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Hello English 9 Students,

First off, welcome to English 9!!

Although I have scheduled weekly assignments, I realize that a correspondence course will have many challenges, and I know that there are obstacles beyond your control.

Do your best. Complete all the assignments.

Send in the completed work as soon as you can, but I know that there may be delays.

What I am looking for in your writing is thoughtful, careful, and analytical analysis of what you have read and how you are responding. Your unique perspective is valuable. However, an opinion without integrated sources to support a claim or claims is just an opinion. An essay is a careful reflection on what your thoughts are based on what you have read.

So, enjoy the readings and the writing process.

And by the way, I was a high school dropout, starting college at age 43, and I earned my doctorate at 60. I had to learn how to learn, and it was difficult.

Hang in there!

Best,

Professor Ramser

GED2EdD

Lassen Community College Correspondence Course Outline

ENGL 9 Critical Thinking and Composition 3.0 Units

Instructor: Ramser

Mailing Address: PO Box 3000, Susanville, CA 96130

Class Dates: August 17-December 17

Course Overview

English 9 is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1. The course will focus on the development of logical reasoning and analytical and argumentative writing skills. This course has been approved for online and correspondence delivery.

LCC Important Dates

Aug	17	First Day of Instruction for Fall 2020
	21	Last day for students to add a full-term class
	28	Last day for students to add a full-term class with Instructor and Counselor approval
	28	Last day to drop a full-term Fall 2020 course and receive a refund
	28	Last day for students to withdraw in Admissions and Records without a “W” showing on transcripts (full-term classes only)
Sep	18	Last day for students to elect Pass/No Pass (credit/no-credit) grading option
Dec	13	Last day for students to withdraw from Fall 2020 class (full-term classes only)
Dec	17	Last Day of Fall 2020 semester

Required Text

Barnet and Bedau, *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings, 11th edition, 2017, ISBN 9781319035471*

AND

Hacker, Diana, *A Writer's Reference. 7th edition, 2011, Boston. Bedford/St. Martin's, ISBN-13: 978-0-312-60143-0, or 8th edition ISBN-13: 978-1457666766*

I. Catalog Description This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1. The course will focus on the development of

logical reasoning and analytical and argumentative writing skills. This course has been approved for online and correspondence delivery.

Prerequisite: Successful completion of English 1.

Prerequisite Skills:

Before entering this course, the student will be able to:

1. Mastery of the basic rhetorical forms.
2. Understand the concept of analysis and critical reading/writing.
3. Write clear, logical, accurate essays.
4. Identify the basics of reasoning. Articulate a thesis and defend a view.
5. Logically develop an essay topic.
6. Understand the concept of a thesis that expresses an opinion supported with evidence.
7. Understand the effectiveness of examples and how to benefit from them.
8. Develop an essay using ample support.
9. Self-edit for grammar and punctuation.
10. Understand rhetorical modes so they may be used in support of a claim.
11. Use transitions to link ideas and create logical coherence.
12. Do independent pre-writing for extended essays.
13. Ability to formulate longer papers using sources.
14. Ability to use MLA for citations and Works cited.
15. Understand the basics of MLA and be able to use an MLA reference handbook.
16. Ability to use the internet for research.
17. Appreciate the value of honest academic work & avoid involuntary plagiarism.
18. Recall the principles of good writing in a variety of essay types.
19. Recognize the concepts of purpose, audience and tone.
20. Recognize that different audiences are approached differently.
21. Express ideas with personal style.
22. Understand that language is selected depending on purpose writing.
23. Organize and self-edit without an instructor's pre-editing.
24. Ability to communicate on the internet for research.
25. Use the internet to search and find credible sources.
26. Determine the credibility of web sites.

27. Courteous internet usage.
28. Read to find meaning and implication.
29. Be fluent with reading a variety of rhetorical types.

Recommended Preparation: Composition-based computer skills are strongly recommended.
Transfers to both UC/CSU General Education Area: D1 CSU GE Area: A3 IGETC GE Area: 1B
C-ID ENGL 105 51 Hours Lecture Scheduled: Fall, Spring, Summer

II. Coding Information Repeatability: Not Repeatable, Take 1 Time Grading Option: Graded or Pass/No Pass Credit Type: Credit - Degree Applicable TOP Code: 150100

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Given a written or verbal argument, the student will be able to critically evaluate the presentation, identifying the structure, validity and soundness of the argument, recognizing common fallacies of language and thought, and identifying any deliberate abuses and manipulations.
2. In sequence of well-organized, grammatically correct essays, the student will demonstrate the effective use of analysis, synthesis, definition, refutation, interpretation, and advocacy of ideas.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Read and critically evaluate a variety of written material, including modern and classical arguments.
2. Identify and analyze the structure of arguments underlying various written material.
3. Evaluate the validity and soundness of arguments.
4. Identify common fallacies of language and thought.
5. Recognize and use inductive and deductive reasoning.
6. Distinguish between factual and judgmental statements.

