DR. TIMOTHY PONCE, LECTURER FALL 2018

English 1301.CO3

1301.CO3: MWF 11-Noon - Preston Hall 103



Welcome To ENGL 1301!

"Rhetoric may be defined as the faculty of discovering the possible means of persuasion for any subject."

Through this definition, Aristotle both conveys the meaning of rhetoric and reveals the mission of the rhetorician: to deploy the most effective means to persuade. Over this semester, we will discover that persuasion (or argumentation) is all around us. From the conversations held in line while waiting for lunch in the University Center to the articles printed in *The Shorthorn*, our life is steeped in persuasion. Thus, we are all rhetoricians in one sense or another. By engaging in rhetorical analysis, practicing proper synthesis techniques, and implementing the various stages of writing this semester, we prepare ourselves to not only be better rhetoricians, but in fact stronger and more responsible members of both local and global communities. Know that as your instructor, I am here to help you succeed. If you ever have any questions or concerns, never hesitate to contact me. I cannot wait to see what waits for us this semester.



Office Hours
MWF 1-2, and others by appt., in Carlisle 423. To schedule a meeting go to calendly.com/dr-ponce



Contact
timothy.ponce@uta.edu OR via Remind Messages



Required Materials
Everything's an Argument, They Say I Say, & a notebook

Plagiarism and Academic Dishonesty

http://library.uta.edu/plagiarism/index.php



It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

Your work is to be your own, and it is to be prepared originally for this course and section. It is considered Academic Dishonesty to present any portion of work prepared by someone else and to claim it as your own. It is also unacceptable to submit work or portions of work you have written for another class or section. This includes work prepared for high school and college courses you have taken or in which you are currently enrolled and any previous sections of this course.

If you have any questions regarding the UTA Honor Code or policy on academic dishonesty or plagiarism, it is your responsibility to reach out to your instructor. For more information, please visit http://www.uta.edu/conduct/academic-integrity/.

PLAGIARISM IN FIRST YEAR WRITING

The University of Texas at Arlington First Year Writing Program considers the following acts of plagiarism:

1) submission of a complete text not written by the student, which may have been downloaded from the Internet or taken from other sources such as student paper files; 2) liberal cutting and pasting of sources into the student's text without attribution;3)liberal cutting and pasting of sources, which may include close paraphrase or adoption of whole sentences, mixed with the student's own language, with attribution but without the use of quotation marks to indicate language borrowed from other sources; 4)occasional misuse of sources, with or without attribution, for example, occasional sentences that do not "sound" like the student writer's typical prose that may include citation at the end of the paragraph but no quotation marks indicating a direct quote; 5)work done by the student for another class but passed off as new, original work. (Adapted from from Dr. Shelley Christie's plagiarism tutorial and discussion)

ENGL 1301 Catalogue Information and Core Objectives

This course satisfies the University of Texas at Arlington core curriculum requirement in communication. This course will require students to read rhetorically and analyze scholarly texts on a variety of subjects. The course emphasizes writing to specific audiences and understanding how information is context dependent and audience specific. Students must engage with a variety of ideas and learn how to synthesize those in college level essays.

Core Objectives:

Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills: To include effective development and expression of ideas through written, oral, and visual communication.

Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.

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ENGL 1301 Expected Learning Outcomes

By the end of ENGL 1301, students should be able to demonstrate:

Rhetorical Knowledge

- Use knowledge of the rhetorical situation—author, audience, exigence, constraints—to analyze and construct texts
- Compose texts in a variety of genres, expanding their repertoire beyond predictable forms
- Adjust voice, tone, diction, syntax, level of formality, and structure to meet the demands of different rhetorical situations

Critical Reading, Thinking, and Writing

- Use writing, reading, and discussion for inquiry, learning, communicating, and examining assumptions
- Employ critical reading strategies to identify an author's position, main ideas, genre conventions, and rhetorical strategies
- Summarize, analyze, and respond to texts
- Find, evaluate, and synthesize appropriate sources to inform, support, and situate their own claims
- Produce texts with a focus, thesis, and controlling idea, and identify these elements in others' texts

Processes

- Practice flexible strategies for generating, revising, and editing texts
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Use the collaborative and social aspects of writing to critique their own and others' texts

Conventions

- Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Control such surface features as syntax, grammar, punctuation, and spelling
- Employ technologies to format texts according to appropriate stylistic conventions

Major Assignments

Diagnostic Essays: For this assignment, you will pull on your own experience to write a short, academic style essay. While not worth much of the over all grade, this assignment helps me tailor the rest of the class you your needs.

