

## **English 102: Course Schedule**

[All assignments are due on the day they are listed]

### **Abbreviations:**

- **SW:** Short Writes (all are 1 page typed, single-spaced responses to the prompts I provide here in the schedule; there are 11 assigned and I will drop your lowest grade)
- **EAA:** *Everything's an Argument* (the reader for this course)

Please Note: Course Schedule subject to change as needed  
All **handouts are available on eCampus**, listed by date, for if you miss class or lose one.

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### **Unit 1: America in Images**

#### **Major Assignment: Image Analysis**

#### **Week 1:**

**Mon 1/14:** Introductions; syllabus; classmate scavenger hunt

**Wed 1/16:** **SW #1 due:** Tell me a bit about your experience in 101 or with writing so far. What are your attitudes toward writing, what do you like about it, what kinds of writing do you enjoy, what gives you trouble, what concerns do you have about this class? Then, list two goals you have for English 102 this semester (not grammar or vocab, please). In the second part of your response, describe an issue you care about and tell me why it's important to you (it does not have to be one of the huge headliner stories on the news. In class: "The Airing of Grievances"; preparing for what's ahead this semester

**Fri 1/18:** **Visit Website [www.politicalcartoons.com](http://www.politicalcartoons.com), choose one image that interests you, print it out and bring it to class**  
In class: analyzing political cartoons and Seuss's children's books; contextualizing images

#### **Week 2:**

**Mon 1/21:** **No class – Martin Luther King Day [get started on Wednesday's SW assignment]**

**Wed 1/23:** **Read: EAA, p. 3-15; 21-26**

**SW #2 due:** Choose a magazine ad or an interesting photograph and, by referencing the reading selection for today (please quote from the EAA text using page numbers for #1 and #2) discuss the following:

1). The **purpose(s) of your image's argument**, and be sure to provide specific details about your image and its effect. Also consider the intended audience and how that may reveal the image's purpose.

2). The **kind(s) of argument** you see in your image. Be sure to name them and provide specific evidence from your image. In other words, how is this kind (or kinds) of argument being made?

3). The effects and persuasiveness of the image's details. Possibilities to consider: How does the image make use of color, text, photographs, illustrations, shadow, and so on? What cultural values does it play off of (patriotism, femininity, masculinity, youth, beauty, environmentalism)? What do you, as the viewer, need to know as background information to be able to interpret this image (for instance, do you need to know the political context, a certain celebrity's background, a historical event, a current trend)? **Please bring your image with your SW and attach it if possible.**

**Fri 1/25:** **Read: EAA, p. 27-35**  
In class: Hand out Image Analysis Assignment Sheet, discuss; do activity for understanding ethos, pathos and logos as a consumer

#### **Week 3:**

**Mon 1/28:** **No reading due**

In class: Analysis of charity mailings; images and language working together; questions to ask; how to make arguments from observations

- Wed 1/30:** **Read: Handout "Images of Appalachia"; skim questions on EAA p. 446-450 to get an idea of questions you can ask about the images**  
**SW #2 due:**  
Look over the handout, "Images of Appalachia," then the suggested Website to see more examples. Choose 2 or 3 images to analyze and discuss how the subjects of each are presented. What are they doing? What does the setting look like? How do you feel while looking at each image? What is the purpose of each image? Do the images challenge stereotypes of Appalachia or confirm them, and how? Are the images manipulative or exploitive in any way, and how? Make sure you compare and contrast the images.  
**In class: the "gaze" and power relations; sympathy or exploitation?**
- Fri 2/1:** **Choose 3 images you may want to analyze for your Image Analysis Assignment. Bring them to class with you.** These images should fit together in some way so that you can eventually make a claim about them as a grouping. Keep in mind that they may also come from different historical periods, which can provide another "lens" through which to analyze them.  
In class: discussing how observations become arguments; outlining possible arguments for your images/ research you might need

**Week 4:**

- Mon 2/4:** **Read: Handout on introductions, "Please Allow Me to Introduce Myself."**  
**Write and bring a 2 different introductions (one paragraph each) for your paper**  
In class: Choose Peer Review Partners; sign up for conferences; discuss how intros and topic sentences work together  
**Rough draft of Image Analysis due to peer review partner and instructor by 9 am Wednesday-- NO EXCEPTIONS**

- Wed 2/6:** **NO CLASS: Send Rough Draft of Image Analysis due to peer review partner and instructor by 9 am today (no exceptions)**
- Remember, **Peer Review Letter is due** to the writer and to your instructor by 5 pm Friday (no exceptions—your partner will need the weekend to work on revisions!)

