and cover the date(s) in question, and be signed by a professional (i.e. doctor, court official). An email is not typically considered proper documentation.

Academic Integrity/Plagiarism: In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism – 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, represented as one's original work' (*Random House Dictionary of the English Language*) – has the right and responsibility to impose upon the guilty student an appropriate penalty up to an including immediate assignment of the grade of F for the assigned essay, a grade of NC for the course, and file a report with the Judicial Affairs Office." The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing/design might constitute plagiarism, please consult me prior to turning in the final draft. In short, students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Behavior/Communication Standards: As with a face-to-face professional, respectful behavior is required. Review proper "netiquette" for how to communicate in online forums. Although the online spaces we frequent in our own time often allow for relaxed communication styles (e.g. slang), an online academic

space requires the same level of formality you would provide in a traditional classroom setting. Offensive language/behavior can result failure of the course.

Instructor Access and Response Time: Students are encouraged to make use of the scheduled virtual office hours or make an appointment to discuss anything about the class, the profession, etc. Communication via email, online chat, Skype, FaceTime, and so forth, can be arranged. (Please always follow professional email etiquette and include some kind of address and a signature in your emails (i.e., Dear Dr./Professor X, This is Y from [course name] and I have a follow-up question about [purpose of email]. I look forward to hearing from you. Sincerely, Y). Although I have a reputation for being a super speedy email responder, please allow up to **24 hours** for me to respond during normal business hours (M-F 9-5) and longer on nights, weekends and holidays. Please note that you can expect feedback and assessment (i.e., comments and grades) to be returned within approximately one week. [For a condensed course such as this one, in most cases I aim to return assignments within 2-3 days]. I will always email your D2L email addresses should school events, illness, emergencies, or other circumstances cause a change in class plans or a delay in feedback. Please wait 24 hours after receiving a grade to ask about the score and make an appointment to discuss the feedback.

Technology Support: EIU has various support systems in place to help students with technology-based concerns. Please utilize the below resources as needed throughout the semester.

ITS Help Desk
Location: 1014 Student Services Building
Phone: 217-581-HELP (4357)
Email: itshelp@eiu.edu
Web: <http://its.eiu.edu/userservices.php>

Booth Library Services
Phone: 217-581-6072
Toll Free: 1-866-862-6684
Web: <http://www.library.eiu.edu>

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, visit their website, or call 217-581-6583 to make an appointment.

Student Success Center & Writing Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, visit their website, or go to 9th Street Hall, Room 1302. The Writing Center is also a resource that students can utilize to improve their performance in this course. This summer they are holding online/virtual writing consultations. For more information & to schedule an appointment, visit their website (<http://castle.eiu.edu/writing/>). When face-to-face courses are available you can schedule an appointment, by calling 217-581-5929, or By stopping by Coleman Hall, Room 3110 during open hours.

English 1002 – Summer 2020 Course Schedule

Note: To complete the tasks noted below, consult the learning guides and class materials located in the weekly modules. Regardless of the task, all work must be completed/submitted by 11:59pm on the date listed below.

Unit I. Understanding & Analyzing Arguments

Week #1 Modules 1 & 2 (Understanding and Analyzing Arguments)

Module One: Understanding Arguments

T 6/2 – Course Introduction & Overview / Arguments & Claims / Analyzing Arguments

- **Read** Assigned Chapters
 - *Perspectives*, Ch 1
 - *Writing Argument*, Ch 3, Ch 4, & Ch 10
- **Review** all of the following:
 - Instructor Introductory Video
 - Directions for Student Introduction
 - PowerPoint on Argument & Research Writing
 - Persuasive Techniques Video
 - Logos/Ethos/Pathos in Ads (Handout)
 - Logos/Ethos/Pathos in Politics Google Slide Show
 - Toulmin Model – Breakdown of Key Argument Terms
 - Logos/Pathos/Ethos in Advertising Chart
 - Argument Research Project (Engaging in Civic Debates) Assignment Sheet
 - Narrowing Focus Document (Resource for Final Research Paper)
 - Argument Role Play Activity Sheet
- **Post** response to the Argument Role Play Activity in Discussion Board Forum
- **Complete** all of the following:
 - Student Introduction (to D2L Dropbox Folder)
 - Comprehension Check (Quiz 1)