7. Differentiate between knowledge and opinion.
8. Recognize and draw sound inferences from data given in a variety of forms.
9. Identify and effectively use denotative and connotative language.
10. Locate and evaluate outside sources for use in argumentative essays.
11. Write a sequence of essays that effectively use analysis, synthesis, and summary that use the modes of causal analysis, comparison, definition, refutation, interpretation, and the advocacy of ideas.
12. Demonstrate the continued development in writing correct, sophisticated, college level prose.
13. Recognize some of the deliberate abuses and manipulations of rhetoric in common usage in order to avoid them in academic essays.
14. Recognize some of the classical concepts of rhetoric, such as ethos, pathos, and logos.
15. Locate primary sources using the library and other research sources.

IV. Course Content

The following topics may be included; however, the order of presentation, relative emphasis and the depth of treatment will depend on the preference of the instructor.

A. Scope

1. Write various essays using analysis, synthesis, and summary utilizing the modes of causal analysis, persuasion, refutation, interpretation, definition and the advocacy of ideas. (Focus is on development of logical reasoning and analytical and argumentative writing skills.)
2. Write substantial argumentative and persuasive essays designed to address positions and problems reflecting concerns of the modern world and integrating the rhetorical forms.
3. Defending claims of fact, value or policy.

B. Essay Style & Logic (Critical Thinking)

1. Develop critical writing: construction of sound arguments avoiding fallacies, providing a variety of support types, the use of induction & deduction, refutation, advocacy, and persuasiveness.
2. Differentiation between knowledge and opinion, facts and judgments.
3. Recognition of classical concepts of rhetoric, such as ethos, pathos, logos, etc.
4. Identification of common abuses and manipulations of rhetoric in order to avoid their use.

C. Thesis & Organization Development of unique and focused theses.

D. Support

1. Matching the support type with the nature of the argument (fact, value & policy claims).
2. Coordination of the support with the type of claim: fact, value, or policy.

E. Punctuation & Grammar Papers will be submitted only in final draft form.

F. Topic Sentences & Transitions

1. Write advanced argumentation.
2. Advanced use of punctuation to affect the reader's understanding of the material and reflect voice.

G. Prewriting Skills Pre-writing is assumed.

H. Library and Research Skills

1. Use of academic, primary sources.
2. Interview skills. 3. Active pursuit of information beyond libraries.

I. Purpose, Style, Language, Audience, Tone

1. Combination of essay types for strategic reasons.
2. Recognize hostile, supportive, & undecided audiences.
3. Refinement of an effective personal style.
4. Identification of common fallacies of thought and language.
5. Exploration of rhetorical devices: satire, irony, over and understatement, paradox.
6. Identification and effective use of denotative and connotative language.

J. Revising/Drafting: All papers are in final draft form.

K. Technological Skills Use the Internet to request information for research.

L. Reading Skills

1. Identify stated & unstated premises and conclusions.
2. Identify inductive & deductive arguments.
3. Evaluate arguments for validity & soundness.
4. Analyze claims of fact, value, & policy.

5. Recognize denotative & connotative language.
6. Evaluate diction.
7. Analysis of critical thinking processes as modeled in readings.
8. Identification & analysis of the structure of arguments underlying various written material.
9. Reading and understanding classical texts.

V. Assignments A. Appropriate Readings The student will read, discuss, and respond to arguments germane to the objectives of the course.

B. Writing Assignments

1. The student will write a variety of compositions and/or extended essays that reflect the stylistics and rhetorical techniques associated with persuasive/argumentative writing as well as critical analysis.
2. The word count minimum for the entire semester will be 6,000 words (or 20 pages of developed, written analysis). The 6,000 word minimum will include both modalities: in-class and out-of-class (take home) writing.

