

Course Schedule Harper College English 102-W73 (Spring 2021)

Instructor: Isaac Ewuoso

Subject to change, though not without notice; Please refer to the course Blackboard site for PDFs, links, supplementary materials & important updates ¹


| Weeks | Topics & Themes | Weekly Assignments/Readings/Tasks |
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| Week 1 February 15-21 | Introductions Plagiarism MLA Style Citation Syllabus & Course Orientation Virtual Class Orientation Plagiarism Bell Ringer: The Writing Process Feedback & Writing Attitude Analysis vs Literary Analysis Class Theme: Literary Analysis, Critical Thinking, & Research | <input type="checkbox"/> Review: Syllabus and Course Calendar <input type="checkbox"/> Read : “Avoiding Plagiarism” (Purdue OWL) <input type="checkbox"/> Review: MLA Formatting & Style Guide <input type="checkbox"/> Watch: “Why We Cite Sources” <input type="checkbox"/> Read: Stages of the Writing Process (Purdue OWL) <input type="checkbox"/> Watch: Intro to Literary Analysis (YouTube) <input type="checkbox"/> Watch: The Critical Thinking Initiative (YouTube) <input type="checkbox"/> Watch: Writing & Critical Thinking (YouTube)-Jordan Peterson <input type="checkbox"/> Watch: Research Basics (YouTube)-Camden Carroll Library <input type="checkbox"/> Watch: The Science of Receiving Feedback (Sheila Heen) <input type="checkbox"/> Complete: Introductory Survey due on or before 2/17 at 11:59pm <input type="checkbox"/> Complete: Syllabus Quiz & Statement of Understanding on or before 2/17 at 11:59pm <input type="checkbox"/> DB: Feedback, Opinions & Arguments due on or before 2/19 at 11:59pm <input type="checkbox"/> DB²: Autobiographical Profile due on or before 2/18 at 11:59pm |
| Week 2 February 22- 28 | Literary Analysis Continued Analyzing Visuals: Purpose, Composition, Argument Analyzing Digital Arguments: Methods & Questions Asked Denzel Washington (Actor & Director) <i>The Great Debaters</i> (Movie) What is Critical Thinking? Critical Thinking Explained Thinking Critically Thinking Creatively Dramatic Thinking (Emotional Reasoning) Overview of Literary Analysis Assignment (Review protocols for draft & outline submission in the “assignments & projects” folder) | <input type="checkbox"/> Read: Andrew Baker’s “Thinking Critically and Creatively” <input type="checkbox"/> Read: Melissa Korn’s “Bosses Seek “Critical Thinking,” But What is That?” <input type="checkbox"/> Watch: The Great Debaters (2007)Movie <input type="checkbox"/> Read: “Leading the Charge to Inspire Underdogs (Stephen Holden) New York Times Movie Review <input type="checkbox"/> Read: “Visual Rhetoric” in <i>Everything’s an Argument (EA)</i> ³ pg. 346-355 <input type="checkbox"/> Watch: Listen to Me (Only 46:40-49:55 & 1:26:05-1:32:26) <input type="checkbox"/> Read: “Multimodal Arguments” in <i>EA</i> pg. 392-399 <input type="checkbox"/> Read: “Basic Tips for Writing A Literary Analysis” (Sierra College) |

¹ Some readings will be available online. If you have trouble getting into the class Blackboard site, ask for help at once. It is important that you access these materials regularly to obtain readings, writing assignments, and so on.

² DB: Discussion Board (Forum)

³ *Everything is an Argument* (Textbook; See syllabus for more information)

