Syllabus Lit & Comp II

Composition & Rhetoric

10 weeks

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| Ms. Chelsea Usher  [Chelsea.Usher@hartfordschools.org](mailto:Chelsea.Usher@hartfordschools.org) | Office: RM 423  Office Hours: W 2:15-3:15 |

**Textbook**: *They Say/I Say*:Graff & Birkenstein (2nd ed.) [**TSIS**]

**Materials**: A spiral notebook, a writing utensil, laptop

**Course Description**: Intro to Composition is designed to develop students’ writing abilities through critical thinking, organization, and self-expression. Students will incorporate reading, research, and critical thinking in order to write clearly and effectively. A major emphasis will be placed on multiple forms of expository writing, including, but not limited to, description, comparison analysis, and argumentation. Students will be writing every day, for every class in order to better understand effective communication.

**Course Goal/Objectives:** Upon completion of the course, students will be able to

* Produce essays through a series of drafts that include exploratory writing and talking, as well as revisions of ideas.
* Identify central ideas and theme of a text through class discussion and writing.
* Identify Aristotle’s three appeals in media and written texts.
* Demonstrate the ability to evaluate information from readings, experience, and other sources and to present said information in a logical way.
* Demonstrate the ability to use appropriate academic English language skills.

**Format and Style**: I’ll sometimes give brief lectures, we’ll watch some short pieces, and do a lot of reading and writing, but this course relies largely on discussion. You will be expected to do most of the talking.

**Requirements/Grading:**

**Participation**: This includes regular and prompt attendance; active and informed contributions to discussion; and respectful engagement with peers. (10%)

**Classwork**: Informal writing assignments about the day’s work must be turned in during the class session when the reading is discussed. Late assignments will result in 50% grade penalty. (30%)

**Quizzes**: Short assessments to review your understanding of a topic or concept. Quizzes must be made up (if absent) within 2 class periods or it will become a zero. (15%)

**Essays/Projects (2):** During this course you will be completing two formal essays/projects. (30%) Late essays/projects will result in 10% grade penalty for every class that it is late.

**Final**: In-class essay, topic will be given the day of the exam. There are no make-ups for this exam. Exam will be on \_\_\_\_\_\_\_\_\_\_\_\_\_\_. If you will miss this date, please plan to schedule to take it **before** the exam date. (15%)

**Plagiarism:** Plagiarism is defined as presenting the ideas or words of another as one’s own. It is theft. Disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the administration. Depending on the nature and the severity of the problem, individual instructors may assign penalties from zero for the assignment to an F in the course.

**Diversity Statement:** In this class, the teacher will create and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting differences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. Narrow-mindedness will not be tolerated in this class.

