Instructor: Dr. Sue B. Whatley

Office: LAN 259 Ph.:468-2031; e-mail swhatley@sfasu.edu

Office Hours Fall 2018
Monday: 1:00-3:00 p.m.
Tuesday: 10:00 a.m.-11:00 a.m. ONLINE ONLY
Wednesday: 9:00-11:00 a.m.
Face-to-face office appointments may be requested, with a minimum 24-hour notice.

Class Schedule: ENG 132.004   MWF 11:00-11:50  F 176
ENG 132.503   ONLINE COURSE
ENG 132.504   ONLINE COURSE

Texts:

[The electronic copy of this text is already on the course content page; if you want a print copy, please e-mail me and make plans to pick it up, since your course fees cover the cost of this book.]

Description:
ENG 132 – Research and Argument: “Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing and citing source information. Prerequisite: C in English 131. Must earn a C or higher to be admitted to any English 200-level course.” SFASU College Bulletin, 2012-2013.

Additional Description: English 132 is the second half of freshman composition. In English 131 students were introduced to the ideas of drafting, revising, editing, research, and critical thinking through writing. English 132 continues to build on those skills. The first part of English 132 considers the components of critical reading and argumentation; students focus on analyzing and interpreting a set of essays and how they relate to one another. These skills then are applied to researching and
documentation, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course requires longer, researched argumentative essays meant to demonstrate the skills students have learned in both English 131 and 132.

English 132 covers all aspects of writing concerning critical analysis, argumentation, and research/reports. The 132 student will gather, read, summarize, and synthesize—in general utilize—information from various sources about given contemporary topics; students will then incorporate this information into literate, rhetorically-controlled responses (essays and research papers) which indicate their awareness of varying audiences and methods of argumentation. As opposed to English 131, English 132 begins to focus on more college-oriented skills. English 132 is more rigorous and demanding. As such, I have designed this course to stretch students’ reading comprehension, information literacy, composition, and critical thinking skills.

This section of English 132 is designed for students to develop arguments in their chosen career fields. Essays 2, 3, 4 will be developed as approved argumentative topics that tie to each individual’s major area of study.

Remember, if you took English 131 and made lower than a C, you should not be enrolled in English 132. You must re-enroll and pass English 131 before moving on. Moreover, in order to take many upper-level courses you must have taken and passed both English 131 and 132 with a C or better.

**General Education Core Curriculum**

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

******Though we will not be collecting materials for core assessment this semester, the goals remain the same. The following is an explanation of the state of Texas’ core curriculum objectives and the assessment process when collection is designated:

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected through D2L/Brightspace, by the assessment management system selected by SFA to collect student work for core assessment.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded inD2L/Brightspace this semester, and the date the assignment(s) should be uploaded. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>ENG 132</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td></td>
<td></td>
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<tr>
<td>Empirical and</td>
<td>To include the manipulation and</td>
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<tr>
<td>Skill</td>
<td>Description</td>
<td></td>
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<tr>
<td>Quantitative Skills</td>
<td>Analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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**English Program Learning Outcomes:**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**Student Learning Outcomes for ENG 132:**

ENG 132 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos); a research essay is the culminating writing of this course; students will learn appropriate research methodologies, how to evaluate secondary sources, and to synthesize the ideas of others in their arguments.

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including persuasive, analytical, and argumentative methodologies. Students will write several essays; the culminating assignment will be an argumentative, research-based essay, and rubrics will assess such concerns as development and exploration, mechanical clarity, interpretation or expression of ideas, and effective use of research methodologies.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one
another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.

CLASSROOM POLICIES and FEATURES:

**Discussions**—We will have class discussions about a variety of topics this semester, and you will be expected to participate regularly. You will receive daily points for your conscientious participation in class, work in groups, quizzes and homework.

**E-mail**—Please e-mail me in the D2L/Brightspace course or in my sfa e-mail; I will check e-mail at least once each weekday, and once on the weekend (probably Sunday nights). Please log on to the D2L/Brightspace course each day and check for e-mails and responses.

