



ENGL1213 SECTION 010  
**COMPREHENSIVE SYLLABUS**

**Instructor:** Professor J.L. Calhoun Mish, M.A.  
**Office Location:** Gittinger Hall 341  
**Email:** jlcalhoun@ou.edu  
**Office Hours:** T/TH 10:45-11:45  
Other times by appointment.

**DO NOT CALL THE ENGLISH DEPARTMENT REGARDING THIS CLASS.  
EMAIL IS THE BEST WAY TO CONTACT ME.**

**Required Texts:** **Writing Arguments** by Ramage, Bean, & Johnson  
A **COLLEGE dictionary**. (From a bookstore of your choice.)

You will also need:

**Two portable disks on which to save your work. Required.**  
**One of the two disks must be turned in at the end of the semester as  
your class portfolio.**

**Access to a Computer. Required.**

**Four to six hours per week outside of class. Highly Recommended.**

**T 1/17 Introduction to course.**

Review of policy statement. What is rhetoric? What is argument? And why does it matter? Using your OU Email account. Getting started on D2L. Signing up for the Writing Arguments website. Acquiring your course pack. Reading Assignment: Read Chapter 1: "Argument: An Introduction" in Writing Arguments. Creating an account in *CQ Researcher*. Using the "cite now" button.

***Unit 1: Sources of Disagreement***

**TH 1/19 Intro to Unit 1: Sources of Disagreement**

**Text: *Writing Arguments***

**Reading Assignment for the unit; Due Day No later than 10PM Thurs. Feb 26:** SKIM THE PRO/CON ESSAYS FOR ALL TOPIC AREAS. **THEN** choose the PAIR you wish to consider, and read them CLOSELY. The essays are available from *CQ Researcher*. Follow the directions on the reverse/second page of your Unit 1 Essay Assignment.

While you are reading, you should consider which subject you'd like to address FOR THE REST OF THE SEMESTER, based on your choice of the paired essays you would like to analyze for your first paper. While it is not NECESSARY to choose your subject for the rest of the semester until you write your second, evaluative essay, it will be much easier if you choose now—that way, you will have reached some level of expertise and understanding in your area by the time your longest essays. *IN ADDITION, YOU WILL NEED TO READ CLOSELY SEVERAL OTHER ESSAYS FOR IN-CLASS WORK.*

**Reading Assignment for Next Class Period:** Read “Gordon Adam’s Petition to waive the Mathematics Requirement” *WA 17-20*.

**T 1/24 Day 2: Structure of Arguments**

**Reading assignment for next class period:**

First, read pages *36-37 in Chapter 2*: Reading Arguments.

THEN read “Societal Effects Make Outsourcing a Real Issue.” (*D2L*)

**You must have finished reading your essays  
in time for in-class work tomorrow.**

**TH 1/26 Day 3: Reading Arguments I “Analyzing Rhetorical Context and Genre”**

*When You Have Completed Your Homework,  
Post It To The Instructor’s Drop Box In The Appropriate Folder.*

**Writing Assignment:** Complete the “Analyzing Rhetorical Context and Genre” worksheet for BOTH your essays.

**Reading Assignment:** Read *WA 22-32*.

**T 1/31 Day 4: Reading Arguments II (Does/Says—Reading as Doubter)**

**Writing Assignment:** *After* you have completed your “Does/Says—Doubter” annotations use it and the “Analyzing Rhetorical Context and Genre” worksheet to write a short (200-250 word) summary of both articles.

*When You Have Completed Your Worksheets,  
Post Them To The Instructor’s Drop Box AND To Your Locker*

**Reading assignment for next class period:** Read pages *37-48* in Chapter 2 of *WA* (Alternative Views and Sources of Disagreement) AND “Outsource, Outsource, and Outsource Some More” by Daniel T Griswold (*D2L*)

**TH 2/2 Day 5: Identifying Sources of Disagreement I**

**Assignment:** Take a break. We will be continuing our work in analyzing sources of disagreement during the next class period. **BE SURE TO BRING BOTH YOUR ARTICLES TO CLASS ON DAY 6—YOU MUST HAVE THEM TO COMPLETE THE DAY’S WORK.**

**T 2/7 Day 6: Identifying Sources of Disagreement II**

**Homework Assignment:** Complete the “Analyzing Sources of Disagreement” worksheets for both of your essays.

*When You Have Completed Your Worksheets,  
Post Them To The Instructor’s Drop Box And to Your Locker*

