Activities

Assign a postscript and collect assignment 3
Prompt students to reflect on the Stakeholder Analysis assignment by giving them postscript questions to answer. Collect the postscripts along with A3 and any other process work you would like for them to turn in. Have the students answer the following Post-script questions:

- Did you find the answers you set out to find? Why/why not?
- Are you satisfied with the research and the stakeholders you found? Why/why not?
- Where did you struggle most with this assignment? How did you overcome this struggle?
- What did you do to revise? How did you use your workshop feedback?
- Put a star next to the two annotations that are from scholarly sources.
- What else should I know about your writing process as I read your final draft?

Transition to argument and review the basic argument structure
Review the Assignment 4 description, noting how the work students did in Assignment 3 will apply directly to their writing in the next assignment.

Students were introduced to the basics of argument structure for assignment 2, so a quick refresher course is all they really need here. They should be able to correctly identify that an argument must have a claim, supported by reasons, which are, in turn, supported by evidence. You may want to draw some type of a tree to show this relationship.
Reverse Outlines
When reviewing argument structure, introduce the idea of a reverse outline. If you start with the evidence, you should be able to identify/construct the key points; if you can identify the key points, you can clearly see their connection to the thesis—or at least in theory. If students can construct a reverse outline easily, it means that the argument they are examining is tightly constructed and effective. Use the above example to demonstrate how a reverse outline might work. You will be using this skill several times throughout this unit. If you need more information about how reverse outlines work, consult the Writing Studio, or ask Tom, Nancy, or Emily.

Introduce the 4 types of claims
These notes are adapted from the PHG, which the students will be reading for the next class. They will need to understand these different types of claims in order to complete their homework.

Types of Claims for Argument

Claims of Fact or Definition:

- People disagree about some “facts” or “truths”
- People disagree about definitions, especially of abstract terms like “discrimination”
- These claims are about facts that are not easily determined or about definitions that are debatable.
- Here are some examples of claims of fact or definition:
  - Celebrity endorsement increases demand for product.
  - Polygraph tests accurately reveal when a person is lying.
  - Grades measure a students’ achievement.
  - Life begins at conception.
Claims About Cause and Effect

- People disagree about some causal relationships
- These claims about cause and effect are debatable
- Most of the time there are reasonable arguments for both sides.
- Here are some examples:
  - Testing in the schools improves the quality of education.
  - Second-hand smoke causes lung cancer.
  - Capital punishment does not deter violent crime.

Claims About Value

- Claims about value typically lead to evaluative essays
- Should sum up both positive and negative judgments you make for your criteria
- Must anticipate and respond to alternate or opposing arguments
- Here are some examples:
  - Boxing is a dehumanizing sport.
  - Internet pornography degrades children’s sense of human dignity.
  - Toni Morrison is a great American novelist.

Claims about Solution or Policy

- Typically combined with one of the other types of claims
- Need to demonstrate that there is a problem first; then provide the solution or policy
- Identifiable typically by the word “should”
- Here are some examples:
  - Pornography on the Internet should be censored.
  - Then penalty for drunk driving should be a mandatory jail sentence and loss of driver’s license.
  - To reduce exploitation and sensationalism, the news media should not be allowed to interview victims of crime or disaster.

Conclude Class and Assign Homework

- Read “The Argument Culture” by Deborah Tannen on pages 403-407 of the PHG. Be ready to talk about Tannen’s definition of “argument” and how it does or doesn’t coincide with your definition of “argument.”
- Read about argumentation in the PHG (pgs 439-446; 492-498)
- Look at your inquiry question that drove your research. Provide an answer to this question. Now try to write this answer, which is essentially your thesis statement or claim, rewritten as each of the different types of claims we learned about in class. You should have one Claim of Fact; one Claim of Value; one Claim of Cause Effect; one Claim of Policy/ Solution. When complete, print off a copy of and bring to next class.
• Read and annotate the following professional essays from the PHG:
  o “Why You Can’t Cite Wikipedia in My Class” by Neil Waters (pg 481)
  o “Professors Should Embrace Wikipedia” by Mark Wilson (pg 484)
• Read and annotate “Say Everything” by Emily Nussbaum (in ISM)
• Read/review the following pages in the PHG: 446-450 (about audience appeals)
Week 11, Day 21—Tuesday, November 1

Activities
*Note: As we move along in the semester, you will begin to notice more opportunities where you are asked to devise an activity to reinforce certain skills. Most likely you will have a good sense of how your class best responds to activities, but if you are ever stuck for ideas, just contact Tom, Nancy, or Emily.