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| | | <ul style="list-style-type: none"> <input type="checkbox"/> Read: “Writing A Literary Analysis” (Purdue OWL PowerPoint Presentation) <input type="checkbox"/> Read: (Skim Through): What Makes A Good Visualization? <input type="checkbox"/> DB: Baker “Critical Thinking vs Creative Thinking” due on or before 2/24 at 11:59pm <input type="checkbox"/> DB: Korn: “Defining Critical Thinking” due on or before 2/26 at 11:59pm <input type="checkbox"/> DB: “Evaluating & Responding to Visual & Digital Images” Part I due on or before 2/26 at 11:59pm <input type="checkbox"/> DB: “Evaluating & Responding to Visual & Digital Images” Part II due on or before 2/28 at 11:59pm |
| <p>Week 3 March 1-7</p> | <p><i>The Great Debaters</i> (Movie) Continued: Themes Essay Structure Summary Evaluation Response Paraphrase Quotation Slogans Aphorisms</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Read: “Who Are You Calling Underprivileged?” by Natasha Rodriguez in <i>EA</i> pg. 218-219. <input type="checkbox"/> Read: “When Slogans Replace Arguments” by John McWhorter <input type="checkbox"/> Read: “Guidelines on Writing a Summary and Response Paper” <input type="checkbox"/> Review: Presentation on Summary & Paraphrase <input type="checkbox"/> Review: Notes and Samples on Summary, Response, & Evaluation <input type="checkbox"/> Review: Notes on Slogans & Aphorisms <input type="checkbox"/> DB: “First Impressions: Student Activism and Slogans” due on or before 3/3 at 11:59pm <input type="checkbox"/> DB: “When Slogans Replace Arguments” due on or before 3/5 at 11:59pm <input type="checkbox"/> DB: “Themes in <i>The Great Debaters</i>” due on or before 3/5 at 11:59pm <input type="checkbox"/> Submit: 1st Draft Literary Analysis Assignment on or before 3/6 at 11:59pm |
| <p>Week 4 March 8-14</p> | <p>Arguments of Fact Facts vs Opinions Mind vs Mass Media Limits of Facts The Difference: Facts, Opinions, False Claims, Untested Claims Overview of “Viewpoint Summary & Argument Mapping” Assignment (Group Project)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Read: “Arguments of Fact” in <i>EA</i> pg.164-170. <input type="checkbox"/> Read: John Corvino’s “The Fact/Opinion Distinction” <input type="checkbox"/> Watch: John Corvino’s The Fact/Opinion Distinction (YouTube) <input type="checkbox"/> Read: Steven Pinker’s “Mind Over Mass Media” <input type="checkbox"/> Watch: The Effect of New Technologies on English (David Crystal) <input type="checkbox"/> Read (Skim Through): Mountains Out of Molehills: A Timeline of Media-Inflamed Fears <input type="checkbox"/> Watch: Facts Aren’t Always Enough (YouTube) <input type="checkbox"/> Read: Auburn University: “Fact, Opinion, False Claim, or Untested Claim?” <input type="checkbox"/> Read (Skim Through): Biggest Fake News of the Year 2018 & 2017 <input type="checkbox"/> DB: Finding Facts & Opinions (Corvino) due on or before 3/11 at 11:59 pm |

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| | | <ul style="list-style-type: none"> <input type="checkbox"/> DB: Mind Over Mass Media or Mass Media Over Mind: (Pinker) due on or before 3/12 at 11:59 pm <input type="checkbox"/> Submit: Literary Analysis Assignment on or before 3/14 at 11:59pm |
| Week 5 March 15-21 | Reading & Understanding Arguments What is an Argument? Defining an Argument, Argument Structures, Argument Types Ethos, Pathos, & Logos Feelings, Speaking, & Arguments Intellectual One-upmanship Introduction to Argument Mapping Overview of Argument Map Assignment | <ul style="list-style-type: none"> <input type="checkbox"/> Read: “Understanding Arguments & Reading them Critically” in EA pg 3-9 <input type="checkbox"/> Watch: Argument Clinic (Monty Python Skit) <input type="checkbox"/> Read: “Kinds of Arguments” pg. 20-23 & “Appealing to Audiences” in EA pg. 24-31 <input type="checkbox"/> Review: “Viewpoint Summary and Argument Mapping” assignment <input type="checkbox"/> Read: “Young Minds in Critical Condition” Michael Roth (The New York Times) <input type="checkbox"/> Read: “Stop Saying I Feel Like” Molly Worthen (The New York Times) <input type="checkbox"/> Read: McArdle, “Grade Inflation in High Schools” <input type="checkbox"/> Watch: Leslie Epstein On Universities Failure to Cultivate Young Adults (YouTube) <input type="checkbox"/> DB: “Finding an Argument” due on or before 3/17 at 11:59pm <input type="checkbox"/> DB: “Worthen & “Roth” readings on or before 3/19 at 11:59pm Submit: Progress Report for Viewpoint Summary and Argument Mapping on or before 3/20 at 11:59pm |
| Week 6 March 22-28 |  | No Work is Due During this Spring Break Period but Use Your Break Time Wisely! |
| Week 7 March 29-April 4 | Writing & Diagramming Arguments Arguments & Debates Argument Mapping Continued Mapping Arguments from a Text Identifying Arguments in a Text Structuring Arguments from a Text Group Presentation on Viewpoint Summary Assignment | <ul style="list-style-type: none"> <input type="checkbox"/> Planning Time (Group Meeting): Set aside time to connect virtually and electronically with your assigned peer. <input type="checkbox"/> Watch: “Shami Chakrabarti Freedom of Speech and Right to Offend Proposition” <input type="checkbox"/> Read: “Structuring Arguments” pg. 135-143 & “Offensive Speech is Free Speech” by Stephen L Carter on pg. 158-161 in EA <input type="checkbox"/> DB: “Identifying and Assessing Your Argument” on or before 3/31 at 11:59pm <input type="checkbox"/> Submit: Viewpoint Summary & Argument Mapping” due on or before 4/2 at 11:59 pm <input type="checkbox"/> DB: Questions & Answers to assigned group members; (Question: 4/3- Response: 4/4 at 11:59 pm |
| Week 8 April 5-11 | Understanding Arguments Inductive Reasoning & Writing | <ul style="list-style-type: none"> <input type="checkbox"/> Read: “Why All the Fuss: A Historical Overview of Scientific Thinking” |

