Welcome to English 20803! This course is intended to build upon the skills you learned in English 10803 by focusing on the analysis and production of arguments. You will work individually and in groups to read, research, analyze, and produce arguments in a variety of media including print, visual, oral, and digital. In this course, there is an equal emphasis on the process of writing and the finished product; therefore, you will compose your essays through a series of recursive steps that focus on inventing ideas, expanding and exploring them, and clearly and concisely communicating them.

Over the course of this semester, we are working toward the following goals:

- Understand and use the terminology of historical and current-day rhetorical theory.
- Ability to analyze a variety of arguments in different media (i.e. print, oral, electronic, and visual).
- Recognize genre, discourse conventions, rhetorical situation, and argument strategy in complex texts.
- Create effective arguments in different genres and media.
- Use research and sources in constructing arguments.

While the main goal of the course is to help you continue improving your writing, another goal is to develop an ability to analyze the many arguments that surround you everyday. Any medium—T-shirt, coffee mug, road sign, song, etc.—can communicate a message, and many of these messages also address an issue and express an opinion. These arguments are usually so commonplace or everyday they appear “hidden;” however, they are the arguments that persuade us the most often. To uncover these arguments and analyze their strategies, we will read, examine, and discuss various texts such as websites, written texts, music, advertisements, videos, billboards, and television programs. From this knowledge, you will begin to compose your own everyday arguments.

REQUIRED MATERIALS

- Access to a computer and internet outside of class
- Two-Pocket Folder (You will turn in process materials for each major essay using this folder)
- Extra money for copies for writing workshop
- Regular access to your TCU email account—I will frequently contact you throughout the semester. Check this often!

GRADE REQUIREMENTS

**GRADE BREAKDOWN**

- 20% Rhetorical Analysis Essay
- 25% Rhetorical Case Study
- 20% Argument of Definition
- 20% Visual Argument Essay (Final Exam project)
- 15% Homework & Quizzes

**HOMEWORK (HW) & QUIZZES** In addition to reading assignments, almost daily you will be asked to complete short, informal writing assignments. These assignments may come directly from the textbook or may be writing prompts/directions printed in the weekly schedule. The goal for these assignments is to help you develop and hone your analytical and critical thinking skills in preparation for the major assignments in each unit, and for this reason, these assignments are some of the most important work you will do this semester. Since these are informal writing assignments, I will not assign individual grades; however, I will make comments throughout to facilitate the development of ideas. To keep record of your assignments, I will use a minus/check/plus system. Here’s how these marks should be interpreted:
Check-Minus = explore and expand your ideas more; missed a question; and/or did not fully answer the question(s)
Check = meets expectations by completely answering the question(s)
Check-Plus = high-quality, in depth exploration of ideas that goes beyond simply answering the question(s)

At midterm I will tally your marks so you have an idea of how your homework has developed. At the end of the semester, I will tally all of your marks and determine a grade using a formula. The formula will be posted on eCollege. Unless otherwise stated, these assignments should be typed, double spaced, and 150-300 words (approx. ½ to 1 page). Most homework assignments should be submitted as paper to the instructor. Short quizzes will be randomly given throughout the semester. These pop quizzes will focus on key concepts found in the reading due for that day or may ask you to recall what was covered in the previous class. All quizzes will be evaluated with a letter grade and returned to you. I will drop the two lowest homework assignments and the lowest quiz grade.

MAJOR UNITS
Throughout this semester, we will move through four units. Each unit will consist of homework assignments, class activities, and a major assignment. For each major assignment you will participate in writing process activities, complete and turn in writing process materials, and submit a final draft. You will receive a detailed assignment sheet and grading rubric for each assignment, but below you’ll find a brief summary of each major assignment in each unit:

Unit One—The Rhetorical Analysis Essay will ask you to look at two websites, articles, blogs, or videos that are making an argument in response to the same issue to analyze the persuasiveness of the images and text. In particular, you will want to observe how the image and textual choices are functioning as persuasive rhetorical strategies for an intended audience.

Unit Two—For the Rhetorical Case Study you will continue to hone your skills of rhetorical analysis by considering how representations of everyday arguments operate within American society. You will produce a synthesis essay that analyzes 4-6 everyday representations of a current, controversial issue of your choice. Through a close rhetorical analysis of these representations and a gathering of supporting research, you will write a synthesis essay that uncovers how arguments within an issue are being represented and why they are constructed in a particular fashion.

