

## English 135: Advanced Composition

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Professor: Perkins

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Website: <http://kareyperkins.com>

See my website for all handouts and assignments.

See eCollege for threaded discussions.

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**Course Description:** This course builds on the conventions and techniques of composition through critical reading requirements and longer, more sophisticated reports, including a library research paper. Assignments require revising and editing for an intended audience. Students are also taught search methods for accessing a variety of print and electronic resources.

**What we will do in this class:** We will write **three (3) researched and cited essays**; the first two are 3-4 pages, the last one is 4-5 pages. These are 25% each. Each will be peer reviewed at least twice: on-line and in-class. We will also **complete a Daily Work Portfolio**, also worth 25%, turned in at the end of class, of all our daily work, including quizzes, homework, in-class activities, on-line threaded discussions, peer reviews, and presentation evaluations. The main focus of the class is research, plagiarism, documentation and citation of essays, and so all your essays must be cited and documented correctly – we will have several assignments to learn how to do this. A secondary focus is critical thinking, and we will spend some time on learning to critically evaluate sources and all kinds of information for accuracy, reliability, lack of bias and lack of fallacies.

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### Texts:

- Raimes, Keys for Writers
  - Reid, The Prentice Hall Guide for College Writers
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### Assignments/Grading:

#### FOUR PORTFOLIOS WORTH 25% EACH

- **Media Analysis Essay Portfolio:** Essay, peer review, rough draft, pre-writing, (full 3-4 pages).....25%
  - Rough Draft due Week 3, Final Essay due Week 4
- **Cause-Effect Essay Portfolio:** Essay, peer review, rough drafts & pre-writing (full 3-4 pages).....25%
  - Rough Draft due Week 5, Final Essay due Week 6
- **Argumentative Essay Portfolio:** Essay, peer review, rough drafts, pre-writing (full 4-5 pages).....25%
  - Rough Draft due Week 7, Final Essay due Week 8
- **Daily Work Portfolio:** Threaded Discussions (12.5%), peer reviews, media analysis presentation, in-class activities and on-line activities and quizzes.....25%
  - Daily Work assignments are continual, to be completed each week, and submitted in the DW portfolio **Week 8**

Keep your own records of your grade for this class.

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## Detailed Description of Class Assignments and Portfolio Requirements

### **WORK WILL NOT BE ACCEPTED AND WILL BE GIVEN A “ZERO” UNLESS IT IS SUBMITTED IN THE FOLLOWING FORMAT:**

**ESSAY PORTFOLIOS:** All essays must be submitted in a **paper two-pocket folder**. Work must be **three hole punched and secured** in the two-pocket folder. Final essays are to be turned in **during class**, not sent to me via email, mailbox, or eCollege iOptimize. They must be word-processed, double-spaced, with a 10 and 12 point font and formatted and submitted **APA STYLE (REQUIRED)**.

The essay portfolio folder should include all assignments for the essay, in reverse order, as follows:

- a **final draft** (placed first in the portfolio) including (ALL REQUIRED):
  - cover page,
  - abstract,
  - outline,
  - the paper itself with **IN-TEXT APA CITATIONS (REQUIRED)**,
  - **bibliography (REFERENCES) page (REQUIRED)**
- a **peer review** sheet on your essay filled out by your peer
- copy of second **rough draft** posted on-line
- the **rough/peer-edited draft** with written editing comments
- copy of **thesis/outline** posted on-line
- **any and all SOURCES (REQUIRED)**, with quoted/paraphrased sections highlighted

Do NOT turn in your work in a manila folder/envelope or 3 ring binder or plastic slide binding folder. Assignments received after the deadline will receive a 10-point deduction per calendar day. Portfolio folders should not contain MY assignments or copies of handouts given to you or from the web. Only YOUR completed work should be included. Failure to turn in work according to specifications will result in a 10% drop in your grade on that folder, or if it is sufficiently disorganized, a zero will be given. **No essay portfolio will be accepted without your copies of your sources, a bibliography, and in-text citations.**

**DAILY WORK PORTFOLIOS:** This consists of daily assignments, exit exam, and all other work that is not specifically related to writing the essays. You will save all your daily work and turn it in at the end of the semester in a **paper two-pocket folder** with fasteners. A **cover sheet/assignment list (REQUIRED)** will be given to you to organize your work (see end of this syllabus for your cover sheet). You will place this in FRONT of your folder, before all your work. Work must be secured in the folder, not just placed in folder, and it must be organized in the same order as the list of assignments on your cover sheet. Cover sheet is attached to this syllabus. **DAILY WORK IS NOT ACCEPTED LATE:** This cannot be “made up.”