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| | <p>Deductive Reasoning & Writing Scientific Thinking & Writing Science of Deduction? Fallacies of Argument & Common Logical Fallacies Logic: The Building Blocks of Arguments Overview of “Room for Debate” Essay Assignment Room for Debate Activity See “Learning Module Week 8” for details</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Watch: Deductive vs Inductive Reasoning (Tom Richey) <input type="checkbox"/> Read: “Statistics” & “Surveys and Polls” in <i>EA</i> pg 64-68. <input type="checkbox"/> Watch: How Sherlock Holmes Thinks (YouTube) <input type="checkbox"/> Watch: Sherlock Holmes Sucks at Deduction (YouTube) <input type="checkbox"/> Read: “Fallacies of Argument” in <i>EA</i> pg. 79-93 <input type="checkbox"/> Skim-Through: “Common Logical Fallacies (Optional Reading) <input type="checkbox"/> DB: Identifying Inductive and Deductive Arguments” due on or before at 4/8 11:59 pm. <input type="checkbox"/> Quiz: Logical Fallacies and Argument due on or before 4/11 at 11:59 pm. |
| <p>Week 9 April 12-18</p> | <p>Argumentative Essays & Writing Rhetorical Analysis Understanding Rhetorical Analysis Close Reading & Annotation Rhetorical & Stylistic Analysis Activity See “Learning Module Week 9” for details Room for Debate Analysis of an Argumentative Essay Part 1 Analysis of an Argumentative Essay Part 2</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Reserve: Time on your schedule to think and plan your response to “Room for Debate Essay” <input type="checkbox"/> Watch: “How to Annotate While Reading” <input type="checkbox"/> Read: “Rhetorical Analysis” in <i>Everything is an Argument</i> pg. 97 -107 <input type="checkbox"/> Read: Robert Gordon & Nora Apter’s “Should cost factor into whether a species is listed as endangered?” (CQ Researcher) <input type="checkbox"/> Reserve: Time on your schedule to think and plan your response to your group’s “Room for Debate Essay” <input type="checkbox"/> Read: In “Fleeing to the Mountains” by Nicholas Kristof on pg. 118- 119 & “Appeal, Audience & Narrative in Kristof’s Wilderness” in <i>EA</i> 121-124 <input type="checkbox"/> DB: Rhetorical & Stylistic Analysis Activity due on or before 4/15 at 11:59 pm <input type="checkbox"/> Room for Debate DB Post Due: due on or before 4/16 at 11:59 pm <input type="checkbox"/> Submit: 1st Draft Room for Debate Essay on or before 4/18 at 11:59 pm |
| <p>Week 10 April 19-25</p> | <p>Argumentative Research Essays Overview of Final Assignment Project: “Research Proposal, Essay, & Annotated Bibliography Research Writing & Proposals Writing Annotated Bibliographies Research, Evidence & Arguments Research Proposal (Part 1) Argumentative Research Papers Finding and Evaluating sources Attention Spans Critical Reading and Evidence Harper College’s Library Resource Virtual Library Orientation Tour Mandatory Research Appointment with a Harper Librarian (See “Learning Module Week 10” for details)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Review: Final Assignment Project: “Research Proposal, Essay, & Annotated Bibliography” <input type="checkbox"/> Read: Frequently Asked Questions: Research Writing <input type="checkbox"/> Read: Karen Rosenberg’s “Reading Games: Strategies for Reading Scholarly Sources” <input type="checkbox"/> Read: “How to Access Research Sources Remotely from Oakton Library” <input type="checkbox"/> Read Cassie Owens, “Our Attention Spans Are Shrinking” <input type="checkbox"/> Read: “Finding Evidence” in <i>Everything’s an Argument</i>” pg. 438-462 <input type="checkbox"/> DB: “Owens” reading” on or before 4/23 at 11:59pm <input type="checkbox"/> Read: “Evaluating Sources” in <i>Everything’s an Argument</i>” pg. 454-462 |