Discourse Community Analysis: For this essay, you will make an argument explaining how you became part of a discourse community.

Rhetorical Analysis: For this paper, you will not just note the structures of a discourse community but also evaluate a writer's effectiveness in addressing her specific community.

Synthesis Essay: For this essay, you will continue your writing on the topic cluster you selected for the Rhetorical Analysis. After reading multiple sources about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim.

Rhetorical Note Book: This ongoing assignment will include all of the in class writing exercises we engage this semester.

Reading Quizzes: These quizzes will be short assessments to see if students completed the reading assignment.

****Note**** Each essay will include mandatory and graded peer review workshops and evaluations of your own and your peer group members' participation. It is very important that you participate in peer review, as you will not be able to make up these points.

Classroom Behavior

Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1301 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

Visitors in the Classroom

Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time.

Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)
The CAPS is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives. You can reach CAPS at www.uta.edu/caps/ or calling 817-272-3671.

Electronic Communication

All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their email regularly.*** Information about activating and using MavMail is available at http://www.uta.edu/oit/email/. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

Student Feedback Surveys

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and

program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week

For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Office Hours

I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Syllabus and/ or Schedule Changes

Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.



Grades and Grading Policies

Know I am always available to discuss your progress in the course at any time. Feel free to email me or stop by my office hours.

Final grades in ENGL 1301 are A, B, C, F, and Z. Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course (ie there is no "D"). This policy is in place because of the key role that First-Year English courses play in students' educational experiences at UTA.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. This judgment is made by the instructor and not necessarily based upon a number average. The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade. The F grade, which does negatively affect GPA, goes to failing students who do not participate actively in class, and/or do not complete assigned work.

Final grades will be calculated as follows: A=90-100%, B=80-89.99%, C=70-79.99%, F=69.99%-and below; Z=see the Z grade policy above.

GRADE WEIGHTS AND PERCENTAGES

Your final grade for this course will consist of the following components:

