

## ENGL 1310: English Composition and Rhetoric

Instructor: Carly Susser

Email: carlysusser@my.unt.edu

Office Hours: 12-2 Th. in GAB 515

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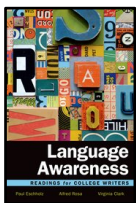
### CATALOG & COURSE DESCRIPTION:

*3 hours. Writing as a means of ordering and shaping experience, information and ideas. Emphasis on perfecting texts through several drafts.* The overarching purpose of the ENGL 1310 course is to establish a strong set of writing habits so that you are prepared to succeed in future undergraduate courses. In light of this purpose, our course provides you with a series of new reading, writing, and critical thinking strategies that are rooted in our core commitments to revision and listening.

### CORE VALUES (from UNT-2):

- Writing is an activity through which we inquire, experiment, and discover ideas.
- Writing encourages critical thinking.
- Writing is a complex, lifelong process.
- Writing gives writers power.
- Writing is inseparable from information literacy.

### REQUIRED MATERIALS:



1. *An Insider's Guide to Academic Writing for UNT's First-Year Writing Program*, 2019-2020 (Susan Miller-Cochran, Roy Stamper, Stacey Cochran) ISBN# 9781319229269
2. *Language Awareness: Readings for College Writers* (12<sup>th</sup> Edition (Escholz et al.) ISBN# 9781457697975
3. A notebook or journal for your Commonplace Book

You can purchase these as a bundle at the school bookstore and Voertman's. *LA* can be purchased separately, but you will still be missing the textbook.

### COURSE OBJECTIVES:

- Hone and develop writing skills through practice, repetition, and careful attention to style and strategy
- Practice rhetorical listening; taking an open and engaged stance towards others and their perspectives
- Learn to craft arguments for academic disciplines using rhetorical genres

- Learn to recognize and respond to arguments in our everyday experiences
- Learn rhetorical terms to gain fluency in argumentation
- Think critically about arguments and texts
- Understand revision as a collaborative, recursive process
- Understand the ethical dimension of argumentation—including crediting and documenting sources, using persuasive strategies ethically, and analyzing ethical implications of argumentation
- Collaborate with others openly and tactfully

#### UNDERSTANDINGS OF PRACTICE:

- Listening empathetically requires acknowledging the validity of other points of view different than our own
- Establishing a set of strong writing habits prepares writers to succeed in future undergraduate courses
- Revision is hard work and requires constant practice
- By changing the terms we use to explain our experiences of the world, we create opportunities to think, act, and feel differently
- Writers can choose not to agree with a different perspective, and we can choose to seek out additional justification if we encounter differences in perspective
- Critical thinking helps us make more sophisticated arguments in writing
- Describing and analyzing other arguments is an excellent way to hone skills in listening to and meeting the needs of others.

#### GRADE BREAKDOWN & MAJOR ASSIGNMENTS:

**Note:** To earn a passing grade, you must complete all major writing assignments.

10% – Project 1 - Argument Description

20% – Project 2 – Argument Analysis

20% - Project 3 – Revision of Argument Analysis

Quiz grade – Project 4 - Collaborative Interview

35% – Project 5 - Final Portfolio (including Revision and Executive Summary)

15% - Active engagement

(participation; attendance; quiz grades)

**100% - Total**

**Note:** You must complete each of the unit assignments above in order to receive a passing grade in the course.

#### GRADING POLICIES & TIPS:

This course has a demanding reading and writing load commensurate with a first-year writing class. Students will be expected to **read all assigned texts carefully** and to be prepared to discuss the texts analytically and critically on the day that they are assigned. Much of our class time will be spent discussing course readings, practicing writing, and working together collaboratively online. If you do not understand or need help, please make arrangements to talk to me right

away. Note that we may have reading quizzes or discussions at unannounced times in order to check up on how everyone is reading and comprehending the course material.

Please also keep up with all writing assignments. On days when writing is due, **be ready to post a draft for your other writing community members**. Evaluating, revising, and editing our writing together is a vital part of this class.

Sometimes we will also engage in collaborative or individual assignments or activities during class modules. When we communicate as a class, I encourage you to move beyond simply writing about what parts of the texts that you “like.” Work hard to think about how the texts support and contradict one another. Bring experiences and ideas from your own life into the discussion where appropriate. Look for ways that class readings and discussions are relevant in the world around you. Pay attention to what your classmates write and build off of their ideas when you can. Encourage, support, and learn from each other.

