

the **ARGUMENT** *as a rhetorical form*

5 credits. FALL Quarter 2016. Universal Design Learning (UDL) sections.
English 102-5 (#1085) 9:30-10:20 and English 102-10 (#4437) 12:30-1:20 .

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Office Hours: M 1:30-3:00, T 2:30-3:00, WF 1:30-2:15 preferably by appointment

NOTE: This is a specialized English 102 section: you will write Western-style rhetorical arguments about Chinese visual and rhetorical arguments, from the government's and from anti-government protestors' perspectives.

REQUIRED TEXTS & MATERIALS

Sway, Ori Brofman and Rom Brofman

Journal readings as announced

Access to *A Writer's Reference* (7th Ed.), Diana Hacker (current edition on Reserve; older editions may be checked out)

A *paper* folder with *pockets* (used folder is okay; avoid plastic, please)

Use of a computer and a printer (available at the Information Commons in Bldg. 16 or the in the library in Bldg. 7)

Access to computer, printer, dictionary, and thesaurus: computers available in Bldg. 16 Information Commons & Library

COURSE DESCRIPTION

The application and further development of writing principles covered in ENGL&-101. ENGL&-102 is a composition course designed to develop the student's ability to write sound and cogent arguments in several academic disciplines. Course work focuses on strategies for developing convincing evidence, with emphasis on critical thinking and library research skills. This course may not be taken "S/U." Prerequisite: ENGL&101 grade of "C" or higher.

SPECIAL NEEDS

All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific auxiliary aids or services due to a disability, please contact Access Services in Building 7 (566-5316). You must present the office with formal, written documentation of your disability from an appropriate professional. Then, give me the documentation prepared by Access Services so that I can make appropriate arrangements *before* they are needed.

MATURE THEMES

For the purpose of intellectual inquiry, readings & discussions may include mature, sensitive, or controversial issues. If this makes you uncomfortable, this course may be unsuitable for you.

DEGREE-LEARNING OUTCOMES (DLO)

Upon successful completion of the degree, the student will be able to do the following:

1. **Core of Knowledge (COK).** Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences; or, as applicable, specific professional/technical programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic and personal endeavors.
2. **Communication (COM).** Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
3. **Critical Thinking and Problem Solving (CRT).** Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.
4. **Information and Information Technology (IIT).** Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.
5. **Living and Working Cooperatively / Respecting Differences (LWC).** Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.
6. **Responsibility & Ethics (RES).** Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

PROGRAM-LEARNING OUTCOMES (PLO)

Upon successful completion of English&-101, students will have these skills, which will be furthered in English&-102:

1. Craft, develop, and support a specific, debatable thesis. (COM, CRT)
2. Draft and refine a well-organized essay, speech, or other forms of communication appropriate to context and audience. (COM, CRT)
3. Read critically and research effectively to support thesis. (CRT, IIT)
4. Use appropriate writing and/or communication strategies, standard grammar, and academic documentation conventions. (COM)
5. Demonstrate ethical standards in all phases of the writing and/or communication process to include using collaboration within academically appropriate guidelines. (RES, LWC)

COURSE-LEARNING OUTCOMES (CLO)

1. Develop further proficiency in English 101 skills. **PLO: 1,2,3,4,5**
2. Analyze and evaluate the skeleton of an argument—proposition, main issues, and supporting evidence. **PLO: 3**
3. Recognize and assess audience profiles for arguments. **PLO: 3**
4. Recognize and assess the writer's commitment to issues and test whether such attachment has a rational basis. **PLO: 3, 4**
5. Assess the evidence provided for an argument—its factual strength, authoritative support, logical validity, relevance to the proposition, etc. **PLO: 3, 4**
6. Detect and evaluate non-argumentative persuasive techniques—rhetorical devices such as irony, satire, anecdotal evidence, flatter and analogies, and logical fallacies—used to sway readers' emotions. **PLO: 3, 4**
7. Use library research skills in electronic, print, and other sources to gather support for arguments. **PLO: 4**
8. Recognize that different academic disciplines may rely on different kinds of arguments and assess what types of argument and evidence are appropriate for different fields of knowledge. **PLO: 3**
9. Write arguments appropriate to audience, occasion and discipline. **PLO: 4**
10. Participate in collaborative projects. **PLO: 5**

