

# ENGL 1B: Principles of Composition II

**Instructor:**

Brianna Kuhn

**Term:**

Fall 2017

**Class Meets:**

Online

**Email:**

[bkuhn@saddleback.edu](mailto:bkuhn@saddleback.edu)

**Section Number:**

12490

**Units: 3****Course Website:**

<https://canvas.saddleback.edu/login/ldap>

Important Deadlines:	
Add:	9/4
Drop w/ Refund:	9/4
Drop w/out "W":	9/4
Withdrawal:	11/3
Pass/No Pass:	9/25

**Course Overview:**

Welcome to English 1B! This semester, we will look deeply at the work by Chimamanda Ngozi Adichie, a Nigerian woman who speaks about “The Danger of a Single Story.” She argues that forming single stories of people and places “robs people of dignity.” In our course, we will listen to her Ted Talk and use her arguments as a foundation as we progress through our essays and assignments. We will examine our preconceived notions of other people, different places, varying ideologies, and even ourselves. This form of introspection can lead to spacious thinking and to formulating new worldviews, and I am very much looking forward to hearing everyone’s insights as we progress through our course.

“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.” —Adichie

Students will study the elements and principles of composition through the practice of writing narrative and expository essays and a research paper. Utilizing word processing, revision is stressed as a means of achieving effective skills in writing. Assigned readings stimulate critical thinking and effective writing. Emphasis is on using outside sources and documenting them according to MLA format.

## How to Succeed in English 1B:

We are responsible for your success in English 1B! I am your ally. This is an online English course, and yes, it is challenging; however, I am always available over email to answer any questions you have no matter how small. My class is meant to be a collaborative learning environment in which students and instructor work as a team to create the most rewarding college writing experience.

I have carefully designed reading and writing assignments, assuming that you will spend from eight to twelve hours studying and completing assignments. Thus, if you are prepared to commit 8 to 12 hours every week for this course, you will succeed in achieving your course goals.

### Tips for success:

- ✚ Complete all reading and writing assignments on time
- ✚ Annotate the readings to ensure comprehension
- ✚ Enthusiastically participate in online class discussion
- ✚ Start your writing assignments early: create an outline, a thesis (if necessary), compile any sources thoughtfully, and leave time to thoroughly edit
- ✚ Listen to your classmates and build off of their insights
- ✚ Take advantage of the revision policy!
- ✚ The Disability Support Programs & Services Department can help make sure that you are receiving proper accommodations for this class.
- ✚ Contact me if you need help accessing any resources on campus, and I can point you to the most appropriate resource.
- ✚ Never attack another person's input; if you disagree, say so respectfully and share why

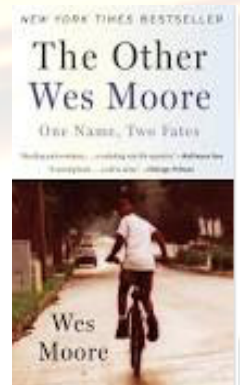


### Required Text:

- ✚ *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings, 11<sup>th</sup> Edition.* ISBN: 978-1319035471
- ✚ *Hidden Figures* film: rental links provided in unit 3
- ✚ *The Other Wes Moore*

### Course Materials:

- ✚ A college-level dictionary
- ✚ Flash drive or other storage device to save your work



### Prerequisite:

Completion of English 1A with a grade of C or better.

## **Topics Covered**

1. Select and focus a topic for extended essay development
2. Organize a longer piece of writing
3. Use rhetorical devices to clarify and substantiate positions taken
4. Write within an argumentative context
  - a. Distinguish between fact/opinion
  - b. Reason inductively and/or deductively
  - c. Draw inferences
  - d. Recognize fallacies
  - e. Identify premises/conclusions
  - f. Evaluate claims and arguments for validity
  - g. Evaluate authority
  - h. Develop paragraph sequences, focusing on topic sentences, supporting data, and evaluations
5. Analyze voice and style
6. Produce a sophisticated writing style based on rhetorical devices
7. Discover varieties of research techniques and sources
8. Document research within current MLA guidelines
9. Apply prewriting techniques for extended essay development
10. Peer edit essays, focusing on audience, context, tone, style, and mechanics

