

**Spring 2016**  
**English 120: 502/504**  
**Analysis and Argumentation**  
**CRN: 52774/52776**  
**M/W 1030-1115 AM/130-245 PM**  
**Dates 1/18/2016-5/13/2016**

**Instructor: Kristian Macaron**  
**Office Location: Academics**  
**E-mail: Kristianm@unm.edu**

**Office Hours: M/W 12 pm-1 pm**

### **Course Description:**

Welcome to English 120 Analysis and Argumentation!

In this course, you will write four essays using the skills you have learned in your prior English courses to analyze rhetoric and construct arguments based on your research. Over this semester we will study branches of argument including: Definition, Cause and Effect, Evaluation, Recommendation, and Ethics.

### **Course Objectives:**

By the end of the semester, you should be able to,

#### **Rhetorical Situation and Genre**

A. analyze, compose, and reflect on arguments in a variety of genres, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation

#### **Writing as a Social Act**

B. describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level

#### **Writing as a Process**

C. use multiple approaches for planning, researching, prewriting, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback in order to make your compositions stronger in various mediums and using multiple technologies

Develop your paragraphs. Development includes using examples and support to help illustrate your points. You may use some personal examples; however, quotations from readings and/or web sources are also required in two essays. You will be required to produce essays of 3-4 pages in length.

#### **Grammar and Usage**

D. improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document

E. analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts

#### **Reflection**

F. evaluate your development as a writer over the course of the semester and describe how composing in multiple genres and mediums using various technologies can be applied in other contexts to advance your goals. To be successful writers and thinkers, you should

read critically, summarize accurately, and/or analyze insightfully. You will also be required to analyze and evaluate web sources that you use to support your points.

### **Research**

G. use writing and research as a means of discovery to examine your personal beliefs in the context of multiple perspectives and to explore focused research questions through various mediums and technologies

H. integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies

I. compose a research-based academic argument in one of various mediums and technologies by identifying, analyzing, evaluating, and synthesizing sources, which must include secondary sources

J. analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge

### **Revise and edit papers.**

K. Using good writing strategies, including prewriting, drafting, revising, and editing, will help you create strong essays. You will be required to demonstrate an ability to revise and edit in the final portfolio and in papers submitted during the semester.

### **Use MLA for formatting papers and citing sources.**

L. This learning outcome includes using MLA formatting for presenting papers citing sources to avoid plagiarism. You will focus on learning to cite and find web sources.

### **Library Literacy Outcomes:**

1. Students will access Libros and find a book relevant to the writing project.
2. Students will learn how to skim that book and find quotations that are both relevant and appropriate for the paper.
3. Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
4. Students will write a correctly formatted Works Cited page.

### **Instructor Information:**

I am always available M-W 10-11 AM in my office in Academics. You can also make appointments for office visits or can e-mail me in between 8:00 am and 5:00 pm. I am not on-line after 5:00 pm and before 8:00 am. Please keep in mind that you may not receive immediate answers and should give me at least 24 hours to respond, Monday through Friday. I am off-line during the weekend.

I help students by reading and analyzing papers but only during office visits. You can drop in during office hours or can make an appointment outside of office hours. I do not conference with students about papers through e-mail—it is not an effective way to conduct such conference sessions. Free tutoring is available at the Learning Center.

**Writing Lab tutoring sessions are scheduled weekly for all English classes. Students may receive up to 30 points (5 points each session) for attending tutoring sessions or Writing Labs.**

#### **Instructor Bio:**

Originally from Albuquerque, New Mexico, Kristian Macaron received her MFA from Emerson College in Boston, Massachusetts in 2012. She is a writer in multiple genres and enjoys the challenges of each. *Storm*, her first poetry chapbook, was released in 2015.