**Reading Assignment:** Read the essay on *WA43-45*, “An Analysis of the Sources of Disagreement Between Lisa Turner and the Council for Biotechnology Information.” Be sure to review the short section **Writing an Analysis of Disagreement**” just above the essay assigned. This section states the requirements for your paper

**TH 2/9 Day 7: Review of Sources of Disagreement & Organizing Your Paper**

**Assignment:** FIRST, identify the “common ground” in the two essays you are analyzing. That is, identify the concept that both articles are contesting. THEN, using your “Analyzing Sources of Disagreement Worksheets,” write a **good first draft** of your “Sources of Disagreement Essay,” using the knowledge generated by the handout, the does/says analysis and/or reading as doubter exercise and the essay summaries. You may refer to the essay on *WA 43-45* as a model for your own analysis. This draft should be as long as the final essay—that is, it should be at least 3 pages long.

**YOU MUST POST YOUR DRAFT BEFORE CLASS TIME TOMORROW  
TO THE INSTRUCTOR’S DROP BOX  
AND TO YOUR LOCKER**

**T 2/14 Day 8: Peer Critique of S.O.D. Essay**

**Reading Assignment:** Read *WA 384-405* Chapter 17: “Using, Citing, and Documenting Sources” and look at the model MLA paper on *WA344-50*. YOU SHOULD MARK PAGES 396-97 FOR LATER REFERENCE TO MLA STYLE.

**Writing Assignment:** Continue to revise your draft, using the comments from your peer critique.

**TH 2/16. Day 9: Citation—or, Document or Die**

**Writing Assignment:** Write the 3 page (this means at least to the bottom of the third page) **final draft** of your “Analyzing Sources of Disagreement” essay. Remember to follow the formatting guidelines and grading criteria on the Essay Assignment Sheet. You must use MLA format—in-text citations are required, as is a works cited page. (There is a sample MLA format SHEET included in “How Professor Mish Grades Papers.” There are also MANY links in the “Links” section of our *D2L* course page.)

**Your paper must have a title, it must include your name and a page number on every page—see the example research paper on WA 344-350 and the sample in “Formatting a Paper” (D2L). You must include a separate Works Cited page.**

You should also refer to the questions on the Peer Critique sheet and the handout “Grading Philosophy” handout as a guide to reviewing your own paper.

Before you print the final copy of your paper, you should run the spell and grammar check (and use it properly—DON’T JUST SAY OK TO EVERYTHING THE SPELL & GRAMMAR CHECK SUGGESTS—IT IS CONTEXT-GENERAL. MAKE AN INFORMED DECISION OF WHETHER OR NOT THE SUGGESTION MADE IS APPROPRIATE TO THE CONTEXT OF YOUR PAPER).

**YOUR PAPER IS DUE SUNDAY FEBRUARY 26 AT 11:55PM.  
YOU MUST POST IT TO THE DROP BOX.  
I WILL NOT ACCEPT PRINT COPIES.**

*When You Have Completed Your Sources of Disagreement Essay,  
Post It To The Instructor’s Drop Box In The Appropriate Folder.*

**Reading Assignment: Unit 2: Logical Arguments and the Toulmin System**  
For the next class period, you must read: *WA Chapter 2, 45-48 AND WA Chapter 4: The Core of an Argument 75-80.*

### *Unit 2 Logical Arguments and the Toulmin System*

T 2/21 **Day 1: The Core of an Argument: Rhetorical Triangle and Logical Structure**  
**Ethos/Logos/Pathos—Syllogisms & Enthymemes**

**Assignment:** USING YOUR CQ RESEARCHER TOPIC, FIND 3 NEW SOURCES IN ADDITION TO THE PRO/CON SECTION to read for this paper). One of those sources will be used for the Conditions of Rebuttal—that is, the source must represent an opposing view to the one you are presenting. You may use only three references directly from *CQ Researcher*—that is, two text articles—; those articles may chosen from the ones used in the last unit, the “Overview,” the “Background,” or any other section of your *CQ Researcher* topic (except the “Abstract” and “Bibliography”). ONE source MUST be from *outside CQ Researcher*—but you may use the “Bibliography” in *CQR* to find it. You will also complete a **Reading an Argument Worksheet (D2L)** for every essay.