## **Learning Objectives**

### **Students participating in this class will:**

1. Compose essays of at least 1,000 words that are structurally and logically sound and free from punctuation and mechanics errors.
2. Compose a research paper of at least 2,500 words that follows standard MLA format, is structurally and logically sound, and is free from punctuation and mechanics errors.
3. Compose essays maintaining a formal, academic tone.
4. Select an adequate topic for an extended, academic research paper.
5. Employ rhetorical devices and strategies in one's own writing successfully.
6. Use deductive and inductive reasoning.
7. Use research that is appropriate and adequate to support one's claims in written assignments.
8. Select an appropriate prewriting activity to choose and narrow a topic.
9. Evaluate the logic of and rhetorical devices used in the arguments of others.
10. Evaluate the central idea, and support provided for that idea, in the writings of others.
11. Distinguish factual statements from judgmental statements and knowledge from opinion.
12. Evaluate claims and arguments for validity and reliability.
13. Appraise the work of peers based on a rubric or set of specified criteria.



## Saddleback College English Composition Department Student Learning Outcomes

Out-of-Class: English 1B students will write an essay of 2,500+ words, which demonstrates the following outcomes.

1. **Controlling Idea:** The essay has a specific, research-based, arguable, and complex thesis.
2. **Development:** The essay is 2,500+ words long and uses research-based evidence and analysis to support an argument.
3. **Sentences/Style:** The essay applies a variety of sentence structures within a formal academic style.
4. **MLA Formatting:** The essay integrates appropriate MLA standards to the following (8) items: heading, running header, fonts, spacing, indentation, works cited page, in-text citations, and correct use of block quotes (if used), with minor errors.
5. **Informational Literacy:** The research demonstrates information competency in these three items: locating, interpreting, and evaluating appropriate sources.

### Course & Study Preparation:

Watching all the videos posted for lectures, PowerPoints, and instructions, and also completing all the online discussion boards, journals, and quizzes will help to ensure your success in our course. I encourage you to enthusiastically engage in discussion and classroom activities; doing so will not only help to comprehend the material but also grow as a critical thinker and skilled communicator.

Here is a helpful link to get you familiar with using Canvas for this course: [Canvas Overview](#).

### COURSE ORGANIZATION:

Our course will be divided into weekly modules. Each module will contain all the lecture materials, handouts, videos, assignments (including discussion boards, peer reviews, and quizzes), and submission links for the week. Each folder will become available the day the previous folder's assignments are due. Because we want to simulate the pace of a typical classroom, we will all work at the same pace, completing one folder at a time. Each week, we have TWO deadlines: we will complete **all assignments each SUNDAY** with the exception of **responses to your peers' discussion boards**, which are due on **MONDAYS**. This will allow you to creatively and insightfully respond to your peers' work after everyone has had the opportunity to post.

## **COURSE ACTIVITIES AND ASSESSMENT METHODS:**

**Essays:** There will be four (4) typed, titled, double-spaced essays; these essays will range in length from three to twelve (3-12) pages that adhere to a highly-structured model that is defined in the textbook and/or class handouts. The topics of each essay will deal in some way with our course theme “The Danger of a Single Story.” Essay 4 will be a research paper which will involve using library and computer resources and basic research methods to help you produce a solid argumentative paper. There will be assignments designed to assist you to prepare a good research paper using to MLA format. Specific criteria for each essay will be given along with the prompt. Please watch this video on [Submitting an Assignment](#) through Canvas.

**Homework:** Throughout the semester, we will have reading responses on our public discussion board forums. These should be completed in the order in which they are encountered in the modules, as the assignments will build on one another to guide you through the unit and ultimately aid in completing the essay assignments. Helpful links: [Discussion Boards](#)

### [Assignments Overview](#)

#### **Discussion Board Rubric:**

Criteria	Ratings			Pts
Addresses all aspects of the prompt <a href="#">view longer description</a>	Strong 10.0 pts	Satisfactory 8.0 pts	Needs Improvement 6.0 pts	10.0 pts
Meets all word requirements <a href="#">view longer description</a>	Strong 2.0 pts	Satisfactory 1.0 pts	Needs Improvement 0.0 pts	
Peer responses <a href="#">view longer description</a>	2 Strong Peer Responses 10.0 pts		1 Peer Response 5.0 pts	10.0 pts
Grammar <a href="#">view longer description</a>	Strong 3.0 pts		Needs Improvement 1.0 pts	
Total Points: 25.0				

**Quizzes:** I will give short quizzes this semester on the syllabus, grammar concepts, and textbook readings. These will assess your comprehension of the readings and course concepts. The questions are not meant to trick you! If you need help learning how to complete an online quiz, please read [Taking a Quiz in Canvas](#).