Unit Three—The Argument of Definition essay will give you the opportunity to examine how everyday generalizations, stereotypes, and definitions construct your world. Have you ever thought about all the definitions that may affect you – for example “undergraduate,” “young adult,” “fifth year senior,” “texter,” “poor college student,” “football player,” or “nerd.” Who is doing all this defining? How might things change if these definitions were different? For this paper you will be asked to identify a definition you believe is in need of change, explore its history and background, and argue for its redefinition based on your findings. Contested definitions you could explore include: What is a Christian? What is hip hop? What is a sorority sister? Your goal will be to find the places and people defining your worlds and argue for what you believe to be a necessary change.

Unit Four—The Visual Argument Essay is your final exam project and will be presented on our schedule final exam date (Friday, May 6 from 3:00 to 5:30). Using the rhetorical techniques and skills you’ve developed this semester, you will choose a current issue and compose an argument essay that relies on the cooperation of visuals and text. Compositions will be created in iMovie, Movie Maker, Prezi, or Power Point; however, if you have advanced knowledge in another program/format, you are welcome to use it instead (however, I can’t help you if you run into technical problems). Your goal is to use persuasive strategies to convince your audience (the students in your class) of a particular claim.

WRITING PROCESS—UNIT MATERIALS AND ACTIVITIES
Process Memo: For every draft for each major assignment you will write a process memo. The purpose of this memo is not to argue for why your paper is “good.” But rather, they help your readers (me and your group) better understand your concerns for the paper, they provide a chance for you to get specific feedback for those concerns, and they require you to consider your process and goals for each draft. Each memo should explain: (1) The state of your draft (first draft, third draft, etc.) and what your goal was for this draft; (2) What you think is going well so far or what you are most proud; (3) The major concerns you have with the draft and what you think needs the most improvement; and (4) One (or more) question about the assignment or paper for me or your group. Not including a process memo with any draft that the instructor and/or your peers will read (usually this is the first, second and final drafts) is an automatic 3% deduction off the final draft’s grade.

Writing Workshops: For each major assignment you will be asked to submit a draft to be workshopped in small groups and by me. For each workshop, you will bring 2-3 copies of your draft to class to be workshopped by your group. Failure to submit full drafts when due can affect your final grade for each assignment. During workshops, you are expected to read your peers’
drafts carefully and provide a thoughtful, detailed response. You will be asked to evaluate the performance of your peers as responders and these evaluations will contribute to the final evaluation of your work.

**Process Materials:** This course is process-oriented, which means I don’t want to just read your final paper; I also want to know how you got there. Each writer has their own individual writing process, and one goal of this course is to develop and strengthen this process. Therefore, process work not only helps improve your writing product, but it also helps the way in which you write. Writing process activities completed in-class and on your own must be submitted when the final paper is due using a two-pocket folder. These materials can include process memos, research, workshoped drafts, revisions, notes, in-class activities, freewriting, and brainstorming. We will discuss this more in class.

**Revision:** There is no official revision policy for this course. However, if you are unhappy with a grade you received on a major essay (not Homework or Quizzes) and believe you can do better through revision, you must first set up an appointment to visit with me. Together, we will create a revision contract that meets your individual needs and goals for revision. If you are interested in revision, you must contact me no later than one week after I return the essay. After a week, you may no longer choose to revise that essay.

### Course Policies

**24-Hour Reflection Period** I am always happy to discuss graded papers with you, but I ask that you wait 24 hours after I return your paper before contacting me. This waiting period gives you time to read my comments and reflect on them rather than just react to the grade. Before meeting, be sure to read through my comments and reread the assignment sheet. Then, take time to craft 2-3 specific questions so that our meeting is as productive as possible. I want you to leave our meeting understanding my comments and how your paper’s grade was determined.

**Attendance** This course is collaborative, meaning you are responsible for improving your own writing and for helping your peers improve. Students who attend consistently, come prepared, and participate meaningfully and regularly tend to improve writing skills as well as do better in the course. I adhere to the English Department’s policy that three weeks of unexcused absences (or six class days) constitute grounds for failure of the course. If you are absent, I appreciate hearing from you, and in return, I’ll explain the work you missed. Work that is due during expected absences must be submitted in advance.

**TARDY** Please be on time for class. Roll will be taken at the beginning of class; three tardies will equal 1 unexcused absence. Additionally, leaving class 30 or more minutes early will earn you one tardy. If you are late, it is your responsibility to see me after class to ensure your absence is changed to a tardy.