- Fri 2/8:** **NO CLASS: Conferences with Cara (Eliza's coffee shop, 4<sup>th</sup> floor of Library)**
- Come a few minutes before your slot
  - Bring your rough draft, along with a pen and paper to take revision notes
  - Remember that being unprepared will effect your participation grade and that a missed conference counts as an absence
  - **Your Peer Review Letter is due to your partner by today at 5 pm!!**

**Week 5:**

- Mon 2/11:** **Final-for-Now drafts of Image Analysis due**
- Be sure your papers follow the MLA guidelines on the Image Analysis Assignment Sheet
  - **STAPLE YOUR PAPERS** and submit via a plain folder with your final draft on top, then rough draft and peer review letter. Showing your work is part of your "process" grade.
- In class: reflection on Image Analysis Assignment; sharing from your work

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**Unit 2: Profiles of America**

**Major Assignment: Documentary Analysis (4-5 pages)**

**Week 5 (continued):**

**Wed 2/13:**      **No reading due**  
**In class: give handout for Major Assignment #2: "Documenting" Reality**  
Intro to Documentary Analysis Unit; discussions of what documentaries do, how they are a voice in democracy, how they are persuasive, how they are like visual/audible research papers

**Fri. 2/15:**      **SW #4 due: First watch the following clips on YouTube.com** (also posted on our eCampus page under the "Web Links" tab on the left). The clips are from the 2007 documentary *Sicko* by Michael Moore:

- Film trailer (2 min): <https://www.youtube.com/watch?v=7dOgfObb3O4>
- Part One of the film (about 10 min):  
<https://www.youtube.com/watch?feature=endscreen&NR=1&v=N8NPXr25PsQ>
- Part Two of the film (also about 10 min)  
<https://www.youtube.com/watch?v=iXihTeZw5Y&feature=relmfu>
- *Optional: Clip, "Interview with a U.K. Doctor":*  
<https://www.youtube.com/watch?v=GOZmvaFfjtk>

**For your SW:** In the first part of your SW, discuss how Moore's documentary uses the rhetorical appeals of logos, ethos and pathos (if you need to, review EAA p. 33-35). How does Moore make these claims seem believable or logical and use factual support (logos)? How does he establish himself as an honest authority and have credibility by demonstrating his first-hand research (ethos)? And how does he play on viewers' fears or emotions (pathos)? Think of what you see, hear, and feel. In the second part of your SW, discuss what you think is the overall message/argument of the film (based on what you've seen), and discuss what might be valuable about this documentary, even if you do not agree with Moore's argument.

**Week 6:**

**Mon 2/18:**      **Read: Handout (given in class and on eCampus), "Not a Stupid White Man."**  
**Bring to class: print out of the essay and THREE discussion questions in response to the article and/or you may write a lengthy paragraph in response to the article's points.**

**In class discussion:** In response to the reading, discuss how documentaries provide an "alternate history" that isn't often remembered in mainstream media or even recorded in "official" histories. Who is often forgotten by history and how are their stories told through documentaries? Why is that history important to document? Also, how do documentaries provide a voice of dissent or critique in America and how/why is that a healthy thing to have in a democracy?