Diagnostic Essay: 5%

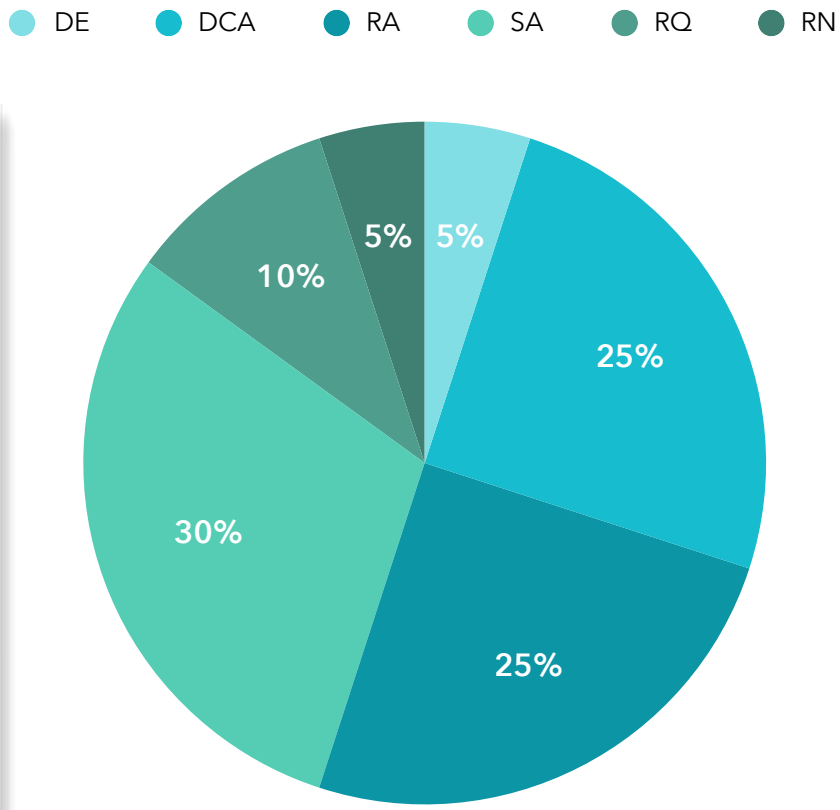
Discourse Community Analysis: 25%

Rhetorical Analisys: 25%

Synthesis Essay: 30%

Reading Quizzes: 10%

Rhetorical Notebook: 5%



General Policies

ATTENDANCE



At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have instituted the following attendance place:

A student may miss five (5) classes before her/his grade begins to be effected. After five absences, a five (5) point penalty will be deducted from the student's final semester grade.

I (Dr. Ponce) determined this five absence policy based on the typical corporate "personal day" policy (ie one personal day per month). Also, it should be noted that based on the UTA estimated cost of attendance, each MWF class meeting costs the student approximately $68.50. So, when a student misses a class, it is similar to paying $68.50 for a ticket and then never attending the event.

It is each student's individual responsibility to keep track of absences and make sure that he or she is within the allowed number permitted for the course. Note: Absences incurred due to religious holidays will not be calculated into these totals.

While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

EXCUSED ABSENCES??



Absences due to causes such as illness, emergency, death in the family, car trouble, etc., are not "excused" absences, even when accompanied by "official" notes from medical professionals, etc.. Additionally, the following actions may also result in a student being counted as officially absent: 1) coming to class without an adequate draft on a day when a draft is due (e.g. peer response, 2) sleeping during class, 3) misuse of technology during class (checking social media, texting friends, etc. 4) showing up to class more than 10 minutes late, 5) leaving a class before its completion, 6) failing to attend a scheduled conference with the instructor

CLASS CONDUCT



In accordance with the UTA code of conduct, I expect each student to conduct themselves in a respectful manner. There will be times when we will discuss pressing issues and not all of us will agree on how to address said issues. This kind of disagreement is what makes classes like ours possible, for if we all agreed there would be no point to persuasion. With that said, I expect all students to respect the opinions of their classmates, even if they don't agree. At no time will I tolerate threats, racial slurs, or intimidation. For more on the university's stance on these topics, see https://www.uta.edu/conduct/code-of-conduct/index.php

NOTE TAKING



Any notes taken by a student during this class are intended for her or his use only. Under no circumstances are notes to be given or sold to individuals or businesses outside of class. Under no circumstances may "private note takers" or "tutors" attend class, or transcribe class lectures without first obtaining the permission of the instructor and registering with the Office of Disability Accommodations. For more information on intellectual property rights, please contact Dr. Ponce

CAMPUS CARY



Students should read UTA's policy on concealed handguns on campus. (http://www.uta.edu/news/info/campus-carry/policy.php) Please note that 1) only licensed persons may legally carry handguns on campus, and 2) this right only authorizes the licensed carrying of "handgun[s], the presence of which is not openly noticeable to the ordinary observation of a reasonable person." Per policy, if a gun is "partially or wholly visible, even if holstered," it's not legal on campus, whether or not it's licensed. I report all illegal activities to the UTA police, regardless of their nature.

PAPER RE-USE



You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

GRADE GRIEVANCES



First Year English has a specific procedure that must be followed in order for a student to appeal a grade or any other matter related to their 1301/02 class. First, the student must communicate with the instructor in an attempt to resolve any matter in question. The next step is for students to communicate with the Director of First Year English. The Director will then advise students on the next official steps in any appeal process. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.

LATE WORK



As a rule, late work for this course will not be accepted. Any quizzes or in-class exercises missed for any reason cannot be made up for points once missed. Because attendance is taken, missed daily grades will simply be dropped from grade calculations. Additionally, all written assignments must be turned in at the beginning of class on the day that they are due in order to be counted for credit. If you know in advance that you will need to be absent for a class period, make arrangements with your instructor at least two weeks before the scheduled absence.

