It is expected that students will spend 2 to 3 hours, minimally, outside of the classroom/laboratory performing course related work such as readings, research, homework assignments, practice, studio work, and other academic work for every hour of instruction spent in the classroom/laboratory.

**Texts:** *Everything’s an Argument with readings*

**Objectives**

Prerequisite: ENGL 1110 or ENGL 1111. This course analyzes argumentative strategies, models, and texts. Students will focus on the research process: identifying sources through electronic and print-based research strategies, evaluating research materials, and integrating and synthesizing research material. The course culminates in the production of a fully documented argumentative paper.

In order to help you communicate more clearly and effectively throughout your college career, we will complete the following:

1) Develop our understanding of writing as a process, complete with various stages;
2) Demonstrate an understanding of methods of argument and persuasion;
3) Both write and critique argumentative writing;
4) Refine methods of research, including research strategies, effective sources, and correct citation of those sources;
5) Write a fully developed argument which synthesizes ideas and demonstrates critical thinking.

**Format**

We will research sources, analyze the information and the writer’s position, and engage in several persuasive writing activities. Your participation is the key to your success. Come prepared both to discuss your reading and to ask questions.
Mrs. Melinda Hotchkiss
Office: (440) 944-0800
Email: mindy.hotchkiss@wickliffeschools.org

Attendance

Your attendance is important to your success in this class. You are allowed no more than 10 absences for the semester, excused or unexcused. Beyond 10 absences, you receive no credit and need to withdraw from the class.

Requirements

Specific requirements for papers and homework will be given as they are assigned. Papers should be completed in MLA format, double-spaced, and 12 font with one inch margins.

Papers and are due on their due date. Late papers will lose a letter grade for each day late. Should there be an extenuating circumstance, you may apply in writing for an extension. Quizzes and in-class exercises must be completed on the date assigned to receive credit.

To pass the course, all papers must be submitted and approved. Papers that are grammatically lacking or that are formatted incorrectly (including incorrect documentation) will be returned without a grade, but may be resubmitted when the errors are corrected.

*****Plagiarism is unacceptable; if you are caught plagiarizing, you will receive an F for the course and be subject to further disciplinary action.******

Grades

<table>
<thead>
<tr>
<th>Grades</th>
<th>Total</th>
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<tbody>
<tr>
<td>2. Ad Analysis – 30 points</td>
<td>30 pts.</td>
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<tr>
<td>3. Rhetorical Analysis – 40 points</td>
<td>40 pts.</td>
</tr>
<tr>
<td>5. Contextualizing an issue – 40 points</td>
<td>40 pts.</td>
</tr>
<tr>
<td>6. Position paper – 100 points</td>
<td>100 pts.</td>
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</tbody>
</table>

Total : 480 pts.
Mrs. Melinda Hotchkiss  
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Schedule

Jan. 22: Introduction to the class; review of syllabus; preface to Everything’s an Argument.

Jan. 23: Discuss reading assignment, including the Respond boxes on page 6 of the text.
*Reading Assignment due: Everything’s an Argument, chapter 1, pgs. 3-29

Jan. 24: Discuss reading assignment; complete in-class activity
*Reading Assignment due: Everything’s an Argument, pgs. 535-544, “Disability and the Media: Prescriptions for Change” by Charles A. Riley II
*Assignment due: find three editorials from a recent magazine, newspaper, or blog and bring them to class. The editorials may be from the same publication or a few different ones.

Jan. 27: Discuss reading assignment; distribute instructions for the weekly critical responses (first one due next Monday);
*Reading Assignment due: Read Everything’s an Argument, ch. 2, “Arguments Based on Emotion: Pathos, pgs 30-41

Jan. 28-29: Discuss reading assignment; class activity analyzing various slogans, sales pitches, ads.  Assign Ad Analysis, due Friday, Feb. 7
*Reading Assignment due 1/28: Everything’s an Argument, “Three Blog Postings from Deaf Expressions” by Michele J. Bornert, Everything’s an Argument, pgs. 639-647

Jan. 30-31: Discuss reading assignment; establishing credibility and authority in writing; class activity: Respond 1and 2 pgs. 53-54
Feb. 3-5: Discuss reading assignments; Respond pg. 60, 63, 66, and 67


*Writing Assignment Due 2/3: Weekly Critical Response #1

*Reading Assignment Due 2/4: Everything’s an Argument, Excerpt from Bottlemania: How Water Went on Sale and Why We Bought It, pgs. 717-724

Feb. 5-7: Discuss reading assignments; In class activity – Respond pg. 89 1, 3, and 4

*Reading Assignment: Due 2/5: Everything’s an Argument, ch. 5, pgs. 74-89
*Reading Assignment: Due 2/4: Everything’s an Argument, “The Locavore’s Dilemma” by Christophe Pelletier, pgs. 703-707

*Writing Assignment: Due 2/7: Ad Analysis

Feb. 10-12: Discuss reading assignments; In-class activity, using Respond pg. 95-100; requirements for Rhetorical Analysis, due 2/21

*Writing Assignment due 2/10: Weekly Critical Response #2

*Reading Assignment due 2/10: Everything’s an Argument, ch. 6, “Rhetorical Analysis, pgs. 90-120.