You must finish reading *ALL THREE* essays and also complete a **READING AN ARGUMENT WORKSHEET FOR ALL THE ESSAYS BY DAY 3**. In addition to the three essays you choose, you will be required to read a few other essays for use in class exercises. Don’t wait until the last minute to complete this

work—it is foundational for your essay. You cannot write a good essay without completing this work.

***When You Have Completed the Questions for All Your Essays,  
POST THEM TO THE DROPBOX AND TO YOUR LOCKER FOR USE IN CLASS.***

**Reading Assignment:** Review *WA 87-108* Chapter 5: “The Logical Structure of Arguments.”

**TH 2/23 Day 2: Introduction to the Toulmin Schema**

**Homework Assignment: YOU MUST HAVE FINISHED READING ALL YOUR ESSAYS AND COMPLETED A READING AN ARGUMENT WORKSHEET FOR ALL ESSAYS BY CLASS TIME DAY 3 (NEXT CLASS PERIOD).**

***When You Have Completed the Questions for All Your Essays,  
POST THEM TO THE DROPBOX AND TO YOUR LOCKER FOR USE IN CLASS.***

**YOUR UNIT 1 PAPER IS DUE SUNDAY FEBRUARY 26 AT 11:55PM.  
YOU MUST POST IT TO THE DROP BOX.  
I WILL NOT ACCEPT PRINT COPIES.**

**T 2/28 Day 3: Using Toulmin Analysis in Context:**

**Claims and Reasons; Warrants and Backing**

***DUE: READING AN ARGUMENT WORKSHEETS.  
POST THEM TO THE DROPBOX AND TO YOUR LOCKER FOR USE IN CLASS.***

**Reading Assignment:** Review Chapter 5. **Using Toulmin Analysis in Context: Warrant and Backing**

**Reading Assignment:** Read *WA 289-294* “Evaluation Arguments”

**TH 3/2 Day 4: Using Toulmin Logic to Craft an Evaluative Essay**

**Building an Evaluative Argument I: Criteria**

**Reading Assignment:** Read *WA 310-313*, “A Woman’s View of Hip-Hop.”

**T 3/7 Day 5: Building An Evaluative Argument II: Match**

**Reading Assignment:** Read *WA 296-300* “Ethical Arguments” AND *WA 315-318* “Eight is Too Many: The Case Against Octuplets.” We will be using the readings in class on Day 3.

**Homework Assignment:** After you've committed to an issue complete the "Four Steps" handout.

***POST YOUR FOUR STEPS TO BOTH YOUR LOCKER  
AND THE DROPBOX.***

**Reading Assignment:** Read **WA 101-107** "The Power of Audience Based Reasons" and **WA 140-145**.

**YOUR RESEARCH READING  
MUST BE COMPLETED BEFORE DAY 7.**

**TH 3/9 Day 6: Accommodating Your Audience & Crafting a Thesis & Introduction**

**Assignment:** Read *WA from the last paragraph on pg. 93 through page 97*

After you have read these selections, choose one essay from your subject area that presents an opinion different from/opposite to the one you will advocate in your paper. **Print out that essay, read it, and bring it to class on Day 8 (next class period).**

**Reading Assignment:** *WA 145-151* on "Conditions of Rebuttal."

T 3/14 **SPRING BREAK**

TH 3/16 **SPRING BREAK**

**T 3/21 Day 7: Understanding Conditions of Rebuttal**

**Writing Assignment:** REVIEW *WA 302-304*. Then, make an outline of your proposal argument using either (or both) outlines. Please note that when you write your outline, you must also include a rough draft of your introductory paragraph. Use the STAR criteria on *WA 110* to help you choose your evidence. You must include bibliographic information for each piece of evidence so it can be evaluated for accuracy. After you have written your outline, judge the use of your evidence with the STAR criteria and/or the worksheet "Using Evidence Effectively."

