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| **WK** | **Day**/**Date** | **Topics** **of Discussion** | **Readings (Due Before Class)** | **Due Dates****Major assignments: Due before class** |
| 1 | M/June04 | Intro to Student Responsibilities, academic conversation, and syllabus/policies, Diagnostic Essay,Entering Academic Conversations and Composing Arguments |  | Diagnostic Essay (In Class) |
|  | T/June05 | The Rhetorical Situation and Audience; Introduction to Discourse Community;DCA Assignment Read Aloud | **Read**: *TSIS* Preface, Intro, Ch 1 & Ch 9; *EAA* DCA Assignment pp. xvii-xxiv and pp. 1-16  | Signed Syllabus Contract Handout: "What is a Discourse Community?"; IN-class activity: "DCA Generating Topics Worksheet" (In-class) |
|  | W/June06 | Logos, Pathos, & Ethos Appeals\*Census Date\* | **Read:** EAA Ch2 (pp. 28-39), Ch3 (pp. 40-50), Ch4 (pp.51-70) | Brain Storming DCA support: Ethos, Logos, Pathos (in-class) |
|  | Th/June07 | Reviewing The Rhetorical Triangle: Tying Pathos, Ethos, and Logos Together; Connecting Rhetorical Appeals to Discourse Communities | **Read:** EAA Chapter 5 (pp. 71-86) | In-Class Writing:Introduction and one appeal paragraph |
| 2 | M/June11 | Discuss Grade Criteria/Rubric for DCA;Sample DCA Read Aloud; DCA Grade Norming Using Rubric  |  | **First Draft of DCA (Bring a copy to class)** |
|  | T/June12 | Discuss and Assign DCA Peer Review; In-Class Conferences and Revision |  | Peer Review Groups of Three (In-class) |
|  | W/June13 | In-class Conferences and Revision |  |  |
|  | Th/June14 | In-class Revision Reflection; Introduce Rhetorical Analysis Essay and Read Aloud Assignment Prompt; Explain Reading Clusters and Connection to Synthesis Essay; Analyze The Shorthorn Audience |  | **Final Draft: DCA**Shorthorn audience analysis (In-class) |
| 3 | M/June18 | Rhetorical Analysis Invention Activities; In-Class Rhetorical Analysis of RAE Article; Discuss Paper Organization; Discuss Reasons and Evidence  | **Read:** *EAA* Ch6 (pp87-105); RAE article (clusters): *TSIS* Ch 2 and Ch 3 | In-class short summaries of RAE chosen articles; practice incorporating quotations from RAE chosen articles using TSIS Chapter 3 templates, pp. 46-47 |
|  | T/June19 | Review Rhetorical Analysis Power Point |  | In-class work on drafts; Detailed Outline of Draft due at end of class |
|  | W/June20 | Discuss Grading Criteria/Rubric for RAE; Peer Review |  | **First Drafts: Rhetorical Analysis**In-class Peer Reviews |
|  | Th/June21 | In-class conferences and Revision(Possible early dismissal) | **Read**: TSIS Chapter 10 | Come to class with specific questions about comments and peer review |
| 4 | M/June25 | Introduce Synthesis Essay; Synthesizing Sources: Sweet Synthesis Activity | **Read**: All articles in Reading Cluster | **Final Drafts: Rhetorical Analysis**In-Class: Brainstorming Activity for Major Claims and Reasons |
|  | T/June26 | Structuring Arguments;Synthesis Essay Free Write; Advancing the Argument: Writing Claims and Reasons | **Read:** *EAA* Chapter 7; *TSIS* Ch 4 and 5 | In-class: Synthesis Free Write; Detailed Outline of Synthesis Argument Due at end of class |
|  | W/June27 | The Art of Summarizing; Addressing the Naysayer & Summarizing the Opposition | **Read:** *EAA* Chapter 7 pp. 130-144; *TSIS* Chapter 2 | In-Class: Summarizing Practice, Naysayer Paragraph |
|  | Th/June28 | The Art of Quoting &Incorporating Sources Effectively | **Read:** *TSIS* Chapter 3 and *EEA* Chapter 8 (151-166) | In-Class: Quotation Sandwich Practice |
| 5 | M/July02 | Discuss Grading Criteria/Rubric; Sample Synthesis Essay Read Aloud in Class;Peer Reviews |  | **First Drafts: Synthesis Essay**In-Class Peer Reviews |
|  | T/July03 | Power Point Review of Assignment; Documenting Sources & Avoiding PlagiarismMLA Style & Citations; In-class revision workshop and individual conferences |  |  |
|  | F/July06 |  |  | **Final Drafts: Synthesis Essay Due by 10pm** |