

English 1102I, 1102L (CRNs 728, 731)
Professor: Dr. Mark King
Time: TR 9:30-10:15; 2:00-3:15
Classroom Location: Fine Arts 204
Office Location: Fine Arts 202
Office Phone: (678) 359-5088
Office Hours: MW 12:15-2:30; TR 10:45-12:30
email address: mking@gordonstate.edu

Course Description:

English 1102 is a composition course emphasizing interpretation and evaluation that incorporates a variety of advanced research methods.

Please note:

In order to be eligible to enroll in English 1102, students must have been exempted from or earned at least a C in English 1101.

Objectives

Students will be able to conduct independent research in a variety of disciplines and evaluate that research to produce informed, thoughtful contributions to scholarly and professional issues.

Students will be able to craft their writing to suit a variety of audiences and rhetorical purposes in both electronic and traditional formats.

Students will be able to apply critical thinking concepts such as inductive reasoning, deductive reasoning, and moral reasoning to their own texts and to the texts of others.

Students will be able to analyze and evaluate their own texts and the texts of others for tone, style, purpose, audience, and errors of logic.

Students will be able to evaluate and synthesize a variety of primary and secondary resources with their own thinking to create structured, persuasive, and sustained arguments.

Course Materials

Textbook:

Venus, Wesley and Mark King. *The Gordon State College Writing Handbook*. Barnesville, GA: 2015. E-book. <http://faculty.gordonstate.edu/wvenus/Handbook.htm>

Daily access to the Gordon College Hightower Library electronic website is required as well as access to a college-level dictionary.

Course Requirements

Our work will consist of four units, each resulting in an essay. Each essay will likely be rewritten multiple times (more on that later) will be assigned during the semester. Due dates are left to the discretion of the student (more on that later, too).

Hurdle/Essay One: Prospectus and Annotated Bibliography (successfully meet all the specifications and average 65 or better on quizzes and receive a grade no lower than a “D” for the course)

Hurdle/Essay Two: Research Paper (successfully meet all the specifications and receive a 70 or better on quizzes and receive a grade no lower than a “C” for the course)

Hurdle/Essay Three: Argument (successfully meet all the specifications and average 75 or better on quizzes and receive a grade no longer than a “B” for the course)

Hurdle Four/Essay Four: Another Argument B (successfully meet all the specifications average 80 on quizzes and receive a grade of “A” for the course.

Specification Grading

Some Thoughts About Specifications Grading

- Each essay assignment will come with a list of 6-15 goals or “specifications”.
- Essays that accomplish all goals receive a grade of “P” (for “publish”).
- Essays that accomplish fewer than all goals receive a grade of “R/R” (for “revise and resubmit”).
- Essays receiving a grade of “R/R” can be re-written numerous times, if necessary.
- Grades are not averaged; a “P” on re-written essay trumps all previous “R/R” on same assignment.
- Students who receive a grade of “P” on Essay 1, Annotated Bibliography Prospectus, receive a grade of “D” for the course.
- Students who receive grades of “P” on Essays 1 and 2, receive a grade of “C” for the course.
- Students who receive grades of “P” on Essays 1, 2, and 3 receive a grade of “B” for the course.
- Students may attempt Essay 2 only after having received a “P” on Essay 1.
- Students may attempt Essay 3 only after having received “P’s” on Essays 1 and 2.
- Professor will attempt to return essays within one or two working days (24-48 hours) of their submission to turnitin.com
- Students may re-submit essays up to five times per week—once for every business day.
- Students may re-submit essays through the last day of class, November 28 2018 at 5:00 PM. No essays will be accepted after 5PM on 11/27 for any reason. .
- Professor will try to update student periodically on student’s progress. Update may take the form of face-to-face or email communication.

Some Benefits from Specifications Grading

- Higher pass rate to English 1102 than traditional grading.
- Students freed from “tyranny of the calendar.” Students set their own due dates.
- Student effort rewarded concretely.
- Fosters student “ownership” of student-generated texts.
- Students develop increased attention to detail and sharper proof-reading skills
- Students will probably write multiple drafts and internalize writing-as-process dictums.

