English 1304 studies the strategies and techniques of written argument. The goal of this course is to develop students’ ability to analyze and produce writing designed to persuade a specific audience and to develop their research skills in a longer documented formal essay.

The student who completes English 1304 successfully will have demonstrated an understanding of written argument by producing developed, organized, and coherent papers that explore the writer’s thesis, audience, and rhetorical techniques or argumentative essays responsive to issues raised in the course, and will have demonstrated the ability to produce a formal research document utilizing the appropriate rhetorical skills.
English 1304 (Composition II) -- An Introduction to Rhetoric and Argument

Section: 14238  
MWF 1-2:30 pm.  
Office: Adjunct Offices, Roy Cullen Building  
Office Phone: tba  
Fall 2006  

Instructor: Professor A. Gonzalez  
Email: tba  
Office Hours: 12-1 pm MW or by appointment

Catalogue Description: A detailed study of the principles of rhetoric as applied to analyzing and writing argumentative and persuasive essays; principles and methods of research, culminating in writing a substantial research paper.

Objectives: Abilities the student should acquire and demonstrate by the end of the semester:
1. To understand and demonstrate writing processes through invention, organization, drafting, revising, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written communication.
4. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument in cooperative and/or interactive writing.
5. To develop the ability to research and write a documented paper.

Text: (available in University Bookstore in mass 1304 section)


Smashed: Story of a Drunken Girlhood by Koren Zailckas

Fast Food Nation by Eric Schlosser

Learning Outcomes for BA in English

Students will be able to demonstrate critical thinking skills in their writing.

Students will be able to demonstrate their contextualized understanding of specific texts.

Students will be able to implement appropriate methodologies for research and/or interpretation.

Determination of Grade
In-class writing assignments: 10%
Minor paper on Arguing the Past/Origin/Future: 20%
Minor paper on Arguing Definition/ Meaning/ Value: 20%

Major Paper Arguing Crisis: 30%
(Topic Proposal for Major Paper Arguing Crisis: 5%, Revision Statement for Major Paper: 5%, Peer Workshop Notes: 5%, Major Paper Final Draft: 15%)

In-class participation: 20%

Prerequisites: Students must show proof of passing English 1303 or its equivalent (AP Language and Composition score of 3; SAT II Writing Test score of 620) in order to remain enrolled in this class.
Failure to show proof of prerequisites within the first week will result in the student being dropped from the class.

Policies:

Absentee Policy: The Department of English policy on absences in Lower Division courses states that any student who is absent more than six classroom hours (four M/Ws classes) may be dropped from the course with the seventh hour absence. For this course, each student is allowed 2 unexcused absences for the whole semester. For each absence after that, the final grade will be lowered by one alphabet. Unexcused absences are any that are not caused by University-related activity. In addition, students are responsible for making up work missed during an absence. Unannounced in-class assignments missed due to unexcused absences will not be made up.

Academic Honesty: The University of Houston Academic Policies define and prohibit academic dishonesty as follows: “academic dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the University or a course instructor to fulfill academic requirements” (Article 3.02; see Student Handbook for details). In this course, all work should be the student’s own unless properly documented according to Modern Language Association standards for acknowledging sources (which will be reviewed in class and which are covered in The Research Guide). Procedural problems in acknowledging sources will be dealt with as a matter of routine work and will not result in negative consequences. Willful and knowing plagiarism, however, will be dealt with as a disciplinary matter according to the University policy, and can result in failure of the assignment or course, suspension from or expulsion from the University. Please see me if you have any questions regarding academic honesty.

Late Assignment Policy: This is very simple: unless you notify me in advance and make definite arrangements I agree to, any work turned in after its assigned deadline will count for zero credit—and still must be completed satisfactorily in order to meet the requirement for a complete portfolio. Manage your time well. Please contact me before deadlines if you anticipate problems meeting the deadlines.
Complete Portfolio Requirement: There are no optional assignments in this course. In order to be eligible to pass, you must complete all formal assignments, even if they will not count for grade point credit.

Format and Feedback Options: Please turn in all assignments in hard copy format (Microsoft Word only). I will not accept assignments sent as attachments to emails. Please follow the MLA guidelines (see Inventing Arguments, “Part Two: The Argument Handbook”)

Cell Phones: I expect your complete presence during the scheduled class time. Cell phones ringing during this time will be treated as either absence or disruptive behavior. Please see me concerning exceptions to this policy.

Email: A listserv will be set up for the whole class at the beginning of the semester. All important announcements and assignment reminders will be circulated via email, and all student conferences must be set up through email appointments. It is imperative that your correct email address be on the list and that you check your email regularly. You will be held responsible for any information you miss if it was sent out via email.