INSTRUCTIONAL METHODS

Lectures, discussions, small group activities, research exercises, writing exercises, essay assignments, and exams

MINIMAL COURSE REQUIREMENTS

To succeed in this class, you are required to complete the minimum (see Page 5 & attached Variable Grading Menu):

- (1) Timely attend class;
- (2) Timely read *for meaning* all assignments (follow syllabus calendar);
- (3) Check **TCC e-mail daily Monday-Friday** for class announcements and handouts;
- (4) Use the Variable Grading Menu or the One-Track and complete assignments as directed (see end of syllabus);
- (5) Actively participate in class activities and discussions; and
- (6) Practice civility in the classroom.

CANVAS

Please check your Canvas Account daily M-F; I'll do the same. Email is the best way to contact me. Computers are available in the library (Bldg. 7) and the Information Commons (Bldg. 16). I will post announcements, supplemental required readings, and other documents on Canvas. **NOTE: I generally do not check messages on weekends.**

ACADEMIC DISHONESTY

TCC Students are expected to be honest and forthright in their academic endeavors. Academic dishonesty is inconsistent with the values and mission of Tacoma Community College. Cheating, plagiarism, and other forms of academic dishonesty are violations of the Code of Student Conduct: <http://www.tacomacc.edu/catalog/15-16catalog/academic-dishonesty.htm>.

Consequences for academic dishonesty are as follows: failure in the course and initiation of academic sanctions.

WITHDRAWALS or INCOMPLETIONS

September 30th is the last day to drop with no grade reported. November 14th is the last day to withdraw with a “W” (instructor signature required). While faculty permission is not required, a completed add/drop form must be submitted to Registration and Records to complete drops from the 11th instructional day through the 55th calendar day of the quarter. If the instructor is not available, a signature from a full-time advisor in the Advising Center is an acceptable substitute. Absent withdrawal by deadlines noted, cessation of attendance will result in an automatic “E” non-credit grade. An “I” or “WI” is reserved for extreme *documented* emergencies, not as an option of convenience.

ATTENDANCE/PARTICIPATION AND PUNCTUALITY

MISSED CLASSES: Your input is a vital, valuable part of the course. Should you miss class, get notes from classmates, check your Canvas account, and check the wall file by my office (16-324) for handouts. Note, however, because **PARTICIPATION IS CRUCIAL** to class success, **ATTENDANCE IS EXPECTED and MANDATORY. If absent, you obviously cannot participate. Excessive absences may result in an “E.”**

- (1) 5 absences will not hurt nor help your grade.
- (2) After the 5th absence, 50 points a day will be deducted from your total score.
- (3) More than 9 absences will result in an “E” or a “WI” in cases of documented emergencies.
- (4) **Use of electronics during class (e.g., texting) may constitute absence since your attention is elsewhere.**

EXCUSES: An absence is an absence. Notice does not excuse you, though I encourage you to keep me informed. In case of an extended absence mid-quarter due to unexpected emergencies (e.g., military service, hospitalization, jury duty), withdrawal will be recommended. Documentation is required for excessive emergency absences.

TARDINESS: Missing ½ or more of class is an absence. Other tardies/early departures may add up to absences.

CLASSROOM ETIQUETTE

The Code of Student Conduct (<http://www.tacomacc.edu/catalog/15-16catalog/code-of-student-conduct.htm>) establishes rules governing academic and social conduct of students, including due process rights. Violations of the Code may result in dismissal from class for the day and/or referral to the Student Conduct Administrator for sanctions.