Policy on Attendance:

Without regular attendance, i.e., 90%+ of class meetings, a poor grade is a virtual certainty. In over two decades of teaching I have never had a student with perfect attendance fail a class, nor have ever had a student with more than a handful of absences receive an “A”.

After the fact, I am much less interested in why you missed than what steps you took to catch up.

Policy on Lateness:

If you are running late and can enter the classroom silently, feel free to join us. Please note: I reserve the right to revoke this privilege if I feel it’s being overused or misused.

Policy on Leaving Early:

If you need to leave class early, please do so in a quiet manner as to not to disturb your colleagues. I reserve the right to revoke this privilege if I feel it's being over- or misused.

Policy on Leaving and Returning:

Not permitted during evaluation sessions for obvious reasons, discouraged during normal class time. Again, if it's absolutely necessary, try to do so in a quiet manner.

Policy on Late Work:

Our practice of "specifications grading" (more on that later) makes the idea of "late work" rather antiquated. When you have completed an essay or a revision, submit it. To keep up with the class, a student who wants to be able to compete for an "A" or a "B" should aim to submit a new essay or revision of an old essay ever two or three days –or two-four submissions per week. Do remember, I will stop accepting essays for review at 5PM on the day of the last class. Revisions and new essays will not be accepted during or after final exam week.

Quizzes:

Most Wednesday class meetings will feature a short quiz on our work. The quizzes will often be based on what we're working on presently, but any information covered in class or through the homework assignments at any time in the semester is considered fair game. We'll go over the quiz in class. ***Although quizzes cannot be taken late for any reason,*** your quiz grade will be based on only your top ten quizzes over the semester. Lower grades will be dropped.

Policy on Cell Phones and Other Electronic Devices:

For me the classroom space is a sacred space and it needs to be treated with appropriate respect. Therefore, all electronic devices (including cell phones, laptops, and iPods) should be turned OFF (not down) and stowed out of sight before class begins. Please note: students who are habitually unwilling or unable to comply with this policy will be removed from class for the entirety of the day's meeting without chance to make up the work missed.

Email and Social Media:

Email is an excellent way of communicating outside the classroom. I am always anxious to entertain your thoughts, questions, and comments at mking@gordonstate.edu. I usually check my email once every twenty-four hours or so. Therefore, email questions should be answered within forty-eight hours. See below for some hints on the proper format for an email message.

Although I don't use facebook for official class communication, I am on fb and will "friend" you if you request it. However, before sending me a friend request, consider the following: 1) I am candid and honest on fb; I figure there are enough places where I have to tiptoe around issues. On fb, I say what I feel; people who don't like it are cordially invited to block my feed or unfriend me. Like many others, I use fb to vent about work. My job--the design and manufacture smart people—involves you. Therefore, you might find your classmates or even yourself referred to indirectly (I'd never criticize a student directly by name). If you can handle that, fine; if not, please don't friend me. 2) People who are particularly rude or stupid get their feeds blocked. I usually give all my fb friends an allowance of three stupid things; when they say the fourth

stupid thing, I kick 'em to the curb—doesn't mean I don't like you, I just don't have the time.

How to Compose an Email to a Professor:

Write in formal academic English. Use capital letters and punctuation when appropriate. Write in complete sentences. Insulting, threatening, or belittling the reader is rarely appropriate. Here follows an example of what not to do.

hey king, i think you iz a very heart less person like i know you iz tryin to teach us but what i wunder what is iz tryin to sya is wghat is my grade? lik i know i is failin but wit what?
love,
[Student's Name Removed]

Here's an example of how a student-professor email SHOULD appear:

Dear Dr. King,

I was wondering if you could possibly forward me that email link to Project Muse that you mentioned in class. I meant to write it down, but we got caught up in other things.