Module Two: Analyzing Arguments

R 6/4 – Analyzing Arguments / Recognizing Fallacies / Workshop for Argument Analysis

- **Read** Assigned Material:
 - “Structuring an Argument,” *Perspectives* p. 81-84
 - *Writing Argument*, Ch 6, Ch 7, Ch 8 & Appendix “Informal Fallacies”
 - “Persuasive Genres – Artist Statements”
 - Reading for Argument Analysis Essay: Choose ONE of the following, “Do Videos Kill,” “Hip-Hop’s Betrayal of Black Women,” or “The Worst is Yet to Come,” *Perspectives*, p. 214-228
- **Review**
 - Assignment Sheet for Argument Analysis Essay
 - Artist Statement Overview Document
 - Sample Argument Analysis Essays & Artist Statements
 - PowerPoint on Logical Fallacies
 - Comparing Arguments Activity Sheet
- **Post** response on the Discussion Board Forum for the Comparing Arguments Activity
- **Begin to Draft** Argument Analysis Essay
- **Complete** Comprehension Check (Quiz 2)

S 6/7 – Crafting an Argument Analysis Essay

- **Submit Argument Analysis Essay to D2L Dropbox Folder**

Unit II. Argument as a Means to Solve Local Problem

Week #2: Modules 3 & 4 (Research Practices & Proposal Arguments)

Module 3: Research Practices

T 6/9– Evaluating Sources / Understanding Ideological Bias & the Echo Chamber / Proposal Arguments

- **Review** Instructor Feedback
- **Read** Assigned Material:
 - “Narrowing Focus & Selecting Topics,” *Perspectives*, p. 77-80
 - Sample Proposal Argument: “The Tethered Generation,” *Writing Arguments*, p. 478-482
- **Review** all of the following:
 - PowerPoint on Evaluating Internet Sources
 - Activity Packet on Understanding Unreliable & Fake News
- **Post** response to Fake News Activity in Discussion Board Thread
- **Complete** Comprehension Check (Quiz 3)
- **Submit** List of Preferred Topics for Final Argument Research Paper

Module 4: Proposal Arguments

R 6/11 – Proposal Arguments / Engaging with Local/Community Arguments

- **Read** Assigned Material:
 - *Writing Arguments*, Ch 14
 - Sample Proposal Argument: “All Kids Should Take ‘Poverty 101,’” *Perspectives*, p. 341-343;
 - Sample Proposal Argument: “Why Companies Aren’t Getting the Employees They Need,” *Perspectives*, p. 510-514
 - Sample Proposal Argument: “Why Legalizing Organ Sales Would Help to Save Lives,” *Perspectives*, p. 451-455
- **Review** all of the following
 - Writing Proposals & Business Reports
 - Sample Business Proposals
 - Proposal Argument Essay Structure PowerPoint
 - Proposal Argument Assignment Sheet
 - Sample Student Proposal Argument Essays as Models
- **Check** for instructor feedback (topic selection for research paper)
- **Post** response for Mapping Out the Moves of a Proposal Argument Activity in the Discussion Board Thread.
- **Post** response for Brainstorming for Proposal Essay Activity on Discussion Board
- **Begin to Draft** Proposal Argument
- **Complete** Comprehension Check (Quiz 4)

S 6/14 – Writing Proposal Arguments / Effective Peer Review

- **Review** PowerPoint on Peer Review Best Practices
- **Complete** Comprehension Check (Quiz 5)
- **Submit** Proposal Argument Essay Rough Draft to instructor and peer reviewers (responding to email thread received on 6/7)

Week #3: Modules 5 & 6 (Supporting Arguments & Multimodal Composition)

Module 5: Supporting Arguments

M 6/15 – Peer Review

- **Submit** Completed Peer Review Documents (edited rough draft and peer editing checklist) to peers and instructor (responding to email thread)

T 6/16 – Using Research Effectively /The STAR Criteria for Evidence / Citing Sources / MLA

