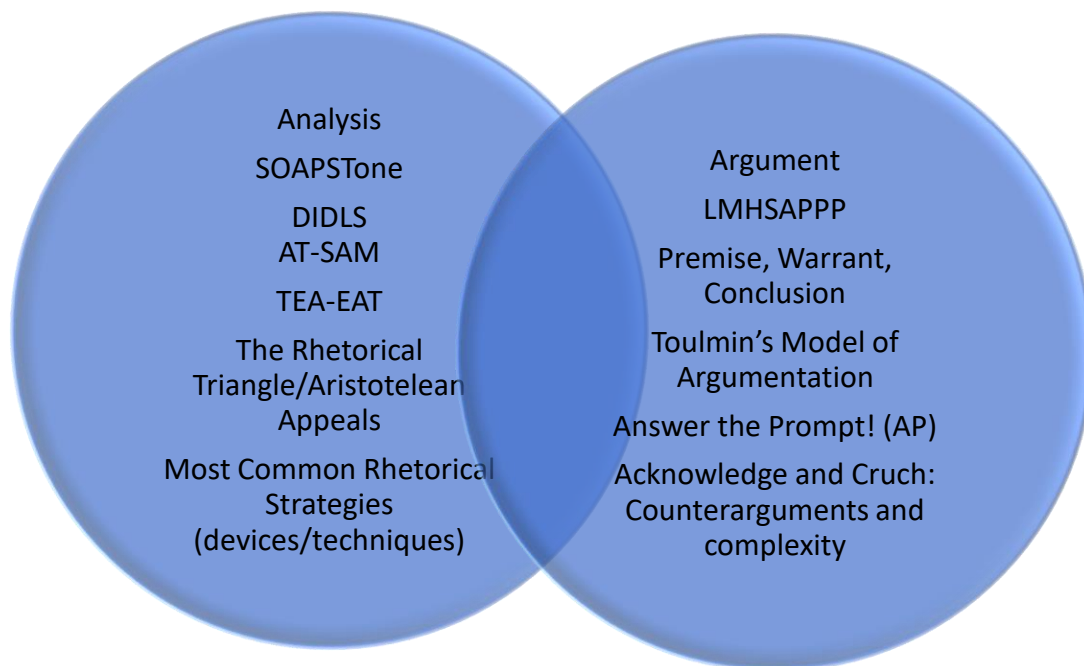


Rising Juniors 2018-2019 Course Outline

This year we will work together to analyze **language**, craft arguments, conduct research, and synthesize sources. **Language** here will broadly cover the written word, but it will also include oral delivery and media literacy including visual media such as art, photographs, commercials, and political cartoons. The two foundational skills will be **rhetorical analysis** and **critical argumentation**, and after we have discussed what constitutes rhetoric—that is, the argument of persuasion—and what makes a sound and valid argument, our course will follow a thematic and chronological set of readings that range various modes of composition and style. The organizing principle of the course is based on the US tradition, which is in part a means of aligning with the US History curriculum but, more importantly, spanning the basic elements of cultural literacy necessary to cultivate strong, well-informed arguments. The selected texts will be primarily non-fiction, but this course also includes fictional and poetic works. Overall, the readings will explore the human condition and the shared experience of nationhood that constitutes the imagined monolithic US.

Below you will find a list of central acronyms for approaching analysis and argumentation, and in class you will have essay outlines, rubric, and samples to guide you in crafting your written responses, but the acronyms are part of the introductory lectures and discussions precisely because they give you a starting point toward asking *the right questions* in your reading and composition.

Central Acronyms and Concepts for Approaching the Course Readings and Discussions/Debates:



Course Outline (tentative and subject to frequent change based on pacing and expected yet unforeseeable school-related functions):