TOLERANCE: The classroom is a civil forum for discussion, not a pit for insults or a personal grandstand. Should you disrupt the educational process as set out by the instructor, you must leave the class.

CHILDREN & VISITORS: Please do not bring children to class. See me about occasional adult visitors.

FOOD: You may eat during class so long as your eating is not disruptive. Sharing is welcome. No alcohol.

OTHER ACTIVITIES: During class time, engage in 102 class activities (otherwise, participation points will drop):

- Please **avoid side conversations**. Be respectful by socializing outside class time.
- **Please avoid use of laptops, cell phones, MP3 players, or other electronic devices during class. Turn off phones and beepers** (exception: emergency personnel).
- Please complete errands, such as bathroom breaks and food purchases, *between* classes.
- Please stay seated except in emergencies. Throwing away gum during class is not an emergency.

RECORDINGS: Please do *not* audio or visual record class sessions *unless* you have first requested and received approval from the instructor and all classmates.

COLLEGE CLOSURE: Should T.C.C. be closed, I will send an announcement via Canvas by 7:30 a.m. of the day of closure. Turn in any assignments or take any scheduled test on the first following class.

CLASS CANCELLATIONS: Should only my class be canceled, a notice will be posted on the door. Should an assignment be due when class is canceled, submit it to Chris Betz in 16-312; he can be reached at 253.566.5280 or cbetz@tacomacc.edu. If a test is scheduled that day, it will take place the first following class. Otherwise, keep up with all assignments as set out in the syllabus.

GRADE DISPUTE: Please allow a **24-hour cooling-off period before speaking with me about a grade you received**. During this time, look over my comments; then, if you still think your work deserves a different grade, explain in **writing**, submit it within a week of receiving the grade, and set up an appointment. Then, we will talk. Otherwise, the grade stands. **Course Grade Dispute:** A student who believes she has received a course grade awarded improperly or in an arbitrary or capricious manner may grieve or appeal. For details of the process, see https://my.tacomacc.edu/uPortal/p/StudentForms.ctf9/max/render.up?pCm=view&pP_NSHistoryParam=21426%2C21435%2C21435%2C26224&pP_struts.portlet.action=%2Fview%2Findex&pP_ticket=ST-215398-bcmIAKn0zYfxmqTwrVm-portalsvr2.tccnet.edu



DISPUTE RESOLUTION. If you have questions or concerns about this class or about me, let's talk during office hours. If we are unable to resolve your concerns, please speak next with co-Chair of the English Program Tamara Kuzmenkov at 566-5029 for further assistance.

RESOURCES

Be proactive for your education: request help *only after you've tried to help yourself* (i.e., read all assignments and attended class).

OFFICE HOURS: This is the time I set aside for you. Appointments are encouraged; this ensures we will have time together. Appointments are for fifteen-minute slots, though they may run longer if no one else is waiting. You are also welcome to drop in during office hours; however, scheduled appointments take priority. If you call me during office hours and I do not answer, I am meeting with another student. I do not interrupt meetings by answering the phone. Leave a message, call back, or e-mail mchenjohnson@tacomacc.edu.

NOTE: email is the best way to contact me.

- **What I will do:** clarify confusing materials or assignments; help brainstorm topics; seek out additional written material or exercises; direct you to additional resources
- **What I will not do:** proofread drafts; revise your work; give a repeat lecture for one missed during a student's absence; gossip about other instructors or students

C.A.L. LAB: Should you need extra grammar help, consider using the C.A.L Lab (Bldg. 7). The Lab has computer exercises to practice basic skills. Let me know if you need this resource.

TUTORING CENTER & TUTORS: For additional help, go to the Writing Tutoring Center (upstairs, Bldg 7).

QUIZZES & EXAMS

REQUIREMENTS: You'll have 1 argument exam, at least 5 quizzes, and a take-home final exam.

FOCUS & FORMAT: TBA.