**Send your outline, complete with bibliographic information and a summary of the information (your annotation), to your instructor in the proper folder in the Drop Box before class time on Day 8**

*When You Have Completed Your Homework,  
Post It To The Instructor's Drop Box In The Appropriate Folder.* **SPRING BREAK**

**TH 3/23 Day 8: Peer Critique of Evaluative/Ethical Argument Outlines**

**Writing Assignment:** Write a good first draft of your Evaluative argument. Include your evidence. **You MUST have your first draft in class on Day 9 for a peer critique.**

**POST YOUR DRAFT TO YOUR LOCKER**

**AND TO THE INSTRUCTOR'S DROP BOX.**

**T 3/28 Day 9: Peer Critique of First Draft**

**Reading Assignment:** Read *WA 109-125* "Using Evidence Effectively." We will be using the reading next class period.

**IF YOU DO NOT YET HAVE A CONFERENCE APPOINTMENT,  
MAKE ONE TODAY.**

**TH 3/30 Day 10: Using Evidence Effectively**

**Writing Assignment:** Write the best-yet draft of your Evaluative Argument Essay. Since you will be bringing this draft to your conferences, make sure it is complete. I cannot help you revise your essay if it is not fully written and in the proper form.

**IF YOU DO NOT YET HAVE A CONFERENCE APPOINTMENT,  
MAKE ONE TODAY.**

**T 4/4 Day 11: Conferences**

**Assignment:** Attend your conference. Bring: your essay outline, your peer critique, and your most recent draft.

**YOUR UNIT 2 ESSAY IS DUE SUNDAY APRIL 9 AT 11:55PM.  
IT MUST BE POSTED TO THE DROPBOX.  
I WILL NOT ACCEPT PRINT COPIES.**

*When You Have Completed Your Essay,  
Post It To The Instructor's Drop Box In The Appropriate Folder.*

**Reading Assignment:** Read *WA 357-373* from Chapter 16 "Finding and Evaluating Sources."

**TH 4/6 Unit 3: Research Tools**

**Day 1: Introduction to Research Tools**

**Assignment:** Choose a research topic from Section A of the research project assignment sheet. Complete Section A of the research project. THEN, complete Section B of the research project. The complete project, both Sections A and B, are due Monday October 24. **Research projects MAY NOT BE turned in late. Research projects not completed by the due date will receive a Zero.**

**You should try to tailor your responses to the questions to your particular interest area. You will be grateful for this advice during Unit 4.**

**Reading Assignment:** In preparation for your Research Instruction , read *WA 122-125*, “Gathering Evidence.” It will be your loss if you do not read this very short section before beginning your research. If you come to me needing help with your research, and I determine you have NOT read this section, then you will be instructed to read it before I offer any aid.

**T 4/11 Day 2: Research Instruction at Library**

**The research instruction seminar scheduled for today at Bizzell Library is REQUIRED. Attendance is worth 1/3 of your grade for this unit, unless you have an excused absence (illness or university sponsored event that requires your participation).**

**Homework Assignment:** Review *WA 122-25*: “Gathering Evidence.” **THEN**, complete both sections of the research assignment. **You should try to tailor your responses to the questions to your particular interest area. You will be grateful for this advice during Unit 4.**

**YOUR RESEARCH PROJECT IS DUE SUNDAY APRIL 16 AT 11:55PM.  
IT MUST BE POSTED TO THE DROPBOX.  
I WILL NOT ACCEPT PRINT COPIES.**

**Reading Assignment:** Read *WR 319-323* Chapter 15: “Proposal Arguments” the proposal “The Supreme Court’s Unfree Speech” (*WA 351-2*) to prepare for the next unit.

***Unit 4 Proposal Argument***

**TH 4/13 Day 1: Introduction to Writing A Proposal**

**Homework Assignment:** Read *WR 323-331* in “Chapter 15: Proposal Arguments.” **THEN**, Using today’s classroom activity as a starting point, freewrite, idea map, or brainstorm (refer to *WA 56-62*) three different issues arising within your topic area that could serve as the opportunity to design a Proposal. Then, chose the 1 or 2 issues that intrigue you the most and complete the “**Exploring Ideas for a Proposal Argument**” worksheet.

**POST A COPY OF YOUR HOMEWORK TO THE INSTRUCTOR’S  
DROP BOX AND TO YOUR LOCKER. YOU MUST HAVE ACCESS TO  
IT FOR CLASS ON DAY 2 FOR A FEED BACK SESSION.**

**Reading Assignment:** Read *WR 323-331* in “Chapter 15: Proposal Arguments.”

**YOUR RESEARCH PROJECT IS DUE SUNDAY APRIL 16 AT 11:55PM.  
IT MUST BE POSTED TO THE DROPBOX.  
I WILL NOT ACCEPT PRINT COPIES.**

**T 4/18 Day 2: Invention & Development Strategies: Stock Issues & Claim Type**

**Homework Assignment:** DO YOUR RESEARCH. Remember: you need 3 new sources. The other two sources must be new and independent of *CQR*. It may help you to refer back to your Research Assignment. REVIEW *WA 119-124*. Reviewing *109-123* will make your research more efficient. Check the outline worksheet for research citation requirements.