**Office Hours**—I will have five scheduled office hours each week. Some of these hours will be in my office (face-to-face) and some will be virtual hours. During the virtual hours, you will be able to contact me by logging onto the course and using the “Page” feature in the e-mail tool (or possibly Zoom) feature on the tool bar. You will invite me to chat, and I will respond; this way we will be able to chat privately about any of your concerns. Since this feature allows communication with only one student at a time, you will need to be patient as you wait for me to finish with other students. You may also request a face-to-face meeting in my office (LAN 259) at other times mutually convenient, but that request must come at least twenty-four hours before the desired conference time. As the semester continues, I may find it helpful to have you come in for face-to-face meetings in my office, and we can discuss those times through e-mail, a phone call, or the page/chat feature to set up a scheduled office visit.

**Learning Modules**: Each of the seven learning modules contains important instructional material and directions. Please read these modules carefully, following any outside links and material. These modules were developed for the online version of this course, but my face to face classes have found the material helpful, so I encourage you to read them as a way to emphasize the readings and the classroom instruction.

**Dropbox**: All rough drafts and final drafts of papers will be submitted through the dropbox in D2L/Brightspace.

**News Announcements**: If there is information that I need to get to you quickly, I will either post a news announcement, or I will e-mail the class through D2L/Brightspace.

**Gradebook**: All your grades will be posted in the D2L/Brightspace gradebook, so that you will be able to keep up with your average.

**Zoom**—Zoom is a video communication tool in D2L/Brightspace. It is brand new, but by the end of the semester we will likely use it for some of our course activities.
**E-Portfolio**—D2L/Brightspace and the university have partnered to help you collect, organize and preserve the work you are doing in your courses. Within D2L/Brightspace, you now have an e-portfolio feature; this portfolio is private and only you have access to it. It will be available to you while you are here at SFA and it is also portable after you leave SFA. Portfolios are often requested by employers or admissions officers at other schools, so check into it and use it to your advantage.

**Attendance**: http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.
University policy A-10 allows for students to be excused from class for the following reasons: illness, family emergencies, student participation in S.F.A.S.U. sponsored events. It is the responsibility of the student to furnish the instructor with documentation upon return to class. See student handbook for guidelines on appropriate documentation. Documentation for absences should be submitted through the Office of Student Development (468-2703); official confirmation forms will be sent to the professors whose classes the student has missed. The official form must be in student folder for absence to be excused.

Students will be allowed to make up work from excused absences only, and the work will be due upon return to class unless otherwise authorized by the instructor. Quizzes and tests must be taken during the regular office hours of the instructor; in-class writings must be done only in the presence of the instructor. Students who have **300 minutes or more of** unexcused absence during a semester will automatically fail the course, and any student missing **450 minutes or more** (excused, unexcused, or a combination of) will automatically receive an “F” for the course. Though extenuating circumstances may be discussed with the professor, if the student is not present when roll is called, he/she will be marked absent. Students may come in late, provided they do so without disrupting class; the professor is under no obligation to retract the absence; at the end of class, student should notify the professor of the tardy in writing--his/her name, date/time of entrance. Attendance, however, does not constitute automatic passing grades in the course.

**Grading**: Total points possible for the semester will be approximately 2100 pts. Students will write four essays. The first essay, a summary analysis (3-4 pages), will count 200 points, and should be 500-750 words. The second will be an annotated bibliography with a summary analysis which will count 400 points (3-4 pages). The last two, which will contain researched, documented sources, will be 1000-2,500 words (6-8 pages), and will count 400 points each. There will be one final, cumulative, exam which will count 200 points.

The final 500 points (approximately) will come from daily participation—drafts of essays, peer review, daily assignments, conferences, and quizzes; there will be numerous daily grades, and these will comprise about 25% of your total grade. It is very important that you do these assignments and turn them in on time, as they are building blocks to successfully accomplishing the major writing assignments associated with the modules. All final papers must be submitted through D2l in the dropbox (for plagiarism check), as well as in printed form on the date due in class.

Your major grades will be available in D2L/Brightspace (gradebook; please advise me ASAP if you see anything that seems amiss. The final course grade will depend on the points earned.

**Capstone Essay:** Students will write a course capstone essay in which they will be asked to develop a professional document of no fewer than 500 words that exhibits an understanding of core objectives as determined by the core assessment schedule; students will be assessed based on their use of critical thinking skills; grammar, vocabulary, and written style and effectiveness; teamwork; or, the effect of personal choices. This essay, along with the drafts, peer review, and reflection assignment comprises the “Capstone Essay.” This essay is collected and submitted through D2L/Brightspace, as a part of our ongoing Core Curriculum Assessment for the state. This semester, we will collect it for those purposes, and you will still be completing the process for class requirements.