FLASH GROUP WORK

On Fridays, there will be flash group projects; the groups will last for one class period and will change weekly. The likely activities will be Round-Table Discussions, Rhetorical Arguments Construct and Deconstruct, Visual Arguments Depict and Read, and Spot the Sways.

REQUIREMENTS: Different activities will have different guidelines. Details TBA. Participation in four activities is required; however participation in more than four has extra point potential.

WRITTEN ASSIGNMENTS

REQUIREMENTS: Select assignments from the "Variable Grading or One-Track" handout attached to the back of the syllabus. Timely turn in assignments for credit; no late work will be accepted. Failure to turn sufficient assignments *in hard copy* will lower your grade, possibly to an "E." **No electronic submissions, please.**

FOCUS: Work failing to address assigned topics will receive no credit; no extra time will be allotted these papers.

FORMAT: Unless otherwise directed, do *not* put your name on your essays. Instead, identify all your work with your student identification number. Note: your student ID is *not* your social security number.

AT-HOME WRITING. All at-home work must be typed; **handwritten essays will not be accepted.** **No additional time will be granted for handwritten essays or for technology problems** (e.g., computer crashes), so plan ahead. Please follow these guidelines:

- (1) Use **double-spaced, black** type in **12-point font** (no script fonts, please);
- (2) Use white paper with **1-inch margins**;
- (3) Submit *last* essay inside a **folder** with all work (see below for details);
- (4) Follow **M.L.A. or A.P.A. format** (see *A Writer's Reference*) with the following *exceptions*:
 - a. **Heading: include student ID instead of name and identify section with the course (e.g., English 102-2);**
 - b. **Staple**, rather than paperclip, pages;



- b. **Conserve!** I strongly encourage using the blank side of used paper (“X” out printed side) or typing on both sides of new paper so long as the type does not show through;
- (5) **Underline or highlight your thesis** (this lets me know that *you* know what it is);
- (6) **All work should be submitted at the start of class.** If you are unable to attend class, work is still due at the same time; in this case, submit work early to **Chris Betz in 16-312** (566-5280).

You need not turn in your rough draft, **BUT PLEASE KEEP IT UNTIL THE END OF THE QUARTER; I MAY ASK TO SEE YOUR ROUGH DRAFT AT ANY TIME. Keep a final copy for your records.**

IN-CLASS WRITING. Any in-class work must be written in pen. Unless otherwise directed, you may not use notes/texts. Only a dictionary & thesaurus are permitted. Also, I ask for the following:

- (1) Use **white, lined** notebook paper (blue books not required);
- (2) Write on **every other line**;
- (3) Write legibly in **blue or black ink**;
- (4) Use the same heading as for typed essays;

CITING SOURCES. The M.L.A., the A.P.A. and the Chicago styles of citation are used in college; however, different schools & disciplines prefer different forms. For this class, please use **M.L.A. or A.P.A.**

LATE ASSIGNMENTS: Because you have numerous point options, **late work will receive no credit.**

E-MAILING WORK: **Please do not. Even if you have a “Sent Items” copy, it will not count.**

ASSIGNMENT FOLDERS

REQUIREMENTS: *Keep all graded work* inside a **paper** folder with pockets (**no three-hole fasteners or plastic**, please), including no class notes or handouts, for submission with your last essay, so I can review your body of writing. No submission of folders needed until then. **Mark your student ID on the upper right of the cover.**

RETURN OF FOLDERS: If I fail to return folders on the last day of class, look for a class email noting when they may be retrieved. If you do not retrieve your folder at quarter’s end *and* you want it back, leave me a self-addressed stamped envelope large enough to hold it, or get it during the first couple weeks of the next quarter. Unclaimed folders will be recycled.

LETTERS OF RECOMMENDATION

Students requesting letters of recommendation must have completed coursework with **at least** a “B” (85%) average. Please provide **at least a week’s notice.** I will not write letters for students with a lower average—the situation ends up being awkward for us both.