Thanks,

[Name Removed]

PS

Falcons are going to DESTROY your Bears on Sunday! J

Title IX

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters. Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator. If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center. The licensed counselors in the Counseling Office are able to provide confidential support. Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

ADA and 504

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities. Course requirements

will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

House Bill 280

For information regarding House Bill 280, see the University System of Georgia at the following link: <http://www.usg.edu/hb280>

Religious Holidays

Gordon State College acknowledges that the academic calendar can sometimes conflict with major holidays from among our diverse religious traditions. If a student must miss class due to the observance of a religious holiday, that absence may be excused. To be excused, the student must inform his/her instructors before the absence and make alternate arrangements for any work due at the time of the absence. An excused absence for the observance of a religious holiday does not excuse student from responsibility for required course work.

Record Keeping:

It is your responsibility to hold onto all graded material after it is returned to you.

Academic Integrity:

Students are expected to know and follow the Student Code of Conduct (Academic Catalog 220-232). Intentional plagiarism is to commit literary theft. It is a serious academic offense and is taken particularly seriously by your instructor. Students will submit all out of class papers to the online plagiarism detection service, turnitin.com. Students who choose to submit plagiarized work can expect to receive a 0 on the assignment (in all likelihood guaranteeing a failing grade in the class) and have their case referred to the office of Student Affairs for disciplinary action.

Patchwork or “Mosaic” Plagiarism

occurs when a student fails to make sufficient changes in either the structure or the words when paraphrasing. Although arguably not as heinous an academic crime as intentional plagiarism, patchwork plagiarism can still be grounds for failure and expulsion. My policy is simple: I subtract ten points from an essay’s grade for each instance of patchwork or mosaic plagiarism.

Collusion

is defined as receiving excessive help to the point that a work can no longer be considered the product of a single author and therefore cannot be accurately assessed an individual grade. I suspect a submitted work to be the result of collusion, I reserve the right to refuse credit for that work if the claimed author is unable to demonstrate sole authorship. Note: the onus is on the student in cases of collusion, not the professor.

Turnitin.com

By taking this course, you agree that all required papers may be subject to submission of textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site <http://www.turnitin.com/static/usage.html>.

According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). Education records may not be disclosed to third parties in a form that identifies you without your consent. Since Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA.

1. **YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM** You may consent to release your personal identification to Turnitin.com by establishing an account and uploading your paper. If you do not already have a Turnitin.com account, go to <http://www.turnitin.com>, click the “New Users” link in the upper right, and follow the instructions to create your student account. When you have an ID, add this class. The class ID is **18547831** and the password is **lets gocubs** OR.....

2. **YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM** If you choose not to consent to release your personal identification to Turnitin.com, you must send your paper to your instructor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given on the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you. Because your paper will not be in a Turnitin.com account that is accessible to you, you will not be able to view your report on-line. Instead, after the deadline has passed and all papers have been processed by Turnitin.com, your instructor will email an electronic copy of your paper’s report to you. Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com whether the paper has your name on it, and how you receive the Turnitin.com report. Please note that in Turnitin.com there is a “test upload” assignment area for your paper. Because test uploads are not required or graded, and need not be a sample of your own work, they are not “education records.”

IMPORTANT NOTE: If you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is expected. You can read more about Turnitin.com here: <http://www.turnitin.com>

Some Hints about Dealing with Turnitin.com

1. Open an account today –students who chose to wait until the last minute to learn about Turnitin.com usually regret that decision.
2. Post a “dummy” assignment to Turnitin.com so you can become accustomed to using the technology before you need to post a graded assignment.
3. Do not wait until the last minute to post your assignment to turnitin.com. Waiting until the last minute virtually guarantees something will go wrong.
4. Record the receipt number you get after successfully posting an essay –that number is the **ONLY** way your paper can be traced if something goes wrong.
5. Remember, if all else fails, I can take the paper via email up until the deadline.
6. Turnitin.com saves **ONLY** the last thing you posted on the site; you can’t go back in and “add something.”

“What’s My Grade?”