Conduct a WTL about “The Argument Culture” and conduct a whole-class discussion about the text
Ask students to write about their responses to “The Argument Culture” (assigned for homework) as a way of beginning the conversation about argumentation. Prompt students with questions on the overhead:

• How does Tannen define “argument”?
• Do you agree with her definition of argument and her idea that the “sports and war” metaphors don’t help us solve anything? Why/why not?
• How might you use Tannen’s ideas about argument as you write your own argument?

Ask students to share some of their WTL ideas and point out that while the academic argument’s purpose is to convince readers, students do not necessarily have to set out to “win” or bully their readers into agreeing.

Discuss and Analyze the readings done for homework

Analyzing “Why You Can’t Cite Wikipedia in My Class” by Neil Waters
Start with what students already know about argument, prompting them with questions about what Waters says, such as:

• What is Waters’ claim?
• What kind of claim is it?
• What are his reasons?
• What is his evidence?
• What kinds of evidence did he use?
• Complete a reverse outline of his argument.

Move the students into a discussion of how Waters says what he says by adding in questions such as:

• Did he seem credible?
• Was he too emotional?
• Did he get you to care about his argument? How?
• Did he provide enough reasons and evidence to convince you to agree with him?

Analyze “Professors Should Embrace Wikipedia” by Mark Wilson
Begin this discussion by comparing it to the Waters essay. Ask students questions such as:

• How are these essays different?
• How are these essays similar?

Analyze the rhetorical situation of the essay, addressing the same kinds of questions you addressed with the Waters essay. Then move the students into a discussion of how Wilson arranges his argument.

Workshop Claims

For homework, students wrote four different kinds of claims for their thesis. They were asked to print these and bring them to class. Have them take out the entry and look closely at the four claims. Introduce and preview the handout called Guidelines for Effective Thesis Statements. Working in pairs, small groups, or individually, have students workshop each of their four claims using the Guidelines for Effective Thesis Statements handout. After the mini-workshop, students should select the one thesis statement that seems to work best for their purposes.

Guidelines for Writing an Effective Thesis

(taken from Jack Dodd’s The Ready Reference Handbook, 2nd Ed.)

Your thesis is the “guide map” for your writing that will keep you on course as you draft, so it’s important to have an effective claim in mind as you begin writing. As you write and refine your claim, keep the following in mind:

➢ Make assertions instead of asking questions.
  o Write a sentence that makes a point but does not ask a question.
    ▪ Original Question: Are home-schooled students as well-educated as students who attend public schools?
    ▪ Revised into a claim: Standardized test scores and college graduation rates indicate that home-schooled students are as well educated as students who attend public schools.

➢ Write a thesis statement instead of a purpose statement.
  o A thesis focuses on your topic and makes an argument that the writer will attempt to prove. A purpose statement is simply a sentence that describes your topic.
    ▪ Purpose Statement: In my paper, I intend to examine the case against the death penalty.
    ▪ Thesis Statement: The death penalty does not deter murderers from their crimes, and it is unfairly applied to the poor and minorities.

➢ Avoid “So?” statements.
  o A “So?” statement prompts readers to ask “So? What’s the point?” Make an assertion about your topic that you will attempt to prove, don’t just announce your topic.
    ▪ “So?” Statement: Mercury poisoning kills many people each year.
    ▪ Thesis Statement: The many deaths each year from mercury poisoning can be prevented by more detailed consumer education, extensive employee training in the handling of mercury, and stricter regulation of mercury waste disposal.

