Welcome to Asian American Studies 113A – Section 13729
Approaches to University Writing
CSUN Freshman Stretch / 2012
Tuesday/Thursday 8am – 9:15am, Jerome Richfield 134

University 61A - Section 2, 17716
Tuesday/Thursday 9:30am – 10:20am
Location TBA

Professor Maria M. Turnmeyer
Supplemental Instructor, Mr. Michael Berns
Supplemental Instructor, Ms. Linda Yu

Instructor: Maria M. Turnmeyer
Office: Jerome Richfield (JR 340)
AAS Study Center: Asian American Studies Activity Center / 18356 Halstead
Reseda and Halstead (next to the Black House - See Campus Map)
Office Phone: 818-677-4966 (messages only)
Text/Email Phone: 213-500-3299 (no calls, text messages only) PLEASE, be sure to “identify” who you are in the body of your text message – I do NOT have your phone number in my storage device. If I do NOT know who you are, I will NOT reply.
Office Hours: Tuesday and Thursday, 7:30am – 7:55am, 11am – 12:14pm. Extended office hours will be periodically offered. Online conferences will be scheduled throughout the semester. Students with SKYPE have the option of scheduled video conferences.
Email: mariaturnmeyer@yahoo.com (frequently used)
maria.m.turnmeyer@csun.edu (forwarded to yahoo account)
SKYPE: maria.turnmeyer
LRC Phone: 818-677-2033 - ALWAYS CALL LRC FOR AN APPOINTMENT
If you need to cancel an appointment, call LRC ASAP. The LRC is located in Bayramian Hall on the 4th floor.
COURSE DESCRIPTION

AAS 113A – EPT score of 120-141 or higher. Expository prose writing with a focus on both content and form. Specific emphases shall include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence. Includes instruction in diction, syntax, and grammar, as well as the elements of prose style. Students receive credit for only one course chosen from AAS, CAS, CHA, ENGL, and PAS AUW113A. Tutoring is available through the Asian American Studies AC or the Learning Resource Center.

COURSE OBJECTIVES

Designed to enable students to perform academic writing tasks competently, AAS 113A aims to assist students to:

- demonstrate competence in university writing,
- demonstrate the ability to use rhetorical strategies that include the appeal to audience, logic, and emotion,
- understand writing as a recursive process and demonstrate its use through invention, drafting, and revision (creating, shaping, and completing),
- demonstrate their abilities to use conventions of format, structure, style, and language appropriate to the purpose of a written text,
- demonstrate the ability to use library and online resources effectively and to document their sources.

ACCOMMODATIONS

Students requiring additional accommodations should inform the instructor as early as possible. This is an equal opportunity class. If you need to share information with the instructor to facilitate or improve your learning environment/experience, please do so. The instructor will be available to all students.

CSUN ACCOMMODATIONS STATEMENT

Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approve accommodations. Students who are approved for test taking accommodations must provide an Alternative Testing Form to their faculty member signed by a counselor in the Center on Disabilities prior to
making testing arrangements. The Center on Disabilities is located in Bayramian Hall, room 10. Staff can be reached at 818-677-2684.

**REQUIRED TEXTS**

Students are responsible for the purchase of required texts by the end of the first week of class. Students who wish to purchase texts online may do so, however, homework assignments begin immediately, and “waiting for textbook delivery” is not an “excuse” for incomplete work during the first weeks of class.

![Textbook Images]

**50 Essays, A Portable Anthology, Third Edition** edited by Samuel Cohen

**Seedfolks** by Paul Fleishman

**One Amazing Thing** by Chitra Banerjee Divakaruni

**First They Killed My Father** by Loung Ung

**American Born Chinese** by Gene Yang

**AAS 113A Turnmeyer – MOODLE** Access ([www.csun.edu](http://www.csun.edu)) – Moodle with become the “class text”.

**RECOMMENDED TEXTS**

- College Dictionary, Paperback version (easy to carry).

**OTHER TEXTS**

- An activated [CSUN library card](#) / identification card.

- A [CSUN email account](#).

- A [back-up email account](#) (hotmail, yahoo, etc.) – be sure your email address is appropriate for academic use. Email addresses such as [crazycats@yahoo.com](mailto:crazycats@yahoo.com) might not be appropriate or misunderstood as “junk mail” and deleted before it is read. Use your CSUN account when communicating with professors and administrators.