You may want to review *WA Chapter 16 “Finding and Evaluating Sources”* (pgs. 357+) before you complete this assignment. See *WR 397* for a quick reference guide to the information necessary for complete citations. See [http://owl.english.purdue.edu/handouts/general/gl\\_annotatedbib.html](http://owl.english.purdue.edu/handouts/general/gl_annotatedbib.html) for examples of annotated bibliographies.

You must have completed your research to complete the Proposal Outline that is due on **Day 3**.

**Writing Assignment:**

- 1. Complete Stock Issue & Claim Type Worksheets.**
- 2. Complete the Thesis Generating Handout**
- 3. Complete the Option 1 and/or Option 2 outline** for your proposal essay (Course Documents).

**Reading Assignment:** Read *WA 321-22* on “Special Concerns for Writing Proposals.”

**POST A COPY OF ALL WORKSHEETS AND YOUR OUTLINE TO THE  
INSTRUCTOR’S DROP BOX  
AND TO YOUR LOCKER.**

**TH 4/20 Day 3: Proposal Outline Peer Critique & Special Concerns**

**Homework Assignment:** WRITE A GREAT DRAFT OF YOUR PROPOSAL. Make it your best effort. This draft should be complete; it should include all the elements required in the final paper, including but not limited to an introduction, a conclusion, a clear claim, reasons, evidence, a specific proposal to alleviate the problem you have chosen to address, and conditions of rebuttal. Remember to use ethos and pathos to create presence.

**Check your proposal against the requirements on the Essay Assignment Sheet.**

**T 4/25 Day 4: Conferences**

**Assignment:** Bring to your conference your outline AND your best draft, complete with works cited.

**Writing Assignment:** Write the final draft of your proposal. Be sure you refer back to the “Writing a Proposal” assignment sheet and to “How Professor

Calhoun Grades Papers” to make sure that your paper fulfills all the requirements.  
**Your proposal is due Final Exam Day**

**TH 4/27 Day 5: POWERPOINT WORKSHOP FOR PRESENTATIONS**

**THE POWERPOINT FOR YOUR PROPOSAL IS DUE**

**SUNDAY APRIL 30 AT 11:55 PM. IT MUST BE POSTED TO THE DROP BOX BY THAT TIME.  
THE DROPBOX WILL CLOSE AT 11:56PM. IF YOU HAVE NOT POSTED YOUR POWERPOINT,  
YOU WILL BE ASSIGNED A ZERO FOR THAT GRADE.**

**T 5/2 Day 6: Peer Critique/Questions/Concerns**

**Writing Assignment:** Write the final draft of your proposal.

**TH 5/4 Day 7: PROPOSAL PRESENTATIONS**

**IF YOU DO NOT ATTEND TODAY’S PROPOSAL PRESENTATIONS, YOUR  
PRESENTATION GRADE WILL BE ZERO.**

***THURSDAY MAY 11, 1:30-3:30PM:***

**FINAL EXAM:**

**DUE: UNIT 4 PROPOSAL PAPER**

**UPLOAD FINAL PAPER NO LATER THAN 1:25 PM.**

**IF YOU DO NOT UPLOAD YOUR PAPER ON TIME, YOU RECEIVE A ZERO.**

**ATTEND THE FINAL EXAM PERIOD .**

**REMAINING PROPOSAL PRESENTATIONS WILL BE GIVEN.**

**IF YOU DO NOT ATTEND THE FINAL EXAM PERIOD,  
YOU WILL RECEIVE A ZERO FOR YOU FINAL EXAM.**

**IN THIS CLASS, YOUR FINAL EXAM CONSISTS OF YOUR FINAL PAPER AND  
YOUR PROPOSAL PRESENTATION.**

**THEREFORE, IF YOU DO NOT ATTEND THE FINAL EXAM PERIOD, YOU WILL  
RECEIVE A ZERO ON BOTH YOUR PAPER AND YOUR PRESENTATION.**

**ACCORDING TO THE COLLEGE OF ARTS & SCIENCES, YOU ARE REQUIRED TO  
ATTEND YOUR FINAL EXAM PERIOD.**