#### RUBRICS & SCORING SYSTEM:

For the purposes of this course,

**“A” WORK** will constitute a final score of 90-100% of total points, and will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context

**“B” WORK** will constitute a final score of 80-89.99% of total points, and will represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original

**“C” WORK** will constitute a final score of 70-79.99% of total points, and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately insufficient in organization, articulation, perception, and/or effectiveness

**“D” WORK** will constitute a final score of 60-69.99% of total points, and will represent an overall response that is incomplete and severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates

**“F” WORK** will constitute a final score of 0-59.99% of total points, and will represent an overall response that is unacceptable.

Note that rubrics for each assignment can be found in your course textbook.

#### WRITING PROJECTS & ASSIGNMENT OVERVIEW:

##### Project 1: Argument Description:

Select an essay from the required course readings and describe how the writer presents his or her argument. Your description should identify the writer’s purpose and audience in order to describe the other aspects of the argument, which include arrangement, evidence, implications, and word choice. A successful argument description does not evaluate the writer’s

claims. Instead, it documents the qualities of the argument so that you can evaluate it more precisely.

#### Project 2: Argument Analysis:

Select an essay from the required course readings and analyze an ethical problem that it raises. Your discussion of the ethical problem should work from the writer's stated purpose (what is he or she trying to accomplish?) and target audience (who is the argument directed toward?). Be sure to describe the ethical problem in detail, using evidence from the essay or book to support your claims. Then, identify the potentially helpful or harmful consequences (or, implications) that will occur if audiences are persuaded by the writer's argument. When identifying these consequences, you must cite passages from the essay as evidence and provide analysis to support your claims. In the conclusion, you should propose a solution to the ethical problem that you have analyzed, offering justification for your recommendations (with evidence and analysis) and anticipating potential counterarguments.

#### Project 3: Revision of Research Essay:

Here, you will have an opportunity to revise your argument analysis essay (from Project 2) in a substantive way, which means focusing on both the essay's content and style. As with the previous two units, you will focus on revising your essay with an eye toward its purpose, audience, arrangement, evidence, implications, and word choice. Your purpose is to improve, in a substantive way, both its style and content. The first step is to produce a revision memo that responds to your instructor's feedback from the previous unit. To complete this unit, you will submit a revised essay that will be included in the final portfolio assignment in Project 5.

#### Project 4: Collaborative Multi-Work Interview (*Note: this assignment might be weighted as a daily assignment rather than a major writing assignment*):

A multi-work interview is a close-reading assignment that is designed to help you with close reading and group collaboration. Your instructor will provide you with additional information about this assignment.

#### Final Project: Portfolio & Executive Summary:

A **portfolio** is a collection of documents that demonstrate how you have developed as a writer over the course of a semester. An **executive summary** is an argumentative essay that explains the contents of the portfolio to someone who was not privy to your learning process. Save everything you write in this course! In addition to your revision of a previous assignment and executive summary, you should also provide evidence of your success based on written documents that you have produced throughout the semester. You will then use these documents as evidence of your learning in the portfolio executive summary. Note: **your final Portfolio and all supporting documents will be turned in as a single PDF file to CANVAS.** Name the file using this convention: *LASTNAME-1310-Portfolio*.

Although specific rubrics will be posted for each project, all writing projects in this course must meet the following requirements and demonstrate the following desired outcomes.

1. **Audience:** writing is appropriate and appealing to one or more recognizable audiences

2. **Clarity:** main points and/or arguments are easy to understand and explained well
3. **Revision:** all writing shows evidence of revision from the first steps of choosing a topic to the final version submitted
4. **Evidence:** all writing shows the support of ideas through evidence drawn from in-class and/or outside readings. All readings are attributed accurately and add to the purpose of the text.
5. **Organization:** all writing shows evidence of effective organization, which makes the writer's ideas easier to follow
6. **Credibility:** all writing contributes to the credibility of the writer by matching expectations for grammar, spelling, sentence structure, and other conventions of academic writing
7. **Requirements:** all writing adheres to the requirements of the project, including due dates, length, format, and mode

#### QUIZZES:

I may provide a brief reading quiz at regular intervals during the course. The quizzes are not intended to be frustratingly difficult. If you read, you should find these quizzes easy and helpful. There are no make-ups for a missed quiz. You may drop one quiz.