Please resist the temptation of asking me that question. I do not keep rolling averages. I do not use an electronic grade tracker. I do not keep complete statistics for 125 students in my head. To

determine your final grade, you need only very basic math skills and the percentages listed on this syllabus.

Papers' Form and Appearance

All out of class papers should be typed or computer printed. Staple all multiple sheet submissions. Unless otherwise noted, the format for this class is MLA. We'll talk more about MLA style, but for now, consult any one of the numerous resources on the Web e.g.: *The Gordon College Composition Handbook*, The YouTube video at <https://www.youtube.com/watch?v=0D0krdOIRzI> can also be used for this purpose.

How to Behave in a College Classroom

- Dress in a manner appropriate to our context of professionalism.
- Turn cell phones, pagers, and all other electronic devices off (not down) during class.
- Do not eat in class.
- Do not sleep in class. Remain upright at all times. If you appear to be sleeping, you will be removed from the class.
- Treat others, their viewpoints, and their work with dignity and respect at all times.
- Open your mind; open your ears; when appropriate open your mouth, too –college is not a spectator sport.
- If you must come into the classroom after the class has begun, do so quietly.

How to Get a Good Grade in this Class

1. Sit front and center.
2. Do not miss class.
3. Take at least one page of good notes for every class meeting.
4. Spend five minutes reviewing class notes daily.
5. Ask at least one intelligent question per class meeting
6. Attend office hours at least once every two weeks.
7. Make multiple visits (5+) to Student Success Center.
8. Post new essays or submissions at least once a week.
9. The blue chair is your friend.
10. 2:1

The Assignments and Their Specifications

Assignment 1: The Prospectus and the Annotated Bibliography

The Assignment: Our assignments are inter-connected. They require you to become an expert about one of two things: 1) a controversial current affairs issue or 2) a specific career that someone would go to college for and explain what you've learned about that field to a tightly profiled audience group by creating three written documents and one oral document. Although the topic will stay the same for all three assignments, the assignments will be graded separately.

For now, focus on the first assignment, The Prospectus / Annotated Bibliography. Write a brief (minimum 400 words) prospectus sentences discussing the issue that you're interested in

examining and your reasons for doing so. Discuss what you already know (or think that you know) about the topic. Write in complete sentences and complete paragraphs. Proofread your work carefully.

Remember, the prospectus is binding:once it is submitted and accepted, it WILL BE your topic for the entire semester. No changes.

How Long Does it Have to Be? At least ten sources of at least ten pages long or its equivalent for students who complete a submission by Sept. 4 at 5PM. For those submitting after Sept. 4 at 5PM fifteen sources of ten pages or more or their equivalent.

Then, go to the Hightower Library and locate at least 10 academic sources of at least 10 pages each. 100 pages of source material minimum (150 pages of source material for those who wish to submit first attempt after Sept 4) of source material on your topic. Read those sources carefully.

Use ONLY library based academic sources.

Do not use web pages, blogs, etc. Then, create an alphabetized MLA style list of ten sources you plan to use in the completion of the research paper. After each citation, compose a brief (6 sentence minimum) paragraph describing the source in detail and evaluating its usefulness to your project.

Do not simply restate the source's title.

Specifications for Assignment 1 the Prospectus/Annotated Bibliography

1. A good specific topic, no straw men, no out of play topics, no "private" topics.
 2. A three-four hundred word prospectus discussing what you know about the topic and your reasons for choosing this topic.
 3. Less than six mechanical errors in prospectus and annotations.
 4. Perfect MLA form
 5. Quality detailed annotations of six sentences or more with strong summaries and evaluations for each source. Summaries need to do more than re-state title; evaluations have to accurately forecast usefulness for student's project.
 6. 100 pages (150 for those posting after 9/3) of high quality academic library-based sources (no McSources).
 7. Unbiased writing: reader should not be able to tell what side of the issue you're on.
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Assignment 2: The Library Research Paper and Oral Presentation

The Assignment: Using the sources you read for your annotated bibliography as a starting point (many students use additional or different sources as needed) create a 7-11 page (not including works cited) Library Research Paper explaining everything that there is to know about the controversy or the job (again, don't argue one side or another; simply explain the nature of the dispute in an unbiased manner). In addition to the paper, script, time and rehearse a five minute

oral presentation highlighting your best, most interesting, and most thought-provoking information you've uncovered.