GRADING

This section of English 102 uses **Universal Design Learning** (UDL) as an approach. UDL recognizes students learn in a variety of ways, so it advocates teaching in a variety of ways (i.e., visual, auditory, and kinesthetic). Additionally, for this class, you will have the option to demonstrate argument skills and earn points using multiple strategies: a **Variable Grading Menu** (VGM). Some assignments will be pre-fixed (i.e., they are required). Other assignments are *a la carte* (i.e., they may be selected separately for different point values). See end of syllabus. For those who do not want choices, follow the **One-Track** assignment guidelines (highlighted in yellow on the back sheet). You may also opt for One-Track *and* add additional assignments.

With freedom of choice comes greater responsibility for time management: record how many points you’ve earned and need to earn within the time guidelines. **No late work accepted.** Consider your other responsibilities and choose assignments accordingly. EX: if the end of the quarter is hectic for you, plan on earning more credits in other weeks.

Your menu assignments are broken into four types:

WRITING and RESEARCH (W): This work is as the title indicates and comprises the bulk of your grade.

TIMED TESTING (T): Testing will be in a variety of formats and under various time constraints. Note that quizzes have no make-ups.



GROUP PRESENTATIONS (G): As indicated on Page 4, these will be flash group work: in-class/same-class preparation and presentation. Group members and activities will change to encourage interest, accountability, and adaptability.

PARTICIPATION & IMPROVEMENT (P): This portion of your grade will consist of many factors (e.g., active listening, participating in discussions, improving from errors). Remember: this grade is not measured by bulk, but by consistency & quality. It is as important to know when to listen as to know when to speak up. In special cases (e.g., extreme apathy/disruption or lack of improvement), you may lose more than 50 points.

Though most points will be earned from your essays, you'll be able to practice and to demonstrate skills in a variety of ways. To help you identify the different types of work in this class, I've broken them down into 4 types:

WORK TYPE	POSSIBLE POINTS FOR REQUIRED ASSIGNMENTS	POSSIBLE POINTS FOR EXTRA (OPTIONAL) ASSIGNMENTS	TOTAL POSSIBLE POINTS FOR ASSIGNMENT TYPE
W (Writing and Researching) Type	600	None but higher grades will replace lower grades	600
T (Timed Testing) Type	250	+10 if 100% on 6 quizzes	260
G (Group Presentation) Type	100	+25	125
P (Participation and Improvement) Type	50	None	50
TOTAL	1000	25 + chances to replace low grades	1035

You'll have more than 1000 points offered to be earned, but your course grade will be based on a 1000-point scale (100%) since there is no "A+" grade. **Assignment points do not override attendance/participation requirements.** (i.e., the attendance policy stands because **participation is crucial for class discussion**). At the end of the quarter, once your skills points are calculated and a *tentative* grade determined, then deductions for excessive absences will be taken (see Page 3 of the syllabus). **Completing an extra assignment will not substitute for lost participation due to absences.** The total points minus deductions then fall within the following grade ranges:

900-1000: A- to A
800-899: B- to B+

700-799: C- to C+
600-699: D- to D+

000-599: E

EX1: Kim earns 885 points. Her tentative grade is "B+," and she missed only four classes. So, the absences do not impact her grade (see Page 3: up to five absences will not hurt the grade). Her final course grade is "B+."

EX2: Herve missed nine classes. Fearing for his grade, he completes more assignments than he originally planned and ends up with 1021 points. However, the tentative grade is still "A" and the maximum point value would be 1000 (100%). Nine absences (i.e., nine days of missed participation) mean a deduction of 200 points from this point value. Thus, $1021 - 300 = 821$ for a course grade of "B-."

PERCENTAGES: Your essays will receive a percentage (e.g., 90% and above = A range). To determine the points earned, multiply percentages by points available.