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| | | <input type="checkbox"/> Submit: Room for Debate Essay (final draft) on or before 4/25 at 11:59 pm <input type="checkbox"/> Attend: Virtual Library Meeting |
| Week 11 April 26- May 2 | Style, Synthesis, & Arguments Practicing “Infotention” & Building a Critical Mass Citing Sources Per MLA 8 th edition Creating an Annotated Bibliography Creating a “Work Cited” Page Style: Summarizing, Paraphrasing, and Arguments Research Time Style: Quoting and Synthesizing Sources, Arguments Research Time Complete Sign-Up Form (electronic) for Virtual Conference with the Instructor on or before 5/1 Protocols for Virtual Conference Overview of Self-Reflection Essay Assignment | <input type="checkbox"/> Read “Using Sources” in <i>EA</i> pg. 464-473 <input type="checkbox"/> Review: (Purdue OWL online) “MLA Citation” <input type="checkbox"/> Instructor Presentation on Summary and Paraphrasing <input type="checkbox"/> Read “Styles in Arguments” in <i>EA</i> pg. 321-329 <input type="checkbox"/> Instructor Presentation Quoting & Synthesizing Sources <input type="checkbox"/> Submit: Research Proposal (Part 1) due on or before 5/2 at 11:59pm <input type="checkbox"/> Short Assignment: MLA Citation Exercises due on or before 5/2 at 11:59pm <input type="checkbox"/> DB: “Summarizing and Paraphrasing activity due on or before 4/29 at 11:59pm <input type="checkbox"/> DB: Quoting and Synthesizing activity due on or before 4/29 at 11:59pm |
| Week 12 May 3-9 | Feedback & Revision Research Paper Drafts Research Paper Outlines Research time Conference Conference | <input type="checkbox"/> Read “Using Sources” in <i>EA</i> pg 474-480 <input type="checkbox"/> Read: “Understanding What Academic Argument is” in <i>EA</i> pg. 405-411 and “Developing an Academic Argument” in <i>EA</i> pg. 411-431 <input type="checkbox"/> Review: Final Assignment Instructions and Dedicate Time to Writing, Editing, & Proofreading Your Paper” <input type="checkbox"/> Watch: Purdue OWL Vidcast: Drafting & Revising <input type="checkbox"/> Watch: Editing & Proofreading <input type="checkbox"/> Submit: “Argumentative Research Essay” draft (with outline) on or before 5/9 at 11:59 pm |
| Week 13 & Week 14 May 9-21 | Work on Your Final Research Paper Finish Revising, Editing, Proofreading Your Paper ----- Research Time Self-Reflection Essay Due Final Research Project Due | <input checked="" type="checkbox"/> Drafting & Revision Time <input type="checkbox"/> Review: My feedback and determine revision plan ----- <input type="checkbox"/> Submit: “Self-Reflection Essay” due on or before 5/18 at 11:59pm <input type="checkbox"/> Submit: Final Project “Argumentative Research Essay & Annotated Bibliography” (Part II & III only) on or before 5/17 at 11:59pm |