*Reading Assignment due 2/11: Everything’s an Argument, “Eating Ethically-It’s Complicated (and Listener Comments), pgs. 696-702

Feb. 13-14: Discuss reading assignments;

*Reading Assignment due 2/14: reread Everything’s an Argument, Bottlemania, pgs. 717-724
Feb. 17- Presidents' Day…no class

Feb. 18: Discuss reading assignment; in class activity

*Writing Assignment due 2/17: Weekly Critical Response #3 from *Everything’s an Argument*, pg. 742, #5


Feb. 19-20: Discuss reading assignment; in class activity; requirements for Contextualizing an issue, due 3/3

*Reading Assignment due 2/19: *Everything’s an Argument*, ch. 12, pgs. 273-306

*Reading Assignment due 2/20: *Everything’s an Argument*, ch. 13, pgs. 309-325

Feb. 21: Continue discussion of proposals and argument style; in class activity.

*Writing assignment due 2/21: Rhetorical Analysis

Feb. 24-25: Discussion of reading assignments; introduction to position paper…final draft due May 21; discussion of topics

*Writing assignment due: 2/23: Weekly Critical Response #4


Feb. 26-27: Introduction to library; finding sources in the library

Feb. 28: Writing a proposal; goals for next week in the library
March 3-7: Meet in library to narrow topics, find possible sources, and take notes.

*Writing Assignment Due 3/3: Weekly Critical Response #5, Everything’s an Argument, Respond, pg. 417, #1

*Proposal Rough Drafts due Monday, March 10

March 10: Peer evaluation and discussion of proposals

*Writing Assignment due 3/10: Proposal

March 11-12: Discussion of reading assignments


*Reading Assignment due 3/12: Everything’s an Argument, “Goodbye, Columbus: Ohio’s War on the Middle Class,” by Mac McClelland, pgs. 931-943.

March 13-14: Class activity/return proposals; Discussion of reading assignment

*Writing Assignment Due 3/24: Weekly Critical Response #6, Respond, pg445, #4

*Reading Assignment Due 3/13: Everything’s an Argument, ch. 20, “Plagiarism and Academic Integrity” pgs. 436-445

March 17-19: Discuss reading assignment

*Reading Assignment Due 3/31: Everything’s an Argument, “Little Girls or Little Women? The Disney Princess Effect” by Stephanie Hanes pgs. 482-489

*Writing Assignment Due 3/31: Weekly Critical Response #7

March 20-21: In library to research for position paper, Rough Draft Due Tuesday, April 8

March 24-26: In library to continue research if needed and begin rough draft, asking questions as necessary.
March 27-April 6: Spring Break!!!!! Enjoy!!!!!!!

April 7: In class discussion of reading assignment/ask last questions about rough draft

*Reading Assignment due 4/7: Everything’s an Argument, “Evictions at Sorority Raise Issue of Bias” by Sam Dillion, pgs. 515-519

April 8: Peer Evaluation of rough drafts

******Writing Assignment Due 4/8: Rough Drafts of Position Paper*********

April 9-10: Discussion of reading assignment and in class activity


April 11: Discussion of reading assignment and class activity

*Reading Assignment Due 4/11: Everything’s an Argument, “An Introduction: At the Root of Identity, from Whistling Vivaldi and Other Clues to How Stereotypes Affect Us” pgs 554-567
April 14-15: Discussion of reading assignment and class activity

*Writing Assignment Due 4/14: Weekly Critical Response #8, Everything’s an Argument, Respond, pg. 567, #6


April 16-17: Discussion of reading assignment and class activity


April 18: Good Friday…no class

April 21-22: Discussion of reading assignment and class activity

*Writing Assignment Due 4/21: Weekly Critical Response #9


April 23-24: Discuss reading assignment and in class activity

*Reading Assignment Due 4/23: Everything’s an Argument, “Eating Ethically-It’s Complicated (and Listener Comments) by Adriene Hill pgs. 696-702

April 25: Return Rough drafts and discuss adjustments

April 28-May 2: Individual student appointments to discuss position papers

*Writing Assignment Due 4/28: Weekly Critical Response #10

May 5-9: In library to work on Position Papers

May 12-13: In library to work on Position papers
May 14-15: Bring current work on position papers to class. Peer evaluate at least three papers.

May 16: Answer questions about position papers

May 19-20: Discuss reading assignment and class activity


May 21-23: Begin presentations of position papers

******Writing Assignment Due 5/21: Final Draft of Position Paper******

May 26-27: Finish Position Paper presentations