Some (but not all) of the Things Your RESEARCH (not your "instinct") Should Cover:

- What is the exact nature of the public policy issue at stake (Yes, read the law, bill, statute, policy itself!)
- What is the nature of the controversy or conflict?
- What is the history or "backstory" to the issue? When did it start? Who started it? What happened? Is it still seen today the way it was in the past? If not, what's changed?
- What are the "sides" (at least two, probably more) in the issue?
- What do the sides want?
- What is the tone of the debate like? Is it civilized and rational? Or personal and nasty?
- What are each sides' best reasons for their stance?
- How does side A refute the best reasons of side B?
- How does side B refute side A's best reasons?
- What is each side's weakest reason(s)?
- What facts do they agree on?
- What underlying principles do they agree on?
- What do they disagree on?
- What factual evidence does each side present to bolster its side?
- What is the nature of the difference? Is it based on facts? The way factors are weighed? Underlying principles?
- What is at stake?
- Is there a compromise solution that could make both sides happy, or at least "less miserable?"
- What does one side say about the other?
- What does "the other" side say about the first? Who are the major "players" (i.e., individuals, lobby groups, special interests) on each side?

Some of what your research should cover if working on the job topic:

- What does it pay nationally?
- What does it pay regionally?
- Is it growing or shrinking nationally?
- Is it growing or shrinking regionally?
- Where is job growth in the field the most robust?
- Where is growth slack?
- What benefits are offered?
- What training is required?
- What professional associations or unions work in the field?
- What opportunities are there for professional development or growth?
- What does the job-holder do, exactly?
- What is a typical day like?
- Are there opportunities for minorities, women, gays and lesbians in the field?
- What kind of training is required?
- What kind of personal characteristics do employers look for?
- What is the hiring process like in the field?
- What is the best thing about the job?

- What is the worst thing about the job?
 - What is the average starting salary?
 - What is the average salary after five years?
- Ten?
Twenty?

The Specifications for Assignment 2: The Library Research Paper / Oral Presentation

1. Discernible structure
 2. MLA citation of every source as needed
 3. Strong thesis statement covering the whole paper
 4. Fewer than four mechanical errors in entire paper –including Works Cited list.
 5. Oral presentation timed to within thirty seconds of five minutes.
 6. Voice, body, and audio-visual equipment handled according to standards set in class.
 7. Lack of bias in both paper and oral presentation
 8. Eight to ten strong library sources.
 9. Nothing in the paper from “your gut” or what “everybody knows;” library research only.
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Assignment 3: Argument

The Assignment: Using your issue from the Library Research paper –a controversial issue of local, state, or national importance with two (or more) clearly defined sides and, using no fewer than eight outside sources, construct a classical argument of no fewer than five pages aimed at changing the mind of one who feels diametrically opposed to you on the issue. Use source material to demonstrate your mastery of summary, paraphrase, and quotation. Your argument should follow the classical format we discuss in class and should stand up to the challenges brought up by Steven Toulmin’s method of analyzing arguments.

Conversely, if you’re working on the job topic: convince someone who doesn’t want to work in the field that working in the field is a good thing for them and will make them happy. Using no fewer than eight outside sources, construct a classical argument of no fewer than five pages aimed at changing the mind of one who feels diametrically opposed to you on the issue. Use source material to demonstrate your mastery of summary, paraphrase, and quotation. Your argument should follow the classical format we discuss in class and should stand up to the challenges brought up by Steven Toulmin’s method of analyzing arguments.