ESSAY GRADING CRITERIA: Unless otherwise announced, essays are evaluated with the following grading criteria (a summarized explanation follows each criterion), a course-tailored adaptation of departmental criteria on Page 7, to evaluate your writing:

ORGANIZATION & FOCUS (20%): Stimulating title to help readers focus? Organized introduction to provide a sense of direction? Addressed the assigned topic? Topic sufficiently narrowed for the assignment length? Logically presented information? Discussion stayed on a narrow topic?

IDEA DEVELOPMENT (60%): Fully supported claim? Adequate explanations? Sufficient support using textual details? Logical interpretation? Appropriate, sufficient evidence?

STYLE (20%): Conform to course specifications? Appropriate tone? Active voice? Smooth transitions? Variety in sentence lengths and structures? Specific, concrete writing? M.L.A. Citation form?

MECHANICS (-1/2% per error): Grammar and spelling errors?

FAILURE TO FOLLOW STYLISTIC DIRECTIONS (-5%): See Pages 4 and 5.

ENGLISH DEPARTMENT GRADING CRITERIA

To receive an “A” grade, a piece of writing must meet all of the following standards:

- (1) It has a well-focused main idea that is both thoughtful and clearly stated.
- (2) It is organized so that the development of ideas and information is easy for most readers to follow.
- (3) Ideas are fully developed with relevant and effective use of detail, explanations and transitions.
- (4) Sentence structure, style, and diction are varied and appropriate to the topic and audience.
- (5) Surface errors (grammar, punctuation, word usage and spelling) are few.
- (6) Language is accurate, sometimes forceful, and appropriate to the intended audience.

To receive a “B” grade, a piece of writing meets most of the standards for an “A” but is deficient in one or two of the following areas:

- (1) The main idea is not as thoughtful or as well-stated as in “A” work.
- (2) There are a few gaps in organization that might cause a reader to stumble or backtrack.
- (3) Development of ideas or use of transitions is weak in places.
- (4) Although sentences are clear and correct, they lack variety of structure.
- (5) There are errors in grammar, punctuation, or spelling which indicate the writer does not completely understand some of the conventions of written English.
- (6) Wording is, in places, inappropriate, awkward, wordy, or inaccurate.

To receive a “C” grade, a piece of writing must be understandable, but it contains weaknesses in several of the following areas:

- (1) The main idea, though understandable, may be vaguely or awkwardly stated or may not be adequately supported and illustrated.
- (2) Problems with organization and transitions make the writer’s train of thought, at times, difficult to follow.
- (3) The paper may, at times, wander from its main idea.
- (4) Most sentences are grammatically correct but are often excessively wordy, vague, or choppy. Sentences lack much variety of structure. Phrasing may be awkward or unidiomatic in one or two sentences.
- (5) Word choice may sometimes be inappropriate or inaccurate.
- (6) There are recurring errors in grammar, punctuation, and spelling. There may be several errors that indicate some confusion about sentence boundaries (fragments, run-on sentences, and comma splices).

To receive a “D” grade, a piece of writing will contain problems with expression and with the conventions of written English that make it difficult for a reader to understand the writer’s meaning. For example:

- (1) The main idea is unclear or confusing.
- (2) Organization is lacking to the point where a reader cannot follow the writer’s train of thought.
- (3) Ideas are not developed and there is no clear relation between them.
- (4) There are numerous errors in grammar, punctuation, and spelling.
- (5) Sentence structure and style are so flawed that the paragraph is very difficult to read.
- (6) Word choice is consistently inaccurate and inappropriate.

To receive an “E” grade, a piece of writing either does not address the assignment or contains so many problems that it is impossible for a reader to discover the writer’s meaning. All of the characteristics of “D” writing apply but to such an extent that any meaning is lost.

UNDERSTANDING CRITICISM

When you get your graded essays back, please do the following:

1. *Objectively* read comments, and read for meaning. If there's anything circled, that indicates a problem.
2. If criticisms are unclear, please refer to notes and texts for clarification.
3. If the criticisms are still unclear *after* you've done the first two steps, set up a time to speak with me.