### **Threaded Discussions and Grading**

- Threaded Discussions are very important and make up for the time that accelerated classes lose
- You do work at home and on-line that we would have done in class.
- Threaded Discussions are REQUIRED and worth a significant portion of your grade (12.5%); if you don't do them your final grade will drop a letter grade or more.
- Threaded Discussion must be completed by due date (decided in class, at least two days before class) they will not count.
- GRADING of threaded discussions
  - A = Completely answered the questions, did the assignment thoroughly, and responded insightfully and at length to peers' work with good constructive critical feedback.
  - B = Answered questions and did assignment adequately – posted completed essay/outline and responded to all peers' work with thoughtful remarks and something that peers could use to revise.
  - C = Missing some aspect of the on-line discussions but responded some. Essay/outline not completed or responses not helpful.
  - D = Seriously lacking and inadequate responses to peers or lack of posting one's essay/outline/other.
  - F = Only one sentence or less in response to peers/assignment.
  - 0 = No posting

## **Course Policies and Guidelines**

- **LATE WORK:** Late Homework/Daily Work Assignments can NOT be made up (thesis & outlines, peer review of rough drafts, journals, in-class activities). Essays will be reduced ten points for each DAY (not class meeting) they are late.
- **Attendance:** Because we accomplish so much during each class period, it is vital that you arrive on time and attend all class sessions. Missing just one class will set you behind because of the accelerated workload. Missing two classes will automatically drop you from the class; you must get special permission from me and the administration to be re-instated. If you have to miss any class, **you** are responsible for getting assignments, handouts, etc. from a classmate.
- **Academic Integrity:** As a student, you are expected to read, understand, and follow the procedures and rules of conduct as stated in the *DeVry/Atlanta Institute of Technology Student Handbook*. You are expected to adhere to the Student Academic Integrity Policy. Plagiarism is covered in the handbook, and includes improper paraphrasing, copying, and/or lack of proper documentation of sources. Keep in mind that all writing submitted to me must be written by you for this class. Any time you borrow an idea or passage from an outside source (newspaper, book, TV show, friend, relative, etc.) without giving that source credit (quotations or citations), you have plagiarized. If you let a fellow student borrow from your work or copy your essay then you are guilty of plagiarism, too. Please see the handbook for DeVry's policies.
- **Learning Needs:** If you have a diagnosed handicap or learning disability or if you feel you need special assistance, please notify your instructor and Student Services. This diagnosis must be official documentation from your high school or your physician stating the nature of your condition and anything this institution should provide. This will be done discreetly. However, in order for you to receive accommodations, you must let us know how we may help you.
- **Tutoring:** After an in-class writing assignment, I may require you to attend tutoring at the Academic Support Center's Tutorial Center. If I refer you to tutoring, and you do not attend, your course grade will suffer. Tutoring services are free, and you can receive individualized instruction in writing skills to supplement the course, and to focus on improving your weak areas.

## **Course Terminal Objectives**

1. Given a series of assigned readings, analyze organizational forms and strategies for writing, including Web articles or Web-produced essays.
2. Evaluate assigned readings to determine reliability of evidence, use of sound reasoning, and implied or explicit comparisons..
3. Given **cause-effect, argumentation/persuasion, and comparative** methods of development, write drafts of at least 3 five-paragraph essays that demonstrate mastery of basic structure and form, depth, and logic of content.
4. Given a word-processed draft of an essay, access an e-mail account, a Web Course in a Box, or a MOO/MUD environment to practice attaching and downloading this draft as an .rtf or .txt file and to distribute it for peer or instructor revision.
5. Revise initial drafts of essays using in-class and electronic peer critiques.
6. After selecting a suitable research topic, access needed information using both traditional and electronic methods to produce a working **bibliography** for a research paper.
7. Given a specific format, select information needed for development of the research topic.
8. Upon completing research, organize information into a logical **formal outline** that incorporates a thesis and its development.
9. Using the thesis statement, outline, note cards and/or online resource materials from the research stage, write a **research paper** incorporating accepted format and **documentation** guidelines.
10. Given a final draft of a research paper with documentation, set the paper up as a Web document in basic HTML, including links to Web resources.