Assignments

Apart from in-class assignments and group activities, students will write three argumentative papers, two minor and one major. Each student must pick a category from the following choices, at the beginning of the semester. The topics for the papers will be from the chosen category:

Gender, Politics and Public Policy, Education, Environment, Popular Culture, Science and Technology

Activities and Assignments Schedule

The course is divided into four units. Each unit will consist of selected readings from the prescribed text and possibly from other sources. Texts will comprise essays, images, poems, music and fiction excerpts, and films. We will critically analyze the readings to understand how effective arguments are made. The readings will also be used to illustrate the topics being studied.

Students will write three papers, two minor and one major. For the major paper, you will be graded not only on the final draft, but also on the process of writing it, i.e. on your topic proposal, a statement explaining your revision process, and notes written for peer workshop.

Unit One
Rhetorical tools, aims and structure of arguments, different kinds of arguments (i.e. visual, music, film, etc). Learn how to write thesis statements, conduct research, find reasons and evidence, and organize an essay with topic sentences, counterarguments, qualifiers, etc. Learn how to use voice, audience etc. Discuss hidden arguments, everyday arguments and arguing other people’s arguments.

August 21, Monday
Introduction to 1304
Class Rules

August 23, Wednesday
IceBreaker
Interviews

Monday, August 28
A Nation Made Of Poetry, J. Fischer, p. 5
Analyzing Argument, p.13
Shakespeare and Narcotics, D. Pinching, p.9

Wednesday, August 30
Somewhere in the Past: Clarksville’s School and Community Life, C. Johnson
Group Activity, Question #1
Dr. King’s Dream: Freedom, Not Space Travel, Ira Chernus, p. 11

Monday, Sept. 4
LABOR DAY, NO CLASS!

Wednesday, Sept. 6
Writing Thesis Statements, p.38
Logical Fallacies p. 522

**Unit Two**
Weeks 4 to 6: Arguing the Past, Origin, Future

Monday, Sept. 11
Can Evolution Produce an Eye? Not a Chance! D. Menton, p.62

Wednesday, Sept. 13
The Origins of Anorexia Nervosa, J. Brumberg, p. 65
**Rough Drafts Due !! Bring 2 copies for Peer Review**
Answer Questions, p.54

Monday, Sept. 18
The Law of Human Nature, C.S Lewis, p. 68
**Minor Paper/Essay #1 Due!**
Wednesday, Sept. 20
Counterargument, p.500
The Origin of Grunge, J. Harrington, p. 72

Monday, Sept. 25
Sample Essay Papers: Good Examples and Bad
From They Went Whistling, B. Holland, p.21

Wednesday, Sept. 27
Sample Essay Papers Continued

Monday, Oct. 2
Intro to Smashed

**Peer Review, Rough Draft Due (2 copies!)**

Wednesday, Oct. 3
Smashed
Analyzing Author’s Ethos

Monday, Oct. 9
Smashed
Analyzing Author’s Pathos

Wednesday, Oct. 11
**Minor Paper #2 Due!!**
Smashed
Analyzing Logos
**Quiz on the book!!**

Monday, Oct. 16
Individual Conferences
Pick a Topic/Thesis/Argument

Wednesday, Oct. 18
Individual Conferences Continued
Picking a Topic/Thesis/Argument

Monday, Oct. 23
**Topic/Thesis Statements Due!!**
Intro to Annotated Bibliographies
MLA citation style

Wednesday, Oct. 25
Sample Research Papers
Good and Bad Examples

Monday, Oct. 30
**Peer Review Rough Draft Major Paper Due!!**

2 Copies!

Wednesday, Nov. 1
**Rough Draft Documented Argument Due!**
Along with Peer Review Notes
Intro to Fast Food Nation

Monday, Nov. 6
Fast Food Nation

Wednesday, Nov. 8
Fast Food Nation

Monday, Nov. 13
Movie: Supersize Me

Wednesday, Nov. 15
Individual Conferences
On Paper Revisions

Monday, Nov. 20
Revision Conferences Continued

Wednesday, Nov. 22-Friday, Nov. 24
Thanksgiving Holiday

Monday, Nov. 27
Teacher Evaluations

**Revision Statements Due!!**

Wednesday, Nov. 29
Wrap Up
Class Review
Logos, Ethos, Pathos

Friday, Dec. 1
Final Draft/Documented Argument Due!!
Last Day of Classes!
Oral Presentations (Optional)

Assignments

Paper One – Arguing the Past, Origins, or the Future (Inventing Arguments, pp 3 - 113, 319 - 365).