Essays, Assignments and Exams

- **Worksheets and Activities (W)** – Students complete grammar weekly worksheets and activities (the goal of developing and reinforcing sentence and pre-writing skills) –
- **Rhetorical Précis**- method for introducing an essay - 5 points each
- **Completing Topics for Critical Thinking and Writing**- 20 points each
- **Essay #1**- Thinking Through an Issue, with two outside sources, 1,000 words: worth 100 points
- **Essay #2** - Visual Rhetoric, with two outside sources, 1,000 words: worth 100 points
- **Essay #3** - Immigration, with two outside sources, 1,000 words: worth 100 points
- **Essay #4** - Arguing with Fiction, 1,500 words with four outside sources: worth 100 points
- **Essay #5** - Arguing in a Debate or Discourse Community, 1,500 words with four outside sources, worth 200 points).

- **Essay #5** – CHECKLIST: final draft; final draft integrated four outside sources; final draft with MLA formatted Work Cited page; peer review comments (if possible); outline; proposal; outline Drafting Notes; Reading Notes; and one-page reflection on writing this essay
- **Exams** – A final exam, worth 75 points, will cover chapter readings and lecture notes. There will not be any make-up exams.
- **Students should refer to the forms for Quote Analysis, essay outline, and thesis statement.**
- **Timelines**
- Assignments with **weekly checklist coversheets** should be received in the LCC Correspondence Office by the date due in order to be accepted on time. Work received after the due date is considered late. Late work may be penalized by reduction of one grade except in extreme situations. Work received after the next scheduled due date may not be accepted except in extreme situations. Student work will be returned as soon as possible with feedback relative to student performance and progress. Any questions feel free to contact me by mail or email.

C. Expected Outside Assignments

1. Analysis or presentations in the media for fallacies.
2. Research and analysis of controversial issues, e.g., political speeches, publications from organizations, news in the media.
3. Conduct original, written projects that demonstrate analytical and logical skills.
4. Use of the library, electronic media, and interview and other communication skills to develop sources for supporting material.

D. Specific Assignments that Demonstrate Critical Thinking Responses, exercises, quizzes, essays, in-class discussions which address critical, rhetorical, logical or linguistic concerns.

VI. Methods of Evaluation

The first day of class the instructor will provide each student with a written course syllabus indicating the evaluation procedures to be used. The formulation of a student grade will be based upon:

Evaluations based on both composition skills and critical thinking skills:

1) Essays and exercises, 2) Correspondence Discussion, 3) Collaborative Writing, 4) Peer activities (if possible), 5) Exams and quizzes, 6) Optional additional grade impact for participation, commitment and appropriate conduct.

Grading: TOTAL 1995

All points earned will be added together and the normal grading curve applied.

A = 90-100%(1795+); B = 80-89%(1596+); C= 70-79%(1396+); D=60-69%(1197+);F=0-59%

WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9
170	80	100	195	105	125	105	70	235
WK 10	WK 11	WK 12	WK 13	WK 14	WK 15	WK 16	WK 17	WK 18
90	210	9	45	45	30	30	250	75

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student. This course has been separately approved by the Curriculum/Academic Standards Committee.

IX. Discipline/s Assignment English

X. Course Status Current Status: Active Original Approval Date: 11/5/1991 Revised By: Cory McClellan Curriculum/Academic Standards Committee Revision Date: 04/17/2018

VIII. Representative Texts and Supplies Barnet and Bedau, *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings, 11th edition*, 2017, ISBN 9781319035471 AND Hacker, Diana, *A Writer's Reference. 7th edition*, 2011, Boston.

Bedford/St. Martin's, ISBN-13: 978-0-312-60143-0, or 8th edition ISBN-13: 978-1457666766

IX. Discipline/s Assignment English

X. Course Status Current Status: Active Original Approval Date: 11/5/1991 Revised By: Cory
McClellan Curriculum/Academic Standards Committee Revision Date: 04/17/2018

ENG 9: IMPORTANT NOTE - Each weekly assignment must have this cover sheet checked off by the student, or the instructor may deduct points from the total points for that week.