#### TECHNICAL REQUIREMENTS AND SKILLS:

You will need access to:

Computer with word processing capabilities and web browser

[Canvas Technical Requirements \(https://clear.unt.edu/supported-technologies/canvas/requirements\)](https://clear.unt.edu/supported-technologies/canvas/requirements)

You should be able to:

Use Canvas

Use email with attachments

Use presentation and graphics programs

#### INSTRUCTOR POLICIES & EXPECTATIONS:

UNT policy 6.039 on student attendance states that no student will be excused for more than 25% of a course for absences. However, it is the UNT FYW policy that **no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course.** Writing courses are by nature participatory, collaborative, and discussion-based. If you miss more than 20% of classes (6 class periods for a T-TH or M-W class; 9 class periods for a MWF class), your grade will be reduced by 10% for each additional class period missed. If you miss more than 25% of the class (8 class periods for T-TH classes; 12 class periods for MWF

classes), **you will not pass the course**. Not participating in class may also result in missed grades for a class period and, possibly, failure of the course.

Please arrange any planned absences with me ahead of time in order to avoid penalization. Note that absences for the following reasons are authorized as excusable by the university (policy 06.039): (1) religious holy day, including travel for that purpose; (2) active military service, including travel for that purpose; (3) participation in an official university function; (4) illness or other extenuating circumstances; (5) pregnancy and parenting under Title IX; and (6) when the University is officially closed by the President.

#### E-MAIL ETIQUETTE:

Please communicate with me formally through my UNT email address. When you write me, please include the subject of your email in the subject line, and write your email with appropriate salutations and grammatical language. Note that I am not able to discuss any information relating academic records through email. I ask that you also remember the following guidelines in your communications with me:

- 1. Treat all communications professionally. Think about spelling and grammar and double-check your response before hitting send or reply. Consider the purpose of any uses of slang or other icons, graphics, or memes.**
- 2. Please use my title in all communications. ("Ms. Susser" or "Professor Susser" or "Professor" is fine).**
- 3. Think about your tone, and remember that email cannot convey nonverbal cues that provide clarity and context in face to face conversations.**
- 4. Take care to respect the personal identities and privacy of yourself, of me, and of others.**
- 5. Respect identities based on gender, sexuality, race, ethnicity, class, and/or culture. Also think carefully about what you reveal and do not reveal, particularly if this information involves your health and/or classroom performance.**

Please also check the syllabus before you ask me a question about an assignment or course schedule. It helps me if you can also let me know you checked the syllabus before writing, since I put significant time into creating the schedule and the syllabus. In your email subject line, it helps to be descriptive and not vague. Since I receive a lot of emails, I need to identify your question and problem as quickly as possible. For a sample email, read this article, "[How to Email Your Professor](#)."

For any online posts in our course, please read the directions and all the messages in a thread before replying so you do not repeat something one of your peers may have already said. Additionally, avoid replies such as "I agree" and instead explain why you agree or do not agree. Also, share examples, citations, and other sources that have supported your conclusions.

Remember that if you disagree with anything in class, please refrain from making personal attacks or use language that discriminates based on gender, sexuality, race, ethnicity, class, and/or culture.

#### INSTRUCTOR FEEDBACK AND RESPONSIBILITIES:

My responsibility as your instructor is to challenge you, to help you understand the course material, and to help you grow and learn as a student. I will provide clear instructions for projects and assignments, answer your questions, and identify additional resources as necessary. I will also provide substantive feedback on your written work. You can expect me to have feedback and grades returned to you within two weeks of the submission date for each assignment.

#### DISRUPTIONS:

Excessive disruptions of our class time—including posting inappropriate or inflammatory comments or harassing others online—are unacceptable. Please respect the class environment by using your time effectively and helping your classmates do the same.

#### PARTICIPATION AND CIVILITY:

We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. Therefore, I expect you to conduct yourself in a professional and respectful manner during all online interactions and class--related activities. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement in your writing, do so in a civil manner. Remember that you are accountable for all of your actions in this course, including your submitted work, your grades, and your interactions with me and with other students.

