Freshman Communicative Skills I
(ENC-1101)

Florida A&M University

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Course:	ENC-1101-013	**Credits:**	3
Semester:	Fall 2023	**Time:**	09:05-09:55 MWF
Campus:	Tallahassee	**Room:**	TUCK #317

*I rarely use the phone in my office. Please send me an email or, even better, come by to talk. 😄

Course Description

This course is the first of two three-credit, mandatory composition courses. Its purpose is to improve students' oral and written communication skills as well as their research and critical thinking abilities through narration, exposition, and argumentation. It provides students with basic communicative skills, including dictionary and library usage and analysis and development of paragraphs, themes, research papers, and business communications.

Performance Goals

In order to complete ENC-1101 with a grade of "C" or higher, the student must satisfy the following requirements:

1. Students must earn a passing score of three or higher on a diagnostic essay that will be completed during the first week of the semester. If the student does not score at least a three on this pre-assessment essay, then he/she must attend the Writing Center as partial fulfillment of ENC-1101.
2. Students must participate in class (homework, quizzes, exercises, discussions, etc.).
3. Students must write two out-of-class essays.
4. Students must write one out-of-class, documented argumentative essay.
5. Students must attend Freshman Critical Thinking Seminars and complete a response survey.
6. Students must complete a final graded in-class essay during the final week of class that will also be assessed by using the University's uniform critical thinking rubric.

Critical Thinking/Learning Outcomes (Revised Bloom's Taxonomy)

- **Remembering:** Students will demonstrate the ability to recall previously learned material, specific facts, and theories.
- **Understanding:** Students will demonstrate an awareness of what the material means; demonstrate an understanding of work based on one's knowledge of it.
- **Applying:** Students will demonstrate the ability to use data, principles, theories learned to answer questions in a new environment; demonstrate the ability to apply what is learned and understood.
- **Analyzing:** Students will demonstrate the ability to break down material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Students will demonstrate the ability to make judgments based on criteria and standards through checking and critiquing.
- **Creating:** Students will demonstrate the ability to put elements together to form a coherent or functional whole; demonstrate the ability to reorganize elements into a new pattern or structure through generating, planning, or producing.

Course Objectives

- Students will read with literal comprehension.
  - identify main ideas
  - list supporting details
  - explain the contextual meaning of words
- Students will read with critical comprehension.
  - state author's purpose
  - describe author's tone
  - detect bias in text
  - draw logical inferences and conclusions
- Students will write critical/analytical essays.
  - write position papers
  - provide impromptu written responses to questions about literary works
  - analyze various elements of literature, such as character analysis, theme, imagery, and symbolism
  - write critical evaluation of non-literary texts and other genres (film, for example)
- Students will use standard practices for spelling, punctuation, and capitalization. revising, editing, and proofreading units of discourse to ensure clarity, consistency, and conformity to the conventions of standard written American English.

Required Readings

There is only one required textbook for this course. Because it is a customized anthology, it must be purchased at the FAMU Library. *Achieve* will be utilized for our diagnostic assessments and study plans. Any other readings will be available on Canvas and will appear as **(CAN)** on the schedule.

- Kirszner, Laurie G. and Stephen R. Mandell. 2020. *Patterns for College Writing: A Rhetorical Reader and Guide (15th ed)*. Boston, MA: Bedford/St. Martin's.
  + Custom package includes *Achieve*, print textbook, and electronic textbook.

Grading Breakdown

Assignment	Percentage
Personal Literacy Narrative	**15.0%**
Brainstorming & Outline	2.5%
Rough Draft & Peer Editing	2.5%
Submission	10.0%
Newspaper Article Analysis	**25.0%**
Brainstorming & Outline	2.5%
Annotated Articles (3)	7.5%
Rough Draft & Peer Editing	2.5%
Submission	12.5%
Argumentative Essay	**35.0%**
Brainstorming & Outline	5.0%
Source Evaluation (4)	7.5%
Annotated Bibliography	5.0%
Rough Draft & Peer Editing	2.5%
Submission	15.0%
Final Exam (In-Class Essay)	**10.0%**
Participation	**10.0%**
Argumentative Round-Table	**2.5%**
Critical Self-Reflection	**2.5%**