Weekly Checklist	Name_____		
Week 3	Assignments	Included Check X	Received by Instructor
Week Three Day 5 8/31-9/4	<p><i>Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter Three: CRITICAL READING: GETTING DEEPER INTO ARGUMENTS</i></p> <p>Worksheets and Activities Multilingual writers and ESL topics M1-1 to M1-4 <u>M1-1 to M1-4 due Week Three; M2-1 to M5-1 due Week Four</u></p> <p>WK3 Lecture Notes: 31. M1-1 to M1-5: ESL verb use, Verb form and tense, Verb use, Passive verbs, Conditional verbs, Verbs followed by gerunds or infinitives.</p> <p>Examine the reading and assignments, thesis statements, and definitions. (See notes on Toulmin, Rogerian, and Classica arguments. Also see Logical Fallacies). Apply to developing paper 1 on argument. Read Chapter 3 (pp. 80–138). Select and complete one Assignment for Topics for Critical Thinking and Writing (pp. 77).</p>	<hr/> <p>60</p> <hr/> <p>20</p>	
Week Three Day 6 8/31-9/4	<p><i>Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING, Chapter Three: CRITICAL READING: GETTING DEEPER INTO ARGUMENTS</i></p> <p>Examine argument, persuasion, appeals, induction and deduction, and syllogisms. Apply to developing paper 1 on arguments. Apply A Checklist for Analyzing an Argument to paper 1 drafts.</p> <p>Write a Rhetorical Précis for introducing each of the following essays:</p> <p>Read: George F. Will’s “Being Green at Ben and Jerry’s” (pp. 11-116) Read: Stanley Fish’s “When " Identity Politics" Is Rational” (pp.116-119) Read: Gloria Jiménez’s “Against the Odds” (pp.119-122) Read Ronald Takaki’s “The Harmful Myth of Asian Superiority” (pp.124-126)</p> <p style="text-align: center;">TOTAL POINTS</p>	<hr/> <p>20</p> <hr/> <p>100</p>	

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Weekly Checklist	Name _____		
Week 5	Assignments	Included Check X	Received by Instructor
Week Five Day 9 9/14-18	<p><i>Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING</i>, Chapter Four: VISUAL RHETORIC: THINKING ABOUT IMAGES AS ARGUMENTS</p> <p>Worksheets and Activities (W) 10 points each Grammatical Sentences G1-G6 <u>G1-1 to G2-3 due Week Five; G3-1 to G6-3 due Week Six</u></p> <p>WK5 Lecture Notes: G1-1 to G2-3. Subject-Verb agreement, Verb forms, and Verb tense and mood.</p> <p>Examine the reading and assignments on visual rhetoric, appeals, and interpretation.</p> <p>Paper 2 assigned (Visual Rhetoric, with two outside sources, 1,000 words: worth 100 points). SEE HANDOUTS FOR ARGUMENT ESSAY, THESIS, OUTLINE, CHECKLIST</p> <p>Read Chapter 4 (pp. 139-178). Complete Exercise: (pp.150) Complete Exercise: (pp. 158)</p> <p>Write a Rhetorical Précis for introducing each of the following essay: Read Jackson Smith “Pledging Nothing” (student essay) (pp. 164).</p>	<hr/> <p>60</p> <hr/> <p>20</p> <hr/> <p>5</p>	
Week Five Day 10 9/14-18	<p><i>Current Issues and Enduring Questions Part One CRITICAL THINKING AND READING</i>, Chapter Four: VISUAL RHETORIC: THINKING ABOUT IMAGES AS ARGUMENTS</p> <p>Examine the readings and assignments.</p> <p>Read Dorothea Lange, “Migrant Mother” (pp. 171). Read Nora Ephron, “The Boston Photographs” (pp. 173-178).</p> <p>Complete selected Topics for Critical Thinking and Writing (varies). Complete one of the Assignments in Visual Rhetoric (p. 178). Assignments for next session: Read Chapter Five</p> <p style="text-align: right;">TOTAL POINTS</p>	<hr/> <p>20</p> <hr/> <p>105</p>	

ENG 9: IMPORTANT NOTE - Each weekly assignment must have this cover sheet checked off by the student, or the instructor may deduct points from the total points for that week.