In the margins, you'll likely see some cryptic-looking letters. Here is a key to what those letters mean:

A	Problems with agreement (noun-verb, verb tense)	POV	Unnecessary shift in point of view
APP	More introductory appeal needed	PR	Pronoun problem
AWK	Awkward or confusing writing	PREP	Ending clause with preposition (shouldn't)
C	Capitalization problems	PUNCT	Punctuation problems
D	Diction problems (inappropriate/overuse of word choice)	R	Run-on or comma splice
E	Expand discussion: idea needs specific, concrete development	SP	Spelling error
F	Fragment	T	Transition needs smoothing
IC	Incomplete comparison	TH	Thesis needs work (specific and debatable)
LF	Logical or psychological fallacy	V	Unnecessary passive voice
M	Dangling/misplaced modifier	W	Wordy
P	Parallel structure problem	X	Recurring problem marked earlier in the essay

ESSAY TOPICS, PAGE GUIDELINES, AND DEADLINES

- **Essays must be original:** written by *you* for *this* class, *not* recycled from another class or from another's essay.
- Please follow essay topic, length, and date guidelines as set out below. All page length guidelines are exclusive of the bibliography page. Failure to follow guidelines will affect your grade.
- The questions may be intentionally broad to allow students to narrow down to a particular subject of interest; it is the students' responsibility to narrow down topics.
- **Late work will receive no credit.** Plan ahead.
- **Electronic submissions:** please *avoid*. No credit even if you have a "Sent Items" copy.
- Interpretations must be supported by **textual details cited in M.L.A. or A.P.A. form (not a hybrid)**. Visuals must also be cited.
- Follow college rules regarding style and grammar along with the guidelines on pages 4-5 of this syllabus.
- Remember: **all at-home work must be typed** (computer or typewriter). Handwritten work will not be accepted; no additional time will be allotted should you have only a handwritten copy.
- In-class work must be legibly written in blue or black ink. Credit will not be given for illegible work.
- Your goal is to develop new ideas or go beyond those raised in class, *not* to simply reiterate class discussion.
- Essays missing required minimum number of **authoritative sources** (see Research Packet for what this means) will lose **-3% per missing authoritative source**.

RESEARCH THEME (TBA) and ESSAYS

Each research assignment will have a detailed tip sheet discussed in class and posted in Canvas.

You'll submit for approval a **research proposal (last page of Research Packet) at the start of class 9/28** for a subtopic within the quarter's assigned topic TBA. The research theme will relate to the specialized focus of Chinese arguments. Please stick to the same approved subtopic for the two required essays so that you can delve into greater depth by writing multiple arguments with different aims.

ESSAY 1: INQUIRING (300 pts). *Due at the start of class on 10/10. 4-6 pgs. At least 5 authoritative sources required. MLA or APA. No late work accepted for credit. This first essay is required for everyone.*



ESSAY 2: CONVINCING (300 pts). *Due at the start of class on 10/24. 4-6 pgs. At least 5 authoritative sources required (okay to include previous research, but you also need at least three fresh sources). MLA or APA. No late work accepted for credit.*

ESSAY 3: PERSUADING (300 pts). *Due at the start of class on 11/17. 4-6 pgs. At least 5 authoritative sources required (okay to include previous research, but you also need at least three fresh sources). MLA or APA. No late work accepted for credit.*

ESSAY 4: MEDIATING or NEGOTIATING (300 pts). *Due at the start of class on 11/21. 4-6 pgs. At least 5 authoritative sources required (okay to include previous research, but you also need at least three fresh sources). MLA or APA. No late work accepted for credit.*

CASE STUDIES

Most weeks, we will focus on an event or issue significant to China. During each of these case studies, we will read media arguments from both Western and Chinese sources. Readings will be augmented in a variety of ways that may include guest speakers, field trips, and documentary clips. Details of readings and other activities will be announced at least a week prior.