Length: 3 to 4 pages
Due Date: End of Week 6 (topic proposal due in writing at the end of week 4)
Grade: 10 % of course grade
Format: 12 size font (Times New Roman), single side, double-spaced with page nos.

Task: Write a well-organized finished, formal composition of 3 to 4 pages in which you argue the past, origins, or future of a specific topic chosen from the options given below.

Write any one of the following assignments. Remember to pick your topic from the category you have chosen. Consult with me to narrow your focus. The suggestions and prompts in the text should help you. (for starting places, pp 31 – 57, 85 – 87, 341 - 343).

After you have chosen your topic, formulate your thesis statement (pp 34 – 39, 88 - 94, 344 – 347), which should be an explicit claim about causality or value that reflects analysis of information that you gather through research. Your research must include at least one source other than those found on the World Wide Web. Then, develop reasons and evidence to support your claim. (for development of support, see pp 40 – 44, 95 – 99, 348 – 353). Add any counterarguments or qualifiers that you think are necessary (45 – 46, 100 – 101, 354) and organize your essay with an effective introduction and conclusion, and separate paragraphs for each topic and sub-topic (for arrangement, see 47 - 49, 102 - 104, 355 - 358).

Your audience is your class (for audience and voice, see pp 50 – 52, 105 – 107, 359 – 361). Your paper should seek to inform your audience of the topic at hand, analyze the information you provide, and support your thesis.

Grading
You will be graded on the following:

• Purpose – clear and concise thesis statement located in a prominent place, which predicts the argument.
• Elaboration – clear topic sentences for each paragraph that provide smooth transitions and fulfills the prediction made in the introduction. Conclusion
that satisfies but does not merely repeat. Convincing reasons and evidence. Coherence and unity.
- **Style** – clarity and conciseness, economy, transitions between sentences.
- **Rhetorical tools** – audience, voice, logos, pathos, ethos, use of appropriate level of formality, etc.

1. **Argue an important cause or effect of the following:**

   - **Popular Culture:** The Silent Film; the Music of the Sixties; the Literature of the South
   - **Science and Technology:** The First Moon Landing; the Theories of Freud; the Concorde
   - **Gender:** Women’s Suffrage in America; Women Workers in World War II; Roe vs. Wade
   - **Politics and Public Policy:** The Vietnam War; Atomic Bombing of Japan; the New Deal

2. **Argue for a specific origin of one of the following:**

   - **Popular Culture:** Rock and Roll; Slang; Superhero Stories
   - **Science and Technology:** the Universe; Psychological Tests; North American Settlers
   - **Gender:** Beauty Contests; Mental and Emotional Differences between Men and Women; Feminism.
   - **Politics and Public Policy:** US Interventionist Policy; World War II; Communism

3. **Argue for a specific future of one of the following:**

   - **Popular Culture:** Hollywood; Drug Use; Marriage.
   - **Science and Technology:** Solar Energy; Dotcoms; Space Travel.
   - **Gender:** Women and the US Presidency; the Status of Women in the Family; Abortion Laws.
   - **Politics and Public Policy:** Terrorist attacks against the U.S.; Health Care; Political Protests

**Paper Two – Arguing Definitions, Meaning, or Value** (*Inventing Arguments*, pp 115 – 267)

Length: 3 to 4 pages  
Due Date: End of Week 9 (topic proposal in writing due at the end of Week 7)  
Grade: 10 %
Task: Write a well-organized finished, formal composition of 3 to 4 pages in which you argue the definition, meaning or value of a specific topic chosen from the options given below.

Write any one of the following assignments. Remember to pick your topic from the category you have chosen. Consult with me to narrow your focus. The suggestions and prompts in the text should help you. (for starting places, see pp 139 – 141, 189 – 191, 245 - 247).

After you have chosen your topic, formulate your thesis statement (for analysis and thesis statement, see pp 142 – 145, 192 – 193, 248 – 252), which should be an explicit claim about significance or value that reflects analysis of information that you gather through research. Your research must include at least one source other than those found on the World Wide Web. Then, develop reasons and evidence to support your claim (for developing support, see pp 147 – 151, 202 – 206, 253 – 256). Add any counterarguments and qualifiers you think necessary (see pp 152, 207 – 208, 257) and organize your essay with an effective introduction and conclusion, and separate paragraphs for each topic and sub-topic (for arrangement, see pp 153 – 155, 209 – 211, 258 – 260).

Your audience is your class (for audience and voice, see 156 – 157, 212 – 213, 261 – 263). Your paper should seek to inform your audience of the topic at hand, analyze the information you provide, and support your thesis.