UTA DROP RULES



Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. **After the late registration period, students must see their academic advisor to drop a class or withdraw.** Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the

TITLE IX



The University of Texas at Arlington is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Course Calendar

Subject to Change

Abbreviations: EAA- *Everything's an Argument/* TSIS- *They Say, I Say*

WEEK 1

Wednesday, August 22

- Introduction to the class
  - Homework: Reed EAA 1-16

Friday, August 24

- Reading Quiz
- Discuss Readings with In-Class Exercises
- Assign Diagnostic Essay
  - Homework: Reed EAA 17-27/ Work on Diagnostic Essay

WEEK 2

Monday, August 27

- Reading Quiz
- Discuss Readings with In Class Exercises
  - Homework: Finish Diagnostic Essay

Wednesday, August 29

- **Diagnostic Essay Due at the START of Class**
- Introduce Discourse Community Analysis Unit (DCA)
- Assign DCA Essay Project
  - Homework: Read EAA 28-39 AND 40-50

Friday, August 31

- Reading Quiz
- Discuss Readings with In Class Exercises
- Assign DCA Topics Worksheet
  - Homework: Work on DCA Topics Worksheet

WEEK 3

Monday, September 3

- No Class Meeting—Labor Day
- Continue working on DCA Worksheet
  - Homework: Continue working on DCA Worksheet

Wednesday, September 5

- Discuss the Structure of Successful Argumentation
  - Homework: Read EAA 51-70

Friday, September 7

- Reading Quiz
- Discuss Readings with In Class Exercises
  - Homework: Read "Contest of Words" (Available on Blackboard)

WEEK 4

Monday, September 10

- Reading Quiz
- Discuss Readings with In Class Exercises
- Assign DCA Brainstorming Packet
  - Homework: Complete DCA Brainstorming Packet

Wednesday, September 12

- Turn in and Pick Up Brainstorming Packet
- DCA writing Process Interview Activity
  - Homework: Work on DCA Essay

Friday, September 14

- Group Grade Sample DCA Essay
  - Homework: Work on DCA Essay

WEEK 5

Monday, September 17

- Discuss the "Work" of Revision
  - Homework: Work on DCA **(You will need a FULL draft HARD COPY for the next class)**

Wednesday, September 19

- DCA Peer Review Exercises
- Usage Quiz: Fragmented Sentences
  - Homework: Work on DCA

Friday, September 21

- DCA Conferences - Schedule your conference by going to calendly.com/dr-ponce
  - Homework: Work on DCA

WEEK 6

Monday, September 24

- DCA Conferences - Schedule your conference by going to calendly.com/dr-ponce
  - Homework: Work on DCA

Wednesday, September 26

- **DCA Due at the Start of Class (Submit on Blackboard under the "Essay Submission" Tab)**
- Introduce Rhetorical Analysis Paper
  - Homework: Read Pages 87-105 in EAA

Friday, September 28

- Reading Quiz
- Discuss Readings (Rhetorical Analysis)
  - Homework: Read "Juggling Tasks at Once" and "Here's Why Suspensions Won't Deter PED Users Like Maria Sharapova" (Available on Blackboard)

WEEK 7

Monday, October 1

- Reading Quiz
- Discuss Readings (Rhetorical Analysis)
  - Homework: Read “City’s lifeblood suffers without Viable Transit” and “Arlington City Council should serve its constituents” (Both Available on Blackboard)

Wednesday, October 3

- Reading Quiz
- Discuss Readings (Rhetorical Analysis)
  - Homework: Read “Students can Succeed in Any Class Size” and “Don’t Ban Photos of Skinny Models” (Both Available on Blackboard)

Friday, October 5

- Reading Quiz
- Discuss Readings (Rhetorical Analysis)
  - Homework: Read "UTA should add cricket to diversify sports roster” and “Why Gendered Medicine Can Be Good Medicine | The New Yorker” (Both Available on Blackboard)