The Specifications for Assignment 3: The Argument

1. Argument in the classical format.
 2. Argument contains use of ethos, pathos, and logos.
 3. Argument stands up to the challenges of Stephen Toulmin’s method missing no more than two or three of his challenges
 4. Fewer than three mechanical errors present.
 5. Proper MLA form including citation and works cited.
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Assignment 4: Another Argument

The Assignment:

Exactly the same as Assignment 3, except your position changes 180 degrees. What you were once in favor of, you now oppose and what you once opposed, you are now in favor of. If, for example, you were writing about drug policy and favored less incarceration, you now favor much stronger sentencing. If you wrote about taking a particular job, you now want to argue against that job's suitability to your audience.

The Specifications for Assignment 3: The Argument

1. Argument in the classical format.
2. Argument contains use of ethos, pathos, and logos.
3. Argument stands up to the challenges of Stephen Toulmin's method missing no more than two or three of his challenges
4. Fewer than three mechanical errors present.
5. Proper MLA form including citation and works cited.

Class Schedule and Important Due Dates

Thursday, August 9: the syllabus, introductions, how to do well in college and beyond.

Tuesday, August 14, 2018: Prospectus/Annotated Bibliography Assignment 1 explained. Sample prospectuses and bibliographies. Topics. Good topics/bad topics. Moot topics/in play topics. Strawman arguments

Thursday, August 16, 2018: Spitballin' about topics. YouTube Video: <https://www.youtube.com/watch?v=0D0krdOIRzI> See also Venus and King p. 93. Handouts from professor on most common sources and MLA form. Submit first try of Assignment 1 to turnitin.com

Tuesday, August 21, 2018: Electronic sources and paper-based sources. Primary/secondary sources, reliable/unreliable sources. GIL. Galileo. Lexis Nexis. Topic and audience. MLA form, the handbook, the video and the danger of getting other resources involved.

Thursday, August 23 2018: Assignment 2: The Library Research paper introduced.

Tuesday, August 28: Thinking about audience. How do we put people in groups?

Thursday, August 30: Proofreading review for those finished or close to finished with assignment 1

Tuesday, September 4, 2018: Time out. Let's talk. Class meets one on one in Dr. King's office.

Thursday, September 6, 2018: Note taking techniques. Summary, quotation, and paraphrase. Plagiarism, collusion, patchwork. How much paraphrasing is enough?

Tuesday September 11, 2018: The thesis statement. Developing a working thesis

Thursday, September 13, 2018: Work day. Use class time to work on Assignment 1 or 2

Tuesday, September 18, 2018: How to do an oral presentation

Thursday, September 20, 2018: How to do an oral presentation

Tuesday, September 25, 2018 Oral presentations in class
Thursday, September 27, 2018: Oral presentations in class

Tuesday October 2, 2018: Oral presentations in class
Thursday October 4, 2018 Time out. Let's talk. Individual meetings in Dr. King's office

Thursday, October 11, 2018: Monty Python: What Isn't an Argument. Ethos, pathos and logos.
Introduction to Assignment 3: The Argument. Homework: Locate King's "Letter from a Birmingham Jail" and Thomas Jefferson's "Declaration of Independence" and read them carefully.

Tuesday, October 16, 2018: Discussion of MLK's LfaBJ and TJ's D
Thursday, October 18, 2018 Parts of a classical argument

Tuesday, October 23, 2018: The Toulmin Method
Thursday, October 25, 2018 The Toulmin Method

Tuesday, October 30, 2018 Inductive/deductive Audience
Thursday, November 1, 2018 fallacies commuter railroad sample

Tuesday, November 6, 2018 fallacies, cont'd, Galileo, Bacon's Idols, Occam's Razor, cherry picking. Assignment Four: Another Argument explained
Thursday, November 8, 2018: the schematic explained

Tuesday, November 13, 2018 schematic conferences professor's office
Thursday, November 15, 2018 a sample argument: commuter railroad

Tuesday, November 20, 2018: work day.

Tuesday, November 26, 2018: loose ends, what's beyond English 1102

Wed. November 28, 2018 5PM: last time to submit a draft or a revision.