➢ Use accurate and specific words.
  o Replace broad, vague words with specific words that communicate exactly what you mean.
    ▪ Vague: In Charlotte Perkins Gilman’s “The Yellow Wallpaper,” the narrator’s doctor-husband does many things that drive her crazy.
Specific: The narrator of Charlotte Perkins Gilman’s “The Yellow Wallpaper” is driven insane by her doctor-husband’s misdiagnosis of her depression and by his indifference to her need for intellectual and social stimulation.

Match your thesis with your supporting information.
- Be sure that the facts and evidence you’ve gathered actually support your thesis. Revise your thesis and the body of your writing until they fit each other point by point.

Examine the writing situation for Assignment 4
Explain to students that for assignment 4 they have their own, unique writing situation. Draw the rhetorical triangle up on the board. Explain each of the positions of the rhetorical triangle in relation to them. The only thing that is the same for each individual student is the “text,” which is an academic argument. Show how the rest of the situation is dependent upon their claims, their purpose, and their audience (or stakeholder). Really emphasize the position of the stakeholder/audience, explaining that this relationship is going to determine how they construct their text, what they will focus upon, what kinds of evidence they will include, etc… They really can’t get too far without having a clear understanding of who they are writing to. Ask the students why reminding themselves of the unique rhetorical/writing situation is helpful before starting a draft?

Audience Appeals
Students have read about audience appeals for homework from the PHG, but it is always good to reinforce important concepts. Since the most heavily weighted categories for assessment correspond to audience appeals (logos, pathos, and ethos), it is absolutely crucial for students to have a thorough grounding in these concepts. Present the following notes and devise an activity that will reinforce the concept.

Audience Appeals

Appealing to your audience means using language and presenting your argument in deliberate ways, so that you have a good chance of achieving your goals with as many members of your audience as possible. Appropriately used appeals help support your claim.

Appeals to Character (Ethos): Showing that you are a reliable, trustworthy person can help give your readers confidence in your argument. Establishing common ground with your readers can make them more likely to agree with your ideas.

Appeals to Logic (Logos): Since most all of your readers will value logical reasoning quite highly and will have very similar ideas about what is and isn’t reasonable, it is important to provide sufficient evidence to support enough good reasons to support your claim. Additionally, it is important that you explain how the reasons support the claim, how the evidence supports the reasons, and how the pieces of evidence relate to each other.

Appeals to Emotion (Pathos): Getting readers emotionally involved can increase the likelihood that they will feel that your argument is important. If emotional appeals are used in place of credibility or logical reasoning, however, they can make readers feel as though you are trying to manipulate them or that you have something to hide.
As you present each type of appeal, ask students for ideas about how they can use the appeal in their papers. Also ask for examples of how they’ve seen these appeals used in the texts we’ve read. Especially use Nussbaum to show the use of audience appeals. You might also discuss how context influences the use of appeals. This could lead to a discussion of the use of appeals in academic contexts, emphasizing the privileging of appeals to *logos* and *ethos* over appeals to *pathos* in academic discourse.

**Tip:** One way to reinforce these concepts through an activity is to have small groups examine a pamphlet or advertisement, looking for each of these appeals. Starbucks has some interesting reading material that expresses their social responsibility and sustainable business practices; this literature is free and found near the creamer station at any Starbucks around town. Any pamphlet or advertisement can be analyzed in such a way...just look around.

**Discuss “Say Everything” by Emily Nussbaum**

Nussbaum has a unique writing situation. Her audience is the older generation, however, she makes the piece accessible to not only older people, but younger folks as well. Ask students how Nussbaum uses the audience appeals for her audience(s).