Everyone will have multiple opportunities to participate in class. Participation can be many things, including all of the following:

- Participating actively in small group work, class meetings, and discussions
- Showing attention to others in discussion posts
- Completing all assignments on time
- Coming prepared to conferences/office hours

#### USING CANVAS:

Announcements, discussions, assignments, and grades for this course will all be handled within UNT's CANVAS Learning Management System. You must be able to access CANVAS regularly in order to succeed in this course.

All students have access to CANVAS through their UNT accounts. For more information on using CANVAS, see <https://community.canvaslms.com/docs/DOC-10701>. If you have any questions regarding your use of the Canvas learning management system, please contact the student help desk at: Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu), Phone: 940-565-2324.

You also need to make plans to have a backup way to access the technology each week: another computer; the local library; or perhaps the UNT campus. Not having access to the course will not excuse you from the workload each week.

#### FORMATTING ASSIGNMENTS:

All written work needs to be typed and submitted online to our CANVAS site, with a paper copy brought to class. For all essays, include your name and the page number on the top right of each page (i.e.: Lastname 1). Please also include a date and the course number (ENGL 1310). Use a text font for all essays (Times Roman or Garamond for example) at 12 points, with all one-inch (1") margins, and double-spacing. Assignments are due at the beginning of class on the date indicated by the assignment prompt.

#### LATE WORK:

All papers are due by class time on the due date. **Late work will be penalized severely for each day late** unless you as a student have previously made arrangements with me. Additionally, I will not grade subsequent assignments from any students until all previous assignments have been completed, and you cannot pass the course if you have not received a grade for all major assignments. Please meet with me as soon as possible if you miss a deadline for an assignment.

#### USING THE UNT WRITING CENTER:

It is recommended that you visit the UNT Writing Center with all of your assignments for this class. All writers can benefit from sharing and discussing their work with a trained peer tutor, early and often. A writing tutor can help you get started on a paper or help you decide what to revise on an existing draft. In order to make an appointment with a writing tutor, visit [writingcenter.unt.edu](http://writingcenter.unt.edu), call 940-565-2563, or stop by Sage Hall 150. During your appointment, a writing tutor can help you develop your ideas, organize your thoughts, and clarify your prose.

#### LIBRARY SKILLS:

Please make yourself familiar with the UNT Library and its resources before you get too far in this course. You can make an appointment with a reference librarian in order to get one-on-one help using this link: <https://library.unt.edu/forms/reference-appointment/>



## PUBLIC WRITING:

You should consider that all of your submitted writing for this course, including prewriting, drafts, in-class assignments, and final projects, is public writing. The writing that you submit in this course may be viewed by me and possibly your classmates as well. Please do not submit any information about yourself that you do not want to be public.

## SYLLABUS CHANGE POLICY:

I have made every attempt to provide this syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. These circumstances may arise in response to the progress, needs, and experiences of students. Advance notice will be given for any changes made to the syllabus.

## STUDENT ACADEMIC SUPPORT SERVICES:

[Code of Student Conduct](#): provides Code of Student Conduct along with other useful links

[Office of Disability Access](#): exists to prevent discrimination based on disability and to help students reach a higher level of independence

[Counseling and Testing Services](#): provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests

[UNT Libraries](#)

[UNT Learning Center](#): provides a variety of services, including tutoring, to enhance the student academic experience

[UNT Writing Center](#): offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring

[Succeed at UNT](#): information regarding how to be a successful student at UNT

## UNT POLICIES:

(<https://policy.unt.edu/policy/06-049>)

### Academic Integrity:

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. The decision of the instructor will be reported to the Office of Academic Integrity, which is responsible for maintaining student conduct records. The incident may result in an

official disciplinary record for the student(s). Academic integrity violations can include copying a passage from a source verbatim, but they can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased. Be careful to always acknowledge the work of other writers, and take the time to work out your thoughts and arguments without copying the work of others.

#### ADA Accommodation Statement:

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

#### Emergency Notification & Procedures:

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials. II.

#### Retention of Student Records:

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

#### Acceptable Student Behavior:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be notified verbally or in writing and may be directed to leave the classroom. Additionally, the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found on the [UNT Policy Page](#).

#### Access to Information:

Students' access point for business and academic services at UNT is located at: <http://my.unt.edu>. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: <http://eagleconnect.unt.edu>.

#### Student Evaluation Administration Dates:

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

#### Sexual Assault Prevention:

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648.