Assignment Descriptions

- **10%** of your grade will be determined by your daily attendance and participation. This includes not only coming to class on time, but also helping us construct our understanding of the reading(s), practicing during in-class activities, asking questions where needed, and generally becoming a fully functional member of our academic community. Although I understand that some of us might be shy, we can all find at least a few opportunities in which we feel comfortable participating every session. There are only four circumstances in which an absence will be excused with appropriate documentation: (a) if you need to attend and serve on jury duty, (b) if you need to leave the area for military service, (c) if someone has passed away and a funeral is being held, or (d) if you are sick

and have visited the doctor's office. **All other absences are unexcused.** Ultimately, the message is this: You can't learn the material if you aren't here; if you could, you wouldn't need me! 😄

- **15%** of your grade will be determined by your personal literacy narrative, which will be three to four pages in length. These points will be divided among three separate tasks: brainstorming and outline (2.5%), the rough draft and participation in peer editing (2.5%), and the final submission (10.0%). The primary rhetorical modes of this written assignment are narration, description, and illustration. This piece of writing will address your most impactful moments with reading and writing in a way that relies only on your personal experiences and knowledge, i.e. there will be zero outside research conducted, and you are free to use first- and second-person pronouns. For instance, you may want to consider the very first memories you have of a book, struggles or achievements in school, experiences reading and writing at home and/or in school, etc.
- **25%** of your grade will be determined by your newspaper article analysis, which will be three to four pages in length. These points will be divided among four separate tasks: brainstorming and outline (2.5%), the three annotated articles (7.5%), the rough draft and participation in peer editing (2.5%), and the final submission (12.5%). The primary rhetorical modes of this written assignment are description, illustration, and argumentation. This piece of writing will allow you to pick a specific "text" and analyze the author's engagement with all characteristics of the rhetorical situation (purpose, audience, genre, stance, mode, medium, context), the rhetorical appeals (pathos/logos/ethos/kairos/telos), etc. This is not simply a summary of the text but, rather, an evaluative piece that allows you to apply what you have learned thus far.
- **35%** of your grade will be determined by your argumentative essay, which will be five to seven pages in length. These points will be divided among five separate tasks: brainstorming and outline (5.0%), the evaluation of four academic sources (7.5%), the annotated bibliography (5.0%), the rough draft and participation in peer editing (2.5%), and the final submission (15.0%). The primary rhetorical mode of this written assignment is argumentation; however, any number of other rhetorical modes will be utilized–excluding (first-person) narration–as you establish and bolster your position. This piece of writing will allow you to present and interrogate a (highly) contested topic, assume a position that is defended by a clearly defined thesis statement, etc. As such, you may want to argue against the expansion of automation in everyday life or in favor of online education. Topics including heavily contested, trite topics are banned, including any that address the usage of marijuana, lowering the drinking age, the legality of abortion or same-sex marriage, etc.
- **2.5%** of your grade will be determined by your participation in our argumentative essay round-table. Each student will have approximately five minutes to share a synopsis of his or her issue, position assumed, and evidence offered. This is relatively informal but offers us each an opportunity to learn from our valuable research.
- **2.5%** of your grade will be determined by your critical self-reflection, which will focus on your development as a reader, writer, and critical thinker during the semester. This will be a video-recording no fewer than five minutes in length and must demonstrate effective, honest, mature, critical self-reflection.
- **10%** of your grade will be determined by your performance and satisfactory completion of the final exam, which will arrive in the form of a timed, in-class essay, and this will be offered during the final session of our class. During the immediately preceding session, we will discuss the format and content of the exam, and you will have time both to prepare in-class and to ask any questions that you may have beforehand. **There will be no make-ups offered for this exam, so please make sure to plan your schedule appropriately.**

Student Resources

- Writing Resource Center
- Office of Counseling Services
- Center for Disability Access & Resources
- Center for Academic Advising
- Military and Veteran Affairs
- Victim Advocate Program

General Policies

Commitment to Open Inquiry, Viewpoint Diversity, and Constructive Disagreement

In a nutshell, quality of thought and mode of engagement matter. In order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide interactions among students and professors in this class:

1. Treat every member of the class with respect, even if you disagree with their opinion.
2. Treat every opinion as open to examination, even if it comes from someone with more experience or expertise than you.
3. Reasonable minds can differ on any number of perspectives, opinions, and conclusions.
4. Some perspectives, opinions, and conclusions are unreasonable or based on prejudices and should be identified as such. **Thus, hate speech of any kind will NOT be tolerated.**
5. Because constructive disagreement sharpens thinking and deepens understanding, it will factor into your participation grade.
6. All viewpoints are welcome.
7. No ideas are immune from scrutiny and debate.
8. You will not be graded on whether your professor or peers agree with your opinions.
9. You will be graded on the evidence and reasoning that leads to those opinions.

Non-Discrimination Policy

"It is the policy of Florida A&M University that each member of the University community be permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, handicap, disability, sex, marital status, national origin, veteran status, and sexual harassment, as prohibited by state and federal statutes" (Regulations of Florida A&M University 10.103). For a more detailed explanation of the Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures, consult section 10.103 under "University Regulations" on the FAMU website. All related questions and concerns should be directed to the Office of Equal Opportunity Programs.

Attendance/Participation

Punctual attendance is incredibly important to your success in life more generally *and* in this course specifically. If you arrive up to fifteen minutes late to class, you will be marked as late for that session. Beyond the first fifteen minutes, however, you will be marked as absent *even though* you are there. Two lates are equivalent to one absence, and, following the policy of the university, **four or more total absences per semester will result in a failing grade (0%) for attendance/participation**. Because we will begin every day by looking at our agenda for that session and issuing reminders for assignments, missing the first few minutes of class can actually be quite detrimental to your overall performance.

After you have arrived, please make sure to remove any unnecessary distractions from your learning environment, including cell phones, laptops, earbuds/headphones, and tablets. If you find that you will miss a session, need to leave early, must take a phone call during class, or are having other difficulties,

please inform me as soon as possible. I will be your strongest advocate/cheerleader this semester, but you need to meet me halfway. Although all readings and assignments must be completed before the relevant session, I reserve the right to implement graded reading quizzes if in-class discussions do not demonstrate that students have completed the readings.

Technology Policy

Unless you have academic accommodations and the supporting documentation, **this is a technology-free classroom for you**. This means that, upon entrance to the room, you have placed away your laptop, your tablet, your phone, and/or any other technological devices you have at your disposal. Although I understand the importance and (sometimes) valuable contributions of technology, all existing research indicates that we learn more effectively when such distractions are prevented and notes are written based on active listening. Even if this fifty-minute class is the only time during the day without easy access to technology, you will grow to appreciate this after the initial frustration fades. (**NOTE:** The only days where you will **need** to have your laptop are peer editing sessions.)

Time Management, Missed Classes, and Late Assignments

Because it can be quite stressful to take college-level courses, particularly if you are the first in your family to pursue a university education and/or if you also have a full- or part-time job, I would strongly recommend—if possible—that you try to stay one or two sessions ahead of the schedule, especially because **a three-credit course requires between six to nine hours of independent study/work outside of the classroom**. Furthermore, you may consider sharing contact information with a classmate in the event that you do have to miss a class, as I, unfortunately, will not have enough time to respond to emails asking questions like the following: "I missed last class. Did I miss anything?" or "I couldn't come to class yesterday. What did I miss?" The syllabus and your classmates are your first line of defense! Additionally, the schedule listed at the end of this syllabus contains an additional column, so that you can 'check off' each session after it has passed.

Office Hours

Individual office hours of fifteen-minute (15) blocks can be scheduled. If I am in my office and not currently with a student, you can (and should!) feel free to knock on the door and enter. Otherwise, all office hours can be scheduled online through the link available on our Canvas page. Some possible activities during office hours may include prewriting/brainstorming activities, feedback on rough drafts, discussions about ways to improve your grade, mentoring and/or conversations about your long-term career objectives, etc. **Although neither required nor graded, I encourage all students to register for office hours at least once during the semester.**

Writing-Enhanced Course (WEC)

