

## ENGL 20803 Course Schedule Spring 2019

Texts: *Everything is an Argument* (EA)  
Readings posted on D2L (D2L)

- The work listed under each date should be prepared **BEFORE** class on that date.
- Pay attention to how each assignment is to be turned in (**Upload** = uploaded to D2L, **Bring** = bring to class as a paper copy, **Upload/Bring** = BOTH upload and bring).
- It is your responsibility to keep track of due dates.
- **Check D2L & your TCU email as assignments are subject to change.**

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### WEEK ONE (Unit I)

**MONDAY, 1/14 Introduction to the Course**

**WEDNESDAY, 1/16 Everything is an Argument**

**Read:** Syllabus

**Upload/Bring:** Introduction letter (with syllabus statement and signature)

**FRIDAY, 1/18 The Rhetorical Situation**

**Read:** EA Chapter 1

*Turn in participation rubric*

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### WEEK TWO (Unit I)

**MONDAY, 1/21 NO CLASS (MLK DAY)**

**WEDNESDAY, 1/23 Positionality/Ethos**

**Read:** EA Chapter 3 (*potential reading quiz*); [Petersen, "How Millennials Became the Burnout Generation"](#)

**Bring (not to turn in):** Make some notes about the ethos of the author. Who is the author? How does she craft her position throughout her essay? Does she do this effectively?

**FRIDAY, 1/25 Audience and Values**

**Read:** Uni of Pittsburgh Communications, "[Audience Analysis](#)"; Uni of Idaho, "[Values](#)"

**Review:** [Petersen, "How Millennials Became the Burnout Generation"](#)

**Upload:** Write a paragraph about the audience of the Petersen piece, given the categories in the "Audience Analysis" reading. How do you know? What sorts of things do you think they value? How does this affect how Petersen writes her argument?

*Turn in participation rubric*

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### **WEEK THREE (Unit I)**

#### **MONDAY, 1/28 Logos and Pathos**

**Read:** EA Chapters 2, 4 (*potential reading quiz*)

**Bring (not to turn in):** Find and bring an example of logos and one of pathos in the Petersen piece. Make some notes: why were these elements included? Do they help or hurt the overall effectiveness of the piece?

#### **WEDNESDAY, 1/30 Rhetorical Analysis**

**Read:** EA Chapter 6 (*potential reading quiz*)

**Upload:** Look at pp. 112-115 of EA. Draft a claim about the Petersen article's effectiveness. Provide 3-5 pieces of evidence (you can use bulletpoints).

#### **FRIDAY, 2/1 Organization and Fallacies**

**Read:** EA Chapter 5

**Upload (to discussion forum):** Find an example of a fallacy somewhere online (hint: Twitter is a good place to start!). In the discussion forum, identify which fallacy it is and link to the fallacy.

*Turn in participation rubric*

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### **WEEK FOUR (Unit I/II)**

#### **MONDAY, 2/4 Workshop**

**Upload/Bring:** Draft of Unit I project (upload to D2L and bring two copies)

#### **WEDNESDAY, 2/6 Values & Personal Positionality**

**Review:** Uni of Idaho, ["Values"](#)

#### **FRIDAY, 2/8 Finding a Valuable Conversation (UNIT 1 PROJECT DUE)**

**Bring/Upload: UNIT 1 PROJECT PORTFOLIO DUE**

*Turn in participation rubric*

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### **WEEK FIVE (Unit II)**

#### **MONDAY & WEDNESDAY, 2/11- 2/13 Conferences in Reed 402 (NO CLASS)**

**Bring to conference (to turn in):** Conference prep sheet (on D2L)

#### **FRIDAY, 2/15 Library Day**

Meet Ammie Harrison at the library.

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## **WEEK SIX (Unit II)**

**MONDAY, 2/18 NO CLASS**

**Upload by 2p:** Complete the issue proposal (found on D2L). *I must approve your issue!*

**WEDNESDAY, 2/20 Evaluating Sources and Annotations**

**Read:** EA Chapters 18, 19 (*potential reading quiz*)

**FRIDAY, 2/22 Mapping Sources**

**Read:** How to Stop the Spread of Fake News (NYT Room for Debate)

**Upload/Bring:** Write a paragraph connecting the four readings. How do these four selections connect? How do they differ? What might a visual map of these texts look like?

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## **WEEK SEVEN (Unit II)**

**MONDAY, 2/25 Statement of Goals and Choices**

**Read:** Shipka, "Negotiating...Difference" pp. 348-355 (optional pp. 356-364 [Sample SOGC]) (D2L) (*potential reading quiz*)