## **ENGLISH 135 SCHEDULE/OUTLINE**

(This schedule is subject to change per individual class needs.)

DATE	DUE	IN-CLASS ACTIVITY	HOMEWORK
<b>WEEK ONE</b>  The Essay Logic/Critical Thinking		Review of the Essay Information Literacy Research & Documentation Logic and Critical Thinking Logos, Ethos, Pathos Fallacies Library Research Media Analysis	<b>READING:</b> "Managing the News" handout <i>Raimes, Chapters 1-5 of Part One, Chapters 6-10 of Part Two, Chapters 14-19 of Part Four</i> <i>Reid, Chapters 1-2, Chapter 8 and Chapter 12</i>  <b>WRITING:</b> Research handout exercises Choose and bring media analysis topic to class  <b>ON-LINE:</b> Post ideas for media analysis; respond to peers topics; Respond to discussion topics
<b>WEEK TWO</b>  Summary and Evaluation		Week One topics continued Discuss your chosen Media Analysis topics Invention Activities I & II** The Outline Review Logic & Logic Quiz	<b>READING:</b> <i>Raimes, Chapters 1-5 of Part One, Chapters 6-10 of Part Two, Chapters 14-19 of Part Four</i> <i>Reid, Chapters 1-2, Chapter 8 and Chapter 12</i>  <b>WRITING:</b> Write First Essay <i>Thesis/Outline/Biblio</i> Write First Essay <b>Rough Draft</b> : Bring to next class  <b>ON-LINE:</b> Post your <b>thesis and outline</b> ; respond to at least one other classmate's thesis Post your <b>annotated bibliography</b> and respond to one other classmates' bibliography
<b>WEEK THREE</b>  Cause-Effect Research and Documentation	<b>Media Analysis                      Rough Draft with                      thesis/                      outline/bibliography</b>	<b>Peer Review First Essay                      Rough Draft**</b>  Discuss Cause-Effect topics Review Logic & Logic Quiz	<b>READING:</b> <i>Raimes, Chapters 1-5 of Part One, Chapters 6-10 of Part Two, Chapters 14-19 of Part Four</i> <i>Reid, Chapter 8 and Chapter 12</i>  <b>WRITING:</b> Revise First Essay to turn in next class  <b>ON-LINE:</b> Post <b>revised essay</b> ; respond to one classmate's revised essay
<b>WEEK FOUR</b>  Research and Documentation Argumentation	<b>Media Analysis Final                      Essay in Portfolio                      WITH SOURCES                      AND BIBLIOGRAPHY</b>	Invention activities III & IV Write Cause-Effect Thesis/Outline  Review Logic & Logic Quiz	<b>READING:</b> <i>Raimes, Chapters 1-5 of Part One, Chapters 6-10 of Part Two, Chapters 14-19 of Part Four</i> <i>Reid, Chapter 8 and Chapter 12</i>  <b>WRITING:</b> Write thesis/outline, then post. Write Second Essay Rough Draft  <b>ON-LINE:</b> Post your <b>thesis and outline</b> ; respond to at least one other classmate's thesis Post your <b>bibliography</b> and respond to one other classmates' bibliography
<b>WEEK FIVE</b>	<b>Cause-Effect Essay                      Rough Draft (with                      thesis/outline/                      Bibliography)</b>	<b>Peer Review Cause-Effect                      Essay**</b> Work on Cause-Effect Essay Introduce and Discuss Argumentation Choose topics Invention Activities V & VI	<b>READING:</b> <i>Raimes, Chapters 1-5 of Part One, Chapters 6-10 of Part Two, Chapters 14-19 of Part Four</i> <i>Reid, Chapter 9 and Chapter 12</i>  <b>WRITING:</b> Write Argumentative Bibliography and Thesis and Outline