**Rough Drafts and Peer-Reviews**—These two stages of the writing process are steps in each major
essay assignment. The grades assigned them are not major grades, but the activities are essential if you expect to do well on the final drafts of the essays. The peer review addresses one of the four new core curriculum objectives, and it is necessary that you participate in the process by bringing a paper copy of your draft to class on the day it is due, reviewing your fellow classmates’ papers thoroughly and giving them good feedback, so that each of you will be able to improve your paper.

**Major Assignments:**
The Diagnostic Essay  
Essay I: Summary Rhetorical Analysis  
Essay II: Annotated Bibliography and Summary Analysis  
Essay III: Argument—Synthesis Analysis with Sources  
Essay IV: Researched Argument/Claim Form Match  
Final Exam: This exam will cover the entire course, all modules and all assigned reading in the textbook.

**Late Work Policy:** As assignments are given a range due date, the final due date is the last day an assignment may be submitted. In the event of a medical or family emergency, the student should contact the instructor as soon as possible and provide legal documentation before work can be made up and submitted. Only legitimate excuses specified by SFASU’s attendance/absentee policy will be given make-up clearance. *You will be allowed one 2 day extension for the semester. See extension policy below. If you do not use the extension, you will receive a 20 pt. bonus on your total points at the end of the semester.

**Essays/research papers:** All essays/research papers are to be written only by the legitimate participant of the class (see student handbook for policies concerning academic integrity at SFASU). Any student who purposefully plagiarizes a paper will automatically fail that paper and be asked to drop the class. If the infraction occurs after the drop date, the student will automatically fail the class for the semester.

All final essays should be saved as digital files in rtf. or word document formats. All essays should be double-spaced, following MLA format, including heading and pagination requirements. Essays will be evaluated holistically; grammatical mistakes and errors in usage will be marked and considered in the evaluation.

**Submitting Essays:** All rough draft and final drafts of papers will be submitted through the D2L/Brightspace system in the Dropbox.

**Workshop/Peer Review:** On the days scheduled for peer-review, each student must bring a printed copy of their draft. Failure to do so will result in the loss of your ability to do the peer review, thus causing a zero for that activity.

**Naming Files:** All essays and uploaded work should be saved and the file titled in the following manner:  
LastnameFirstinitialSp2015EssayIrd(rd—rough draft  fd—final draft)  
ex: BrownRS2015EssayIrd  
KaddleTSp2015EssayIfd

**Drafting and Rewriting Papers:** All papers will go through a process of drafting. After this process takes place, you will be asked to submit a final draft of your essay. In the event of failure, students will be allowed to rewrite paper 1 and/or paper 2, and the grade may change in the gradebook (if the paper
has improved.) The procedure for rewriting a paper is included at the end of the syllabus. As we move more toward the end of the semester, time crunch and increasing responsibility will prohibit the rewriting of essays, so the grade on the final draft submitted will remain. No student will be allowed special permission to rewrite a paper for a better grade after the first two papers of the semester.

**Extra Credit:** The professor reserves the right to offer extra credit during the semester, though she does not guarantee the offering of it. Two extra credit opportunities will always be offered: the “no-extension” bonus and the course evaluation bonus, both of which will count 20 pts. each. Any extra credit opportunity will be offered to every student in the class, and there will be no further offer of extra credit to individuals. No student will receive more than fifty points of extra credit during the semester.

**AARC:** The Academic Assistance Resource Center offers a free tutoring/writing assistance service to all students at SFASU. Students are encouraged to seek help from well-trained student assistants throughout the semester. For online students, the AARC offers the OWL, an online tutorial service accessible through your course listings in D2L/Brightspace.

**Grammar, Composition, and Literary Links:**
The Purdue Owl: [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)

**Grade Criteria:**

**Grading Standard:**

*A:* 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

*B:* 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

*C:* 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

*D:* 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

*F:* 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.
University Policies

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

Academic Integrity (A-9.1):
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at:

http://www.sfasu.edu/policies/academic_integrity.asp.

Discrimination/Harassment Policy: It is the policy of this instructor in this classroom that no persons will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race—or any other category of difference. In fact, we celebrate difference in our classroom. In the event that discrimination/harassment takes place (either reported or observed) involved students will be required to confer with professor before returning to class. SFA policy E-46 governs these issues and establishes a clear procedure for those unable to comply with expectations.