**Response Papers:** This semester, we will be reading *The Other Wes Moore*. Each week during the first half of the semester, you will read one chapter of the novel. Then, you will have response papers due 9/17 and 10/15. I encourage you to take notes and do some writing

every week while you are reading, so you don't complete the response paper all at once the day it is due. Response papers will include a **BRIEF** summary (**no more than 2 paragraphs total**) of the assigned chapters and a personal reflection on the events in the chapters. You will discuss how the events relate to our course theme "The Danger of a Single Story" as well as make connections between the two Wes' narratives and your own personal experiences. The response papers are to be 2-3 pages double spaced and **MUST** include a minimum of **ONE** quotation **PER ASSIGNED CHAPTER** to receive full credit. The grading rubric can be found on Canvas.

**Rough Drafts:** The rough drafts of your essays will be due one week before the final drafts. The rough drafts are to be COMPLETE, polished drafts. The idea is that you will gain constructive feedback from your peers to fine-tune your essays for the following week. Rough drafts **MUST** meet the minimum page requirement outlined on the essay prompt to receive full credit. The goal is to only have about an hour of work left to finish your final drafts after you receive your peer feedback. For the 2 peer reviews, you will fill out an electronic rubric and comment on their essays. Watch this video on [Completing Peer Reviews on Canvas](#).

**Revisions:** One of the three essays of your choice (Essay 1, 2, or 3), not including the research paper can be submitted for re-grading. This optional revision is to be turned in no later than the last regular day of class, December 16<sup>th</sup>. Because revision means to "see again," you must have originally submitted the essay for grading in order to be eligible to revise any given essay. The revision assignment is a way to earn more points toward your final course grade: the revised essay score will **REPLACE** the original score. Also, revision is a valuable tool in creating more polished writers. A late paper **IS** eligible for revision.

**Participation:** This is a discussion-based class; therefore, take advantage of vigorously participating in our course! The more you share and respond to your peers, the more you will take away from this course. You will be asked to submit your reactions to our texts and respond to your peers' ideas.

## **POLICIES:**

### **Netiquette Guidelines:**

Respectful behavior is expected of you in our online learning environment. Please read the Netiquette Guidelines available at the following link:

<http://www.sdccdonline.net/students/resources/NetiquetteGuidelines.pdf>

**E-mail:** I will respond to emails as quickly as possible, usually within 24 hours. If you do not hear from me within 24 hours, please email me again. I NEVER IGNORE STUDENT EMAILS. Because I frequently check emails, I do ask in return that **when you do email me, please be respectful and professional. Address me before beginning your message, edit your email for grammar errors, and please sign your name. Also, please include our course section number (listed on page 1 of the syllabus) in the subject line of**



**your email, as I am teaching more than one section this semester.** This will allow me to stay organized and respond to you in the most effective manner. Watch this video on [Communicating in Canvas](#) to learn how to communicate with me and your peers through Canvas.

**Attendance:** Since our class is online, I must drop you if you fail to log in or participate in the course after one week's time. This is not to punish you. Instead, I check attendance regularly to ensure that those students who stop attending receive a "W" instead of an "F" on their transcript if this happens before the Withdrawal deadline.

**Late/Missing Assignments:** ONE paper can be turned in up to a week late without having to tell me; I will keep track of who is turning in late work. There will be no grade penalty for this one late paper. However, if you fail to submit it within the seven-day window, the score will become a zero. A late paper must be submitted through Canvas, and must be turned in within 7 days from the original deadline (ex. If a paper was due on SUNDAY the 10<sup>th</sup>, your late paper would be due by SUNDAY the 17<sup>th</sup>). Additionally, if you turn in a second late paper, it will be subject to a one-letter-grade deduction for every day it is late. Papers submitted late will be graded last. The final exam and final paper do not qualify for the late paper option, as they are due on the last day of our class. Late papers are also eligible for revision (see Revision policy on page 5).