Unit I – Introduction to Rhetoric (August-September)		
<p>Essential Questions: How can a reader analyze an author's rhetorical style to determine purpose? What skills do we need to persuade an audience? What role does classical Greek argument play in our communication patterns today?</p>	<p><u>Major Texts:</u> <i>The Fire Next Time</i> by James Baldwin <i>Cultural Literacy</i> by E.D. Hirsch, Jr. <u>Minor Texts:</u> Education Essays in <i>The Language of Composition</i> <u>Writing Assignments:</u> 1. Annotation activities 2. SOAPStone intros 3. Process Paper rhetorical analysis (RA)</p>	<p>Writing Focus:</p> <ol style="list-style-type: none"> 1. Structure of Rhetorical Analysis and Argument Essay 2. Using Personal Experiences as Evidence 3. Grammar: The Basics 4. Grammar as Rhetoric and Style: Appositives
Unit II – The Educated Mind: School and Society (September-October)		
<p>Essential Questions: Do schools serve the function of a meaningful education? What constitutes a meaningful education? To what extent does education take place outside of schools? What factors play a role in an individual's success? What constitutes true success?</p> <p>Expect to read texts on pedagogy and political philosophy</p>	<p><u>Major Text:</u> <i>Outliers</i> by Malcolm Gladwell ISBN: 9780316017930 BRING TO CLASS BY MONDAY, SEPTEMBER 17 <u>Minor Texts:</u> Community Essays in <i>The Language of Composition</i> <u>Writing Assignments:</u> 1. Weekly rhetorical précis 2. In-Class RA and ARG</p>	<p>Writing Focus:</p> <ol style="list-style-type: none"> 1. SAT-specific grammar cheat sheet 2. VIVID VERBS 3. ADJECTIVE WALL 4. BETTER TRANSITIONS 5. Grammar as Rhetoric and Style: Parallel Structure
Unit III – Saving the People: Revolutionary Manifestos		
<p>Essential Questions: What is the relationship between conformity and dissent? Does technology aid or hinder thinking? What role does technology play in social problems? How does media representation affect the individual psyche? Social stereotypes? Finally, what is the relationship between the individual and society?</p> <p>Expect to read pieces from critical time periods in US history (Revolutionary War; Civil War; Roaring 20s; Beat Generation; etc.)</p>	<p><u>Major Text:</u> <i>Amusing Ourselves to Death</i> by Neil Postman ISBN: 9780143036531 <i>Brave New World</i> by Aldous Huxley ISBN: 9780060850524 BRING BOTH TO CLASS BY FRIDAY, OCTOBER 12 <u>Minor Texts:</u> Declarations and Manifestos <u>Writing Assignments</u> 1. Independent Reading Project: What is the relationship between technology and our capacity to think? (Or, is Google making us sheep?) 2. In-Class RA and ARG</p>	<p>Writing Focus:</p> <ol style="list-style-type: none"> 1. Synthesis: Incorporating sources 2. Syntax: Sentence variety strategies 3. Grammar as Rhetoric and Style: Short simple sentences and fragments; concise diction
Unit IV – Wait Your Turn: Utopia Postponed (November-December)		
<p>Essential Questions: What conditions must be in place to create a utopia (MAGA)? What parallels exist between Puritan society and contemporary USA? What is gained and lost in the pursuit of MAGA? Finally, what is the relationship between reason and emotion?</p>	<p><u>Major Text:</u> <i>The Crucible</i> by Arthur Miller BRING BOTH TO CLASS BY MONDAY, NOVEMBER 26 <u>Writing Assignments:</u> 1. In-Class RA, ARG, and Synthesis (SYN) Essays 2. Weekly rhetorical précis</p>	<p>Writing Focus:</p> <ol style="list-style-type: none"> 1. Body Paragraphs: Elucidation 2. Conclusions: So what? 3. Grammar as Rhetoric 4. Revision (re-vision; seeing again with a new eye) work 5. Fallacies and persuasion—logic and emotion

Unit V – This Bridge Called My Back: Liberty for Whom? (January-February)		
<p>Essential Questions:</p> <p>Should we tackle this unit with ample time, we will take a cultural studies approach in looking at race, gender, class, and sexuality.</p>	<p><u>Major Text:</u> <i>A Room of One's Own</i> by Virginia Woolf</p> <p><u>Minor Texts:</u> Gender and Language Essays in <i>The Language of Composition</i></p>	<p>Writing Focus:</p> <p>TBD based on in-class progress</p>
Unit VI – You’ve Got To Be Kidding Me: The Examined Life (February-March)		
<p>Essential Questions:</p> <p>Should we tackle this unit with ample time, satire and irony will be major points along with a good deal of war rhetoric and literary arguments.</p>	<p>Major Text:</p> <p><i>Slaughterhouse-Five</i> by Kurt Vonnegut</p> <p>Independent Reading Project #2</p>	<p>Writing Focus:</p> <p>TBD based on in-class progress</p>
Unit VII – The American Dream, The American Disillusionment (April-May)		
<p>Essential Questions: Should we tackle this unit with ample time, we will synthesize key topics from the year and complete an overview of the trajectory of US rhetoric and argumentation in the project of nation-building.</p>	<p>Major Text:</p> <p><i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p>	<p>Writing Focus:</p> <p>TBD based on in-class progress</p>

I have left the last three unites more open to allow for adjustments during the course of the year based on the needs of the student to succeed in the course and beyond. Please only buy the books below ASAP. I have not included ISBNs for the rest of the books because I may decide to allow for electronic copies—this depends on the nature of classroom behaviors and practices in addition to practical applications, of course.

Books you should buy ASAP:

1. *Outliers* by Malcolm Gladwell
ISBN: 9780316017930
BRING TO CLASS BY MONDAY, SEPTEMBER 17
2. *Amusing Ourselves to Death*
By Neil Postman
ISBN: 9780143036531
3. *Brave New World* by Aldous Huxley
ISBN: 9780060850524
**BRING BOTH 2. And 3. TO CLASS BY
FRIDAY, OCTOBER 12**