- **Read** Assigned Materials:
 - *Writing Arguments*, Ch 5, Ch 16 & Ch 17
 - “Revising,” *Perspectives*, p. 34-48
- **Review** the following:
 - Selecting & Using Evidence PowerPoint
 - MLA Citation Review PowerPoint Video
 - In-Text Citations Handout
 - Avoiding Plagiarism Packet
 - Avoiding Plagiarism Activity Sheet
 - Paraphrasing & Quoting Activity Sheet
 - Annotated Bibliography Assignment Sheet
 - Sample Annotated Bibliographies
- **Revise** Proposal Argument Essay after consulting Peer Review Documents
- **Complete** the following:
 - Avoiding Plagiarism Activity (submit to D2L Dropbox)
 - Paraphrasing/Quoting Activity (submit to D2L Dropbox)
 - Comprehension Check (Quiz 6)
- **Submit Proposal Argument Essay & Artist Statement (upload the final draft as well as the rough draft with the editor’s marks & comments and the peer review sheet)**

Module 6: Multimodal Composition

R 6/18 – Understanding Genre/Multimodal Composition / Analyzing & Crafting Visual Arguments

- **Read** Assigned Materials:
 - *Writer/Designer*, Ch 9 & 12
 - “Collages & Visual Arguments” (D2L)
- **Review** all of the following:
 - Instructor Feedback on Proposal Argument Essay
 - Infographic Assignment Sheet & Student Samples
 - Multimodal Composition Instructor Video
 - Genre Analysis Packet
 - Video Discussion of Poem from Genre Analysis Packet (optional)
 - Genre Analysis Activity Sheet
- **Post** the following to the appropriate Discussion Board Thread:

- The links to three infographics that you found online during your genre review research and explain what design features you liked and if/how they may motivate your own design choices for your infographic. If you're having a hard time figuring out what written content should be in your infographic (since you have limited space), a first step could be to go through your Proposal Essay and highlight the sentences/facts/arguments you think are the most necessary to use or convert when crafting your infographic.
- **Complete** the following:
 - Genre Comparison Activity (submit to D2L Dropbox Folder)
 - Comprehension Check (Quiz 7)
- **Submit** Work-in-Progress for Infographic Assignment: Collected Images (links are fine) & Potential Copy (select text/wording from your essay) that you are considering using for Infographic (to the Infographic D2L Dropbox Folder)

S 6/21 – Crafting Visual Arguments

- **Submit Infographic & Artist Statement to D2L Dropbox Folder**

Unit III. The Role of Argument in Civil Engagement at the National Level

Week #4: Modules 7 & 8 (Academic Reading & Crafting Research Tools)

Module 7: Academic Reading

T 6/23 – Academic Reading / Summary Writing

- **Read** Assigned Material:
 - *Perspectives*, Ch 3 & Ch 7
 - Example of Summary Writing: Review/Re-Read *Perspectives*, p. 8-13
 - Example of Summary Writing: “The Pay is Too Damn Low” (D2L)
 - “How to Read an Academic Article” (D2L)
- **Review** Annotated Bibliography Assignment Sheet & Consult Student Models
- **Complete** Comprehension Check (Quiz 8)
- **Collect & Read** Sources for Final Argument Essay
- **Submit** Working List of Sources for Research Progress Check & Feedback (to D2L Dropbox folder)

Module 8: Crafting Research Tools

R 6/25 – Peer Editing / Revising / Writing a Literature Review

- **Review** the “Understanding the Structure of an Academic Article” Handout (D2L)
- **Read** Assigned Material
 - *Perspectives*, Ch 2
 - “Reviewing the Related Literature (Writing the Lit Review),” p.150-163 (D2L)
 - “Making Sense of Readings” (D2L)
 - “The Hispanic Race Debate,” (D2L)
- **Consult** Instructor Feedback on Sources
- **Re-Read & Collect** Additional Research Sources (as needed)
- **Complete** Comprehension Check (Quiz 9)
- **Draft & Submit** Annotated Bibliography Rough Draft to instructor and peer reviewer (responding to email thread)

F 6/26 – Peer Editing

- **Submit** Completed Peer Review Documents (edited rough draft and peer editing checklist) to peer and instructor (responding to email thread)

S 6/28 – Crafting Research Tools

- **Review** Completed Peer Review Documents & Revise Accordingly
- **Submit Final Draft of Annotated Bibliography** (upload the final draft as well as the rough draft with the editor's marks & comments and the peer review sheet)