**Conclude Class and Assign Homework**

- Read the following professional essays from the PHG:
  - “Welfare is Still Necessary for Women and Children in the US” (pg 510)
- Respond to Week 11 Forum: My Role in the Argument Culture
  - In the essay, “The Argument Culture,” Deborah Tannen states, “When debates and fighting predominate, those who enjoy verbal sparring are likely to take part – by calling in to talk shows or writing letters to the editor. Those who aren’t comfortable with oppositional discourses are likely to opt out.” Think about your own role in America’s argument culture. Consider the following: Are you part of the group that enjoys “verbal sparring” and is willing to take part in a debate? Or are you part of the group that isn’t “comfortable with oppositional discourses”? Why? And do you agree with Tannen’s assertion that the “fights” produced in our culture are damaging? Or do you find them worthwhile and useful to democracy? Explain. Your response should be around 250 words and needs to be posted by ____________________.
Week 11, Day 22—Thursday, November 3

Activities

Devise an activity to reinforce audience appeals. Perhaps use this as a WTL.

Analyzing "Is Welfare Still Necessary for Women and Children in the U.S."
Take some time to talk with your class about their reactions to "Is Welfare Still Necessary…?" Your discussion need not be scripted, but try to work in the following:

How does this essay differ from students’ arguments-in-progress? [possible points of difference include: where the writer places the claim, how she organizes her ideas, how she uses paragraphs, her inclusion of evidence and cited sources, etc.]

How does the writer begin the paper? [Ask students for more ideas about introducing arguments. Give them time to jot down ideas for their own papers. Point out that some students will need to include some narration including background information in order for readers to understand the argument.]

What kinds of evidence does the writer use? [Make a list on the board and ask students to add to the list—what other kinds of evidence are possible for an argument? Give them time to make notes on their drafts.]

Who does the writer address? [Ask students to point to specific places in the text that signals or provides cues as to who she is addressing]

Work through a sample of a claim, reasons, and evidence
Since the purpose of many arguments is to convince readers to agree, it’s important to have a central idea for readers to agree with. An argument’s main idea is its central claim (think back to the summary/response assignment in which students looked for the claim/thesis). Writers build arguments off of claims by providing reasons or key points (again think back to the first assignment), statements that show why the writer believes the claim to be true. Since reasons often are opinions, they need evidence to show that they can be considered valid.

Show students an example like this one:

- **Claim**: All US states should pass laws that making texting while driving a primary offense.
  - **Reason/Key Point 1**: (BECAUSE) banning texting while driving would significantly decrease traffic deaths.
    - **Evidence**: A 2006 study done in two Australian states found an estimated 45,600 people had near-misses due to using their mobile phone in the car (Partell 57).
    - **Evidence**: The New York Times reports that when long-haul truck drivers texted, “their collision risk was 23 times greater than when not texting” (Johnstone 3).
    - **Evidence**: The Public Policy Institute of California points out that 300 lives per year will be saved in the state due to hands-free cell phone laws (“Texting” 45).
Each reason needs to be supported with evidence (which can include firsthand observations, examples from personal experience, statistics, facts, quotations from your research, results of field research, such as interviews, etc.). Remind students of the kinds of evidence they found convincing in articles throughout the semester and your discussions of how the authors’ choices of evidence reflect their purposes, audiences, and contexts. At this point, students mainly need to be concerned with coming up with possible reasons to support their claim.

Development is one of the aspects of writing that CO150 students struggle with most, so they can benefit from guided practice on how to use evidence to support reasons to support a claim. Start by showing an example of sufficiently relevant evidence for a reason that supports the claim that the US should make laws that make texting while driving a primary offense:

Next, show an example of the above outline written in paragraph form:

*Making texting while driving a primary offense would decrease traffic deaths*. A 2006 study from Australia found that in just two Australian states, an estimated 45,600 people had near-misses in their cars due to cell phone use (Partell 57). That’s a striking number. The New York Times reports that when long-haul truck drivers texted in their vehicle, “their collision risk was 23 times greater than when not texting” (Johnstone 3). Furthermore, in California a law requiring hands-free devices in cars saves an estimated 300 lives per year (“Texting” 45). Clearly, making this a primary offense is a good idea.