Her fiction has appeared in *The Winter Tangerine Review* volume 3 and *Lightning Cake Journal*. She is a staff writer for online journal *The Bellows American Review*. Her poetry has been published online in *Philadelphia Stories* and was performed on stage at the University of New Mexico in the 2008 production of “Full Frontal Poetry”

#### **Required Texts and Materials:**

- ☐ *The Pocket Style Manual*, Sixth Edition, Diana Hacker. ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3
- ☐ ***Practical Argument, Short Second Edition, Kirzner & Mandell* ISBN: 978-1-319-01311-0**
- ☐ UNM e-mail address and access to UNM Blackboard Learn
- ☐ Access to Internet and Microsoft Office (available on UNMVC computers)

#### **Attendance Policy and Overall Participation:**

- ☐ Attendance will be taken at the beginning of class. Missing class is not an excuse for being unprepared; if you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and /or see me during office hours or by appointment if you have questions about the material. **Students who miss the first week will be dropped. Students who miss more than 4 classes will be dropped.** If you are late, it is your responsibility to remind me to mark you as present; otherwise, you will be recorded as absent—something you want to avoid because this is what I refer to when I drop students.
- ☐ Excused absences include documented hospitalization or other documented, unexpected extreme emergencies; if excessive absenteeism that falls under the purview of “excused absences” continues, I reserve the right to drop students from the course. Please note: doctor’s appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.
- ☐ Students who miss the first week will be dropped (those registered at the immediate start of the semester).

#### **Plagiarism:**

Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student's papers or ideas, downloading and turning in papers from the Internet, or copying passages from sources without proper documentation, or rephrasing an author's ideas and presenting them as the student's new, original thoughts. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the course, or disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/tutorials/plagiarism/>.

### **Classroom Behavior:**

While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment. The following policies are listed in the University of New Mexico Student Handbook.

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- 2) Students should not interrupt classroom lectures or discussion with non-related comments.
- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as the instructor's office during office hours. Constant complaining in class may result in the student being asked to leave for the day's lesson; continued complaining after the first warning may result in the student being dropped from the course.
- 4) Students should not yell or curse at other students or at the teacher. Class time is a professional learning environment. Obscene language will not be tolerated.
- 5) Sexual harassment will not be tolerated.
- 6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student will be asked to leave for the day and may be dropped from the course. Security will be called. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault. Security will be called.
- 8) Food and beverages are not permitted in the classroom.

Students violating any of these rules will be reported to the Division Head of CHESS and to the Chair of the English Department. Students will be asked to leave the class for the day and will be asked to meet with the instructor and the Chair of the English Department or the Division Head of CHESS concerning the behavior.

### **Computer and Technology Policies:**

Because the class occasionally meets in a computer lab, students must adhere to the following policies so that a professional learning environment is maintained. Students must save work and have a backup. Lost work is the your responsibility and not an excuse for late work. The assignment will be graded using the late work/essay policy. Students who use computers for entertainment or social reasons will be counted absent. Please do not:

- 1) Surf the web during lectures unless it is a part of the day's assignment.
- 2) Work on other assignments for this or any other class during class time.
- 3) Print assignments during lecture; I will let students know if printing time is available.
- 4) Send/read/answer e-mail, visit chat rooms, answer phones, and text message.

### E-Mail Netiquette Policy:

Please keep the

following in mind when you write e-mails:

- ☐ ***Include an informative subject line.*** In every e-mail you write to me, the subject line should contain a descriptive phrase specifically about the problem. For example, **“Problems with Nouns Worksheet in Lesson 5, question 4”** is clear and helpful, but **“Nouns Worksheet”** is not. Unclear subject lines slow my response because I do not have enough information without having to asking you for clarification.
- ☐ ***Include a salutation.*** Professional E-mails usually include titles and last names and begin with “Hello,” “Greetings,” “Dear,” or some other polite address. When you write to me, please call me “Kristian,” “Professor” or “Professor Macaron” Informal words of address, such as **“Hey,”** are never appropriate and are often rude. If we run into each other off campus or if you contact me after the class is completed, I do not care if call me by my first name or if you use my title. You decide. However, part of Composition is learning when and how to use proper diction and registers of language; in a formal setting like a college course, professional titles are required.
- ☐ ***Include a closing.*** Please close with an appropriate phrase and sign your e-mail with your name. Signatures help me; I may not recognize your e-mail address (example: cookypants@unm.edu). Some examples of appropriate phrases are “Sincerely,” or “Thank you for your help,”.
- ☐ ***Capitalize only the first word of a complimentary close.*** If you close your e-mail with a multi-word phrase such as “Thank you,” note that only the first word takes an initial capital letter.
- ☐ ***Use short paragraphs.*** Legibility on the screen is not as good as legibility on paper. Therefore, please use short paragraphs (in general, 3-4 lines maximum) to make the e-mail easy to read. In addition, be sure to skip lines between paragraphs.
- ☐ ***Do not use instant-messaging spelling.*** If u want 2 b treated like a pro, write like 1 ☺.
- ☐ ***Adhere to the conventions of Standard English.*** Please edit and proofread for spelling errors and grammatical mistakes. Use your spell/grammar check or **“Enable HTML Creator,”** a tool located above the right hand side of the text box in Blackboard Learn Messages. In addition, the computer does not catch all errors (form/from), so give your document one final edit before submitting or sending it.
- ☐ ***DO NOT SEND ALL CAP MESSAGES.*** All capital letters means you are screaming at the person to whom you are writing. In an online class, this would be considered inappropriate behavior. If you wish to emphasize a point, underline it or put it in bold font.