- Access to computer and the internet (CSUN has several FREE use computer labs!).
REQUIRED MATERIALS

-Paper, toner to last the entire semester.
-A spiral notebook (for class notes – to be turned in with portfolio at the end of the semester).
-3 Ring Binder for Final Portfolio (to be turned in at the end of the semester).
-Posterboards and materials for group presentations.
-Copies of handouts (as needed, for presentations).
-CSUN email account and Library Card.

NEED FREE EMERGENCY PRINTING? The USU offers up to 20 FREE printed pages daily! Be sure to take your CSUN I.D. card! The library also provides printing services (for a fee per page).

THE LEARNING RESOURCE CENTER

All AAS 113A students are required to make tutoring appointments for essays and the final research paper (LRC is mandatory for the research paper). The LRC will provide you with a “receipt” for each visit. The LRC receipt is to be attached to the essay or research paper when submitted for grading. Essays without an LRC receipt will receive an automatic grade of “Fail.” Students who visit the LRC for any assignment will receive EXTRA CREDIT.

SUPPLEMENTAL INSTRUCTORS

University 61 classes, Supplemental Instruction (SI), are peer-facilitated group study sessions designed to help students master difficult subject matter in classes with traditionally low pass rates.

University 61 classes meet twice a week for 50 minutes, immediately following 113A.

AAS 113A is fortunate to have Ms. Linda Yu and Mr. Michael Berns as our supplemental instructors. Ms. Yu and Mr. Berns will introduce themselves at the first class meeting and will be working with each student throughout the semester.

A supplemental instructor is a student who has successfully completed 155 (133A/113B) and who is experienced in understanding what is required of students to successfully complete this course. Your supplemental instructors understand the importance of composition and how this skill will be utilized in other courses.

A supplemental instructor is integrated into your experience to assist you as a student – the class peer mentor is also assisting the instructor to facilitate group work and class discussions. Please note that not all classes will have peer mentors/tutors. A Supplemental Instructor can serve as a mentor (however, an S.I. is not a peer mentor).

Please remember that Supplemental Instructors, Tutors, Mentors, and Peer Mentors are full time college students. Respect their time limitations.
Welcome to Supplemental Instruction

The mission of Supplemental Instruction (SI) is to support students’ reading and writing, their overall academic success, and offer an opportunity to participate in a close learning community. SI classes are designed to reinforce critical reading, writing, and learning strategies through small group discussions, class activities, and other assignments.

Students should be enrolled in both [AAS] 113 and in UNIV 061. Those who complete the requirements, earn one unit of non-baccalaureate credit (CR/NC). Welcome, University 061 students!

Class Requirement #1: Attendance

Attendance will be taken at each class meeting. More than three unexcused absences will result in a grade of “No Credit.” Notifying your S.I. Leader in advance of your absence is a courtesy, but does not negate the absence policy. Attendance in SI does not substitute for attendance in the main section.

Class Requirement #2: Bring your textbook

Bring TEXTBOOKS to class. As students, you are expected to keep up with the reading assignments of the target course, and to be prepared to participate in all SI activities. Bring your drafts, class notes, and other materials with you to the SI session.

Class Requirement #3: Participation

Active participation in SI lessons is necessary. Participation in SI activities, discussions, mini-quizzes, and other assignments is required for “Credit” in SI. Helping your classmates understand the reading and improve their writing will also help you. Students are encouraged to ask questions, to answer each other’s questions, and to feel free to speak up when any questions have not been discussed or fully answered. Suggestions are welcomed, too.

While SI encourages a free exchange of ideas and information, side-conversations or other disruptive talking when the leader or another student is speaking is inappropriate and inconsiderate. Collegiate behavior and decorum is expected. Offending student(s) may be asked to drop SI or risk receiving a “No Credit” for the class. Please keep your laptops closed and cell phones off during the class.

Supplemental instruction accounts for 10% of the final grade in AAS 113A.

Students will sign a duplicate of this page to indicate their understanding of how S.I. factors into the grading of this course.
GRADE DISTRIBUTION

The (+) and (-) system will be utilized when calculating final grades.