This paragraph is typical of CO150 writing. While it starts out with the reason and then presents evidence for the reason, it does not explain how the pieces of evidence connect to each other nor how they support the reason or the overarching thesis. This paragraph asks readers to make the logical connections between the evidence and the reason. This compromises the purpose of the argument; if a reader is already skeptical or even just indifferent, how likely is it that he/she will be willing to do the work to understand how the evidence supports the reason?

Present another example that uses the same reasons and evidence much more effectively:

*One reason all US states should making texting while driving a primary offense is because such a law would decrease traffic deaths* – and there is plenty of proof to support this fact. For example, a 2006 study done in Australia found that in just two Australian states an estimated 45,600 people had near-misses in their cars due to cell phone use (Partell 57). If there were a law banning texting in the car, the number of near-misses (and, logically, actual crashes) would decrease significantly, ultimately saving lives. Additionally, The New York Times reports that when long-haul truck drivers texted in their vehicle, “their collision risk was 23 times greater than when not texting” (Johnstone 3). Clearly, when truck drivers took their eyes from the road to focus on their cell phones, they put many innocent people on the road in danger. Similar logic applies to drivers of cars who, although they are not generally hauling large loads, do have several thousand pounds of metal around them. These dangers could be mitigated with stronger laws against it in the first place. If texting while driving were a primary offense in all states, then a police officer would need no other reason to pull over a texter. Furthermore, the Public Policy Institute of California estimates that a law requiring hands-free devices in that state saves an estimated 300 lives per year (“Texting” 3). If disallowing talking on the phone while in the car in
California could save that many lives, imagine how many of thousands of people in the US could be saved if texting were banned, as well. Clearly, making this a primary offense is a good idea.

This second example is much more effective in showing how the evidence supports the reason. The writer has done the work that the first example asks readers to do. It directs readers to the writer’s preferred interpretation of the evidence, thus making readers much more likely to agree with the reason and with the argument as a whole. If your students need more of a push to see the benefits of the second example, point out that the first example amounts to only 101 words while the second example is 238 words long (a third of a page vs. almost an entire page).

**Tip:** There is another example walk through in the appendix. It is from a book called Quest written by Kim Stallings. It tracks a student’s thinking process and decision-making through the entire process, beginning with her decision for her claim, her selection of reasons, and her insertion of evidence. It also shows how the evidence begins to become more developed with each revision. It works well as further reinforcement if your students seem to struggle with this concept.

**Share an example argument essay, highlighting the interconnectivity between claim, reasons/key points, and evidence.**

**Conclude Class and Assign Homework**

- Review the following in the PHG:
  - Pgs 494-498 (shaping the argument and opposing arguments)
- Critically read and annotate the following in the PHG:
  - Pgs 464-467 “You Have No Friends” by Farhad Manjoo
- Read the following web page about counterarguments and refutation (rebuttal) from the OWL website.
  - [http://owl.english.purdue.edu/owl/resource/724/03/](http://owl.english.purdue.edu/owl/resource/724/03/)
- Review the following in the PHG:
  - Pgs 497-498 (possible outlines for arguments)
- Assign a student (or an example from the PHG) argument essay. You may select whichever essay you would like from the appendix.
  
  **Tip:** The PHG contains many excellent argument examples, and you can use what you feel is most appropriate for your class. Just be sure you become familiar with the argument structure and the essay’s strengths and weaknesses prior to class discussions.

- Arrange your argument in several of these patterns; Continue outlining your argument, deciding upon what other information and/or evidence you need to collect. **Bring an outline to class.** Continue your research efforts, making sure to keep track of the research. Or begin drafting your argument.
- Read the following from the PHG:
  - Pgs 502-504 (about logical fallacies)
- Complete your Works Cited page—you may add to or delete from this later if need be. **Bring this to class**
Week 12, Day 23—Tuesday, November 8

Activities

Discuss Counterarguments and Refutations
This is, understandably, a difficult skill for Freshmen to consider. After all, we are asking that they
include a point of view that could potentially undermine their own argument. They aren’t at all sure that
this is a good thing to do (mostly because they lack confidence in their own ability and because they are
just learning about the importance of ethos). Therefore, it is a good idea to take some time and discuss
what counterarguments are and ways to effectively refute them in their arguments. They were to read a
passage from the OWL website, but if you’d like to supplement with additional information, here is a
passage from The Allyn & Bacon Guide to Writing 6th Edition, which is fairly comprehensive.
Summarize the information for them and put this info into your own style of lecture.