- ***You must use capital letters when needed.*** The first letters of the first words of sentences must be capitalized, and “I” is capitalized when you use it as a pronoun, e.g. I need your help on problem 6, page 456, in the textbook.

### Equal Access:

#### Accessibility Services

located in Student Services provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

**Required Work and Grading:** All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. No Exceptions.

4 Essays: 100 points each	400 pts
5 Learn Posts: 20 points each	100 pts
8 Grammar Quizzes: 5 points each	40 pts
4 outlines	20 pts
4 creative assignments	40 pts
Final Grammar Exam	100 pts
Portfolio	400 pts
<b>Total Possible Points</b>	<b>1100 pts</b>
Possible Extra Credit	+30 pts

Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1100-1000 points); 89-80% = B (990-900 points); 79-73% = C (876- 770 points); 69-60% = D (760-649); and below = F. You need a “C” (73% or 770 points) to pass this course.

### Essays:

You are required to turn in 4 formal 3-4 page essays (not including the Works Cited page) essays assigned by me and written specifically for this class: an exemplification essay, a cause and effect essay, and an argumentation essay. Each essay requires at least one **credible** source to be incorporated in text and in the Works Cited page (**Wikipedia does not count**). Students may be dropped from the class for failure to turn in one of the major essays. I will provide instructions and rubrics for each assignment at the beginning of each new unit. Only students that receive a “D” or below on an essay have the option to revise. I will not accept revisions after two class periods. I cannot guarantee that this will improve the grade unless there are both major organizational, content, and surface revisions. The highest grade that a revised essay can receive is a “B.”

### Late Policy:

I will not accept essays more than two days after the assigned date. For each day the essay is late, the assignment will be marked down half a letter grade, so make sure to turn in your essays in a timely manner. If you know that you will not be in class on a due date, make arrangements to turn in your essay early.

**I will not accept essays via email. They must be turned in to me by hand or left in my box in the Academics office.**

**Learn Posts will not be accepted more than one week late.**

<b>Essay Grading Criteria:</b>
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**To earn an "A," (Excellent, Pass):**

This type of paper demonstrates a compelling, original, and thoughtful thesis that is supported by accurate details, examples, and explanations. The paper is easy to follow because it is clearly organized and has transitional markers. Paragraphs are unified and well supported. In addition, precise and lively word choices are combined into balanced, varied, and clear sentences. There are few, if any, deviations from standard usage, grammar, and mechanics, especially. The paper has very few sentence boundary errors, such as comma splices, runons, and fragments. This paper addresses the question asked clearly and imaginatively.

**To earn a "B," (Good, Pass):**

This paper is also strong, but it is less polished than the "A" paper based on the quality of the thesis, diction, or the sentence variety. However, the essay is still focused and interesting. Its organization is correct, but transitions are sometimes strained. While developed, the paper needs some additional support to explain points more fully. Paragraphs are typically unified. The paper is generally correct mechanically, though there may be problems with complex grammar and punctuation, such as apostrophes or subject/verb agreement. There are few, if any, sentence boundary errors: comma splices, runons, and fragments. The paper addresses the question well.

**To earn a "C," (Average, Pass):**

Although the paper contains good thought and interesting ideas, the essay's focus, while there, is not well written or maintained. The organization is acceptable, though some parts may be awry. The essay needs further development, but it contains a few well-placed examples or details. Some paragraphs are unified, but some need the focus of a strong topic sentence. Sentences in paragraphs may need organization. Though the paper contains few major errors, there are some mistakes in spelling, grammar, and punctuation. The paper contains some sentence boundary errors, such as comma splices, runons, and fragments, but overall reflects a strong understanding of sentence structure. The paper addresses the question.