**Late Work** Work is due at the beginning of class and will be considered late thereafter. If you know you will be missing class, you must submit the assignment ahead of time. I will accept the first three major essays one class period beyond the due date, after which time, I will no longer accept your late work. Keep in mind, however, a late essay will be penalized one full letter grade (B- to C-). Homework & Quizzes and the Visual Argument Essay will not be accepted late, and if received late, will receive an F. Problems with technology (i.e.: computer crash, printer malfunction, internet connectivity issues, etc.) are not acceptable excuses for submitting late work.

**Laptops & Other Technologies** When we are working on major assignments, I’ll often encourage you to bring your laptop and ear-buds to class. While a laptop allows you additional opportunities, it also brings distractions. Therefore, you may not use your laptops during other specified times. If you do, I’ll ask that you put it away. In addition, please turn cell phones and any other electronics off during class. Texting, checking Facebook, etc. from your phone or laptop means you’re not engaged in the daily activities of our course and shows disrespect to me and your peers (who may become distracted). If these distractions become a persistent issue, I will ask you to leave the classroom and you’ll receive an absence for the day. Repeatedly not complying with this policy can impact your final grade.

**TCU Information/Resources**

The New Media Writing Studio is available to assist students with audio, video, multimedia, and webdesign projects. Located in Scharbauer 2003, the Studio serves as an open lab for use by students during posted hours. The Studio has both PC and Mac computers outfitted with Adobe Acrobat, Dreamweaver, Photoshop, Flash, and InDesign. A variety of equipment is available for checkout to students whose teachers have contacted the Studio in advance.
The Writing Center offers assistance with writing projects and assignments to all TCU students. Staffed by professional writing instructors and peer consultants, the Center for Writing provides students with one-on-one tutorials free of charge. The Center for Writing is located in Reed Hall 419. Students may make appointments by accessing an online scheduling service through the center's Web site. Drop-ins are welcome.

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Services for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/DISABILITY.HTM.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Academic Conduct Policy The TCU Undergraduate Studies Catalog is quoted regarding this issue: An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its missions. In such a community faculty, students, and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations which can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which will be used when these standards are violated. In this spirit, definitions of academic misconduct are listed below. These are not meant to be exhaustive.

Academic misconduct. Any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:

A. Cheating. Includes, but is not limited to:
1. Copying from another student's test paper, laboratory report, other report, or computer files and listings.

B. Plagiarism. The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

C. Collusion. The unauthorized collaboration with another in preparing work offered for credit.

D. Abuse of resource materials. Mutilating, destroying, concealing, or stealing such materials.

E. Computer misuse. Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased, or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

F. Fabrication and falsification. Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

WEEKLY SCHEDULE

**This schedule is tentative because I like to draw on the needs and interests of each class when making assignments. You’ll receive updated course schedules with detailed assignments periodically, so be prepared.**

*Everything's = Everything's an Argument*

HW = Homework writing assignment (due on the day it is listed under)

Week 1—Unit One

Mon 1/10  Introductions & Syllabus; eCollege; What are Everyday Arguments?

» Buy your book

» Logon to eCollege and familiarize yourself with the links
Wed 1/12  **DUE: homework.**
Process Materials; Rhetorical Situation—Audience & Context; Share Everyday Arguments

- Read *Everything’s “Chapter One”* p. 3-15 & 27-33 & 35
- HW: Bring an example of an everyday argument to class (for some examples see p. 36 #1). Be inventive! Notice the arguments that surround you that you never before recognized as arguments. In a short essay (150-300 words), describe the argument you brought to class. Then, explain the argument’s purpose (p. 5), the argument being made (the claim), its context (p. 30) and speculate who the audience (p. 27) might be. Submit to me in class. Be prepared to share these in class.

**Week 2**

Mon 1/17  No Class — Martin Luther King Jr. Day

Wed 1/19  **DUE: homework**
Logos, Pathos, Ethos; Assign Essay One

- HW: In these three chapters, the authors explain how the appeals function within both textual and visual arguments. Choose one of the following to complete: (1) Go to a well known news website and look at the articles that use both text and visuals. Choose one of the visuals and explain what argument it is meant to support. Next, search for at least 3 different articles with different claims that could also use the visual as support. The point is not to learn to use data dishonestly but to see firsthand how the same visual can serve a variety of arguments, and therefore, can be viewed as definitive proof or evidence. OR (2) Complete p. 67 # 2, which both examines how ethos is expressed and reveals the importance of word choice, style, and tone in an argument.