**Upload:** Annotation 1 draft due

**WEDNESDAY, 2/27 Evaluating Sources, pt. 2**

**Read:** Web Literacy Chapters 1-3, 7, 10, 11

**FRIDAY, 3/1 Evaluating Sources, pt. 3**

**Read:** Web Literacy Chapters 16-18, 23-28, 42 (*potential reading quiz*)

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## **WEEK EIGHT (Unit II)**

**MONDAY, 3/4 Checking and Connecting Sources (VIC 1 DUE)**

**Bring:** Draft of your bibliography (NOT annotated)

**Upload/Bring:** VIC 1 DUE

**Upload:** Final bibliography due to D2L by MIDNIGHT

**WEDNESDAY, 3/6 SOGC Drafting**

**Upload:** Annotation 2 draft due

**FRIDAY, 3/8 Mini-Workshop**

**Upload/Bring:** Unit 2 draft/SOGC (drafts may vary) - bring one copy and upload to D2L

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## **WEEK NINE (\*SPRING BREAK\*)**

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## **WEEK TEN (Unit II)**

**MONDAY, 3/18 Peer Workshop**

**Upload/Bring:** Unit 2 draft/SOGC (drafts may vary) - bring one copy and upload to D2L

**WEDNESDAY, 3/20 Introduction to Unit III**

**Upload:** Annotation 3 draft due (optional)

**FRIDAY, 3/22 Stakeholders, Audience and Action (UNIT 2 PROJECT DUE)**

**DUE: UNIT 2 PROJECT PORTFOLIO DUE**

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**WEEK ELEVEN (Unit III)**

**MONDAY, 3/25 Forms and Genres**

**Read:** EA Chapters 14 (331-343), 16 (361-367), 17 (379-392) (*potential reading quiz*)

**Upload:** In a paragraph, name your *specific* audience. Why are you addressing this audience? Then name two genres/forms that might appeal to this audience. Why might you select each of these forms/genres? What are one positive and one negative about each of these forms/genres?

**WEDNESDAY & FRIDAY 3/27 - 3/29 Conferences in Reed 402 (NO CLASS)**

**Bring to conference (to turn in):** Your project proposal and a bibliography (NOT annotated) of at least 7 sources you plan to use for this project. *I must approve your proposal!*

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**WEEK TWELVE (Unit III)**

**MONDAY, 4/1 Making an Argument**

**Read:** Chapter 8 (pp. 151-157), Chapter 9 (pp. 185-194), Chapter 10 (pp. 211-218), Chapter 11 (pp. 241-248), Chapter 12 (pp. 273-279) (EA) (*potential reading quiz*)

**Bring:** An example of an argument made in the form you are using for this project.

**Upload:** Write a paragraph, answering the following: who is the audience of this example? What is its purpose? What specific rhetorical choices does it make to affect its audience? Is it effective, and why? What is good about this example? What are its weaknesses?

**WEDNESDAY, 4/3 Incorporating Sources**

**Read:** EA Chapter 20 (*potential reading quiz*)

**Bring (not to turn in):** Bring copies of 2-3 sources (digital or hard copy).

**FRIDAY, 4/5 Citing Sources (VIC 2 DUE)**

**Read:** EA Chapter 21, 22 (*potential reading quiz*)

**Bring (not to turn in):** The example of an argument you found for 4/1.

**Bring (to turn in)/Upload: VIC 2 DUE**

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**WEEK THIRTEEN (UNIT III)**

**MONDAY, 4/8 Counterarguments & Fallacies**

**Review:** EA Chapter 5

**WEDNESDAY, 4/10 Style**

**Read:** EA Chapter 13 (*potential reading quiz*)

**Bring:** What you have of your unit 3 project (you should have SOMETHING)

**FRIDAY, 4/12 Workshop of Unit 3 Project**

**Upload/Bring:** Draft of Unit 3 project/SOGC (bring 1 paper copy and upload to D2L)

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**WEEK FOURTEEN (UNIT V)**

**MONDAY, 4/15 Workshop of Annotated Bibliography**

**Upload/Bring:** Draft of annotated bibliography (bring 1 paper copy and upload to D2L)

**WEDNESDAY, 4/17 Intro to Unit 4 (Unit 3 Project Due)**

**Bring/Upload:** UNIT 3 PROJECT PORTFOLIO DUE

**FRIDAY, 4/19 NO CLASS (GOOD FRIDAY)**

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**WEEK FIFTEEN (UNIT V)**  
**(Revision conferences this week)**

**MONDAY, 4/22 Evaluating Values**

**WEDNESDAY, 4/24 Presenting Values**

**Read:** EA Chapter 15 (*potential reading quiz*)

**FRIDAY, 4/26 Revision Conferences/Work Day**

Come by the classroom to ask Mrs. Kelm questions about presentations or conference with her about revision (see revision handout, especially regarding the revision memo).

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**WEEK SIXTEEN (UNIT V)**

**MONDAY, 4/29 Peer Workshop**

**Bring/Upload:** Draft of Unit 4 presentation (bring draft of presentation slides and 2 paper copies of script/outline; upload everything to D2L and be prepared to read aloud)

**WEDNESDAY, 5/1 Final Class Period**

**Bring/Upload:** VIC 3 (letter to yourself)

**REVISIONS DUE BY THURSDAY, 5/2 at NOON**

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**FINAL**

**MONDAY, 5/6 11:00AM - 1:30PM Presentations**

**Bring/Upload:** UNIT 4 PROJECT PORTFOLIO (+ extra credit) DUE