**To earn a “D,” (Inadequate, Failing):**

This type of essay too often seems an unfocused exercise, even though there may be good ideas throughout. Usually, there is no thesis, but if there is one, it is too general to be effective. Some principle of organization is apparent, but the principle is not successfully followed or lacks consistency and coherence. Development is weak, and paragraphs are not unified and sometimes not used. Errors in spelling, grammar, and punctuation are frequent enough to distract and confuse the reader. Sentence level errors abound: too many comma splices, runons, or fragments exist. The paper often does not address the question asked.

**To earn an “F,” (Unacceptable, Failing):**

The essay seems a mechanical exercise without purpose or audience. There is no apparent principle or organization. Paragraphs do not exist. Development is weak, often indicated by a one-page essay. There are frequent sentence structure errors of the gravest sort. Sentences often do not make sense. Errors indicate failure to understand the basic grammar of the sentence. The paper does not address the question or is very hard to read.

**To earn a “0,” (Unacceptable, Failing):**

The "0" grade is distinguished from the “F” paper in that the student has not turned in any work to be graded. (Important: Portfolios are not accepted late.)

**Grammar Quizzes:**

Open-book grammar quizzes will be administered in class.

**Blackboard Learn:**

Students are responsible for posting responses to discussion questions/prompts that I have posted on our UNM Blackboard Learn site. These questions are designed to generate class discussion, promote further inquiry into our topics, and scaffold the higher stakes essays. Blackboard Learn posts are due before we meet as a class on the assigned due date; students may not turn in late posts.

**Writing Workshops and Peer Reviews:**

Built into our schedule are writing workshops intended to give you a jumpstart on your essays, as well as help you get used to constructively evaluating your peers’ work through brainstorming, questioning, group discussions, and other class exercises. To receive credit for a workshop, students must be present, actively participating, and producing work.

**Participation:**

Participation is mandatory in this course. Participation means actively participating in your education; just sitting in your seat and allowing everything to sink in (the “osmotic method”) is not actively participating. I strongly urge you to take notes in class. In addition, I ask you to complete drafts, assignments, quizzes readings, and collaborative projects.



### **Final Grammar Examination:**

During the second to last week of class, I will give a final comprehensive grammar examination over all of the grammatical and mechanical terms that we've covered throughout the semester. This grade counts as 10% of your final grade.

### **Portfolio:**

- ☐ The portfolio is a collection of your work.
- ☐ **STUDENTS MUST KEEP THE FIRST DRAFTS THAT THEY PRODUCE THROUGHOUT THE SEMESTER OF ESSAYS, WHICH CONTAIN INSTRUCTOR'S COMMENTS.** If they do not, their final portfolio grade will be adversely affected; part of the grade is based on revision abilities; panel graders look to see whether students have responded to instructor's internal and end comments and whether students have made substantial changes that improve the essay.
- ☐ Portfolios receive a pass/fail and a letter grade. A panel of instructors will determine the effectiveness of students' overall expository writing ability and readiness for English 120. Portfolios will be evaluated using the learning outcomes.

#### **Presentation of Portfolios**

- ☐ In the portfolio, students should staple the final and first drafts of the papers together; they should never use paper clips or dog-ear pages. They should place the final draft, the paper they want graded, on top. Underneath the final draft, they should place the first rough draft with instructor comments.
- ☐ For the final portfolio, students must present their essays (1<sup>st</sup> and final drafts) in a paper pocket folder.

#### **The final portfolio contains the following:**

- ☐ A cover letter addressed to the panel; the header should include your name, the instructor's name, course section and semester, and the average of all major essays submitted during the semester.
- ☐ Two original graded drafts of essays written during the semester, with a thorough revision of each essay.
- ☐ All final drafts must be typed and in MLA format. No handwritten essays will be accepted.

#### **Any portfolio that is incomplete, missing any of items listed above, will fail the panel evaluation:**

- ☐ Any portfolio that is plagiarized will fail the panel evaluation. Paraphrasing and quoting must be cited (parenthetical documentation), and Works Cited pages must be present when required. Instructors should note plagiarism in the first drafts so that students can revise properly.

