English 101 Tentative Course Schedule of Assignments  
Fall 2013/UPDATED September 27

This is a “tentative” course schedule, and I reserve the right to make changes as I deem appropriate and necessary throughout the semester. Assignments appear adjacent to the date they are DUE. (Assignments should be typed/double spaced and in MLA format). I DO NOT accept emailed assignments. Discussions/Quizzes will focus on readings/assignments for that week unless otherwise noted.

WEEK ONE
Tues, 8/14  Introduction to Class, Discussion of Syllabus, Readings, Course Requirements and Haiku.

Wed, 8/15  Continue intro and Class Activity #1: View and Discuss Video: Burger Binge (SoCal Connected, September 2011)

WEEK TWO
Mon, 8/19  Read Essays: Anna Lappe’s “Cafeteria Consciousness” (distributed in class) and Mark Bittman’s “Why Take Food Seriously?” (p. 779-782 in EAA/available on the VMHS website)

Assign: Diagnostic Essay (Requires synthesis of film and essays) for HW due Friday

Wed, 8/21  Thinking Rhetorically Lecture Notes and Discussion
Reading:
  ● Everything’s An Argument (EAA) Part 1 p. 3-94
HW # 1: EAA Response Questions p. 36 (#1 and 4); p. 51 (#1 and 3); p. 67 (#1 and 2); p. 93 (#1 and 3)

Fri, 8/23  Diagnostic Essay due
Identifying Arguments Discussion
Reading:
  ● EAA Part 2 p. 95-130
Class Activity: Annotate and Discuss NYT Op Ed “I Carried a Gun”

WEEK THREE
Tues, 8/27  Identifying Arguments – Continue Activities & Discussion
Reading:
  ● Writing Matters (WM): “Writing Responsibly in the Information Age” p.3-8
  ● WM Part 2 “Thinking and Reading Critically” p. 116 – 136
HW # 2 – Find an Op Ed article and analyze the argument. Refer to Response Question #2 on p. 130 of EAA. Be prepared to discuss your analysis.
Thurs, 8/29  Writing Rhetorically Lecture
Reading:
- EAA Chapter 13 “Style in Arguments” p. 417-439

HW # 3: EAA Response Question #1 p. 439

Introduction of Essay 1: Current Event Response – 2 – 2½ pages – (DUE Mon. 9/9)

WEEK FOUR
Tues, 9/3  DUE: First Draft of Current Event Response Essay
Writing Rhetorically Continue Activities and Discussion
Reading:
- EAA Chapter 7 “Structuring Arguments” p. 170

Class Activities: Analysis of essays in small groups AND
Toulmin analysis activity, EAA Exercise #5, p. 207

Thurs, 9/5  Writing Responsibly
Reading:
- EAA Chapter 19 “Evaluating and Using Sources” p. 549-565
- WM Chapter 6 “Documentation Matters” p. 147 - 199

HW # 4: EAA p. 565 # 3 Evaluation of news source must be typed (detailed and thorough). *YOU MUST ATTACH AN EXAMPLE

WEEK FIVE
Mon, 9/9  Continue Activities and Discussion:
Class Activity: Course Handout – Integrating Sources (Available on Haiku)
HW 5: Please Print out and bring to class Integrating Sources handout

Reading:
- EAA Chapter 18 “ Intellectual Property” p. 536-547
- EAA Chapter 17 “Fallacies of Argument” p. 515-535

ESSAY 1 DUE: Final Draft Current Event Response (2 – 2½ pages)

Wed, 9/11  Evaluating Sources: MLA Format/Intro to MSJC Library
Reading:
- WM Chapter 9 “Style Matters” p. 283 - 326
- EAA Chapter 20 “Documenting Sources” p. 566-585

HW #6: EAA Response Question #1 p. 598
Class Activity: p. 541 EAA

Fri, 9/13  Continue Lecture from last class
Narrative Strategies Lecture and Discussion
Introduction of Essay 2: Personal Narrative – 2 pages (1000 words) (DUE 9/23)
WEEK SIX