**Turnitin:** You will be required to submit your written work through Canvas Turnitin due to campus-wide concern over plagiarism. Your work will be entered into a nationwide database and compared to that database. I will receive a report for each submission indicating percent and source of duplicate material. Be sure you agree to the Turnitin Policy outlined on the Essay submission page. You will earn points for submitting.

I reserve the right to give a grade of O or F or to require a proctored rewrite if I feel that a **paper: appears to be the product of too much outside help; does not reflect your abilities; or conveys a voice and style that do not match the voice and style used in discussions, drafts, emails and other writing done in class. (Furthermore, assignments may be required to be submitted to [Turnitin.com](#) in order to detect possible plagiarism.)**

### **Academic Integrity Statement from the Saddleback College Student Handbook**

Plagiarism involves the misrepresentation of someone else's words, ideas or data as one's original work, including, but not limited to, the following:

- Intentionally representing as one's own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, or evidence of another.

- Taking sole credit for ideas and/or written work that resulted from a collaboration with others.
- Paraphrasing or quoting material without citing the source.
- Submitting as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., from Paper Mills or other internet-derived products).
- Sharing computer files and programs or written papers and then submitting individual copies of the results as one's own individual work.
- Submitting substantially the same material in more than one course without prior authorization from each instructor involved.
- Modifying another's work and representing it as one's own work.

Your own commitment to learning requires you to be honest in all your academic course work. Faculty members are required to report all infractions to Student Services, wherein a range of disciplinary measures may take place, including receiving an F for a plagiarized assignment, and possibly an F in the course and expulsion from the college. The complete policy on academic integrity can be found at:

<http://www.saddleback.edu/media/pdf/handbook.pdf>.

## **RESOURCES FOR SUCCESS:**

### **Students with Disabilities:**

If you have a verified learning disability, it is your responsibility to bring me a copy of your Saddleback College Special Services Educational Accommodations form and/or a Special Services Test Proctoring Guidelines form, either of which will indicate the accommodations you are given. (This is usually accompanied by an authorization for academic adjustments/accommodations form which I initial and keep, returning to you the yellow carbon copy on the bottom.)

If you feel that you might have a disability-related educational limitation, contact the main Special Services office (DSPS) at SSC 113, Mondays—Thursdays 8:00 am – 4:30 pm; Fridays, 8:00 am – 12:00 pm.

**Phone:** (949) 582-4885, **TTD:** (949) 582-4833, **Fax:** (949) 347-1526

<http://www.saddleback.edu/dsps/>

I have made every effort to make this course accessible to all students, including students with disabilities. If you encounter a problem accessing anything in this course, please contact me immediately. Students with disabilities should email me and also contact the college's Disabled Students Programs and Services (DSPS) office.



### Supplemental Courses:

- Students who would like ongoing, individualized help with grammar, sentence structure, punctuation and the writing process should enroll in **ENG 210**, which meets in the **Writing Center, LRC 210**. This half-unit **credit/no-credit** lab is open entry/open exit. You may come whenever the Writing Center is open; there are no scheduled class meetings. Twenty-four hours of attendance are required for credit.
- Students who need **help with study skills** (reading and annotating textbooks efficiently, interpreting writing assignments, using time management, etc.) should enroll in **ENG 333, Reading Skills Lab**, located in **LRC 215**. This half-unit **pass/no-pass** lab is open entry/open exit. You may come whenever the Reading Lab is open; there are no scheduled class meetings. Twenty-four hours of attendance are required for credit.
- Non-native English speakers who need support with grammar or mechanics are encouraged to enroll in **ESL 347, Advanced Grammar Review**. This o-unit course begins the advanced ESL grammar sequence and emphasizes a rapid review of English verb system. Not open-entry/open-exit.