WORKING the CALENDAR

- Unless otherwise announced, please follow this calendar. It is a working calendar, so there may be modifications. Any adjustments will be announced in class and via email.
- All reading assignments should be done *before* that day's class. EX: "9/23 'Chinese Culture and Communication Contexts' (ProQuest)" means that we'll cover that material in class on 9/23, so read it beforehand.
- Should you miss class, keep up with readings, get notes from peers, check Canvas, and check my wall file for any handouts. Graded work returned during your absence may be picked up during office hours.

WORKING CALENDAR

	MON	TUE	WED	THU	FRI
WEEK 1	9/19 Introduction to the Course Read 2-88 of <i>Sway</i> by 9/23.	9/20 Intro. to the Western Rhetorical Argument: Basics	9/21 Argument Basics <i>continued</i> ; Toulmin Model	9/22 Quick Facts: Comparisons and Contrasts between the United States and China	9/23 "Chinese Culture and Communication Contexts" (ProQuest)
WEEK 2	9/26 Research Project Overview Read 89-181 of <i>Sway</i> by 9/30.	9/27 Research Orientation: Meet in 7-5 (in library)	9/28 Visual Arguments Research Proposals due start of class	9/29 American vs Chinese Visual Arguments	9/30 Fallacies and Sways
WEEK 3	10/3 Arguing to Inquire	10/4 Case Study I: Executions, Body Parts, and Exhibition Video Clip: The Bodies Exhibit	10/5 Case Study I <i>continued</i>	10/6 Case Study I <i>continued</i>	10/7 Flash Group Presentations

	MON	TUE	WED	THU	FRI
WEEK 4	10/10 Arguing to Convince Essay 1 due!	10/11 Case Study II: Falun Gong	10/12 Case Study II <i>continued</i>	10/13 Case Study II <i>continued</i> QUIZ 1	10/14 Flash Group Presentations
WEEK 5	10/17 Case Study III: Ai Weiwei	10/18 Educational Planning Day: No Daytime Classes	10/19 Case Study III <i>continued</i>	10/20 Case Study III <i>continued</i> QUIZ 2	10/21 Flash Group Presentations
WEEK 6	10/24 Arguing to Persuade Essay 2 due!	10/25 Case Study IV: Land Seizures (2011 Wukan)	10/26 Case Study IV <i>continued</i>	10/27 Case Study IV <i>continued</i> QUIZ 3	10/28 Flash Group Presentations
WEEK 7	10/31 Case Study V: Tiannaman Square	11/1 Case Study V <i>continued</i>	11/2 Case Study V <i>continued</i>	11/3 Case Study V <i>continued</i> QUIZ 4	11/4 Flash Group Presentations
WEEK 8	11/7 Arguing to Mediate Essay 3 due!	11/8 Case Study VI: 2008 Olympics	11/9 Case Study VI <i>continued</i>	11/10 Case Study VI <i>continued</i> QUIZ 5	11/11 Veterans' Day: College Closed
WEEK 9	11/14 Case Study VII: One-Child Policy	11/15 Case Study VII <i>continued</i>	11/16 Case Study VII <i>continued</i>	11/17 Case Study VII <i>continued</i> QUIZ 6	11/18 Flash Group Presentations
WEEK 10	11/21 Argument Review Essay 4 due! Assignment Folders due!	11/22 Argument Review	11/23 Thanksgiving Break: No Classes	11/24	11/25
WEEK 11	11/28 Overview of Take-Home Final Exam	11/29 Argument Exam!	11/30 Human Rights Activists (Chen Guangcheng)	12/1 China's Self-Image: 13-5 Plan Video	12/2 Last Day of Class Take-Home Final Exam due!

Final course grades will be available online December 12th but you can see an estimate on Canvas Gradebook beforehand.