		Discuss Annotated Bibliography	Revise Second Essay to turn in after peer feedback  <b>ON-LINE:</b> <i>Post revised cause-effect essay</i> ; respond to one classmate's revised essay Post your <b>argumentative thesis and outline</b> ; respond to at least one other classmate's thesis Post your <b>annotated bibliography</b> and respond to one other classmates' bibliography
WEEK SIX	<b>Cause-Effect Final Essay in Portfolio WITH SOURCES AND BIBLIOGRAPHY</b>  Argumentative Bibliography and Thesis/ Outline	<b>Peer Review Arg. Bib and Thesis and Outline</b>  Invention Activities V & VI In class work on paper	<b>READING:</b> <i>Raimes, Chapters 1-5 of Part One, Chapters 6-10 of Part Two, Chapters 14-19 of Part Four</i> <i>Reid, Chapter 9 and Chapter 12</i>  <b>WRITING:</b> Write Argumentative Rough Draft; Revise draft based on peer comments  <b>ON-LINE:</b> Post <b>draft of essay</b> ; respond to one classmate's revised essay
WEEK SEVEN	<b>Argumentative Rough Draft</b>	<b>Peer Review Argumentative Rough Drafts**</b> In class work on paper	<b>WRITING:</b> Revise and finish argumentative research paper Assemble argumentative portfolio including copies of sources Work on Media Analysis Presentation Assemble Daily Work Portfolio to turn in
WEEK EIGHT	<b>Argumentative Final Essay due in Portfolio WITH SOURCES AND BIBLIOGRAPHY</b>  <b>Daily Work portfolio due</b>	<b>Media Analysis Presentation</b>	

## **Suggested Research Topics for your Essays**

### **Media**

Advertisements p. 456  
Media censorship  
Federal Communication Commission deregulation  
Effect of television watching in US p. 259, 346  
Movie reviews p. 341, 384  
News editing and reporting p. 359

### **Technology**

The Internet – good or bad? P. 225, 406, 458  
The Internet – regulate?  
E-mail communication p. 401  
Identity Theft  
Giving out cell phone numbers  
Telemarketers – do not call list  
Gaming addictions

### **The World**

Lebanon/Syria relationship  
US spread of democracy  
Genocide in Sudan (and other countries)  
Iraqi war/US military presence  
US military bases in foreign countries  
Chinese & USA trade relations  
Cuba & USA trade relations  
Israel/Palestine Conflict

### **Business and the World**

English as the primary language of business and trade p. 321, 616  
Affirmative action  
Corporate Crime  
NAFTA  
Globalization effects on third world countries p. 295  
Illegal Immigrants  
Tying CEO salaries to workers lowest wages  
The agriculture business today p. 396

### **The Economy**

Social Security Privatization  
Medicare/Medicaid  
The Homeless p. 236  
Welfare p. 495  
The Deficit

### **Health**

Obesity in America  
Prescription drug controversies  
Zoloft/Prozac/Ritalin p.217  
Patient's rights legislation  
Fast food nation

Eating disorders p. 329  
Drug use/legalization p. 267  
Vegetarianism  
Smoking

### **Children**

The driving age  
Death penalty for teens p. 471, 479  
Movie ratings  
Media violence p. 166, 167  
Child molestation

### **Schools/Education**

Too much homework in HS  
Use of standardized tests to measure skills proficiency p. 503  
School vouchers  
Quality of US primary and secondary education p.114, 406  
Diversity and HS education p. 189, 406  
Quality of US higher education  
Athletes and education p.36

### **Politics**

US elections/Electoral College  
The Republican party  
The two-party system  
Patriot Act/right to privacy  
Campaign Finance Reform  
Definitions of Patriotism  
Death penalty p. 471, 479

### **Church and State**

The Ten Commandments publicly displayed  
Prayer in the schools

### **The Environment**

Alternative energy sources/oil shortages p.231  
Genetically modified foods  
Agriculture today p. 396  
Preservation of natural spaces p. 464  
Global Warming  
Overpopulation  
Animal rights p. 71, 181, 202

### **Culture/Discrimination/Race & Gender**

Cultural discrimination/ differences/diversity p. 63, 99, 158, 259, 345, 433, 436, 616  
Racial profiling p. 27  
Police relations with racial minorities  
Reparations for past discriminations

Burkas and feminism  
Treatment of women in other countries  
Female circumcision  
Plastic surgery  
Media portrayal of women and body images p. 122, 171, 329  
Gender roles and differences p. 206, 209, 301, 285  
Male/female salary differences  
Date rape p. 145  
Amendment 1/gay rights  
The disabled p.111