**Mandatory Attendance**

**Mandatory Class Participation**

**Mandatory Assessment Writing**

**Mandatory Composition Pre-Test**

**Mandatory Composition Post-Test**

10% Progression 1.1, 1.2, 1.3 + Writing Assignment

10% Progression 2.1, 2.2, 2.3 + Writing/Presentation Assignment

10% Progression 3.1, 3.2, 3.3 + Writing/Presentation Assignment

5% Let’s Write (Moodle Discussion Forums)

5% Reading EJournal Project

8% Class Reflections (5 submission)

8% Debates

7% Vocabulary Activities

5% Homework (As Assigned)

7% Health Project

5% Novel Presentation

5% Final Portfolio
Self-Reflection Assessment

5% Pop Quizzes

10% Supplemental Instruction

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**HOW ALL THIS WORK WORKS . . .**

<table>
<thead>
<tr>
<th>Readings</th>
<th>Carefully and critically reading assigned essays and chapter s in the course texts allow writers to begin brainstorming ideas for essays.</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>Class discussions allow writers to explore ideas for writing – it also allows writers to</td>
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<tr>
<td>Lectures</td>
<td>Lectures allow the instructor to pose further questions, provide <strong>guidelines</strong>, and emphasize/highlight important and intriguing discussions generated in class.</td>
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<tr>
<td>Journals</td>
<td>Journals allow writers to respond to broad questions. Journal responses allow writers to “<strong>bank</strong>” ideas that can be used in essays. Journals guarantee that a writer will not “forget” a great idea – or a simple idea that can develop into a great idea.</td>
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<tr>
<td>Pop Quizzes</td>
<td>Quizzes are designed to allow writers to <strong>expand</strong> upon ideas in assigned readings – it is a chance to respond to other writers.</td>
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<tr>
<td>Drafts</td>
<td>Drafts are designed to <strong>prevent procrastination</strong> – college writing is a product of development – drafts allow for proper development.</td>
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<tr>
<td>Peer Workshops</td>
<td>Peer workshops allow writers to practice the skills of editing and essay development. Getting a <strong>second and third opinion</strong> offers a writer the opportunity to converse with other writers who may “see” what has been missed, underdeveloped, or mistakenly omitted.</td>
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<tr>
<td>LRC</td>
<td>The LRC offers professional brainstorming and editing advice – for free. While peers provide essential feedback, <strong>LRC tutors are experienced college students</strong> who know how to make a weak essay strong, a strong essay stronger, and excellent essay excellent-er.</td>
</tr>
<tr>
<td>Instructor Conferences</td>
<td>Let’s face the truth. It is impossible for an instructor to meet with each student individually during class time. While lectures are for a large audience of writers, conferences allow instructors to address specific writers – and provide <strong>individual attention</strong>. Each writer and each essay will be different – meeting with the instructor provides writers with the opportunity to address her/his writing specifically.</td>
</tr>
<tr>
<td>Midterm and Final Exams</td>
<td>The midterm exam allows a student to <strong>exhibit</strong> what he/she has learned during the course of the first 8 weeks of class. The final exam allows a student to exhibit what he/she has learned during the course of the semester. While exams are stressful – look upon writing exams as an opportunity to fuse and show-off the skills you have learned.</td>
</tr>
<tr>
<td>Pre/Post Tests</td>
<td>Presentations allow writers the opportunity to <strong>teach</strong> what they have learned. Presentations also allow writers to understand how writing can occur in groups, as well as allowing writers to learn about the importance of leading a discussion to develop ideas for writing.</td>
</tr>
<tr>
<td>Presentations</td>
<td>The portfolio allows students the opportunity to organize and <strong>reflect on writing as a process</strong>. The portfolio allows students to track growth as a writer. The portfolio also allows students to rework (rewrite) an essay by providing a “second chance” to “make it better, stronger.”</td>
</tr>
<tr>
<td>Portfolio</td>
<td>A supplemental instructor is a student who has successfully completed 155 (133A/113B) and who is experienced in understanding what is required of students to successfully complete this course. Your supplemental instructors understand the importance of composition and how this skill will be utilized in other courses.</td>
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**WEEkLY SCHEDULE**

**Week One**

**Becoming Critical**

“FREETHINKERS ARE THOSE WHO ARE WILLING TO USE THEIR MINDS WITHOUT PREJUDICE AND WITHOUT FEARING TO UNDERSTAND THINGS THAT CLASH WITH THEIR OWN CUSTOMS, PRIVILEGES,
This state of mind is not common, but it is essential for right thinking; where it is absent, discussion is apt to become worse than useless.”  