This course is a designated Writing-Enhanced Course (WEC) in the Writing Across the Curriculum (WAC) program at FAMU. You will receive substantive instruction in the writing process (e.g., enhancing general academic writing mechanics, using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing, and using references). You will also have multiple opportunities to practice writing as a means of acquiring the knowledge and skills specific to this course. Writing assignments will comprise at least twenty to forty percent (20-40%) of the course grade. For additional information regarding this institutional initiative and supporting resources, visit the website r contact

Essay Formatting & Peer Editing

All formal essays for this course require proper formatting according to the conventions of the Modern Language Association (MLA). We will discuss this formatting style in class and will have access to videos to facilitate our success in this regard; however, it is ultimately ***your responsibility*** to ensure that all written assignments for this class adhere to these conventions. If you had an upcoming job interview, you wouldn't simply prepare answers to the questions; rather, you would also invest time into ensuring you have the appropriate outfit to wear for the occasion. The same applies to our essays: Content and form are both important.

There will be one peer editing session for each formal essay in this course. There will be no assigned readings for that session; however, all students *must* bring their laptop and the rough draft of their essay in Google Docs that is no shorter than one-half of the length requirement, i.e. if the essay must be six to eight pages, then the rough draft can be no shorter than three to four pages. Ideally, however, the rough draft will meet or exceed the length requirement. We will begin each peer review session by discussing the guidelines and recommendations for providing effective feedback to your classmates on their writing.

Academic Accommodations / Americans with Disabilities Act (ADA) Policy

The Florida A&M University Americans with Disabilities Act (ADA) Policy Statement states the following: "Individuals who need a reasonable accommodation must notify the Office of Equal Opportunity Programs at 599-3076." It is the responsibility of the FAMU Equal Opportunity Programs (EOP) Office, through the ADA Coordinator, to ensure the Florida A&M University is in compliance with the Americans with Disabilities Act. If you have any questions, please contact your Academic Advisor or the University EOP Officer, Equal Opportunity Programs, 674 Gamble Street, Tallahassee, FL 32307, (850) 599-3076.

Florida A&M University values inclusion and seeks to create a climate of respect and the full participation and access for all students. It is the University's policy and practice to provide reasonable accommodations for students with properly documented disabilities according to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Students who have questions about these university services or have a disability are encouraged to visit the Center for Disability Access and Resources (CeDAR), where they can register with and provide documentation before bringing to the instructor the letter that outlines the required accommodations. More information can be found here electronically.

CeDAR uses an online accessible information management portal called AIM which allows students to apply for services, request accommodations, set up testing appointments and more. To submit accommodation requests, students should simply visit https://www.famu.edu/students/student-resources/center-for-disability-access-and-resources/index.php and use their FAMU login to submit requests. Faculty will receive an email notification with the next steps.

NOTE: If you do not qualify for accommodations but find yourself struggling, please do not hesitate to reach out to me. I understand that college is simultaneously an exciting and difficult time in our lives, and, although our primary goal is academic growth, this should not come at the expense of your overall wellness.

Academic (Dis)honesty

Florida A&M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. Being unaware of the Academic Honesty Policy is not a defense for violations of academic honesty. Additional detail on FAMU Academic Honesty Violations are provided in University Policy 2.012 (10.)(s). If you have any questions, please see your Academic Advisor.

All work formally submitted for evaluation by the instructor must be prepared individually, i.e. with honesty and integrity. According to the guidelines set forth by the university, this means you will not engage in plagiarism, fabrication, cheating, the unauthorized distribution of copyrighted materials, etc. As a result, academic dishonesty of any kind will not be accepted, and the consequences for this are at

the discretion of the professor, which may include a grade of 0% on the assignment and formal reporting at the university level. For further explanation and illustrations, refer to the university's official policy on academic dishonesty available online here. Following the Academic Honesty Policy of Florida A&M University, violations include–but are not limited to–committing any of the following:

1. Giving or taking information or material wrongfully to aid yourself or another student in academic work.
2. Plagiarism to include copying work created or published by others, paraphrasing, or using ideas from a source without proper attribution.
3. Looking at or copying another student's work, or allowing another student to look at or copy your work.
4. Talking or otherwise communicating with another student during quizzes, tests or writing assignments, unless instructed to do so.
5. Removing test materials or attempting to remove them from an examination room or office or elsewhere [to include copiers and printers], stealing, buying, selling, or referring to a copy of an examination before it is administered.
6. Having others edit or rewrite your assignments, except with instructor approval.
7. Using work from other classes without prior approval from the proper instructor.
8. Using copyrighted stories, pictures, graphics, logos and other content without proper permission, including from the Internet, even if these works have been modified by the student.
9. Using electronic devices for plagiarism, cheating, deception or collusion (a secret agreement between two or more persons for a deceitful purpose).
10. Falsifying records or giving misleading information, oral or written.
11. Assisting in any academic honesty violation.
12. Receiving any materials or information from a fellow student or another unauthorized source during examinations.
13. Obtaining, distributing, or referring to a copy of an examination, which the instructor or Department has not authorized to be made available.
14. Any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor, i.e. removing or destroying library or other source materials.
15. Tampering with another student's work.
16. Altering grades or any other records related to the academic performance of students.
17. Submitting false records or information in order to gain admission to the University.
18. Falsifying or inventing information, data, or citations.
19. Any other form of academic cheating, plagiarism, or dishonesty.

Plagiarism Prevention Tool Notification: A plagiarism prevention service is used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

Grade of Incomplete ("I")

Students may receive an "I" only if they meet the following criteria: (1) they are passing the course with a seventy percent (70%) or higher and have completed all course work except two essays; (2) they have a valid excuse for not having completed the required course work. Students must provide instructor with proof of the crisis or emergency that prevented them from completing course work during the semester. This information needs to accompany the contract and change of grade request, submitted to the Dean.

NOTE: Students who receive an "Incomplete" must see their ENC-1101 instructor to make up work and to check on change of grade concerns involving ENC-1101.

Important Dates

- **First Day of Classes:** August 28
- **Drop/Add Period Ends:** September 1
- **Last Day to Apply for Graduation:** November 9
- **Last Day to Withdraw:** November 9
- **Last Day of Classes:** December 8
- **Final Exams:** December 11-15
- **Commencement:** December 15
- **Final Grades Due:** December 18 at 17:00

Tentative Course Schedule

Listed below is the tentative course schedule for the semester, though changes may be made as necessary for our academic success. Each week is presented as a single unit, under which the topics and/or readings for our two or three sessions will appear. This means that you should come to class prepared with notes, comments, and questions, as any in-class discussions and activities depend on your having completed the readings. Furthermore, please understand that in-class lectures are not a substitute for–but, rather, a supplement to–the readings.

WK	DATE	READINGS / ASSIGNMENTS / IMPORTANT INFORMATION	✓
1	Aug. 28 (M)	**Introduction to Course & Professor**	
	Aug. 30 (W)	**Diagnostic #1 (FAMU Requirement)**	
	Sep. 1 (F)	**Diagnostic #2 (FAMU Requirement)** **Due:** Signed Syllabus Statement	
2	Sep. 4 (M)	No Class – Holiday	
	Sep. 6 (W)	**Writing Center Visit** "Why Visit Your Campus Writing Center?" – Ben Rafoth (**CAN**, pp. 146-155)	
	Sep. 8 (F)	**Reading Strategies** "Reading Strategies" (**CAN**, pp. 83-88) "Understanding Critical Reading" (**TEXT**, pp. 13-16)	
3	Sep. 11 (M)	**Academic vs. Personal Writing** "How to Read Like a Writer" – Mike Bunn (**CAN**, pp. 1-16)	
	Sep. 13 (W)	**Writing Process** "A Short Guide to Starting the Writing Process" – University of Birmingham (**CAN**, pp. 1-8) "How to Get the Writing Done" – Donald M. Murray (**CAN**, pp. 24-31)	
	Sep. 15 (F)	**Paragraph and Essay Structure** "A Short Guide to Paragraph Structure" – University of Birmingham (**CAN**, pp. 1-4) "A Short Guide to Essay Planning and Structure" – University of Birmingham (**CAN**, pp. 1-8) "A Short Guide to Signposting in Essays" – University of Birmingham (**CAN**, pp. 1-8)	
4	Sep. 18 (M)	**MLA Formatting** "Rewrite Before Writing" – Donald M. Murray (**CAN**, pp. 1-18)	
	Sep. 20 (W)	**Introduce Personal Literacy Narrative**	
	Sep. 22 (F)	**Narration** "What Is Narration?" (**TEXT**, p. 97) "Using Narration" (**TEXT**, pp. 97-98) "Structuring a Narrative Essay" (**TEXT**, pp. 100-101) "Sometimes the 'Tough Teen' is Quietly Writing Stories" – Matt de la Peña (**CAN**, pp. 1-5)	