□ Portfolio Returns:

Students may pick up Portfolios after examination week after I have indicated a specific date and time. Final essays will not be available until that time.

**Please Note: You need a "C," at least 73% to pass the course:**

A "C-" means that the student has failed the course and must retake the course

Some students may fail the course:

Coming to class, trying hard, and turning in work does not ensure a passing grade. Students must write at an acceptable level of competency, and if they do not, they fail. You must turn in all four writing assignments, take the grammar competency, and submit a Final Essay and Evaluation to pass the course. The panel of evaluators will determine if you have met this level of competency. If a student's Final Essays and Evaluations do not pass the panel evaluation, the student fails the course. To avoid failing, you must be able to, 1) identify purpose, 2) address audience, 3) choose the best genre for writing assignment, 4) read and analyze critically, 5) write good sentences, 6) use Standard English, and 7) follow directions. (See course objectives for full descriptions.)

Because a panel of instructors reads, evaluates, and passes or fails students' final essays and evaluations, it is rare that students' writing has been misevaluated. However, if a student wants to challenge his/her final grades, he/she must follow a set procedure for doing so. The student should start by reading about how to dispute a grade, which is in The University of New Mexico Student Handbook. Below is a BRIEF outline of some of the policies:

1. Discuss the grade concerns with your instructor of record first.
2. If you discuss the problem with your instructor and if the problem has not been solved, then you must discuss the problem with the English Program Coordinator.
3. A full outline of grade disputes can be found in the Student handbook.

Instructors and administrators do not handle final grade disputes until AFTER finals week and until AFTER grades have been posted in Banner. Instructors and administrators do not handling final grade disputes until AFTER finals week and until AFTER grades have been posted in Banner.

**IMPORTANT NOTE:** The Student Privacy Act, a federal statute called FERPA, strictly prohibits the instructor or administrators from talking to anyone but the student about his/her grades, progress, or work. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the **ONLY ONE** who may speak to the instructor regarding grades, work, or progress. In other words, a UNM VC instructor or administrator cannot speak to parents, relatives, or friends of the student about student grades,

Students can expect that a UNM VC instructor or administrator will follow guidelines set forth by FERPA. Students should know that the instructor and administrators,

- 1) **MUST** and **WILL** protect student privacy.

- 2) CANNOT and WILL NOT discuss a grade with or hand back assignments to a student's parents, friends, or relatives.
- 3) WILL NOT make any exceptions to this policy.

<b>Incompletes (I grade):</b>
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Students may earn an "I," or incomplete, which is neither a passing nor a failing grade. An "I" is assigned if students have completed all of the coursework, but due to some unforeseen emergency (the instructor may ask for documentation concerning the emergency), are unable to complete the Final Essay and Evaluation. Students must complete the work by the end of the following semester, or the University automatically converts the "I" to an "F."

**University of New Mexico, Valencia**  
**Composition III: Analysis and Argumentation**  
**Assignment Syllabus**

**Spring 2016**  
**English 120: 502/504**  
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**Dates 1/18/2016-5/13/2016**

**Instructor: Kristian Macaron**  
**Office Location: Academics**  
**E-mail: Kristianm@unm.edu**  
**Office Hours: M/W 12 pm-1 pm**

***This syllabus is subject to change.***

1. The assignment syllabus is a tentative schedule of assignments. Any changes will be announced in class.
2. Students who miss class must check the syllabus to ensure they are prepared for the next class period or email the instructor.
3. Students absent for more than 4 classes will be dropped from the class.
4. All assignments must be read by the date indicated and students are expected to bring the texts we are discussing for the day to class.
5. **LEARN POSTS are due one week after posted due date.**
6. **NO EMAILED ESSAYS will be accepted.**
7. **LATE Essays will be docked 5 points per day after due date.**
8. The following texts are required:
  - *The Pocket Style Manual, Sixth Edition*, Diana Hacker. ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3
  - ***Practical Argument, Short Second Edition, Kirzner & Mandell* ISBN: 978-1-319-01311-0**

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<b>Total Possible Points</b>	<b>1100 pts</b>
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Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1100-1000 points); 89-80% = B (990-900 points); 79-73% = C (876- 770 points); 69-60% = D (760-649); and below = F. You need a "C" (73% or 770 points) to pass this course.