Withheld Grades Policy (A-54):
The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities:
To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course
instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
*Procedure for Rewriting an Essay
(for Essay 1 or 2 Only)

1) Your paper will be graded and returned with a request that you rewrite. Reread your graded paper and the comments I have included. Make sure that you understand the original requirements of the prompt. In some cases, you may need to completely re-conceive the essay in order to satisfy the requirements. Rewriting is not just about “fixing the errors.”

2) Use your grammar handbook to help you understand the markings and comments I have made. You must understand what you have done wrong before you can rewrite.

3) Contact an AARC tutor (through the OWL or on campus) and discuss the graded paper and assignment with your tutor. Once your tutorial session has taken place, I will receive a notification. (You will as well, and you’ll need to save it, in the event I don’t receive one.) You need to have a short chat with me (virtually or face to face) or talk on the phone after your AARC session in order to resubmit your paper.

4) When you are sure that you understand what your problems were on the original, rewrite the paper, proofread it, attach the AARC tutorial form, and submit it to me in person. You must bring the graded paper to my office, where I will grade it and have a discussion with you about what you learned from rewriting the paper. Keep the original title, but add to it: “Age of Accountability” Paper I Rewrite (or Paper II, III—depending on which assignment it is).

5) Rewrites must be submitted within one week of the returned original paper.

6) The grade for the rewritten essay will be averaged with the grade you received on the original.
*Assignments as well as dates are subject to change at the discretion of the instructor

Week 1: Aug. 27th--2nd
   Getting Started Module and Introduction to the Course
   Working on the diagnostic essay

Week 2: Sept. 3rd--9th
   **Sept 3rd Diagnostic Essay Due**
   Content Module I—Introduction to Argument
   Read Chapters 1 and 2 (pp. 1-50 in *Writing Arguments*):
   (*all pagination in syllabus refers to this text.)

Week 3: Sept. 10th--16th [Sept. 11th--12th class day]
   Drafting and Peer Reviews of Summary Analysis

Week 4: Sept. 17th--Sept. 23rd
   **Sept. 17th Paper I: Summary Analysis due**
   Content Module II—Doing Research and Documentation
   Read Chapters 15, 16 and 17 (pp.340-396)
   Getting Started with Research, Research Actions, and Types of Searches

Week 5: Sept. 24th--30th
   Gather Ye Sources While Ye May
   Library Modules

Week 6: Oct. 1st--7th
   Preliminary Bibliography
   Final Annotated Bibliography

Week 7: Oct. 8th--14th
   **Oct. 8th Paper 2: Annotated Bibliography due**
   Content Module III: Principles of Argument
   Core of the Argument
   Logical Structure of the Argument
   Read Chapters 3-4 (pp. 51-87)

   Content Module IV—Synthesizing the Argument
   Read Chapters 5-7(pp. 88-152), and Appendix I (pp. 397-404)
   Fallacies
   Content Module V—Analyzing Arguments Rhetorically
   Read Chapter 8 (pp. 154-174)
Week 9: Oct. 22nd--28th [Wed., Oct. 24th--last day to drop classes]

Drafting the Synthesis Analysis
Rough Draft of Synthesis Analysis Due
Post Draft of Synthesis Analysis
Peer Review of Synthesis Analysis

Week 10: Oct. 29th—Nov. 4th
Oct. 31st --Paper 3 due: Synthesis Analysis due
Choose a new topic
Welcome to the Claim Forms
Read Chapter 9 (pp.175-208) Analyzing Visual Arguments
Read Chapter 10—Introduction to Types of Claim (pp. 210-219)

Week 11: Nov. 5th—11th
Do Module VII: Arguments in Depth--Types of Claims
Read Chapters 11-14 (pp. 220-337)

Week 12: Nov. 12th—18th
Final Countdown
Five Questions about Audience
Topic, Plan and Working Bibliography
Claim form Quiz
Reread Chapter that corresponds with your claim form
Research and Draft paper 4

Week 13: Nov. 19th—25th [Thanksgiving Holiday]

Week 14: Nov. 26th—Dec. 2nd
Rough Draft Claim Form/Ext Arg. due
Peer Review
Proofread and Finish Paper

Week 15: Dec. 3rd—9th [Dead Week]
Dec. 3rd Paper 4 due—the researched argument
Review for Final Exam

Week 16: Dec. 10th—14th (Finals Week)
Final Exam Monday, Dec. 11th 10:30-12:30