#### Mental Health:

Starting college can be both an exciting and scary time. I recognize that UNT students need help during this difficult transition and are being impacted by stress, anxiety, trauma and much more. The Counseling and Testing Services (CTS) staff is here to help navigate you through those hard times. To make an appointment, contact CTS by calling (940-565-2741) or coming by the office at Chestnut Hall Suite 311. You can also follow this link for more information: <https://studentaffairs.unt.edu/counseling-and-testing-services>

#### ASSIGNMENT SCHEDULE:

Note 1: all assignments and dates are subject to change. Note 2: with text-entry assignments, I reserve the right to share your writing with the class if I feel it exemplifies an important lesson or teaches us in helpful way. Note 3: all assignments must be turned in on Canvas, and printed and brought to class when specified.

CLASS DATE	TOPIC	READING DUE	WRITING DUE
Tuesday, 8/27	Syllabus, Course Objectives		

Thursday, 8/29		UNT-1-3; 6-8; 37-40	
Tuesday, 9/3	Argument Description (UNT-41-47)	Sherman Alexie, "Superman and Me" (77-80) & Roxane Gay, "The Careless Language of Sexual Violence" (452-457)	<b>Writing Prompt 1</b>
Thursday, 9/5	Argument Description on Assigned Reading	Malcom X, "Coming to an Awareness of Language" (67- 71)	
Tuesday, 9/10	Argument Description Workshop	<i>Bring AD Draft to class</i>	<b>Argument Description Draft</b>
Thursday, 9/12	Workshop	<i>Bring AD Draft to class</i>	
Tuesday, 9/17	Argument Analysis: Reading and Writing Rhetorically		<b>Unit 1: Argument Description</b>
Thursday, 9/19	Group Work	<i>Bring essay you chose for your AD</i>	
Tuesday, 9/24	Discuss: Questions about Audience (LA 27) Activity: Asking Questions and Clustering (LA 29-30)		<b>Writing Prompt 2</b>
Thursday, 9/26	Discuss: Analysis Expectations Activity: What's in a Name (LA 14-18)		
Tuesday, 10/1	Workshop	<i>Bring AA Draft to class</i>	<b>Argument Analysis Draft</b>

Thursday, 10/3	Workshop	<i>Bring AA Draft to class</i>	<i>Bring AA Draft to class</i>
Tuesday, 10/8			<b>Unit 2: Argument Analysis</b>
Thursday, 10/10	Group Work	Zanuttini, "Language Prejudices" and Boroditsky, "Lost in Translation"	
Tuesday, 10/15	Group Work		Discussion Questions: Write Your Own
Thursday, 10/17	Group Work		
Tuesday, 10/22	Introduce Revision Memos		<b>Unit 4: Group Work Document</b>
Thursday, 10/24	<i>Group Presentations</i>	<i>Bring presentation materials</i>	
Tuesday, 10/29	Revision strategies and attitudes towards writing		<b>Revision Memos Due (Unit 3)</b>
Thursday, 10/31	Discuss "Shitty First Drafts"	Anne Lamott, "Shitty First Drafts" (LA 221-224)	
Tuesday, 11/5	Workshop	<i>Bring WP 3 to class</i>	<b>Writing Prompt 3</b>
Thursday, 11/7	Argument Analysis Strategies	UNT-96- 100; UNT-102-109	
Tuesday, 11/12	Reviewing rhetorical analysis, developing arguments, and academic conventions (IGW Ch.3-4)	<i>Bring AAR Draft to class</i>	<b>Argument Analysis Revision Draft</b>
Thursday, 11/14	Discuss: Executive Summary	UNT-28-36	

Tuesday, 11/19	Workshop Discuss: How does our ethos in the WP relate to our ethos in our ADs, AAs, Group Work, and Revision Memos (i.e. our "creative" vs. "academic" writing--is there a difference?)	<i>Bring both WP drafts to class</i>	<b>Writing Prompt 4: Revision of a WP</b>
Thursday, 11/21	Rhetorical Analysis across texts. How do we define a "text" and how does this definition help us be more sophisticated critical thinkers?	Alain de Botton (separate handout)	
Tuesday, 11/26	Executive Summary and Portfolio Workshop	<i>Bring Executive Summary and Portfolio materials to class</i>	
Tuesday, 12/3	Executive Summary and Portfolio Workshop	<i>Bring Executive Summary and Portfolio materials to class</i>	
Thursday, 12/5	Final class. Portfolios due during finals week on date specified		