**Leo Tolstoy**

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**Critical Thinking| Critical Reading| Critical Response**

**Author** | **Message/Purpose** | **Audience**

**Ethos** | **Pathos** | **Logos**

**Rhetorical Situation** | **Rhetorical Devices** | **Reading Response**

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**Reading Assignments for Week Two (9/4 & 9/6): All assignments must be read in advance.**

**Seedfolks by Paul Fleishman**

**Mother Tongue by Amy Tan (page 396)**

**Aria: Memoir of a Bilingual Childhood by Richard Rodriguez (page 307)**

**I Just Wanna Be Average by Mike Rose (page 331)**

**Learning to Read by Malcolm X (page 257)**

**Learning to Read and Write by Frederick Douglass (page 129)**

**The Joy of Reading and Writing: Superman and Me by Sherman Alexia (page 15)**

Reading assignments give us a common point to begin discussion and analysis.

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**August 28, 2012**

"I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do."  (Leonardo a Vinci)

The best approach to learning is to pay attention and focus as material is being presented. Participation, by discussion and asking questions, helps students remember what happened and what was said. Be active in the classroom - "muscle memory" means exercising your academic muscle.

- Introductions (10 minutes)
- Pre-Test (15 minutes)
- The Scientist (in-class assignment and discussion, 10 minutes)
- The Rhetorical Situation (10 minutes)
- Curious George: Origins and Meanings (20)

**Writing Assignment One: Due Thursday, August 30.**

What is an Educated Individual?
In no more than eight (8) well composed and thoughtful sentences, share with me your definition of an "educated individual."
Compose your response (printed or neatly handwritten, double-spaced) on a full sheet of paper.

**Writing Assignment Two: Due Thursday, August 30.**

In no more than eight (8) well composed and thoughtful sentences, share with me your reading habits. Are you someone who reads for "fun and fulfillment"? Are you a slow reader? Do you read actively? What types of reading interest you? Bore you?
Compose your response (printed or neatly handwritten, double-spaced) on a full sheet of paper.

**Writing Assignment Three: Due Thursday, August 30.**

In no more than five (5) well composed and thoughtful sentences, share with me your definition of the word "freedom."
Compose your response (printed or neatly handwritten, double-spaced) on a full sheet of paper.

**Pre-Test Questions:**

[1] Define or explain the meaning of the term **critical thinking**.
What is **communication** (or, what is the process of communication)?

Define or explain the **meaning of the word Rhetoric.**

Describe or explain the **rhetorical situation** as it is used in reading and composition courses.

What are (define) **ethos, pathos, and logos** as they are used in composition (writing)?

Explain the **process of writing** (the process of composition).

List at least five modes (genres) of writing.

What is the general structure of an essay?

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**August 30, 2012**

"But what is the way forward? I know what it isn't. It's not, as we once believed, plenty to eat and a home with all the modern conveniences. It's not a 2,000-mile-long wall to keep Mexicans out or more accurate weapons to kill them. It's not a better low-fat meal or a faster computer speed. It's not a deodorant, a car, a soft drink, a skin cream. The way forward is found on a path through the wilderness of the head and heart---reason and emotion. Thinking, knowing, understanding." (Laurence Gonzales, *Why Smart People Do Stupid Things*)

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**Indoctrination**

**Active Reading**

**Creative Thinking**

**Practical Thinking**

**Critical Thinking**

**Critical Writing**

**Discovery**

**Analysis**

**Process**

**Reflection**

**Seedfolks: Multiculturalism and Perspectives.**

What is Children's Literature?

Approaches to reading and composition.

Genre – what is a genre and how do we use it/them?

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**September 4, 2012**

*Keep your language. Love its sounds, its modulation, its rhythm. But try to march together with men of different languages, remote from your own, who wish like you for a more just and human world.*

_Helder Camara_

Progression 1.1 is DUE TODAY!