**Week 3**

Mon 1/24  **DUE: homework**
Rhetorical Analysis; Choosing a Text; Proposal

- Read *Everything’s “Rhetorical Analysis”* p. 95-111 & 116-117
- Read Dolgoff’s “Should Schools Send Home ‘Weight Report Cards’?” (Webliography)
- Read Donvan & Hinman’s “Weight Grade on Report Cards Angers Parents” (Doc Sharing)
- HW: Read the Dolgoff and Donvan articles. Describe what issue both articles are responding to. Then, decide whether both of these articles make an argument or not? If so, explain what the argument is for both articles. If not, explain why the article (or articles) isn’t making an argument. Remember to provide evidence from the article to support your assessment.

Wed 1/26  **DUE: homework**
Rhetorical Analysis essay; Analyzing Visuals

- Read *Everything’s “Visual Argument”* p. 441-463
- Read “Is Autism Finally Diagnosable?”—example of Rhetorical Analysis (RA) essay (Doc Sharing)
- Read “A Logical Attempt at Explaining Rural America’s Health Problems”—example of RA essay (Doc Sharing)
- HW: Rhetorical Analysis essays are arguments about other arguments. Choose one of the Rhetorical Analysis essays read for today. What is the author’s claim about the article s/he analyzed? Next, look at the questions listed on p. 98 and decide which three the author answers really well in his/her essay. Explain how these three areas work well to support the author’s claim.
Week 4

Mon 1/31  DUE: 3 possible texts for essay one
Choosing a Text; Proposal; Style

➢ Read *Everything’s “Style”* p. 417-439 [bring copies of Dolgoff and Donvan articles to class]
➢ Look for a textual argument that uses visuals. Look in newspapers, magazines, websites, and blogs. Your article should be over a topic you find interesting and uses language and concepts you understand. Consider choosing an article in your field of study. The article must make an argument. Narrow your choice of articles to 3, and bring all three to class. If you are able to narrow your choice to 1 article, bring that 1 to class.

Wed 2/2  DUE: homework
Constructing & Structuring a Rhetorical Analysis essay

➢ Read “Legalizing what’s Illegal?”—example of RA essay (Doc Sharing)
➢ Read “Six Billion and Counting”—example of RA essay (Doc Sharing)
➢ HW: After reading the two examples of a Rhetorical Analysis Essay, back away from their arguments and look at how the authors structured the essay. The first (and sometimes second) paragraph is the introduction and the last paragraph is the conclusion, but what information did they put in the middle? Choose one essay and create an outline of the paper. Look at the first body paragraph and try to state the paragraph’s main topic and then summarize the main points used to develop the topic. Work through each of the body paragraphs in this way, constructing an outline. If you come across a paragraph that isn’t easily analyzed, try to figure out what makes it difficult and write a sentence or two explaining what you determined.

Week 5

Mon 2/7  DUE: Proposal for Rhetorical Analysis Essay
Organization—Global & Internal; Constructing & Structuring a Rhetorical Analysis essay; Writing Workshop & Giving/Receiving Comments

➢ Proposal (300-600 words): Choose the text you want to work with for the Rhetorical Analysis Essay. Conduct a preliminary analysis of the text. Answer the following questions in paragraph format: (1) What issue is the text responding to? (2) What is the author’s claim? What is s/he arguing? (3) Describe the text’s possible audience(s). What might each audience’s relationship be to the claim? (see page 27-33) (4) What appeals does the argument rely on most to reach its audiences? Why? How are the appeals being used? (5) Describe the visual component. Speculate as to its function in the argument. (6) To build the author’s ethos, what background and biographical information does the text supply? How does this information support or harm the author’s claim?

Wed 2/9  Multiple Drafts & Revision; Process Memo

➢ Reread & Bring “Is Autism Finally Diagnosable?”—we will be working with this text closely, so having a strong working knowledge of it is very important.
➢ Bring your materials for this essay, including laptop and ear buds if you choose. You’ll have time to work on it in class. I’ll be available for questions.

Week 6

Mon 2/14  DUE: 1st Rough Draft of Rhetorical Analysis
Writing Workshop

➢ Bring a 1,200 word (4 page) draft complete with Works Cited to class. Bring 2 or 3 copies of your paper (the number depends on how many people are in your group) to class for workshopping. Don’t forget to include a Process Memo! Submit your rough draft to the Dropbox for my comments.
➢ Construct an outline of your rough draft and bring 2-3 copies with you.
Wed 2/16  DUE: 2nd Rough Draft
Writing Workshop

- Using your peers’ comments and your own goals for the essay, revise your first rough draft. If you are concerned with your organization or structuring of the essay, create an outline of your 2nd rough draft and bring to class.
- Did you add a new Process Memo?