MAPS p. 174

## Media Analysis Essay (25%)

**Purpose:** Our society is dominated by media and media images – Hollywood movies, 24 hour TV news channels, advertisements, newspapers, magazines, tabloids – we are constantly, daily, being influenced by these media forms in ways we don't even realize. Every political event is conveyed through the media and by definition has "spin" on it – usually intentional. The numbers of people and size of the population are so big that a personal investigation of the facts cannot be had; our knowledge and information must be mediated through the media. Yet we are, as voters, consumers, people with values, on asked to make decisions on it all the time. Nothing in our society requires greater critical thinking and analysis than the media.

**Assignment:** Your *Media Analysis Essay* will analyze **TWO forms of media** on **ONE current topic** in the news (see list) – one form is **visual** (film, TV, news, documentary), the other is **print** (editorial, news article, essay, book). Using logic and critical analysis, you will first of all **summarize** what each (print/visual) media has to say. You will then **evaluate** how and how effectively the media creators convey information. You will evaluate it based on reason and logic, identifying ethos, pathos, and logos, as well as logical fallacies. You will also evaluate the work based on its rhetorical success, analyzing its unity, coherence, and development of the works as a whole. You will also **compare and contrast** their points as well as their effectiveness. Your paper will conclude with an evaluation of the two forms of media's points, their accuracy and viability. You will then **integrate and synthesize** the messages from each to determine what you see as the most accurate description of the topic under discussion by both. Then you will **present** the media and print form and your analysis of it to the class.

Your **presentation grade** will be based on:

- (1) time limit (10-15 minutes)
- (2) use of visual aid (your visual media source)
- (3) content (explain clearly by:
  - (a) summary and evaluation of both forms of media
  - (b) comparison of forms of media
  - (c) evaluation of the issue and the media's handling of it
- (4) presentation: entertaining and humorous

**SAMPLE ESSAYS** have included in the past or could include in the future:

- The book "Fast Food Nation" and the documentary "Supersize Me"
- The essay on Maps, p. 174 of your Reid text, and the "West Wing" Season Two show on maps
- A biography on the real life of an Air Force pilot who was shot down, and the movie "Top Gun"
- An article by Senator Edward Kennedy and a segment of Bill O'Reilly's show on same topic
- A segment on Jon Stewart's "The Daily Show" and a mainstream media report of a current news event
- A documentary on the Fox News channel reporting of events and print articles on same event
- A New York Times article and a TV presentation on the same event
- Michael Moore's "Fahrenheit 9/11" and print analysis of the 2004/2000 elections, 9/11 the Iraq War or the Patriot Act.

**SAMPLE OUTLINE OF PAPER:**

This is a comparison-contrast paper. You can either organize point by point, or block style, but make sure you cover each topic equally and each point equally.

Paragraph	Media One (Print)	Media Two (Visual)
1) Introduction	Name of author, article, source Date Any historical info and impact/repercussion	Name of creator/producer, interviewer/actor, individual segment or show, program, channel, movie Date Historical info and impact/repercussion
2) Summary	Summarize Media One: What does it say/report?	Summarize media two What does it say/report?
3) Evaluate facts	Evaluate Media One Factually correct? Accurate? Omissions?	Evaluate Media Two Factually correct? Accurate? Omissions?
4) Analyze logic/fallacies	Analyze Media One: Bias? Fallacies? Reasons? Adequate evidence and support?	Analyze Media Two: Bias? Fallacies? Reasons? Adequate Evidence and support?
5) Conclusion	Which succeeds the most and why?	

**REQUIREMENTS:**

- Your Media Analysis paper is **FOUR (4) pages** long, typed, double spaced (normal size font).
- You must have **IN-TEXT CITATIONS** as well as a **BIBLIOGRAPHY** page.
- You only need to cite the two sources (the primary sources, one print and one visual) that you use in your paper.
- You must have **TWO quotes** (cited).
- You must have **TWO paraphrases/summaries** (cited).
- You must use correct citation format discussed in class: **APA style**.
- As with all your assignments, turn it in with all your work in a two pocket portfolio, in this order:
  - **Final Essay** first;
  - **Rough draft(s)** second;
  - **Peer Review sheets** third;
  - **Pre-writing:** thesis, outline, bibliography, notecards fourth;
  - **highlighted copies of source(s)** last