Weekly Checklist	Name _____		
Week 8	Assignments		
Week Eight Day 15 8/5-9	<p><i>Current Issues and Enduring Questions Part Two CRITICAL WRITING</i>, Chapter Seven: USING SOURCES</p> <p>Worksheets and Activities (W) Word Choice W1-W5 W2-1 to W3-4 due Week Seven; <u>W4-1 to W5-5 due Week Eight</u></p> <p>WK8 Lecture Notes: Process Analysis essays. Journal Responses. W4-1 to W5-4: Appropriate language and Exact language.</p> <p>Examine discourse, types of sources, finding sources, and evaluating sources. See Assignments for Using Sources (pp.261-322).</p> <p>Write a Rhetorical Précis for introducing each of the following essays:</p> <p>Read Bridget Anderson, “The Politics of Pests: Immigration and the Invasive Other” (see attached).</p> <p>Read Isaac Chotiner, “How Anti-Semitism Rises on the Left and Right” (see attached)</p> <p>Find sources on paper 3 argument. Complete paper 3 first draft.</p>	<hr/> 60	<hr/> 10
Week Eight Day 16 8/5-9	<p><i>Current Issues and Enduring Questions Part Two CRITICAL WRITING</i>, Chapter Seven: USING SOURCES</p> <p>Use A Checklist for Peer Review (see attached PEER REVIEW forms; complete all three).</p> <p>Paper 3 draft due (Topic: Immigration, with two outside sources, 1,000 words: worth 150 points).</p> <p>Read: Chapter 8: A Philosopher’s View: The Toulmin Model (pp. 325-334). Chapter 9: A Logician’s View: Deduction, Induction, Fallacies (pp. 335-372). Chapter 10: A Psychologist’s View: Rogerian Argument (pp. 373-383)</p> <p style="text-align: right;">TOTAL POINTS</p>	<hr/> 70	

ENG 9: IMPORTANT NOTE - Each weekly assignment must have this cover sheet checked off by the student, or the instructor may deduct points from the total points for that week.

Weekly Checklist	Name _____		
Week 10	Assignments	Included Check X	Received by Instructor
Week Ten Day 20 10/19-23	<p><i>Current Issues and Enduring Questions, Part Three FURTHER VIEWS ON ARGUMENT, Chapter 11: A LITERARY CRITIC'S VIEW: ARGUING ABOUT LITERATURE, ARGUING WITH FICTION II</i></p> <p>Worksheets and Activities (W) Sentence Style S1-S7 Sentence Style S1-S7: S1-1 to S3-4 due Week Nine; <u>S4-1 to S7-3 due Week Ten</u></p> <p>WK10 Lecture notes: Classification essays. S4-1 to S7-2: Distracting shifts, Mixed constructions, Sentence emphasis, and Sentence variety.</p> <p>Examine the reading and assignments. What is literary analysis? (see notes).</p> <p>SEE HANDOUTS FOR ARGUMENT ESSAY, THESIS, OUTLINE, CHECKLIST</p> <p>Assign Paper 4 (Arguing with Fiction, with two outside sources, 1,500 words, 150 points).</p>	<hr/> <p style="text-align: center;">60</p> <hr/>	
Week Ten Day 21 10/19-23	<p><i>Current Issues and Enduring Questions, Part Three FURTHER VIEWS ON ARGUMENT, Chapter 11: A LITERARY CRITIC'S VIEW: ARGUING ABOUT LITERATURE, ARGUING WITH FICTION II</i></p> <p>Examine the reading and assignments.</p> <p>Write a Rhetorical Précis for introducing each of the following essays: Read Two Students Interpret Robert Frost's "Mending Wall" (pp. 389) Read Robert Frost, "Mending Wall" (pp. 390) Read Jonathan Deutsch, "The Deluded Speaker in Frost's "Mending Wall" (Student Essay) (pp. 391) Read Felicia Alonso, "The Debate in Robert Frost's "Mending Wall" (Student Essay) (pp. 394)</p> <p>Write a response to the analysis of Frost's poem and explain how your analysis would be different (or identical to those critics). BE SPECIFIC.</p> <p>Assignments for next session: Work on paper 4 final draft (1,500 words).</p> <p style="text-align: center;">TOTAL POINTS</p>	<hr/> <p style="text-align: center;">20</p> <hr/> <p style="text-align: center;">10</p> <hr/> <p style="text-align: center;">90</p>	

ENG 9: IMPORTANT NOTE - Each weekly assignment must have this cover sheet checked off by the student, or the instructor may deduct points from the total points for that week.

