

# Unit 1 ROUGH Outline: *Teaching Thompson*

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Week	Date	Reading
Unit 1: Analyzing an Argument		
Week 3	Tues 9/13	<p>We will also review the blog posts from their first Genre Blog assignment (rhetorical analysis of an "Opinion Article")</p> <p>Strategic Reading Quiz (based on Alexander/Losh infographic)</p> <p>We will review CR's information on how to chart a text and map an argument, using a new text (political speech) to work on this together in class.</p>
	Thurs 9/15	<p>They will be required to read Thompson for this class (and a political speech I will assign).</p> <p>I will share the prompt with students and we will review it together, focusing on how to structure their paper.</p> <p>We will also talk on how they might apply PACE, like they have for their blog posts, to Thompson.</p> <p>During this class, as a group (in their "Rhetoric Teams") they will apply PACE to the speech I assigned to read.</p> <p><b>2 Genre Assigned</b></p>
Week 4	Tues 9/20	<p>We will be reviewing their Genre #2 blog posts in class.</p> <p>They will be required to read all of the additional information related to Thompson on the course wiki.</p> <p>The topic of the class will be synthesis, and how supporting texts, information, and resources are integral into understanding not only the text, but its full purpose.</p>

	Thurs 9/22	<p>In their rhetorical teams, they will apply PACES to a rhetorical text based on Genre 3 (likely an advertisement I will show in class).</p> <p>I will review the peer review process – and its importance, in detail (I'm a super big advocate of the peer review process).</p> <p><b>3 Genre Assigned</b></p>
Week 5	Tues 9/27	<p>We will review their blog posts from Genre #3.</p> <p>They will be reading Graff for this class (and I may look for additional classes to supplement the idea of how academic conversations work) and the section in the CR about analyzing evidence.</p> <p>There will be a (low/no-stakes) quiz on Graff, types of evidence, as well as advanced rhetorical terms.</p> <p>This class will focus on analyzing evidence, and we will do a group exercise on a CR text (together) analyzing evidence and examining each piece of evidence's effectiveness/intended impact on the text's intended audience. There will be a heavy emphasis on how to be CRITICAL (and not accept evidence on face value).</p> <p>There will also be time reserved for Paper #1 Troubleshooting</p>
	Thurs 9/29	<p><b>Paper #1 Peer Review:</b> This class is devoted to students sharing their draft with 3-4 other students.</p>
Week 6	Tues 10/4	<p>This class will focus on revising the introductions and conclusions of their paper – with an especial focus on how they introduce their OWN argument, and make their final judgment on Thompson's rhetorical effectiveness in their conclusions.</p> <p>We will also review how to edit their papers, with a focus on making sure their papers are an analysis of the text's rhetorical effectiveness and NOT its argument.</p>

	Thurs 10/6	Rhetorical Thunderdome! Paper #1 Due
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*A note about my initial approach to teaching Thompson:* I am hesitant to do much teaching on the arguments and claims of Thompson in class. Although I think it's essential that we review the context and conversation in the text, I don't want them to rely on class to give them the "answers" which they might simply regurgitate on their papers.

I am hoping (?) that the constant practice (and feedback) based on their blog posts will have them ready to apply the same analysis to the bigger text (and may emphasize that the skills they have been using in these smaller assignments are *exactly* the same they will flex on their full paper.)

I would love to discuss this in class, along with how other instructors may be mapping Thompson.