Tues, 9/17  
**Evaluating Visual Arguments Lecture**

**Reading:**
- WM Chapter 4 “Genre Matters” p. 69 - 100
- EAA Chapter 14 “Visual Arguments” p. 441-463

Course Handout – Considering Audience & Purpose in Arguments (available on Haiku)

**Class Activity:** Explore the webpages for filmmaker Michael Moore and radio talk show host Rush Limbaugh.
Answer the following questions for each site:
  - Who is the intended audience?
  - What is the purpose of the website?
  - What types of arguments are implicitly and explicitly suggested (just name a few)?
  - Play judge (ignoring your personal bias) – Which site is more effective in making its arguments? Identify specific examples and reasons to support your choice.

Thurs, 9/19  
**Evaluating Visual Arguments** – Continue Activities and Discussion

**Class Activity:** Kenneth Cole Ad Archive p. 621 in EAA

**HW #7:** Analyze an ad’s visual argument, Response Question #2, p. 464 EAA. Bring your ad and analysis to class to share and discuss.

WEEK SEVEN

Mon, 9/23  
**Evaluating Visual Arguments** – Continue Activities and Discussion (ADs)

**ESSAY(s)** 2 DUE Personal Narrative Draft 1 (2 pages/1000 words)

**Class Activity:** Peer review of Narrative Essays

Wed, 9/25  
**Evaluating Visual Arguments** – Cultural Stereotypes of the Body

*L/S  Reading:
- EAA Chapter 21 “Evictions at Sorority,” “The Culture of Thin Bites,” and “Television, Disordered Eating, and Young Women in Fiji” p. 601-619

**Class Activity:** Group debate/discussion of readings

Fri, 9/27  
**Argument of Definition Lecture**

**Reading:**
- EAA Chapter 9 “Argument of Definition” p. 249-283
- WM Chapter 13 “Planning a Research Project” p. 101- 146

WEEK EIGHT
Tues, 10/1  Reading:
  ● EAA Chapter 22 “Social Networking Sites: Definition, History, and Scholarship” p. 653-66
  ● Articles “Facebook is Using You” and “Facebook, it’s Not About You” (available on Haiku)
HW #8: EAA Response Questions #1 and 2, p. 668
DUE: Current Event Revised Essay AND Narrative Essays (revised with 1st drafts and peer commentary)
Narrative Essays Conferences

Thurs, 10/3  Argument of Definition (cont)
Introduce ESSAY Argument of Definition (For Midterm)

Midterm Prep—
HW #9: Interview a friend who participates in a social network site and write a paragraph or two about how social network sites have played a role in your friend’s life. Anonymity is fine.
Class Activity: Prepare for Midterm Exam #1 (next class): Discuss the distinction between social networking sites and social network sites. In pairs, discuss how social network sites have played a role in your life.
Begin Film: The Social Network

WEEK NINE
Mon, 10/7  Reading:
  *L/S
  ● WM “Essay Exams” p. 72 - 74
Film: The Social Network
Narrative Essays Conferences

Weds, 10/9  Finish Film and begin Midterm Exam #1
  (apply timed essay writing strategies)
Fri, 10/11  ESSAY 3 DUE Visual Evaluation Essay (2 ½ - 3 pages)

Midterm Exam #1: Timed Film Response (2 – 2 ½ pages)
This is a timed exam that includes MLA questions as well as an essay response to a question about the film.
WEEK TEN

Tues, 10/15  
*Causal Arguments Lecture*

Reading:  
- *EAA* Chapter 11 “Causal Arguments” p. 335-372

*Class Activity*: Group Discussion of *EAA* Response Question #1 p. 363

*HM #10*: *EAA* Response Questions #1 and 2, p. 363 (for #1, look up as much info as you can find so you can discuss it in class)

Thurs, 10/17  
*Causal Arguments (cont)*: Privacy

Reading:  
- *EAA* “A Friend of a Friend” and “One in Five” p. 669-674

*HW #11*: *EAA* Response Questions #4 and 6 (create a multimedia argument), p. 675