**Wed 2/20:**      **CLASS WILL BE HELD IN COLSON HALL, G18 (this is the building across the street from the library, and we'll be on the ground/basement floor)**

In class: Watch excerpts of *King Corn: You Are What You Eat* and practice taking Viewer Notes while watching a film

**Fri 2/22:**      **Read: EAA p. 515-533 (be prepared for a quiz)**  
In class: Practice with Logical Fallacies

**Week 7:**

**Mon 2/25:**      **SW #5 due:** Tell me about the documentary you've chosen to watch for this assignment (you likely won't have watched it yet, which is fine, just tell me what you know about it). Explain what kind of documentary it is (profile of a person, historical topic, current issue, etc), what subject it addresses, and why you chose it. Look online to find out when was it released, and if there are any reviews, and tell me what you found out. Also, what do you know, in regards to background info, about the person, country, "issue," etc. that the documentary addresses? Does this documentary present an "alternative" history, in your

opinion? Why might this documentary be important for Americans to see? Finally, be sure to state how you will GET the documentary to watch.

**In class:** read sample documentary analysis essay

**Wed 2/27:** **Read:** handout "You Say You Want a Conversation..."  
**In class:** Discussion of research-as-conversation and what kinds of quick research you can include in your documentary analysis paper; "Cara's Research Guide" handout

**Fri 3/1:**

**[WATCH YOUR DOCUMENTARY THIS WEEKEND, IF YOU HAVEN'T ALREADY!  
VIEWER NOTES DUE IN CLASS MONDAY]**

**Week 8:**

**Mon 3/4:** **SW #6: Bring to class your Viewer Notes from watching your film (these will also be included in you folder when you turn in your final draft, so they're essential):** These don't have to be in usual paragraph format, as most SWs, and instead use the bullet lists/style we talked about in class. When watching the film you can, of course, list the comments however you want, but *for class* your notes should be grouped by topic, so I'd suggest the following categories:

- "Important People and Places"
- "Argument/ Purpose"
- "Support/ Kinds of Evidence"
- "Film Techniques"
- "Important Scenes & their Rhetorical Appeals"
- "Essential Quotes" (Remember to pause the film and WRITE DOWN important quotes, b/c they'll be good to incorporate into your paper!)

**In class:** Organizing Viewer's Notes into main sections of the paper

**Wed 3/6:** **Bring Viewer Notes again-- More work with turning these notes into organized material for your research papers; Handout in class: "The Beauty of Topic Sentences"**

**Fri 3/8:** **SW #7: Write and bring a 1-2 pages (double-spaced, unlike your other SWs) of your Documentary Analysis to class—should be your introduction, plus main point or two of analysis**

**In class:** Choose Peer Review Partners; sign up for conferences; discuss how intros and topic sentences work together

**Week 9:**

**Mon 3/11:** **NO CLASS: Send Rough Draft of Image Analysis due to peer review partner and instructor by NOON (12pm) today via e-mail (no exceptions)**

- Remember, **Peer Review Letter is due** to the writer and to your instructor by 5 pm Monday (no exceptions)

**Wed 3/13:** **NO CLASS: Conferences with Cara in the library (in Eliza's, 4<sup>th</sup> floor)**

- Come a few minutes before your slot
- Bring your rough draft, along with a pen and paper to take revision notes

**Your Peer Review Letter is due to your partner by today at 5 pm!!**

**Fri 3/15:** **Final Drafts of Documentary Analysis due in class. Please bring a simple folder with pockets that includes: Final draft, Rough draft, Viewer Notes and Peer Review letters, both received and written**

**In class:** Reflection on Documentary Analysis unit and sharing from your work

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**Unit 3: Discussions in America**

**Major Assignment: Persuasive Research Paper (5 pages)**

**Week 10:**

**Mon 3/18:** Find a news article online that interests you (it can be factual, “reporting”-type news article or an editorial). Read it, so you're familiar with its content, and then print it out to bring with you to class.

In class: Brainstorming research topics; asking questions that lead to research  
Handout: Major Assignment #3: The Informative Research Paper

**Wed 3/20:** Read: EAA, p. 549-557, 560-564

SW #8: There are 2 parts to this Short Write.

- **In part 1**, I'd like you to spend a couple of paragraphs talking about a potential topic you may want to explore for the Persuasive Research Paper (remember it can be a new topic or an extension of a topic you covered in the Image Analysis or Documentary Analysis). Discuss what interests you about this topic, why you think it's important to look into now, and explain some of the various perspectives are on the issue, debate, event, idea, or whatever you're looking at.
- **In part 2**, I'd like you to find 2 reputable sources online (either through credible websites or through the library databases). Then, using the information in the EAA chapter, discuss the information or perspectives you found in these sources and use **signal phrases** to incorporate both **direct quotes** and **paraphrases/summaries** of what you found.