Responding to Objections, Counterarguments, and Alternative Views

We have seen how a writer needs to anticipate alternative views that give rise to objections and
counterarguments. Surprisingly, one of the best ways to approach counterarguments is to summarize
them fairly. Make your imagined reader’s best case against your argument. By resisting the temptation
to distort a counterargument, you demonstrate a willingness to consider the issue from all sides.
Moreover, summarizing a counterargument reduces your reader’s tendency to say “Yes, but have you
thought of...” After you have summarized an objection or counterargument fairly and charitably, you
must then decide how to respond to it. Your two main choices are to rebut it or concede to it.

Rebutting Opposing View

When rebutting or refuting an argument, you can question the argument’s reasons and supporting
evidence or the underlying assumptions or both.

Conceding to Opposing Views

In some cases, an alternative view can be very strong. If so, don’t hide that view from your readers;
summarize it and concede to it.

Making concessions to opposing views is not necessarily a sign of weakness; in many cases, a concession
simply acknowledges that the issue is complex and that your position is tentative. In turn, a concession
can enhance a reader’s respect for you and invite the reader to follow your example and weight the
strengths of your own argument charitably. Writers typically concede to opposing views with transitional
expressions such as the following:

Admittedly  I must admit that  I agree with  granted
I concede that  While it is true that  even though

After conceding to an opposing view, you should shift to a different field of values where you position is
strong and then argue for those new values. For example, adversaries of drug legalization argue
plausibly that legalizing drugs would increase the number of users and addicts. If you support legalization, here is how you might deal with this point without fatally damaging your own argument:

Opponents of legalization claim—and rightly so—that legalization will lead to an increase in drug users and addicts. I wish this weren’t so, but it is. Nevertheless, the other benefits of legalizing drugs—eliminating the black market, reducing street crime, and freeing up thousands of police from fighting the war on drugs—more than outweigh the social costs of increased drug use and addiction.

The writer concedes that legalization will increase addiction (one reason for opposing legalization) and that drug addiction is bad (the underlying assumption for that reason). But then the writer redeems the case for legalization by shifting the argument to another field of values (the benefits of eliminating the black market, reducing crime, and so forth).

WTL:
Create an activity that asks students to choose a clear “side” of a situation (select something easy and perhaps “fun”). If it works out well, half the students should be on one “side” and the other half should be on the “other.” You may want to divide them equally beforehand. Have them write about why their “side” is correct. Once each “side” has their reasons written out, have them pair up with a student from the opposing “side.” The goal for each of the students is to select one of the reasons their opponent wrote out and try to refute it; in other words, explain how that reason doesn’t quite support the argument, or how the reason makes a faulty assumption.

Discuss Farhad Manjoo’s “You Have No Friends”
Manjoo’s article is arranged in such a way that really highlights the use of counterargument and refutation. Lead the students to see this structure at work.

As Manjoo relays in the essay, he contacted people opposed to Facebook to get their reasons. They are as follows: 1) it requires too much work/maintenance. 2) allows for social awkwardness. 3) it makes your life public property.

Manjoo refutes each of these concerns starting in paragraph 9.

This essay does an excellent job of showing how counterarguments and refutations work. It also provides students with an additional organizational method they may want to consider using for their own paper. Finally, this essay shows, very explicitly, how to address a specific stakeholder. In essence, this essay does MANY things well that we are asking our students to do for A4.

WTL
Have the students pull out the argument you assigned for them to read for homework. Have the students do a reverse outline on this. Discuss how the essay was arranged and its effectiveness.