*Class Activity*: Present your multimedia argument about digital privacy

Lecture/directions for next class—viewing causal relationships

WEEK ELEVEN

Mon, 10/21  
**DUE: Narrative Essays Due (Draft 2)**

*Causal Arguments* – *View and analyze causal relationships in film—Everything is Illuminated*

*L/S*

Weds, 10/23  
Finish Film, Discuss

*Class Activity*: Make clear causal distinctions of events and character actions from the film *Everything is Illuminated*

*Causal Arguments*: Religion in Public Life

Reading:
- *EAA* “More Religion” p. 858-863

*HW #12*: *EAA* Response Questions #1, 2, 3, and 4, p. 863-864

Discussion

Fri, 10/25  
*Causal Arguments*: Religion in Public Life

Reading:
- *EAA* “Evangelicalism Rebounds in Academe” p. 865-871

*Class Activity*: Group Work – Discuss reading and Response Questions #1, 2, 3, and 4 p. 870

WEEK TWELVE

Tues, 10/29   
*Causal Arguments*: Diversity on Campus

Reading:
- *EAA* “In Defense of Intellectual Diversity” p. 922-927

*Introduction to Causal Essay* (6 – 7 pages DUE 11/18)
Thurs, 10/31  \textit{Causal Arguments}: Diversity on Campus
Reading:
\begin{itemize}
  \item EAA “The Trojan Horse of a Dark Design” p. 929-934, and “The Trouble with Diversity” p. 963-969
\end{itemize}
\textbf{HW #13}: EAA Response Questions #1 and 3 p. 927-928, #1 and 4 p. 934, and #1 and 4 p. 969
\textbf{Class Activity}: Discuss HW
\textbf{All Final Drafts of the Narrative Essays Due}

\textbf{WEEK THIRTEEN}
Tues, 11/5  \textbf{HW #14}: Bring Causal Thesis and Outline to class
\textit{Causal Arguments}: Diversity in Action
View Documentary – \textit{Lemon Grove Incident}

Thurs, 11/7  \textit{Causal Arguments}: Diversity in Action
\textbf{Class Activity}: Small Group Discussion of Film – What are the causes/effects of racial/cultural bias? Where else do we see this bias?

\textbf{WEEK FOURTEEN}
Tues, 11/12  \textbf{DUE: Causal Essay Draft}
Writing Workshop – Causal Essay Conferences

Thurs, 11/14  \textit{Research Proposal Intro}
\textbf{Introduce Research Paper (DUE 12/1)}
Reading:
\begin{itemize}
  \item EAA Chapter 12 “Proposals” p. 373-414
\end{itemize}
\textbf{Class Activity}: Discuss possible proposals

\textbf{WEEK FIFTEEN}
Mon, 11/18  \textbf{HW #15}: Research ONE topic for proposal and bring to class ONE article found online and ONE article found through a library database (TWO articles total)
\textbf{Class Activity}: Brainstorm proposal essays, compose an outline for your proposal

\textbf{ESSAY 4 DUE Causal Essay (5 1/2 – 6 pages)}

Weds, 11/20  Midterm # 2 Film \textit{Having Our Say}

Fri, 11/22  Finish Film/ Midterm #2 Essay

\textbf{WEEK SIXTEEN}
Thanksgiving break
WEEK SEVENTEEN
Tues, 12/3  Research Proposal (*bring your laptops/papers on flash drives)
   Reading:
   ●  WM Chapter 12 “Planning a Research Project” p. 210-221 and Chapter 16
       “Writing the Research Project p. 282-295

Class Activity: Create a Works Cited page for your Research Paper

Thu, 12/5  Writing Workshop Research Paper—bring two copies for review
   (*bring your laptops/papers on flash drives)

WEEK EIGHTEEN
Mon, 12/9  Bring to class TWO copies of your Research Paper for Peer Edit/Review
   *L/S                 (worth 20 points!)

Weds, 12/11 Continue Activities

Fri, 12/13  ESSAY 4 DUE Research Essay (8-10 pages)

WEEK NINETEEN
Tues, 12/17 Prep for Final (date TBD) *I cannot give finals early, you must take your final
   in YOUR class period. This is a school policy.