

ENG 1304 Unit 1: Learning to Converse

Texts: *Perspectives on Argument* (PoA)
The Writer's Harbrace Handbook (HH)
 Readings posted on Canvas (C)

Everything in Unit I is designed to help you prepare to write Essay I,
 a reading/response essay due February 2.

- The work listed under each date should be prepared **BEFORE** you come to class on that date.
- All assignments should be uploaded to Canvas **BEFORE** class begins.
- **Be sure to check Canvas & your Baylor e-mail as assignments are subject to change.**

Tuesday, 1/12: Introduction to ENG 1304 & Argument as Conversation

Thursday, 1/14: The Parlor (the Rhetorical Situation)

Read: PoA chapter 1 (4-8, 11-17, 31-32)
 PoA chapter 2 (41-45)
 PoA chapter 3 (93-95)

Bring: Syllabus contract

Submit: A 1-2 page, double-spaced response to a recent argument you have encountered (in person, in writing, on the internet, etc.). Briefly describe the issue and arguer(s), and discuss your own reaction. Were you convinced by the arguer? Were the conditions mentioned in PoA for successful argument met? Identify the elements of its rhetorical situation. How did these elements contribute to its effectiveness (or lack of effectiveness)? Does defining the elements of the rhetorical situation provide any insight about the argument itself?

Be prepared for an open note quiz.

Tuesday, 1/19: Conversation: Are Fairy Tales Harmful?

Read: Baker-Sperry and Grauerholz, "The Pervasiveness and Persistence of the Feminine Beauty Ideal in Children's Fairy Tales" (C)
 Baker-Sperry, "The Production of Meaning through Peer Interaction" (C)

Submit: For each article, record 1) a quote, 2) a question, and 3) a theme that you would like to discuss in class. (Upload to Canvas, but also write them on your printed articles for discussion)

Thursday, 1/21: Conversation: Are Fairy Tales Helpful?

Read: Ruterana, "Children's Reflections on Gender Equality in Fairy Tales" (C)
 Tsitsani et al., "Fairy Tales: A Compass for Children's Healthy Development" (C)

Submit: For each article, record 1) a quote, 2) a question, and 3) a theme that you would like to discuss in class. (Upload to Canvas, but also write them on your printed articles for discussion)

Tuesday, 1/26: Summary & Thesis

Read: PoA chapter 2 (50-57)
 Thesis statement handout (C)
 Article posted on Canvas (C)

Submit: The summary portion of your summary-response essay: a paragraph summarizing your chosen text, ending with your tentative thesis. (Upload, but also bring to class.)

Be prepared for an open note quiz.

Thursday, 1/28: Response & MLA Introduction

Read: "Three Ways to Respond" (C)
 Sample MLA format paper (C)

Submit: Your revised thesis, if necessary, and a list of the ways you will support your thesis – include specific anecdotes or evidence you plan to use in your essay. (Basically, write an outline.)

Tuesday, 2/2: Peer Review

Submit/Bring: Two copies of your summary-response essay rough draft.
(*You must have at least 2.5 pages completed.*)

Thursday, 2/4: Summary/Response Essay Due

- *Upload essay to Canvas before the start of class.
- *Bring peer review sheets and rough drafts to class in a folder.