Week #5 Modules 9, 10 & 11 (Developing Writing Skills, Numeric Literacy & Refuting Claims)

Module 9: Developing Writing Skills

T 6/30 – Synthesis Writing / Crafting Effective Transitions / Workshop Literature Review

- **Review** all of the following:
 - Instructor Feedback on Annotated Bibliography
 - Literature Review Assignment Sheet & Consult Student Models
 - Re-Review Sample Annotated Bibliography Aligned with Literature Review Document (to see how the Annotated Bibliography can be a tool in planning out the literature review)
 - Research Sandwich Handout (Body Paragraph Structure)
 - Helpful Resources for Crafting Literature & Methods Sections
 - Crafting Transitions PowerPoint
- **Read** Assigned Materials:
 - *Perspectives*, Ch 6 (note: p. 117 contains a very useful list of phrases you can use when integrating sources into your paper; these will be useful as you work on synthesis writing in your Literature Review)
 - Sample Argument Essay with Classic Structure: "Getting Real with Reality TV," *Perspectives*, p. 272-276
 - Sample Essay with Literature Review: "Engaging Apolitical Adolescents," (D2L, note literature review runs from p. 4-9)
 - Sample Essay with Literature Review: "The Absent Fathers & Damaged Dads on ABC's *Lost*," (D2L, note literature review runs from p. 430-435)
 - Sample Essay with Literature Review: "How to Save a Nation: Televisual Fiction Post-9/11" (D2L, note literature review runs from p. 117-124)
 - Additional Student Models Available at:
<http://libguides.uwf.edu/c.php?g=215199&p=1420828>
- **Complete** all of the following:
 - Crafting Transitions Activity (view PowerPoint & upload answers to D2L Dropbox Folder)
 - Comprehension Check (Quiz 10)
- **Begin to Draft** Literature Review

Module 10: Numeric Literacy

R 7/2– Critiquing & Using Numeric Data

- **Read** Assigned Material:
 - *Writing Arguments*, Ch 9 (and re-read Ch 5)
 - Sample Argument Research Essay Using Numeric Data and Graphics: "Where Have the Good Men Gone?" (*Writing Arguments*, pg. 491-494)
- **View** Numeric Literacy Instructor Video

- **Review** all of the following:
 - What's Going On In This Graph Website (check out the different types of interactive graphs that digital composers can show/support their arguments)
 - Nutrition Disagreement Handout (this graphic clearly demonstrates that data is only as good as those who provide it; different sources can provide very different numbers and information so always consider the expertise of those providing the data!)
 - Misleading Graphs & Statistics Lesson
- **Listen** to podcast episode (Technological Tools to Alter the Truth)
- **Complete** all of the following:
 - Misleading Graphs Exercises 31.1-31.10 (Submit responses to D2L Dropbox Folder)
 - Comprehension Check (Quiz 11)
- **Submit Literature Review Portion of Final Essay (to D2L Dropbox Folder)**

S 7/5 – Fourth of July Holiday Weekend – No Work Due

Week #6: Module 12 (Assembling a Research Project)

Module 11: Refuting Claims

T 7/7 – Countering Claims / Effective Debate Practices / Arguments in/and Popular Culture

- **Read** Assigned Material:
 - (Re-Read) *Writing Arguments*, Ch 7
 - Sample Essay with Strong Rebuttal Techniques: “The Myth of Mean Girls,” *Perspectives*, p. 103-105
 - Sample Essay with Strong Rebuttal Techniques: “Social Connections,” *Perspectives*, p. 423-425
 - Sample Essay with Strong Rebuttal Techniques: “Race in America,” *Perspectives*, p. 385-387; “The Age of the Selfie,” *Writing Arguments*, p. 533
- **Review** all of the following:
 - Instructor Feedback on Literature Review
 - Rebuttal Essay Assignment Sheet & Consult Student Models
- **View** media debate clips (see Media Debate Clip Document in Class Activities & Materials)
- **Complete** all of the following:
 - Mapping Rebuttal Moves Activity (submit to D2L Dropbox Folder)
 - Argument & Logic Activity (submit to D2L Dropbox Folder)
 - Comprehension Check (Quiz 12)
- **Begin to Draft** Rebuttal Section of Essay