Week 7—Unit Two

Mon 2/21  DUE: Rhetorical Analysis Essay
Researching; MLA Documentation; Using Sources; Evaluating Online Sources

- Read Everything's “Evaluating and Using Sources” p. 549-564
- Bring your textbook and post-it notes to class.
- We will be discussing two topics that many students label “dry” and “boring.” However droll this information may be for you, it is extremely important for all of the following assignments. Therefore, *please* bring whatever beverage or snack item that helps to keep you awake and participating.

Wed 2/23  DUE: homework
Assign Essay Two; Analyzing Visual Rhetoric; Primary Texts on an Issue; Brainstorm

- Read “Picturing Argument” (Doc Sharing)
- Examine all the items in the Visual Rhetoric file (Doc Sharing)
- HW: Choose one of the items in the Visual Rhetoric file to examine. Answer the following questions: What issue is this text responding to? What is the text’s claim or argument (There is a good chance you’ll have to determined what the implied claim is as it probably won’t be directly stated)? Who are the audiences (intended and invoked)? Explain how the text is using/expressing the rhetorical appeals to persuade its audience.

Week 8

Mon 2/28  DUE: homework
Rhetorical function of Color & Music; Brainstorm Possible Issues/Primary Texts

- Read selection from Writing Music for Television and Radio Commercials (Doc Sharing)
- Read selection from Contemporary Color: Theory and Use (Doc Sharing)
- Watch Barack Obama Texas Campaign Ad, Erykah Badu’s Bag Lady, A Vision of Students Today, Dominos Really Does Use Natural Ingredients (Webliography)
- HW: Choose one of the items you watched for today to examine. What issue is this text responding to? What is the text’s claim or argument (There is a good chance you’ll have to determined what the implied claim is as it probably won’t be directly stated)? Who are the audiences (intended and invoked)? Explain how the text is using music and color to support its claim.

Wed 3/2  DUE: Proposal
How Secondary Sources Inform

- Proposal (300-600 words) turned in through eCollege Dropbox: Choose the specific issue you want to work with for the Rhetorical Case Study. (1) From your own knowledge, describe the issue and explain the different perspectives you see that make it controversial. (2) Briefly describe the texts you’ve gathered so far that you intend to use for this essay, and explain: whether they are primary or secondary, what genre each is and where you found it, what claim you think each might be suggesting, and what audience each would be reaching. (3) Explain what other sources you are still needing for this essay, and where you intend to search for them (be as specific as possible so I can help if needed). (4) Finally, discuss any key challenges you anticipate in preparing this essay and ask any remaining questions you may have.
Week 9

Mon 3/7  DUE: bring your research (primary and secondary)
Synthesizing What You've Gathered so Far

- HW: Bring what you have gathered so far to class. Your homework grade for today will be completed in class using the research sources you have so far. You’ll want to bring primary and secondary (at least one) sources.

Wed 3/9  In-Class Conferences

- Bring all of your work for this assignment to class. We will be working on this essay in class, and I'll be available for mini-conferences in class to answer questions and offer advice. Bring your laptop and ear buds, if you choose.

Thur 3/10  Last day to drop the course

Week 10—Spring Break!

Week 11

Mon 3/14  No Class
Wed 3/16  No Class

Week 12

Mon 3/21  DUE: 1st Rough Draft of Rhetorical Case Study
Writing Workshop

- Bring a 1,500 word (5 page) draft complete with Works Cited to class. Bring 2 or 3 copies of your paper (the number depends on how many people are in your group) to class for workshopping. Don’t forget to include a Process Memo! Submit your rough draft to the Dropbox for my comments.
- Construct an outline of your rough draft and bring 2-3 copies with you.

Wed 3/23  TBD

Week 13—Unit Three

Mon 4/4  DUE: homework
Firsthand Evidence; Formulating Criteria; Formulating a Claim
Read Brady’s “Why I Want a Wife” (Doc Sharing)
Read Sacks’s “Stay-at-Home Dads” (Doc Sharing)
Read Everything’s “What Counts as Evidence” p. 493-504
HW: Look for issues of definition in your everyday affairs. Choose a term that is connected to you or of interest to you—such as fifth year senior, reality television, honor student, prescription drug abuse, gothic, hip-hop music, etc.—and write your own definition for it. For instance, “A fifth year senior is...”, “Reality television is...”, or “Hip-hop is...” Next, list the criteria you might use to define your term. For example, a fifth year senior may be unmotivated, argumentative, partier OR a fifth year senior may be professional, grade conscientious, focused. Finally, look up your term to find its formal definition (dictionary, urban dictionary, or encyclopedia will all work). How do your and the formal definitions compare?