Instructions for Reading Response!

Why Read? Why Respond?

Color Cards

Class Discussion on Seedfolks and assigned readings: Making Connections!

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**September 6, 2012**

“You have to write the book that wants to be written. And if the book will be too difficult for grown-ups, then you write it for children.”

_Madeleine L’Engle_

Progression 2.1 is DUE TODAY!
Continued lecture and discussion on Seedfolks.

What is an analysis paper?
How do I recognize rhetoric when it happens?
What is authorial intention?

September 11, 2012

Some people dream of great accomplishments, while others stay awake and do them. — Anon.

Progression 1.3 is Due Today!

Activity: How to become a successful peer reader and peer editor!

Writing for the academy — or — what professors expect in good writing.

What is constructive criticism? What do I take, what do I leave behind?

September 13, 2012

Everything that I’ve ever been able to accomplish in skating and in life has come out of adversity and perseverance.

Scott Hamilton

Reading Response #1 Due — Bring in two printed copies of Reading Response #1

In class evaluation of Reading Response #1

Talking about Writing.

Writing about Talking.

Lecture/Discussion: Connecting writing and reading to history.

The Vietnam War
The War in Cambodia
Can We Trust Memory?
Facts about Fiction, Fiction about Facts

Ung and Sody Lay

September 18, 2012

 Everywhere I go I’m asked if I think the university stifles writers. My opinion is that they don’t stifle enough of them. There’s many a best-seller that could have been prevented by a good teacher.

-Flannery O’Connor

Reading Response #2 Due

Preliminary Debate: Arming Teachers

We will be preparing for an “informal” pro-con debate for 9/20.

Discussion/Debate on the Vietnam War: Should we disarm the world? Ban the landmines!

September 20, 2012

In order for us human beings to commit ourselves personally to the inhumanity of war, we find it necessary first to dehumanize our opponents, which is in itself a violation of the beliefs of all religions. Once we characterize our adversaries as beyond the scope of God’s mercy and grace, their lives lose all value. We deny personal responsibility when we plant landmines and, days or years later, a stranger to us — often a child — is crippled or killed.

From a great distance, we launch bombs or missiles with almost total impunity, and never want to know the number or identity of the victims.

President Jimmy Carter
Reading Response #3 is Due Today!

Arming Teachers. The Pro/Con Debate

**SEPTEMBER 25, 2012**

“I HAVE COME TO BELIEVE OVER AND OVER AGAIN THAT WHAT IS MOST IMPORTANT TO ME MUST BE SPOKEN, MADE VERBAL AND SHARED, EVEN AT THE RISK OF HAVING IT BRUISED OR MISUNDERSTOOD.”

- AUDREY LORDE

**CONFERENCE DAY:**

Students will sign up for a conference during the following time slots. Be prepared to discuss the Seedfolks writing assignment (Due Saturday September 29th on Line/Moodle). We will not meet formally for class or the Supplemental Instruction period. All conferences will take place in JR 340.

Skype appointments are also available on a first-come, first-appointed basis.

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**SEPTEMBER 27, 2012**

*I'M OBSESSIVELY OPPOSED TO THE TYPICAL. – LADY GAGA*

**CONFERENCE DAY:**

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<td>Time</td>
<td>Group One</td>
<td>Group Two</td>
<td>October 4, 2012</td>
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<td>8:20-8:40</td>
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<td>Presentation: First They Killed My Father</td>
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<td>A book is the only place in which you can examine a fragile thought without breaking it, or explore an explosive idea without fear it will go off in your face. It is one of the few havens remaining where a man’s mind can get both provocation and privacy. ~Edward P. Morgan</td>
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<td>9:20-9:40</td>
<td>N/A</td>
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<td>EJournal is due online (Moodle) on Saturday October 6, 2012</td>
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<td>9:40-10</td>
<td>N/A</td>
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<td>Reading List for Week Seven:</td>
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| 10-10:20   | N/A       | N/A       | What’s Eating America (page 300)  
Kid Kustomers (page 353)  
A Modest Proposal (page 387)  
Games (page 196) |
| 10:20-10:40| N/A       | N/A       |
| 10:40-11   | N/A       | N/A       |
| 11-11:20   | N/A       | N/A       |
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| 12-12:20   | N/A       | N/A       |
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| 2:20-2:40  | N/A       | N/A       |
| 2:40-3:00  | N/A       | N/A       |
| 3-3:20     | N/A       | N/A       |
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October 2, 2012
I can’t remove the autobiographical slant from the things I write. You always bring yourself into what you’re writing.
-Natalie Merchant