### Tutoring:

All students are encouraged to use the **Learning Resource Center (LRC 212)**, for one-on-one tutoring. Please make an appointment (in person) with an English tutor for help with writing assignments. Tutoring is free of charge. More information is below:

- **Location:** LRC 212 (second floor of the LRC building)
- **Phone:** 949.582.4519
- **Email:** [sctutoring@saddleback.edu](mailto:sctutoring@saddleback.edu)
- **Website:** <http://www.saddleback.edu/tutoring/>

**GRADES:**

Essays (3 @ 100 points each)	300
Multiple Perspectives Research Paper w/Outline	225
Discussion Boards (11 @ 25 points each)	275
Quizzes (10 total @ 20 points each)	200
Rough Drafts and Peer Reviews (3 @ 50 points each)	150
TOWM Response Papers (2 @ 50 points each)	100
	1250

**GRADING RUBRIC:**

<u>Letter Grade</u>	<u>Percentage</u>
A	90.0-100%
B	80.0-89.9%
C	70.0-79.9%
D	60.0-69.9%
F	0-59.9%

If you need help accessing your grades, please watch the video on [Checking your Grades in Canvas.](#)

## My Teaching Philosophy:

The main purpose of teaching, for me, is to hear as many student voices as possible. I work to foster a safe and welcoming learning environment, both online and in the traditional classroom. I choose topics that actively engage students in critical thinking that goes beyond traditional learning concepts. My courses are purposefully designed to promote spacious thinking and empathy for those who may differ from us. To me, this is how I continue to grow as an instructor: I listen to my colleagues, my advisors, and most importantly, my students. I continue to learn about different ideologies that challenge my own because it is my strong belief that encountering otherness broadens our scope of the world and our tolerance and acceptance of other people. I do hope you enjoy our course together, and I very much look forward to getting to know each of you as scholars and as individuals.

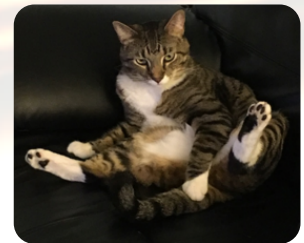
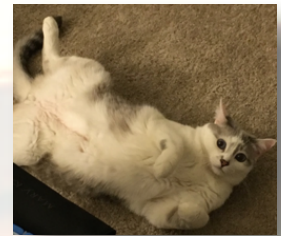


## A Bit about Me:



I am a real human being! I live in La Mesa with my two cats and my boyfriend. We enjoy watching sports (mainly football and basketball) and trying new restaurants together (if you have suggestions, please email me!). Personally, I love to take indoor cycling and yoga classes, and I play on a coed softball team in Chula Vista. I have been playing on the same team for close to four years now. I received my BA in English at Cal Poly, San Luis Obispo and then earned an MA in English from SDSU. I have been adjuncting

at Saddleback for two years, and I also teach at Mesa, Cuyamaca, and SDSU. I have become highly invested in student equity and helping students move through the English sequence and graduate with their desired degree or certificate.





## Assignments for this Course

- ✚ Students will write **4 formal essays**, increasing in length from 4 pages to 8-12 pages, (totaling a minimum of 6,000 words).
- ✚ This page length is geared specifically to the use of Times New Roman, 12-point font and standard MLA formatting.
- ✚ Three typed pages with these guidelines are the equivalent of about 1,000 words.

Assignment	Description	Due Date
Essay #1 Rhetorical Analysis	4-6 pages	Rough Draft Due.....9/10 Final draft Due.....9/17
<i>The Other Wes Moore</i> Response Paper CH 1-4	2-3 pages (at least one quote per chapter)	Due.....9/17
Essay #2 Arguing a Position	4-6 pages (incorporating 3+ sources)	Rough Draft Due.....10/8 Final draft Due.....10/15
<i>The Other Wes Moore</i> Response Paper CH 5-8	2-3 pages (at least one quote per chapter)	Due.....10/15
Essay #3 Arguing a Position	4-6 pages (incorporating 3+ sources)	Rough Draft Due.....11/5 Final draft Due.....11/12
Essay #4 Argumentative Research Paper	8-12 pages (incorporating 8+ sources)	Research Outline Due.....12/10 Final draft Due.....12/16

## Weekly Assignments:

Each column contains the materials/videos, readings, activities, and essays due for each deadline. If there are page numbers listed after a reading, the reading can be found in our textbook. If the reading is on Canvas, it will say "Link on Canvas." *TOWM* refers to our novel *The Other Wes Moore*. Assignments are DUE the day they are listed. Watch this video to learn how to [Use the Calendar in Canvas](#).