WEEK 8

Monday, October 8

- Reading Quiz
- Discuss Readings (Rhetorical Analysis)
  - Homework: Decide which article you would like to focus on for your own rhetorical analysis

Wednesday, October 10

- Group Grade a Sample Rhetorical Analysis
- Assign Rhetorical Analysis Brainstorming Worksheet
  - Homework: Complete Rhetorical Analysis Brainstorming Worksheet

Friday, October 12

- Turn in and Pick Up Rhetorical Analysis Brainstorming Worksheet
- Group Grade a Sample Rhetorical Analysis
  - Homework: Work on Rhetorical Analysis

WEEK 9

Monday, October 15

- Rhetorical Analysis Workshops - Narrowing Your Argument
  - Homework: Work on Rhetorical Analysis Essay

Wednesday, October 17

- Rhetorical Analysis Workshops - Quoting Effectively
  - Homework: Work on Rhetorical Analysis Essay

Friday, October 19

- Rhetorical Analysis Workshops - Arranging your Evidence
  - Homework: Work on Rhetorical Analysis Essay (**You will need a FULL draft HARD COPY for the next class)**

WEEK 10

Monday, October 22

- In Class Peer Review Exercises
  - Homework: Work on Rhetorical Analysis Essay/ Complete Online Peer Review

Wednesday, October 24

- RAE Conferences - Schedule your conference by going to calendly.com/dr-ponce
  - Homework: Work on Rhetorical Analysis Essay/ Complete Online Peer Review

Friday, October 26

- RAE Conferences - Schedule your conference by going to calendly.com/dr-ponce
  - Homework: Work on Rhetorical Analysis Essay

WEEK 11

Monday, October 29

- **RAE Due at the Start of Class (Submit on Blackboard under the "Essay Submission" Tab)**
- Introduction to Research Synthesis Unit
- Discus "How to Read" for Research
  - Homework: Reed EAA 71-84

Wednesday, October 31

- Reading Quiz
- Discuss Research Pitfalls - Logical Fallacies
  - Homework: Reed EAA 121-144

Friday, November 2 (Last day to drop at UTA - professor signed form due by 4PM)

- Reading Quiz
- Discuss Readings with In Class Exercises
  - Homework: Begin Reading Article Set

WEEK 12

Monday, November 5

- Discuss 3 Ways to Offer a Unique Argument
  - Homework: Continue Reading Chosen Article Set

Wednesday, November 7

- Discuss Distinguishing your Argument from Others'
- Discuss Readings with In Class Exercises
  - Homework: Continue Reading Chosen Article Set

Friday, November 9

- Discuss the Art of Refutation
- Discuss Readings with In Class Exercises
  - Homework: Continue Reading Chosen Article Set

WEEK 13

Monday, November 12

- Continue to Discuss the Art of Refutation
- Discuss Readings with In Class Exercises
  - Homework: Finish Reading Chosen Article Set

Wednesday, November 14

- Sweet Synthesis Activity
  - Homework: Begin to Outline Synthesis Essay

Friday, November 16

- Group Grade Sample Synthesis Essay
  - Homework: Work on Synthesis Essay

WEEK 14

Monday, November 19

- Group Grade Sample Synthesis Essay
  - Homework: Work on Synthesis Essay

Wednesday, November 21

- No Class - Thanksgiving Holiday
  - Homework: Work on Synthesis Analysis Essay

Friday, November 23

- No Class - Thanksgiving Holiday
  - Homework: Work on Synthesis Essay (**Note: You will need a printed draft for the next class**)

WEEK 15

Monday, November 26

- In Class Peer-review Exercises
  - Homework: Work on Synthesis Essay

Wednesday, November 28

- Synthesis Essay Conferences - Schedule your conference by going to calendly.com/dr-ponce
  - Homework: Work on Synthesis Essay

Friday, November 30

- Synthesis Essay Conferences - Schedule your conference by going to calendly.com/dr-ponce
  - Homework: Work on Synthesis Essay

WEEK 16

Monday, December 3

- Synthesis Essay Due by 5 PM
  - Last Day of Class (No Final Exam For ENGL 1301)