Practice Analyzing a Student Example Argument Essay
Numerous student sample argument essays can be found in the appendix of the common syllabus. It is important for your students to read and analyze ones that are “real” and not professional. This will put them more at ease with their own writing capabilities and push them to exceed the “sample.” Be sure to select samples you are comfortable with and can analyze effectively.
Discuss Possible Argument Outlines
Students will have read about the possible arrangements of arguments in the PHG, but you should reinforce this idea. The outlines can be found on pages 497-499 of the PHG. Devise an activity to reinforce the different patterns

Outline Workshop
The students were asked to bring in several potential outlines for their own arguments. Get them into small groups or pairs and have them talk through these. This workshop is primarily designed just to get the students talking through their ideas for their paper. Conversation is crucial for this stage of the development.

Introduce Logical Fallacies and a reinforcing activity
Be sure that students understand how to write logically: present enough support for your claim, and explain it thoroughly.

Next, point out that there are common logical errors, or logical fallacies (distortions of rhetoric to make an argument seem more convincing). Fallacies happen when a writer manipulates a reader’s emotions, when a writer misrepresents someone’s character, and/or when a writer distorts an argument’s logic. Sometimes fallacies are intentional (as is often the case in political speeches and in advertising) and sometimes they aren’t. In either case, they can weaken an argument written in an academic context.

Ask students to use pages 502-504 in their textbooks to identify fallacious statements in the following mock essay:

**BAN THOSE BOOKS**

* A serious problem faces America today, a problem of such grave importance that our very existence as a nation is threatened. We must either cleanse our schools of evil-minded books, or we must reconcile ourselves to seeing our children become welfare moochers and homeless bums.

* History has shown time and time again that placement of immoral books in our schools is part of an insidious plot designed to weaken the moral fiber of our youth from coast to coast. In Wettuckett, Ohio, for example, the year after books by Mark Twain, such as Tom Sawyer and Huckleberry Finn, were introduced into the school library by liberal free-thinkers and radicals, the number of students cutting classes rose by 6%. And in that same year, the number of high school seniors going on to college dropped from thirty to twenty-two.

* The reason for this could either be a natural decline in intelligence and morals or the influence of those dirty books that teach our beloved children disrespect and irresponsibility. Since there is no evidence to suggest a natural decline, the conclusion is inescapable: once our children read about Twain’s characters skipping school and running away from home, they had to do likewise. If they hadn’t read about such undesirable characters as Huckleberry Finn, our innocent children would never have behaved in those ways.

* Now, I am a simple man, a plain old farm boy—the pseudo-intellectuals call me redneck just like they call you folks. But I can assure you that, redneck or not, I’ve got the guts to fight moral decay everywhere I find it, and I urge you to do the same. For this reason I want all you good folks to come to
the ban-the-books rally this Friday so we can talk it over. I promise you all your right-thinking neighbors will be there.

Call on students to share and identify the fallacies within the essay. Encourage students to try this activity on their own drafts in order to become aware of possible fallacies to avoid.

**In-text Citation Review and Mini-workshop**

Even though students have now seen the in-text citations powerpoint (on writing studio, appendix) several times, it won’t hurt to review it once more. You can change the format of the lecture, emphasizing only what your particular class still needs help with.

Perhaps lead your students through a “mini-workshop,” like the following:

- Create your works cited page (you can add to or delete from this later if need be).
- Identify the author(s) listed. Put the last name(s) off to the side of each entry.
  - If there are two or three authors, list all names in the order in which they appear
  - If there are more than three authors, put et al next to the first listed author’s last name
- If there are no authors, identify the article title. Put a truncated version of the article title off to the side.
- Identify whether or not there are any page numbers associated with the source. If so, put the # sign next to the author name/article name.
- What you’ve just done is identified the pieces of information that MUST appear in-text to properly attribute the source. There are two ways to do so. Parenthetically or narratively.
- Narrative in-text citations. You already know basically how to do this. You put the author’s name somewhere in the sentence. If, however, there is a page number associated with the source, you need to put the page number in parenthesis at the end of the sentence that contains the borrowed information.
- Parenthetical citation is the second way to do in-text citations.
- Review powerpoint again.