**UNIT 1:** Rhetorical Analysis

**WEEKS:** 1-4

	SUN: <u>8/27</u>	SUN: <u>9/3</u>	SUN <u>9/10</u>	SUN: <u>9/17</u>
MATERIALS/ VIDEOS	<ul style="list-style-type: none"> <li>Watch Welcome Video</li> <li>Watch Adichie Ted Talk</li> </ul>	<ul style="list-style-type: none"> <li>Review Essay 1 Materials: Prompt, Prompt Video, Outline Template, Sample Essays</li> <li>Watch Rhetorical Strategies Lecture</li> </ul>		<ul style="list-style-type: none"> <li>Review comma splices, run-ons, and fragments PowerPoints</li> </ul>
READING	<ul style="list-style-type: none"> <li>Review Adichie Transcript</li> </ul>	<ul style="list-style-type: none"> <li><b><i>TOWM</i> CH 1-2</b></li> </ul>	<ul style="list-style-type: none"> <li>Chapter 2 (35-61)</li> <li>Chapter 5 (181-220)</li> <li><b><i>TOWM</i> CH 3</b></li> </ul>	<ul style="list-style-type: none"> <li><b><i>TOWM</i> CH 4</b></li> </ul>
ACTIVITIES	<ul style="list-style-type: none"> <li>Course Expectations Responses and DB #1</li> <li>Adichie Ted Talk DB #2</li> <li>Syllabus Quiz #1</li> </ul>	<ul style="list-style-type: none"> <li>Advertising DB #3</li> </ul>	<ul style="list-style-type: none"> <li>Quiz #2: CH 2</li> <li>Quiz #3: CH 5</li> </ul>	<ul style="list-style-type: none"> <li>Quiz #4: Comma Splices, Run-ons, and Fragments</li> <li><b><i>TOWM</i> CH 1-4 Response Paper due</b></li> </ul>
ESSAY			<ul style="list-style-type: none"> <li><b>Rough Draft of Essay 1 Due, 2 peer reviews due</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Essay 1 Due to Canvas by 11:59pm</b></li> </ul>

## Weekly Assignments

Argumentation:  
**UNIT 2:** Cultural Expectations      **WEEKS:** 5-8

	SUN: <u>9/24</u>	SUN: <u>10/1</u>	SUN: <u>10/8</u>	SUN: <u>10/15</u>
MATERIALS/ VIDEOS	<ul style="list-style-type: none"> <li>Review Essay 2 Materials: Prompt, Prompt Video, Outline Template, Sample Essays</li> </ul>		<ul style="list-style-type: none"> <li>Watch Argumentation Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Review Apostrophes Handout</li> </ul>
READING	<ul style="list-style-type: none"> <li>Horace Miner, "Body Ritual among the Nacirema" (Link on Canvas)</li> <li>Chapter 4: Thinking about Images as Arguments (139-178)</li> <li>Read Humans of NY Refugee stories</li> <li><b>TOWM CH 5</b></li> </ul>	<ul style="list-style-type: none"> <li>Chapter 6: Developing an Argument of your Own (221-260)</li> <li>Anna Lisa Raya, "It's Hard Enough Being Me" (122-124)</li> <li>Takaki, "The Harmful Myth of Asian Superiority" (124-125)</li> <li><b>TOWM CH 6</b></li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7: Using Sources (261-322)</li> <li><b>TOWM CH 7</b></li> </ul>	<ul style="list-style-type: none"> <li><b>TOWM CH 8</b> (finish before midterm Friday @9am)</li> </ul>
ACTIVITIES	<ul style="list-style-type: none"> <li>Humans of New York/Miner DB #4</li> <li>Quiz #5: CH 4</li> </ul>	<ul style="list-style-type: none"> <li>Raya/Takaki DB #5</li> <li>Quiz #6: CH 6</li> </ul>	<ul style="list-style-type: none"> <li>Quiz #7: CH 7</li> </ul>	<ul style="list-style-type: none"> <li>Quiz #8: Apostrophes</li> <li><b>TOWM CH 5-8 Response Paper due</b></li> </ul>
ESSAY			<ul style="list-style-type: none"> <li><b>Rough Draft of Essay 2 Due, 2 peer reviews due</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Essay 2 Due to Canvas by 11:59pm</b></li> </ul>