Weekly Checklist	Name _____		
Week 11	Assignments	Included Check X	Received by Instructor
Week Eleven Day 22 10/26-30	<p><i>Current Issues and Enduring Questions, Part Three FURTHER VIEWS ON ARGUMENT, Chapter 11: A LITERARY CRITIC'S VIEW: ARGUING ABOUT LITERATURE, ARGUING WITH FICTION II</i></p> <p>Worksheets and Activities (W) Punctuation P1-P10 Punctuation P1-P10: P1- 1 to P3-8 due Week Eleven; P4-1 to P6-7 due Week Twelve</p> <p>WK11 Lecture Notes: Essay revision. Commas and unnecessary commas, Semicolon, and the Colon. Punctuation and Mechanics, P1-1 to P3-3</p> <p>Paper 4 due (Arguing with Fiction, with two outside sources, 1,500 words, worth 150 points).</p>	<hr/> <p>60</p> <hr/> <p>150</p> <hr/>	
Week Eleven Day 23 10/26-30	<p>SEE HANDOUTS FOR ARGUMENT ESSAY, THESIS, OUTLINE, CHECKLIST</p> <p>Assignments for next session: Read Chapter 19</p> <p style="text-align: right;">TOTAL POINTS</p>	<hr/> <p>210</p>	

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Weekly Checklist	Name _____		
Week 15	Assignments	Included Check X	Received by Instructor
Week Fifteen Day 30 11/23-27	<p><i>Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty-Five, AMERICAN EXCEPTIONALISM: HOW SHOULD WE THE UNITED STATES TEACH ITS PAST?</i></p> <p>Write a Rhetorical Précis for introducing each of the following essays: Read:</p> <p>“Breaking Bad: America Has Used Walter White Logic since 9/11” by Conor Friedersdorf (pp. 603-608) “The Myth of American Exceptionalism” by Stephen M. Walt (pp. 608-615) “In Defense of American Exceptionalism” by Herman Cain (pp. 615-616) “In Defense of American Exceptionalism” by Clifford D. May (pp. 617-626) “It’s Time to Rethink American Exceptionalism” by David Bromwich (pp. 619-626) “How Texas Teaches History” by Ellen Bresler Rockmore (pp. 626-628)</p> <p>Complete one of the Assignments in Topics for Critical Thinking and Writing (pp. 628).</p> <p>WK15 Lecture Notes: Research essay. Review of grammar, sentence, and style.</p> <p>Assignments for next session: Read Chapter 26</p> <p>Work on ROUGH DRAFT and WORKS CITED for Paper 5 (Arguing in a Debate or Discourse Community, 1,500 words, with four outside sources, worth 200 points).</p>	<hr/> 30	
Week Fifteen Day 31 11/23-27 THANKSGIVING	<p><i>Current Issues and Enduring Questions, Part Five CURRENT ISSUES: CASEBOOKS, Chapter Twenty-Five, AMERICAN EXCEPTIONALISM: HOW SHOULD WE THE UNITED STATES TEACH ITS PAST?</i></p> <p style="text-align: right;">TOTAL POINTS</p>	<hr/> 30	

ENG 9: IMPORTANT NOTE - Each weekly assignment must have this cover sheet checked off by the student, or the instructor may deduct points from the total points for that week.

Weekly Checklist	Name _____		
Week 16	Assignments	Included Check X	Received by Instructor
Week Sixteen Day 32 11/30-12/4	<p><i>Current Issues and Enduring Questions, Part Six, ESSAYS, A STORY, POEMS, AND A PLAY, WHAT IS THE IDEAL SOCIETY</i></p> <p>Write a Rhetorical Précis for introducing each of the following essays: Read:</p> <p>“From Utopia” BY Thomas More (pp.631-643) “Declaration of Sentiments and Resolutions” by Elizabeth Cady Stanton (pp. 655-658) “I Have a Dream” by Martin Luther King, Jr. (pp. 659-662) “The Unknown Citizen” by W.H. Auden (pp. 662-663) “One Song, America, Before I Go” Walt Whitman (pp.665) “The Ones Who Walk Away from Omelas” by Ursula K. Le Guin (pp.666-670)</p> <p>WK16 Lecture Notes: Research essay. Review of grammar, sentence, and style.</p>	<hr/> 30	
Week Sixteen Day 33 11/30-12/4	<p>Work on INTEGRATING SOURCES WITH ANALYSIS AND COINTEXT for Paper 5 (Arguing in a Debate or Discourse Community, 1,500 words, with four outside sources, worth 200 points).</p> <p>NO FLOATING QUOTES ALWAYS USE ACTIVE VERB SIGNAL PHRASE INTRODUCTIONS OF A QUOTE AND/OR A SOURCE</p> <p>(see Proctor to schedule your final exam during Week Seventeen – your completed final must be received by December 12th)</p> <p style="text-align: right;">TOTAL POINTS</p>	<hr/> 30	