**Conclude Class and Assign Homework**

- Draft your argument essay. A complete draft of your essay is due at the beginning of next class. Complete means that it has all of its pieces, including the works cited page. Bring copies to class for workshop. [You may ask that student bring 2 or 3 hard copies of their essay so that their peers may take them home. Whatever you decide, just be very clear what students are expected to bring for workshop next week. Next week has two days devoted solely for workshop. Add a reminder of your workshop policy here.]
- Read about revising arguments on pages 500-502 of the PHG.
- Respond to Forum for Week 12:
  - In class we discussed the three types of appeals (ethos, pathos, and logos) all of which are used often in texts (including advertising, websites, books, etc.) Think in particular about a situation in which a text you were reading (and keep in mind that “text” includes videos, movies, music, etc.) used pathos in a way that seemed to unfairly use emotional
appeals to make a point. Describe the text and the emotional appeal that was used, and explain why you felt it was unfair or potentially manipulative. Then consider how you might responsibly and fairly use emotional appeals in your Reasoned Argument to avoid making your reader feel manipulated. Your response should be around 250 words and needs to be posted by ______________.
Week 13, Day 24—Thursday, November 10th

Academic argument workshop 1
Design a workshop activity that will enable students to read and respond to at least two drafts in the allotted time. Access workshop ideas at Writing Studio, keeping in mind that the workshop activity should reflect the assignment sheet, grading criteria, and classroom instruction. You might focus today’s workshop on overall argument structure—thesis, reasons, and evidence.

Conclude Class and Assign Homework
- Review workshop feedback (or, if you are doing an extended workshop, offer your own homework details here) and revise your draft. Bring in a new draft for a second workshop.
- Use your workshop feedback as you revise your argument. Consider going to the Writing Center for further revision ideas [add Writing Center hours here].
**Week 13, Day 25—Tuesday, November 15th**

**Activities**

**Academic argument workshop 2**
Design a workshop activity that will enable students to read and respond to at least two drafts in the allotted time. Access workshop ideas at Writing Studio, keeping in mind that the workshop activity should reflect the assignment sheet, grading criteria, and classroom instruction. You might focus today’s workshop on the particulars of convention that will be expected by the academic audience—the avoidance of logical fallacies, the clarity of citations, framing evidence to demonstrate their credibility, etc...

**Discuss revision strategies**
Students will revise these drafts, so talk for a few minutes about how they might do that. Share some of your own revision strategies and/or ask students to share some of their own.

**Conclude Class and Assign Homework**
- Prepare your argument to turn in at the end of the week [along with process work].
- Print and bring to class a copy of Assignment 5
- Respond to Week 13 Forum: Reflection
  - Once your argument is written, write a quick 200 word forum post about the process you just went through. What was challenging for you? How did you overcome those challenges? How does it feel to have completed the whole conversation metaphor? These questions will provide a good (and relatively fresh) start for the final essay—the reflection. This post is due by ________________.
Week 13, Day 26—Thursday, November 17th

Activities

Post-script and collect Assignment 4
This is the largest assignment of the semester. Give students an opportunity to talk about their journey so far—its challenges and their successes in overcoming them. Try to design your own post-script questions that reflect their writing process, and be sure to add a question that asks students to describe the audience they addressed in A4; this description should include not only an identification of who the audience is, but also what that audience assumes, values, etc...—in a way, this should be a brief audience analysis.

Review the Conversation Metaphor
The students have just completed a major assignment. They are probably feeling very relieved that it is done and are focused on Fall Break. Therefore, perhaps showing the conversation metaphor and reviewing where they started in CO150 and the process they’ve complete will help re-orient themselves with the course. It will also prepare them to begin their reflection process.

Introduce A5
You will, most likely, re-introduce this assignment after the break; however, introducing it now will hopefully get the students to start thinking about what they’ll need to have for A5.