5	Sep. 25 (M)	**Description** "What Is Description?" (**TEXT**, pp. 151-152) "Using Description" (**TEXT**, pp. 152-157) "Structuring a Descriptive Essay" (**TEXT**, pp. 158-159) "How the Other Half Lives" – Jonathan Ababiy (**TEXT**, pp. 190-193) **Due:** Brainstorming & Outline, Essay #1	
	Sep. 27 (W)	**Exemplification** "What Is Exemplification?" (**TEXT**, p. 201) "Using Exemplification" (**TEXT**, pp. 201-203) "Structuring an Exemplification Essay" (**TEXT**, pp. 205-206) "Soweto" – Trevor Noah (**TEXT**, pp. 175-178)	
	Sep. 29 (F)	**In-Class Work Day, Personal Literacy Narrative**	
6	Oct. 2 (M)	**Peer Editing, Personal Literacy Narrative** **Due:** Rough Draft, Essay #1	
	Oct. 4 (W)	**Purpose, Audience, and Genre** "Navigating Genres" – Kerry Dirk (**CAN**, pp. 1-14) "Why We Crave Horror Movies" – Stephen King (**CAN**, pp. 1-5)	
	Oct. 6 (F)	**Stance, Medium, and Context** "How to Do What You Love" – Paul Graham (**CAN**, pp. 1-7) "Attitude" – Margaret Atwood (**CAN**, pp. 1-3)	
7	Oct. 9 (M)	**Introduce Newspaper Article Analysis** "How to Spot Fake News" - Eugene Kiely and Lori Robertson (**TEXT**, pp. 289-295) "Theft, Fraud, and Loss of Voice" – Keith Hjortsthoj (**CAN**, pp. 172-181) **Due:** Final Version, Essay #1	
	Oct. 11 (W)	**Process-Analysis** "What Is Process?" (**TEXT**, pp. 257-258) "Using Process" (**TEXT**, pp. 258-259) "Structuring a Process Essay" (**TEXT**, pp. 260-261) "How to Tell a Mother Her Child Is Dead" – Naomi Rosenberg (**TEXT**, pp. 275-279)	

	Oct. 13 (F)	**Definition & Classification/Division** "What Is Classification and Division?" (**TEXT**, pp. 257-258) "Using Classification and Division" (**TEXT**, pp. 430-431) "Structuring a Classification-and-Division Essay" (**TEXT**, pp. 433-434) "What Is Definition?" (**TEXT**, pp. 479-480) "Using Definition" (**TEXT**, pp. 480-481) "Structuring a Definition Essay" (**TEXT**, pp. 483-485) **Due:** Brainstorming & Outline, Essay #2	
8	Oct. 16 (M)	**Rhetorical Appeals (Ethos, Pathos, Logos, Kairos, Telos)** "Rhetorical Appeals" – Melissa M. Bender and Karma Waltonen (**CAN**, pp. 25-40)	
	Oct. 18 (W)	**Subjectivity vs. Objectivity** "The Critical Sense" – Nancy Huddleston Packer and John Timpane (**CAN**, pp. 59-72) **Due:** Annotated Article #1, Essay #2	
	Oct. 20 (F)	**Comparison/Contrast** "What Is Comparison and Contrast?" (**TEXT**, pp. 367-368) "Using Comparison and Contrast" (**TEXT**, pp. 368) "Structuring a Comparison-and-Contrast Essay" (**TEXT**, pp. 371-374) "Why Chinese Mothers Are Superior" – Amy Chua (**TEXT**, pp. 396-401) **Due:** Annotated Article #2, Essay #2	
9	Oct. 23 (M)	**Cause-Effect** "What Is Cause and Effect?" (**TEXT**, pp. 313-314) "Using Cause and Effect" (**TEXT**, pp. 314-320) "Structuring a Cause-and-Effect Essay" (**TEXT**, pp. 321-324) "The Future" (**CAN**, pp. 1-6) **Due:** Annotated Article #3, Essay #2	
	Oct. 25 (W)	**In-Class Work Day, Newspaper Article Analysis**	
	Oct. 27 (F)	**Peer Editing, Newspaper Article Analysis** **Due:** Rough Draft, Essay #2	
10	Oct. 30 (M)	**Library Visit** "What Is Library of Congress?" – Great Bay Community College (**CAN**, pp. 1-2) "Ten Reasons to Value Libraries" – California State Library (**CAN**, p. 1)	
	Nov. 1 (W)	**Introduce Argumentative Essay & Thesis Statements** "Starting Your Research: Joining the Conversation" - Andrea Lunsford (**CAN**, pp. 445-454) **Due:** Final Version, Essay #2	