## Cause-Effect Essay (25%)

The Cause-Effect Paper will examine a current event and evaluate its causes and effects (see list of topics). You may write a **causal analysis**, or primarily focus on **effects**, or focus on both **causes AND effects** of the current issue that you choose. It should show effective logic and critical thinking and be free of fallacies, such as “post hoc ergo propter hoc” (after this, therefore, because of this) fallacies. As you analyze the topic, make sure your thinking is not too “short” nor too “long.” Make sure you cover all the major and significant causes (and effects), but do not become so immersed in finding so many causes (and effects) that you start including non-significant ones.

Your Cause-Effect essay will have at least **four sources**, at least two of them must be print sources. The paper will be **four (4) pages** long, typewritten, double-spaced, placed in a two-pocket folder and include:

- outline (preceding),
- bibliography (following) and
- copies of sources used with sections used highlighted (at end of all
- correct APA documentation including at least two quotes and four paraphrases.

### Sample Cause/Effect Outlines

#### **Causal Analysis of an Issue**

Thesis: The war in Iraq has many causes.

Body Paragraph One (Cause One): Psychological issues w/Bush: agenda to finish his father's war

Body Paragraph Two (Cause Two): Oil & quest for stability: US need to control MidEast politics

Body Paragraph Three (Cause Three): 9/11attack: justification to sell the war

Body Paragraph Four (Cause Four): Journalistic negligence

Body Paragraph Five (Cause Five): Jihadists: Islamic civil war in Iraq

#### **Analysis of Effects of an Issue:**

Thesis: The war in Iraq has many effects.

Body Paragraph One (Effect One):

Body Paragraph Two (Effect Two):

Body Paragraph Three (Effect Three):

Body Paragraph Four (Effect Four):

#### **Analysis of Causes AND Effects:**

<b>Option One:</b>	<b>Option Two:</b>
Thesis: The war in Iraq has many causes and effects.	Thesis: The war in Iraq has many causes and effects.
Body Paragraph One (Cause One)	Body Paragraph One (Cause One)
Body Paragraph Two (Cause Two)	Body Paragraph Two (Effect One)
Body Paragraph Three (Cause Three)	Body Paragraph Three (Cause Two)
Body Paragraph Four (Effect One)	Body Paragraph Four (Effect Two)
Body Paragraph Five (Effect Two)	Body Paragraph Five (Cause Three)
Body Paragraph Six (Effect Three)	Body Paragraph Six (Effect Three)

#### **OTHER RESOURCES:**

[http://www.allesaytopics.com/Essay\\_Categories/analysis\\_essay.htm](http://www.allesaytopics.com/Essay_Categories/analysis_essay.htm)

<http://www.accd.edu/sac/english/mgarcia/writfls/modcause.htm>

[http://webster.commnet.edu/grammar/composition/cause\\_effect.htm](http://webster.commnet.edu/grammar/composition/cause_effect.htm)

[http://wps.ablongman.com/long\\_nadell\\_writer\\_5/0,4745,240017-,00.html](http://wps.ablongman.com/long_nadell_writer_5/0,4745,240017-,00.html)

<http://glory.gc.maricopa.edu/~kfurlong/causeeffectoutline.htm>

<http://www.cameron.edu/~carolynk/cause-effect.html>

<http://www.siu.edu/~smoiles/Ppr2B-101.html>

<http://www.osuokc.onenet.net/~enq1213n/causal.htm>

## Argumentative Essay (25%)

**Assignment:** An Argumentative Research paper will persuade someone to your point of view. You will choose a current, **debatable** topic (see list) and argue for it or against it. Refer to “structure of argumentation” and the readings and the class discussions for more discussion on how to write the argumentative essay.

Your paper will be double spaced, typewritten, **4-5 pages**, and have at least **five sources**, three of them print sources. Using **APA documentation** format with both **in-text citations** and a **references** page, you should have at least two quotes and four paraphrases, using all of your sources. You turn in your paper in a portfolio with a cover page, an abstract, an outline, the argumentative essay itself, and the “references” page. Include your rough drafts and pre-writing in your portfolio after all of the above.