October 9, 2012
Advertising is the art of convincing people to spend money they don’t have for something they don’t need. ~Will Rogers

October 11, 2012
Advertising is the art of convincing people to spend money they don’t have for something they don’t need. ~Will Rogers

Progression 2.1 is Due Today!

Sharing Images
Bring an Image/Object to class for Analysis

From Ideas to Thesis

October 16, 2012

Leadership is the capacity to translate vision into reality. – Warren Bennis

Progression 2.2 is DUE TODAY!

DEBATE PREPARATION: Online college classes must be mandatory!
Four-by-Four debate
What is your AMAZING STORY?
A group activity – the “use” of narrative.

October 18, 2012

Unlike a drop of water which loses its identity when it joins the ocean, man does not lose his being in the society in which he lives. Man's life is independent. He is born not for the development of the society alone, but for the development of his self. - Ambedkar

Four-by-Four Debate Day!

October 23, 2012

Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same.
-Ronald Reagan

CONFERENCE DAY:

Students will sign up for a conference during the following time slots. Be prepared to discuss the Visual Analysis writing assignment (Due 10/30 & 10/1). We will not meet formally for class or the Supplemental Instruction period. All conferences will take place in JR 340.

Skype appointments are also available on a first-come, first-appointed basis.

October 25, 2012

Tell me and I forget, teach me and I may remember, involve me and I learn.
-Benjamin Franklin

CONFERENCE DAY:

Students will sign up for a conference during the following time slots. Be prepared to discuss the Visual Analysis writing assignment (Due 10/30 & 10/1). We will not meet formally for class or the Supplemental Instruction period. All conferences will take place in JR 340.

Skype appointments are also available on a first-come, first-appointed basis.

October 30, 2012

I am thankful for laughter, except when milk comes out of my nose.
-Woody Allen

Presentations for Progression 2 – Visual Rhetoric
**November 1, 2012**

*Different strokes for different folks, and so on and so on and scooby dooby dooby.* - *Sly and the Family Stone, Everyday People*

**Presentations for Progression 2 – Visual Rhetoric**

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**November 6, 2012**

*Do not let what you cannot do interfere with what you can do.*

- *John Wooden*

**One Amazing Thing – Group 3 Presentation**

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**November 8, 2012**

*Too many people spend money they haven’t earned, to buy things they don’t want, to impress people they don’t like.*

- *Will Smith*

**One Amazing Thing – Group 4 Presentation**

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**November 13, 2012**

*Conformity is the jailer of freedom and the enemy of growth*

- *John F. Kennedy*

**Final Class Debate: Daycare Centers in High School**

*Everyone delivers a one-minute position argument!*  

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**November 15, 2012**

*Who knows where inspiration comes from. Perhaps it arises from desperation. Perhaps it comes from the flukes of the universe, the kindness of the muses.*

- *Amy Tan*

**Lecture**

*The Argument*

**Progression 3.1 is Due Today!**

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**November 20 & 22, 2012**

*Happy Holiday – From Your Professor*

*We will not meet for class this week. Begin working on your final portfolio and improving your final projects and writing assignments!*  

*The semester will end “suddenly” – stay*

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**November 27, 2012**

*Progression 3.2 is DUE*

*Preparing for the final portfolio and in-class workshopping for the Progression 3 presentation!*

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**November 29, 2012**
Progression 3.3 is DUE
PREPARING FOR THE FINAL PORTFOLIO AND IN-CLASS WORKSHOPPING FOR THE PROGRESSION 3 PRESENTATION!

DECEMBER 4, 2012

Group Five: American Born Chinese presentation!

DECEMBER 6, 2012

Group Six: American Born Chinese presentation!

FINAL EXAM DAY
PROGRESSION 3 SPEECH
DATE TO BE ANNOUNCED

SEMESTER CALENDAR OF DUE DATES

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