Module 12: Assembling a Research Project

R 7/9 – Crafting Rebuttal Essays

- **Submit Final Draft Rebuttal Section of Essay (to D2L Dropbox Folder)**

S 7/12 – Assembling a Research Paper / Crafting Engaging Introductions & Conclusion

- **Read Assigned Material:**
 - Sample Argument Essay: “You Can Go Home Again,” *Writing Arguments*, p. 495-497
 - “Critical Thinking,” *Perspectives*, p. 317-319
 - “Who Does the Talking Here,” *Perspectives*, p. 356-358

- **Review** all of the following:
 - Instructional Feedback on Rebuttal Section
 - Introduction & Conclusion Handout
 - Introduction Writing PowerPoint
 - Introduction Writing Practice Activity Sheet
 - Conclusion Writing PowerPoint
 - Conclusion Writing Practice Activity Sheet
 - Organization/Outline Activity Sheet
- **Post** response to Analyzing Introductions & Conclusion Thread (in Discussion Board)
- **Complete** all of the following:
 - Complete Introduction Writing Practice Activity (submit to D2L Dropbox Folder)
 - Complete Conclusion Writing Practice Activity (submit to D2L Dropbox Folder)
 - Organization for Final Argument Essay Outline Activity (submit to D2L Dropbox Folder)
 - Comprehension Check (Quiz 13)

Week #7: Module 13 (Academic Argument Writing)

Module 13: (Academic Argument Writing)

T 7/14 – Oral vs. Print Arguments

- **Review** all of the following:
 - Instructor feedback on introduction, conclusion, outline
 - Power Paragraph Activity Sheet
 - Justification for Multimodal Project Direction Sheet
- **Complete:**
 - Power Paragraph Writing Activity (submit to D2L Dropbox Folder)
 - Justification for Final Multimodal Project Format (submit to D2L Dropbox Folder)
- **View** media clips (see Print vs. Oral Arguments in Class Materials)

R 7/16 – Crafting Academic Argument Essays

- **Review** Instructor Feedback on Justification for Selected Multimodal Project Format
- **Submit** Research Paper Rough Draft to instructor and peer reviewer (responding to 7/9 email thread)

F 7/17 – Peer Review for Final Research Essay

- **Submit** Completed Peer Review Documents (edited rough draft and peer editing checklist) to peer and instructor (responding to email thread)

S 7/19 – Revising Academic Argument Essays

- **Submit Final Draft of Research Paper & Artist Statement** (upload the final draft as well as the rough draft with the editor's marks & comments and the peer review sheet)
- **Re-Review** Multimodal Conversion Project Assignment Sheet & Rubric (part of the Engaging in Civic Debates Final Research Project Assignment Sheet Packet) & Consult Student Examples
- **Begin to Design** Multimodal Conversion Project

IV. Giving Voice & Visibility to Arguments

Week 8: Modules 14 & 15 (Adapting Arguments & Reflecting on Writing Growth)

Module 14: Adapting Arguments to New Audiences & Formats

T 7/21 – Crafting Effective Presentation Materials / Converting Arguments for Different Audiences

- **Read** “Crafting Presentations,” Hicks (D2L)
- **Review** all of the following:
 - Considering Presentation Formats & Best Design Practices Handout
 - Crafting Effective Presentations PowerPoint
- **Craft & Post** Multimodal Conversion Projects to Discussion Board (along with short paragraph explaining why you chose your research topic and final format)
- **Submit** Multimodal Conversion Project & Artist Statement (to D2L Dropbox Folder)

Week 15: Reflecting on Course Material & Writing Growth

R 7/23 – Engaging in Cultural Debates

- **Review** Peer Conversion Projects & **Post** Questions in Comment Threads

F 7/24 – Engaging in Cultural Debates

- **Respond** to Peer Questions in Peer Conversion Project Thread
- **Read** Two Self-Selected Articles (these must feature an argument about some cultural issue and must have been published during the time period of this course).
- **Post** a response to the Self-Selected Reading in the related Discussion Board Thread
- **Review** Writing Inventory Assignment Sheet

S 7/25 – Reflecting on Writing Growth

- **Submit Writing Inventory**
- **Complete** Course Evaluation (you should be emailed a link to complete this)