### STRUCTURE OF ARGUMENTATION

#### **Introduction:**

- Catch reader’s interest with one of the following:
  - Case history
  - Specific example
  - Prediction
  - Startling statistics
- State Thesis (last sentence in introduction) using two elements:
  - Should: your proposal for action
  - Because: your reason(s) which all evidence (body of paper) supports

#### **Counter-Arguments:** (refute the opposition/concede minor points with qualifications)

- State first opposition point
  - Refute it with evidence and reasoning
- State second opposition point
  - Refute with evidence and reasoning
- State third opposition point
  - Refute with evidence and reasoning

#### **Body:** Support your “because” statement with evidence:

- Facts
- Truths
- Examples: Case histories and scenarios
- Eyewitness accounts
- Expert Testimony
- Statistics
- Reasoning (logos)
- Appeal to morality and reputation (ethos)
- Style, diction and tone: using powerful language (pathos)

#### **Conclusion:** Restate Thesis and summarize your arguments

**Student Name: \_\_\_\_\_**  
**Daily Work Portfolio Assignment/Grading Sheet (25% of your grade)**

**\_\_\_\_\_ A. Threaded Discussions (50% of portfolio)**

- \_\_\_\_\_ 1. Week One**
- \_\_\_\_\_ 2. Week Two**
- \_\_\_\_\_ 3. Week Three**
- \_\_\_\_\_ 4. Week Four**
- \_\_\_\_\_ 5. Week Five**
- \_\_\_\_\_ 6. Week Six**
- \_\_\_\_\_ 7. Week Seven**

**\_\_\_\_\_ B. In-Class Activities (50% of portfolio)**

- \_\_\_\_\_ 8. (YOUR) Peer Review for a Peer's Essay 1 (Media Analysis)**
- \_\_\_\_\_ 9. (YOUR) Peer Review for a Peer's Essay 2 (Cause/Effect)**
- \_\_\_\_\_ 10. (YOUR) Peer Review for a Peer's Essay 3 (Argumentative)**
- \_\_\_\_\_ 11. Documentation Activity (Pop Quizzes 1, 2, and 3)**
- \_\_\_\_\_ 12. Documentation Activity (Pop Quiz 4)**
- \_\_\_\_\_ 13. Documentation Activity (Pop Quiz 5)**
- \_\_\_\_\_ 14. Web Search Activity**
- \_\_\_\_\_ 15. Web Evaluation Activity**
- \_\_\_\_\_ 16. Logic Quiz**
- \_\_\_\_\_ 17. Media Analysis Presentation**

**Daily Work Portfolio Grade \_\_\_\_\_**

## **PRESENTATION EVALUATION**

\_\_\_\_\_ (1) TIME LIMIT (10-15 MINUTES)

\_\_\_\_\_ (2) USE OF VISUAL AID

\_\_\_\_\_ (3) CONTENT: EXPLAIN CLEARLY BY:

\_\_\_\_\_ (A) SUMMARY AND EVALUATION OF BOTH FORMS OF MEDIA

\_\_\_\_\_ (B) COMPARISON OF FORMS OF MEDIA

\_\_\_\_\_ (C) EVALUATION OF THE ISSUE AND THE MEDIA'S HANDLING

\_\_\_\_\_ (4) PRESENTATION: ENTERTAINING, AND HUMOROUS

**COMMENTS:**

**Presentation Grade** \_\_\_\_\_

### **Instructions for Daily Work Portfolio Submission:**

- **All assignments three-hole-punched and FASTENED into a two pocket folder**
- **Print out on-line work and expand and highlight your comments**
- **All assignments placed in order listed on portfolio cover sheet**
- **Portfolio Cover Sheet placed in front (do not check blanks)**
- **Clearly label each assignment as indicated on cover sheet**
- **Due at the beginning of class Week Eight**
- **No work accepted late for Accelerated Courses**

### **Presentation Guidelines for Media Analysis:**

**Compare your two forms of media (print and visual) by:**

- **Summarizing and evaluating each succinctly**
- **Comparison - Describing how they differ**
- **Integrated and synthesize what you have learned to evaluate the issue itself and each media's handling of it (which, if any, is more clear and accurate)**
- **Use a visual aid (perhaps show an example section of visual media)**
- **Keep to 10-15 minute time limit**
- **Be entertaining, interesting and humorous – don't just read notes (though you can use note cards if you need to)**