## **Assignments:**

### **Week 1:**

M 1/18: Martin Luther King Jr. Day- NO CLASS

W 1/20: Course Introduction:

“Why I Write”

**\*Homework:** Read “Why I Write” by Elie Weisel and *Practical Analysis* Chapter 1 & 3

### **Week 2:**

M 1/25: Analysis of Argument

Visual Arguments- Chapter 3

Personal Essay Assigned

**\*Homework:** Read *Practical Argument* Chapter 4 and complete **Learn Post #1**

W 1/27: NO CLASS

COMPLETE Learn Post #1 and “Why I\_\_” Personal Essay Assignment

### **Week 3:**

M 2/4: Strategies of Rhetoric- Ethos, Pathos and Logos

Deconstructing arguments by rhetorical analysis

Quiz #1

**\*Homework:** Read *Practical Argument* Chapter 5

W 2/6: Logos and Fallacies

In-class writing

Fragments: Quiz #2

**\*Homework:** Read *Practical Argument* Chapter 12-13

### **Week 4: Essay #1 Assigned**

M 2/8: Definition Arguments

Use of Definition

In-class analysis

**\*Homework:** Read *Practical Argument* Chapter 8: Sources

W 2/10: Causal Arguments

How Cause relates to culture

In-class analysis

**\*Homework:** **Learn Post #2**

### **Week 5: Computer Lab**

M 2/15: Sources and Citations

Outlines

**\*Homework:** Read TBD, Source Assignment and Detailed Outline

W 2/17: Writing Lab

Rough Drafts

Quiz #3

\*Homework: Draft for Peer Review-print **3** copies

**Week 6:**

M 2/22: Peer Review

\*Homework: FINAL DRAFT OF ESSAY #1

W 2/24: **Essay #1 DUE**

In-class Creative Analysis

Quiz #4

\*Homework: Read *Practical Argument* Chapter 6 & 14

**Week 7:**

M 2/29: Evaluation Arguments

In-Class evaluation

\*Homework: Read *TBD Learn Post #3*

W 3/2: Sources and Outline

Logical patterns

Quiz #5

\*Homework: Thesis, Sources, and Outline

**Week 8: Computer Lab**

M 3/7: Writing Lab

\*Homework: Rough Draft-**3** copies for peer review

W 3/9: Peer Review

\*Homework: **FINAL DRAFT OF ESSAY #2**

***Spring Break: March 14-18***

**Week 9:**

M 3/20: **Essay #2 Evaluation Due**

In-class Creative Analysis: Barthelme

Quiz #6

\*Homework: Read *Practical Arguments* Chapter 15

W 3/22: Proposal Arguments & Predicting outcomes

Essay #3 Assigned: Recommendations and Solutions with a New Mexico Focus

\*Homework: **Learn Post #4**

**Week 10: Computer Lab**

M 3/28: Proposal Sources and Outline

Quiz #7

\*Homework: Outline/Rough Draft-**3** copies for Peer Review

W 3/30: NO CLASS

**Week 11:**

M 4/4: Peer Review

\*Homework: **FINAL DRAFT OF ESSAY**

W 4/6: **Essay #3 Proposal DUE**

In-class Creative analysis

Quiz #8

\*Homework: Read *Practical Arguments* Chapter 17

**Week 12:**

M 4/11: Ethical Arguments

Ethos meets Logos

\*Homework: **Learn Post #5**

W 4/13: Computer Lab

Quiz #9

Sources and Outline

\*Homework: Thesis, Sources, and Outline

**Week 13: Computer Lab**

M 4/18: Writing Lab

Rough Draft

\*Homework: Rough Draft- bring **2** copies for Peer Review

W 4/20: Peer Review

\*Homework: **FINAL DRAFT OF ESSAY #4**

**Week 14: Computer Lab**

M 4/25 **Essay #4 Ethics Due**

**PORTFOLIO REVIEW: Please do not miss this class**

**GRAMMAR REVIEW**

W 4/27: **GRAMMAR FINAL**

**Week 15: Computer Lab**

M 5/2: Portfolio Workshop

W 5/4: Portfolio Workshop

**PORTFOLIO DUE by 5 PM**