In-class: Evaluating sources and incorporating them as parts of the conversation in your papers; handout, “How to Quote, Paraphrase and Summarize Sources”

**Fri 3/22:** No class (instructor traveling)

[Spring Break, March 24<sup>th</sup>- 31<sup>st</sup>]

Week 11:

**Mon 4/1:** No reading due: Activity in class to work with your research topics and devise Research Questions

**Wed 4/3:** Read: “How to Make a Sophisticated Rebuttal” (handout)

In class: read CNN article “Morning-After Pill in High Schools Make Sense” and formulate a suitable, sophisticated rebuttal

**Fri 4/5:** Library Instruction Day (formal session in library, location TBA)

Week 12:

**Mon 4/8:** Library Research Day (informal, but you will check in at beginning of class and at end of class time; instructor will be available to help you with any questions)

**Wed 4/10:** Bring 3 research sources to class (either in physical form or saved on your laptop); do be sure that you look over the sources ahead of time to be sure they're useful, timely, etc. We'll be doing a source evaluation activity in class.

In class: how to evaluate sources; how to consider them as ethos, pathos, logos “voices”

**Fri 4/12:** No reading or writing due—continue your research

In class: we'll look over a sample research paper to discuss organization/sign-posts and source incorporation

Week 13:

**Mon 4/15:** SW #9: First 3-4 pages of your Persuasive Research Paper due (has to be at least 3 pages to receive credit)

In class: organization and preliminary peer review

**Wed 4/17:** NO CLASS: Send Rough Draft of Persuasive Research Paper due to peer review partner and instructor by NOON (12pm) today via e-mail (no exceptions)

- Remember, **Peer Review Letter is due** to the writer and to your instructor by 5 pm Friday (no exceptions)

**OPTIONAL CONFERENCES WITH CARA are also today.** Please meet in library coffee shop during your scheduled time.

**Fri 4/19: No class-- Finalize your Persuasive Research Papers for Monday**

**Week 14:**

**Mon 4/22: FINAL DRAFTS of Persuasive Research Paper due in class (Final draft, rough draft, peer review letter you wrote and letter you received)**

In class: Reflection on Persuasive Research Unit and sharing from your work

**Wed 4/24: Bring one of previous papers from this semester WITH your Grading Criteria Sheet and Feedback Letter from Cara** (bring the paper you most need to revise); work on revisions in class

**Fri 4/26: In class revision continued: Bring one of your previous papers to work on**

**Week 15:**

**Mon 4/29: In class:** Discussing what we've learned this semester  
**Online Post due (counts as SW #10):** In an effort to share work from this semester, I'd like you all to post an excerpt from one of your papers this semester.

- First, decide which paper you're most proud of. Then, cut and paste the introduction from that paper, as well as 1-3 paragraphs that you feel make important points and/or explain your claim in detail.
- Please **post** your introduction and the 1-3 paragraphs on the Discussion Board titled, "End of Semester Sharing." Then, **read and respond** to 2 of your classmates' posts.
- **Posts are due by Monday at 5 pm; responses are due by Wednesday at 5 pm.**

**Wed 5/1: SW #11:** In preparation for your end-of-semester reflection letter, please use this SW to reflect on our time together this semester. Some ideas for what to talk about: how have you changed as a writer/ thinker/ researcher/ student since the beginning of the semester? what positive or negative experiences did you have? what will you take with you to other classes and beyond? what project went particularly well and why? what progress did you make through the course of the semester (and how can you tell)? Also, consider what suggestions you have to improve this class, what things you wish had been included, etc?

In class: Discuss process for handing in final paper revisions AND the Semester Reflection Letter

**Fri 5/3: SEMESTER REFLECTION LETTERS and FINAL PAPER REVISIONS DUE in class, no exceptions**

In class: Course Evaluations