Wed 4/6 DUE: Proposal
Structuring the Essay

Read Everything’s “Guide to writing an argument of definition” 268-270
Read an essay example, Everything’s “The Offbeat Allure of Cult Films” p. 276-279
Proposal (300-600 words) turned in through eCollege Dropbox: As you probably haven’t done too much research or examined your chosen term real closely yet, your proposal will ask you to think through valuable questions that will enrich your essay when you do start. Although you must commit to the term, the rest of the information you provide here will develop and change as you write the essay. For this paper: (1) Explain what term you want to use and why it’s important to you. (2) Describe why this argument of definition deserves attention. What’s at stake? (3) Write out a working claim for this essay. Mark that this statement is your claim by saying specifically, “this is my claim” (review p. 269 for help). Then, explain the criteria you foresee using to help you define the term. (4) Determine what strategies you’ll use in researching your definitional argument (keep time restrictions in mind). What sources will you consult or what primary research will you conduct? (5) How do you see visuals supporting your argument? What visuals are you considering and how will you use them?

Week 14

Mon 4/11 In-Class Conferences

Bring all of your work for this assignment to class. We will be working on this essay in class, and I'll be available for mini-conferences in class to answer questions and offer advice. Bring your laptop and ear buds, if you choose.

Wed 4/13 DUE: Rough Draft
Writing Workshop

Bring a 900 word (3 page) rough draft complete with Works Cited (if needed). Bring 2 or 3 copies of your paper (the number depends on how many people are in your group) to class for workshopping. Don’t forget to include a Process Memo! Submit your rough draft to the Dropbox for my comments.

Week 15—Unit Four

Mon 4/18 Assign Final Exam Project; Storyboard; Brainstorming

Read “Designing Texts” (Doc Sharing)
View Several Visual Argument essay examples (Doc Sharing)
HW: Since you are working on your Argument of Definition essay, you do not need to write out your answers, rather be ready to discuss/talk about them in class. Your homework grade, then, will be based on your demonstrated preparedness for class. Of the examples you watched for today, choose which visual essay (a) appeals to you the most visually, (b) was the best organized, and (c) made the strongest (most convincing) argument. You can choose a different example for each category or you may find one that fits all categories. Be prepared to explain why you choose the essays you did for each of the categories. We are going to analyze the author’s rhetorical choices and their affect on us, the audience.
Wed 4/20  **DUE: Argument of Definition essay**  
Using Research & Citing Sources in a Visual Essay; Watch video on Advertising & Persuasion

- Before coming to class (maybe when you relax in front of the TV for a few minutes), consider what is so effective about advertising—both print and television. This semester, we’ve looked at many rhetorical strategies composers use to construct arguments—rhetorical appeals, style, visuals, design, color, and music. We will be watching a video and looking at a few examples of print and video advertising in class today to analyze the effectiveness of these arguments to facilitate your brainstorming for the final project.

**Week 16**

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Mon 4/25 **In-Class Conferences; SPOTS**

- HW: You’ve just finished writing, so I won’t ask you to write some more. Instead, brainstorm some controversial issues you have an opinion for. Come with a list of your possible controversial issues, a hard copy of a storyboard (blank or started), and your laptop and ear buds, if you choose. Your homework grade for today will be determined by how prepared you come to class and how diligently on task you remain throughout class.

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Wed 4/27  **Work Day**

- You are not required to come to class today; instead, we will have a work day. However, I will be in our classroom during our regular class time for anyone who wants to stop by for help, advice, and brainstorming.

**Finals Week**

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**Friday, May 6  DUE: Presentation of your Visual Argument Essay**  
3:00-5:30

*Note: The date and time for the Final Exam are unchangeable. Unless you are a graduating senior, you may not present your Visual Argument Essay at an earlier or later date and/or time. If you have a scheduling conflict with another final exam, please let me know as soon as possible; otherwise, if you are not in class, you will receive an F for this assignment.

**I'll be in my office (Reed Hall 402) the following dates and times during finals week: TBD**