Grading

You will be graded on the following:

- **Purpose** – clear and concise thesis statement located in a prominent place, which predicts the argument.
- **Elaboration** – clear topic sentences for each paragraph that provide smooth transitions and fulfils the prediction made in the introduction. Conclusion that satisfies but does not merely repeat. Convincing reasons and evidence. Coherence and unity.
- **Style** – clarity and conciseness, economy, transitions between sentences.
- **Rhetorical tools** – audience, voice, logos, pathos, ethos, use off appropriate level of formality, etc.

1. Argue about the definition of one of the following terms:

**Popular Culture:** Celebrities; Popular Literature; Fashion.

**Science and Technology:** Animal Rights; Internet Spam; Cloning.

**Gender:** Violence against Women; Home Maker; Male Chauvinist.
Politics and Public Policy: Terrorism; Democracy; Patriot

2. Argue about the meaning of one of the following:

Popular Culture: The Superbowl; Jeans; War Movies

Science and Technology: Heredity; the World Wide Web; Horoscopes

Gender: Barbie; Daycare; Romantic Comedies

Politics and Public Policy: the Statue of Liberty; the Patriot Act; Social Security

3. Argue about the value of one of the following:

Popular Culture: Tom Cruise’s Interest in Scientology; Pornography; Internet Dating Sites.

Science and Technology: Genetically Engineered Food; Nuclear Tests; Alternative Medicine.

Gender: Oprah Winfrey’s Talk Show; Gay Marriage; Plastic Surgery.

Politics and Public Policy: the War against Iraq; Single Sex Schools; Affirmative Action.

Paper Three – Arguing Crisis (Inventing Arguments, pp 269 – 317)

Length: 5 to 7 pages
Topic proposal due: At Conferences in Week 11
First Draft due: End of Week 13
Revision due: End of Week 16
Format: double-spaced, size 12 font Times Roman, all pages to be numbered, type on one side only.
Grade: topic proposal: 5 per cent
       revision statement: 5 per cent
       peer workshop letter: 5 per cent
       final draft: 15 per cent

Task: Write a well-organized finished, formal composition of 3 to 4 pages in which you argue about a crisis in one of the following categories: popular culture, science and technology, gender, or politics and public policy.

For this assignment, you will choose your own topic from the broad category you have been working on and develop an argument about a crisis you foresee and feel strongly about. Your argument may emphasize the crisis itself or on a proposed solution to the
crisis or both. You may use the prompts in the text book for ideas or develop an argument that you wrote for a minor paper or an in-class assignment (for starting places, see pp 295 – 297).

After choosing your topic, formulate your thesis statement (for analysis and thesis statement, see pp 298 – 302), which should be an explicit claim about causality, impact or value reflecting analysis of information that you gather through research. Your research must include at least two sources other than those found on the World Wide Web. Then, develop reasons and evidence to support your claim (for developing support, see pp 303 – 306). Add any counterarguments and qualifiers you think necessary (see pp 307 – 308), and organize your essay with an effective introduction and conclusion, and separate paragraphs for each topic and sub-topic (for arrangement, see pp 309 – 310).

Your audience is your class (for audience and voice, see pp 311 – 313). Your paper should seek to persuade your audience to either take note of the crisis or to act in a certain way to avert/resolve the crisis. You may use graphics and other visual aids in your paper.

Use the prompts in the text to come up with a topic. I will conference individually with students two weeks before the paper is due, to discuss your proposed topic.

The questions to be kept in mind while developing your argument:
Who or what is causing the crisis? What constitutes a crisis? What are the possible outcomes? How did/ will the situation escalate into a crisis? How long has the crisis existed? Who or what will it affect? What can be done to avert/ resolve it?

This argument should draw on the different kinds of arguments you have discussed in class. In other words, you may need to explain definition, meaning, value, past, future and/ or origin of terms or situations in your paper.

Grading

You will be graded on the following:

- **Purpose** – clear and concise thesis statement, with suitable qualifiers if any, located in a prominent place, which predicts the argument.
- **Elaboration** – clear topic sentences for each paragraph that provide smooth transitions and fulfils the prediction made in the introduction. Conclusion that satisfies but does not merely repeat. Convincing reasons and evidence. Reference to counterarguments and concessions. Coherence and unity.
- **Style** – clarity and conciseness, economy, transitions between sentences.
- **Rhetorical tools** – audience, voice, logos, pathos, ethos, use of appropriate level of formality, etc.

Suggested Outline
• Introduce the topic, and end by stating the claim.
• Use at least one paragraph for each reason and evidence to support it. Begin and end paragraphs with clear topic and concluding sentences. Make sure that the body paragraph supports the topic sentence.
• Use a separate paragraph for each counterargument that you address.
• Conclude your essay by reminding the audience of your main argument, but without being repetitive. If required, restate your claim as revised with concessions or qualifiers.