**Course Schedule:**

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| Week 1  SWBAT recognize the importance of audience in order to adapt their writing styles. | *Introduction*  Audience Analysis  “Fish Cheeks” by Amy Tan (+ Reading Questions) RL.1; RL.2; W.3  (Mini-Lesson; metaphor, hyperbole, understatement, simile, paradox, personification)  Kies, Daniel. “Audience Analysis” 1995. Web. http://papyr.com/hypertextbooks/comp1/audience.htm  Think Piece 1: (Small group/independent) Read through Kies’ piece on Audience Analysis and create a Google slide (ONE SLIDE) that explains ONE of the 21 pieces of advice he gives. As a class, we will compile this into one presentation to present whole group. RI.1; RI.2; W.6 |
| Week 2  SWBAT determine the differences and similarities between persuasion and argument. | *Rhetoric & Persuasion*  Powerpoint Lecture: Argument vs. Persuasion, Rhetoric, A Brief Introduction to Appeals, Claims, Reasoning, Opposition, and Dialogue  Think Piece 2: Write your opinion on a current event. Requirements: Use your new knowledge of the appeals, dialogue, reasoning, and figurative language to make it more colorful. Must use an example of metaphor, hyperbole, understatement, simile, paradox, and personification. Underline the examples you create.  *Aristotle & The Rhetorical Triangle*  SWBAT determine audience, purpose, and be able to address author’s use of the Aristotelian triangle.  Think Piece 3: Looking at advertisements, write your response (and rationale) for the following things 1. Intended audience 2. Purpose of the poster 3. Description of ethos, pathos, and logos. |
| Week 3  SWBAT determine audience, purpose, and be able to address the fallacies presented in modern day advertisements | *Logical Fallacies*  Powerpoint Lecture on the following fallacies:   |  |  | | --- | --- | | * Ad Hominem * Ad Misericordiam * Bandwagon Appeal * Ad Populum * Begging the Question * Circular Reasoning * False Analogy * Either/Or Fallacy | * False Authority * Hasty Generalizations * Non Sequitur * Post Hoc / Ergo Propter Hoc * Red Herring * Slippery Slope * Stacking the Deck * Straw Man |   Think Piece 4: Jigsawing the fallacies, your group will become an expert on your given fallacy and prepare a Google Slides presentation that will teach your class everything they need to know about it. You will need the following on your slides: 1. A helpful image on all slides. 2. Bulleted information (no long paragraphs) – 4 max. 3. Multiple examples of your fallacy (both image and historical if available). 4. Proper grammar, spelling, etc. 5. A simple definition of the fallacy. 6. MLA works cited for ALL images and information |
| Week 4 SWBAT analyze the use of counter arguments to enhance your argument | *Counter Arguments*  *Letter from Birmingham Jail* chunked.  Think Piece 5: Read Martin Luther King Jr.’s *Letter from Birmingham Jail* and annotate for all counter arguments. Afterward, write a summary and an opinion piece about the importance of counter arguments, framing a quote from the letter, and responding to that quote. |
| Week 5  CCSS.RI.11-12.1  CCSS.RI.11-12.2 CCSS.RI.11-12.4 CCSS.RI.11-12.6 CCSS.RI.11-12.7 | *Analyzing Famous Speeches as Arguments*  You’ll sign up to analyze one famous speech. After using your knowledge or rhetoric, fallacies, appeals, and language, you’ll write a 1000-1200 word essay (using 2-3 secondary sources) that analyzes the success of the argument.   * Pick your speech * Do a QUICK bio of the author to get a feel for them * Read through the speech a few times * Dictionary Work * Secondary sources (2-3)   Weebly has all handouts necessary for this assignment. |
| Week 6  CCSS.W.11-12.2(a-f) | *Analyzing Famous Speeches as Arguments* essay due Friday.  You’ll sign up to analyze one famous speech. After using your knowledge or rhetoric, fallacies, appeals, and language, you’ll write a 1000-1200 word essay (using 2-3 secondary sources) that analyzes the success of the argument.   * Essay writing * Editing/Refining * MLA formatting (in-text, works cited) – VIEW WEEBLY page.   SWBAT analyze the arguments given by famous orators in order to prove their skills as apprentice rhetoricians  **ESSAY DUE FRIDAY** |
| Week 7  SWBAT prioritize and categorize masses of information about a given topic to shrink it down to its essence. | *Appeals, Modes of Argument, and Rhetorical Devices*  Think Pieces 6 & 7 will be quizzes based on the (college style) lectures in class. During lectures like this, you will be asked to take written (not typed) notes – if you type them, you can’t use them on the second quiz – and pay attention to what you think is most important. We won’t have many college style lecture days, but this week is one of them, so prepare to listen and pay apt attention. |
| Week 8  SWBAT increase their understanding on a polarizing issue.  SWBAT analyze both sides of an issue of an issue | *Blackfish* Film Screening, SeaWorld’s response, Tedtalk  “The story of Tilikum, a captive killer whale that has taken the lives of several people, underscores problems within the sea-park industry, man's relationship to nature, and how little has been learned about these highly intelligent mammals.”  *SeaWorld’s Public Letter in Response to Blackfish*  *Let’s Throw Shamu a Retirement Party*  + discussion questions  Think Piece 8: Discussion Questions based on the film, the triangle, audience, and purpose.  Guided notes for the film.  **Essay 2 Topic given out after SeaWorld response is read in class.** |
| Week 9 SWBAT use what they’ve learned about rhetoric and the power of language to tackle a Chicana studies piece. | *Rhetoric Work*  “How to Tame a Wild Tongue” by Gloria Anzaldua   * Spanish translations * Dictionary work * Comprehension + Extension work   Think Piece 9: Anzaldua is making a very powerful statement that can be tackled in many ways. (Nationalism, Gender, Power, Disenfranchisement, Language, etc). Using your *They Say I Say* sentence starters (weebly), write a response that tackles what YOU think of the piece.  **Essay 2 Due on Friday** |
| Week 10  SWBAT show what they know about a given topic. | Writing Final  FINAL IN-CLASS EXAM!  Argumentative In-Class Exam |