## Weekly Assignments

**UNIT 3:** Argumentation: Women    **WEEKS:** 9-12

	SUN: <u>10/22</u>	SUN: <u>10/29</u>	SUN: <u>11/5</u>	SUN: <u>11/12</u>
MATERIALS/ VIDEOS	<ul style="list-style-type: none"> <li>Review Essay 3 Materials: Prompt, Prompt Video, Outline Template, Sample Essays</li> </ul>		<ul style="list-style-type: none"> <li>Watch <i>Hidden Figures</i> film (Rental Links provided on Canvas)</li> </ul>	
READING	<ul style="list-style-type: none"> <li>Chapter 11: A Literary Critic's View: Arguing about Literature (384-408)</li> <li>Elizabeth Cady Stanton, "Declaration of Sentiments and Resolutions" (655)</li> </ul>	<ul style="list-style-type: none"> <li>Susan Glaspell, <i>Trifles</i> (718)</li> <li>Cisneros (Link on Canvas)</li> <li>Judy Brady, "I Want a Wife" (754)</li> </ul>		
ACTIVITIES	<ul style="list-style-type: none"> <li>Reading Responses DB #6</li> <li>Quiz #9: CH 11</li> </ul>	<ul style="list-style-type: none"> <li>Reading Responses DB #7</li> </ul>	<ul style="list-style-type: none"> <li>Film Response DB #8</li> </ul>	
ESSAY			<ul style="list-style-type: none"> <li><b>Rough Draft of Essay 3 Due, 2 peer reviews due</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Essay 3 Due to Canvas by 11:59pm</b></li> </ul>

Argumentation: Multiple Perspectives—Education, Humanities, and STEM

**UNIT 4:**

**WEEKS:** 13-17

**SUN:** 11/19

**SUN:** 11/20-12/3

**SUN:** 12/10

**SAT:** 12/16

MATERIALS/ VIDEOS	<ul style="list-style-type: none"> <li>Review Essay 4 Materials: Prompt, Prompt Video, Outline Template, Sample Essays</li> <li>Watch library research video</li> </ul>	<ul style="list-style-type: none"> <li>Watch “This Is Water” (Link on Canvas)—pairs with David Wallace Reading in Textbook</li> <li>Watch Malala Interview (Link on Canvas)</li> </ul>		
	<ul style="list-style-type: none"> <li>Ch 12: A Debater’s View: Individual Oral Presentations and Debate (409-416)</li> <li>Deblanco, “3 Reasons College Still Matters” (463)</li> <li>Rotella, “No, it Doesn’t Matter What you Majored in” (467)</li> <li>Conard, “We Don’t Need More Humanities Majors” (469)</li> <li>Madsbjerg/Rasmussen, “We Need More Humanities Majors” (471)</li> </ul>	<ul style="list-style-type: none"> <li>Scott Samuelson, “Why I Teach Plato to Plumbers” (474)</li> <li>Mark Slouka, “Mathandscience” (477)</li> <li>David Wallace, “Commencement Address, Kenyon College” (480)</li> </ul>		
	<ul style="list-style-type: none"> <li>Reading Responses DB #9</li> <li>Quiz #10: CH 12</li> </ul>	<ul style="list-style-type: none"> <li>Reading Responses DB #10</li> <li>Multiple Perspectives/Malala DB #11</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Class Expectations from first week: DB XC</li> <li><b>Research Outline Due</b></li> </ul>	
				<ul style="list-style-type: none"> <li><b>Essay 4 Due to Canvas by 11:59pm</b></li> <li>Optional Revision of Essay 1, 2, or 3 due to Canvas by 11:59pm</li> </ul>

