

Unit Three Assignments & Calendar Outline ♦ Fall 2010

ACADEMIC ARGUMENT ♦ *Unit Outcome and Assignment*

Due Wednesday, November 10th

Final Unit Paper: Academic Argument Essay

Building upon skills of research, exposition, summary, analysis and synthesis learned in previous units, you will construct a **classical academic argument** about a particular environmental issue. This argument will present a **well-researched position** in order to *gain the reader's agreement* on a certain environmental concern, *or* in order to *delineate a course of action* and establish its preeminent urgency among competing ecological goals.

(See detailed assignment information below.)

UNIT THREE: ACADEMIC ARGUMENT ♦ *Class Session Calendar*

Inquiry Theme: Priorities for Environmental Action

Week 8 (Oct. 18–20)

M Unit 2 Final Essay Due.

Introduction of the unit; review of calendar; overview of inquiry theme and *stasis theory*.

W Read for class:

- From ABGW Chap. 14, pp. 377-88 [on the frame of classical argument]
- Sweet, “Why Uranium Is the New Green”(ABGW, 407-10)

Complete for class:

Answer the questions on ABGW p. 410 in response to Sweet's essay.



Fall Break!

OCT. 21ST – OCT. 24TH



Week 9 (Oct. 25–29)

M Read for class:

- From ABGW Chap. 16, pp. 447-53 [on proposal writing]
- On Ares: Young, “No Dithering on Climate” (from Milwaukee Journal Sentinel) [in 1001: ALL SECTIONS]

W Read for class:

- Rooney, “Talking Trash” (NWR, 413-15)
- Carson, “The Obligation to Endure” (NWR, 401-7)

Write SW #1 (*see details below*)

Argument analysis of Carson article.

F Read for class:

- From ABGW Chap. 14: pp. 389-97 [on counter-arguments, employing rhetorical appeals, and logical fallacies]
- On Ares: ☆ “Inconvenient Truths” & “Counterpoint” (from *Wired Magazine*)

☆ **Be sure to click through to a few of the sub-topics in the “Inconvenient Truths” article – each represents a *claim* to which you can respond in your SW # 2.**

Write SW #2 (*see details below*)

Explain a *claim* made in one of the *Wired* pieces and articulate a refutation (*cf. AGBW 392*).

Week 10 (Nov. 1–5)**M Read for class:**

- Sachs, “What I Did on My Summer Vacation” (*NWR*, 352-60)
- From *ABGW* Chap. 18, Skill 7: pp. 514-521 [on planning and visualizing your argument]

Write SW #3 (see details below)

Referring to *ABGW* p. 517, prepare a written thesis and list of major points for in-class evaluation.

**W Read for class:**

- From *ABGW* Chap. 16, Figure 16.2: p. 457 [framework for proposal argument]
- From *WM* Chap. 8: sections 8b and 8h [on argument structures]

Write SW #4 (see details below)

Anticipating your audience (*cf. ABGW*, 395).

F Peer Review for Unit Two**Final Day of Unit 3 – Style Issues (Nov. 8)****M Read for class:**

- From *ABGW* Chap. 17, Skills 1 & 2: pp. 490-95 [on revision]
- From *ABGW* Chap. 18, Skill 12: pp. 533-38 [on old/new contract]

FINAL PORTFOLIO DUE WEDNESDAY, NOVEMBER 10TH

UNIT THREE: ACADEMIC ARGUMENT ♦ *Writing Assignments***SHORT WRITE #1**

Due Wednesday, October 27th

Outline the argumentative structure of Carson’s article, “The Obligation to Endure” (*NWR*, 401-7). Make a *does/says* list of the paragraphs (*cf. ABGW*, 132) as you learned to do in previous units; this time, however, explain what the paragraphs “do” for the *argument* or *proposal*.

Then, **write a paragraph** on the *effectiveness* (or lack thereof) that Carson’s structure lends to his argument.

SHORT WRITE #2

Due Friday, October 29th

Explain a *claim* made in one of the readings from *Wired* Magazine. Refute this claim – even if you agree with it! – based on the way in which the article presents it.

A good structure for this exercise would be a two-paragraph piece: the first one establishing the claim (through quotation and summary), the second refuting it based on substantive counter-argument.

SHORT WRITE #3

Due Monday, November 1st

Prepare a *thesis* stating the claim for your argumentative paper as well as a list of major *supporting points* (refer to *ABGW*, 517).

Your **drop-box submission** of this thesis and its topics will **lock in** your topic for this unit paper.

Bring a copy of this short-write to class for an exercise that we will do in groups.

SHORT WRITE #4

Due Friday, November 3rd



Based on the feedback you received from your peers on Monday, Nov. 1st, **write a paragraph** in which you *anticipate* your audience’s reactions to your *claim* and its supporting points. Consider the misconceptions your readers may have; their cultural biases; their vested interests; and their typical desires. Write how you can factor these into your argument.



is due: 11/10/2010

WRITES.

FINAL UNIT PAPER: ACADEMIC ARGUMENT ESSAY
25 POINTS (OR 25% OF FINAL GRADE)

- ◆ Lock-in date for topic: **Monday, November 1st**
- ◆ Complete draft due for Peer Review: **Friday, November 5th**
- ◆ Final draft due with unit portfolio: **Wednesday, November 10th**

Write an **argumentative academic essay** (5-6 pp.) which presents a **well-researched position** aimed at **gaining the reader's agreement** on a certain environmental concern, **or delineating a course of action** and establishing its preeminent importance among competing ecological goals. Choose as a starting point a single article (from the list posted on the D2L discussion board) which presents a claim with which you agree or disagree. Establish your own claim – in agreement or disagreement with your chosen article – and employ research to establish support, evidence, and justification for your position. Whether you agree or disagree with the position of your initial article, you must incorporate *at least one source* into your paper which represents an **opposing opinion**, which you will counter directly.

This essay will build upon the skills of research, exposition, summary, analysis, and synthesis learned in previous units, but adds the task of developing a classical argument. In contrast to the previous unit, you are not merely *informing* your audience about new and surprising views on a topic; rather, you are endeavoring to *compel* your reader through argumentation to agree with you and/or to take action. Additionally, this essay “raises the bar” of your rhetorical goal and challenges you to stand more firmly in the *persona* of an expert researcher who manifests a scholarly *ethos* (see below).

(For grading criteria, consult unit rubric on D2L)



ESTABLISHING A SCHOLARLY *ETHOS*

Things to Include

- ✓ Research explaining and supporting **your position**
- ✓ Summary and refutation of an **opposing position**
- ✓ Justification (reasoning) that illustrates your claim's value
- ✓ Use in *your writing* of appeals to *logos, ethos, & pathos*

Things to Avoid

- ✗ Taking a simple, *pro* or *con* stance
- ✗ Using one source too extensively (i.e., summarizing someone else's proposal rather than synthesizing your own claim & justification)
- ✗ Employing non-reputable sources (i.e., undiscerning use of Google research and Wikipedia)

WRITING WITHIN THE SCHOLARLY GENRE

- ☐ Your **audience** consists of your classmates and instructor who share some knowledge about your topic but are not informed on certain specifics
- ☐ Your **format** and **tone** should be those of a college student:
 - 5-6 dbl-spaced pages (1" margin) in MLA format
 - 12 pt. Times New Roman font
 - Standard MLA in-text citations keyed to a proper Works Cited page
 - Academic **tone** resonating a professional, objective point of view: preferably avoiding first-person voice, contractions, and other colloquial diction elements