	Nov. 3 (F)	**Propositional Logic** "What Is Argumentation?" (**TEXT**, p. 519) "Understanding Argumentation and Persuasion" (**TEXT**, pp. 520-521) "Structuring an Argumentative Essay" (**TEXT**, pp. 536-537) "Using Deductive and Inductive Arguments" (**TEXT**, pp. 527-536)	
11	Nov. 6 (M)	**Logical Fallacies** "Trigger Warnings, Safe Spaces, and Free Speech, Too" – Sophie Downes (**TEXT**, pp. 615-619) "The Latest Study on Trigger Warnings" – Shannon Palus (**TEXT**, pp. 620-624) **Due:** Brainstorming & Outline, Essay #3	
	Nov. 8 (W)	**Evaluating Sources (CRAAP, SIFT, RADAR)** "Assessing Source Credibility for Crafting a Well-Informed Argument" - Kate Warrington, Natasha Kovalyova, and Cindy King (**CAN**, pp. 1-13)	
	Nov. 10 (F)	**Finding Sources** "Finding Sources: Online, at the Library, in the Field" – Andrea Lunsford (**CAN**, pp. 455-484) **Due:** Evaluated Source #1, Essay #3	
12	Nov. 13 (M)	**Using Sources** "Paraphrasing" (**TEXT**, pp. 717-718) "Summarizing" (**TEXT**, pp. 718-719) "Quoting" (**TEXT**, pp. 719-720) "Integrating Source Material into Your Writing" (**TEXT**, pp. 720-721) "Synthesizing" (**TEXT**, pp. 721-722) "Avoiding Plagiarism" (**TEXT**, pp. 722-728) "Parenthetical References in the **TEXT**" (**TEXT**, pp. 729-731) **Due:** Evaluated Source #2, Essay #3	
	Nov. 15 (W)	**Types of Argumentation** "What About Other Perspectives?" (**CAN**, pp. 402-407) "Classical Arguments" (**CAN**, pp. 408-410) "Toulmin Arguments" (**CAN**, pp. 410-414) "Invitational Arguments" (**CAN**, pp. 414-418) **Due:** Evaluated Source #3, Essay #3	
	Nov. 17 (F)	**In-Class Work Day, Annotated Bibliography** **Due:** Evaluated Source #4, Essay #3	
13	Nov. 20 (M)	**Peer Editing, Annotated Bibliography** **Due:** Rough Draft, Annotated Bibliography	
	Nov. 22 (W)	No Class – Thanksgiving Break	
	Nov. 24 (F)	No Class – Thanksgiving Break	

14	Nov. 27 (M)	**In-Class Work Day, Argumentative Essay** **Due:** Final Version, Annotated Bibliography	
	Nov. 29 (W)	**Peer Editing, Argumentative Essay** **Due:** Rough Draft, Essay #3	
	Dec. 1 (F)	**Argumentative Essay Round-Table**	
15	Dec. 4 (M)	**Argumentative Essay Round-Table** **Due:** Final Version, Essay #3	
	Dec. 6 (W)	**Brainstorm & Prepare for Final Exam** **Due:** Critical Self-Reflection	
	Dec. 8 (F)	**Take Final Exam (In-Class)**	