

SCHEDULE OF ASSIGNMENTS

<p>Week 1 T Aug 21</p> <p>R Aug 23</p>	<p>Introduction to English 1302</p> <ul style="list-style-type: none"> ▪ Lecture: Preliminary introduction to argumentation and course theme—Poetry & Argument ▪ Discussion of course syllabus, texts, & assignments. ▪ Poetry Journal: “The Death of the Ball Turret Gunner” (Randall Jarrell) <ul style="list-style-type: none"> ▪ Poetry Journal: “Aunt Jennifer’s Tigers” (Adrienne Rich) ▪ Lecture: Basic Elements in the Reading of Poems (Poetic Language, Poetic Voice, Poetic Form, Prosody) ▪ Reading for Class Discussion: <ol style="list-style-type: none"> 1) “How to Read These Poems” (Edward Hirsch) (WebCT <i>Vista</i>)
<p>Week 2 T Aug 28</p> <p>R Aug 30</p>	<p>POETRY AS SOCIOPOLITICAL ARGUMENT</p> <ul style="list-style-type: none"> ▪ Poetry Journal: “Minstrel Man” (Langston Hughes); from “Song of Myself” (Walt Whitman) ▪ Lecture: The Rhetorical Situation; Aristotelian definitions of Claims, Reasons, and Evidence; Deductive, Inductive, & Abductive Logics; Rhetorical Appeals (Logos, Pathos, Ethos) ▪ Readings for Class Discussion: <ol style="list-style-type: none"> 1) “American Culture and the Voice of Poetry” (Robert Pinsky) (WebCT <i>Vista</i>) (<i>Favorite Poem Project Video</i>) 2) “Chapter 1: They Say (Starting with What Others Are Saying)” (GB 17-27) ▪ Discuss Essay 1: Informative Summary <ul style="list-style-type: none"> ▪ Poetry Journal: “Evening News” (David Ferry) ▪ Continue discussion of Pinsky essay. ▪ Readings for Class Discussion: <ol style="list-style-type: none"> 1) “Demystifying Academic Conversation (Preface)” (GB ix-xviii) 2) “Entering the Conversation (Introduction)” (GB 1-14)
<p>Week 3 T Sep 4</p> <p>R Sep 6</p>	<ul style="list-style-type: none"> ▪ Poetry Journal: “Photograph of September 11” (Wisława Szymborska) ▪ Continue discussion of Pinsky essay. ▪ Readings for Class Discussion: <ol style="list-style-type: none"> 1) “Chapter 2: Her Point Is (The Art of Summarizing)” (GB 28-38) 2) From “When We Dead Awaken” (Adrienne Rich) (Norton 371-372) ▪ DUE: Essay 1 – Informative Summary ▪ Poetry Journal: “From the Dark Tower” (Countee Cullen) ▪ Lecture: The Informative Synthesis (Essay 2), the Research Process, Issues of Censorship, & American “Surveillance Society” ▪ Readings for Class Discussion: <ol style="list-style-type: none"> 1) “Surveillance Society Quietly Moves In” (From <i>Censored 2006</i> on WebCT <i>Vista</i>) 2) Chapter 19: The Research Process (Norton 645-660) 3) “How Does a Poet Put Bread on the Table?” & “Why I Refused the National Medal for the Arts” (Adrienne Rich) (Norton 372-375)
<p>Week 4 T Sep 11</p>	<ul style="list-style-type: none"> ▪ Poetry Journal: (TBD) _____ ▪ Lecture: Developing a Working Bibliography & Using Direct Quotation / Paraphrase ▪ Discussion of Modern Language Association (MLA) documentation format. ▪ Chapter 20: Quotation, Citation, and Documentation” (Norton 660-671.) ▪ “Chapter 3: As He Himself Puts It (The Art of Quoting)” (GB 39-48) ▪ See http://owl.english.purdue.edu/owl/resource/557/01/ for online assistance.

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R Sep 13	<ul style="list-style-type: none"> ▪ Poetry Journal: (TBD)_____ ▪ Return graded Essay 1 and discuss revision.
Week 5 T Sep 18 R Sep 20	<ul style="list-style-type: none"> ▪ DUE: Essay 2 – Working Bibliography & Paraphrasing Exercise ▪ Poetry Journal: _____ ▪ Lecture: Poetic Structures – Ironic, Emblem, Concessional, Elegy, Dialectical Argument, Descriptive-Meditative ▪ Reading for Class Discussion: <ol style="list-style-type: none"> 1) “Introduction” to <i>Structure & Surprise</i> (Michael Theune) (SS 1-5) <ul style="list-style-type: none"> ▪ Return Working Bibliographies graded and discuss. ▪ DUE: Essay 2 – Informative Synthesis DRAFT for peer review.
Week 6 T Sep 25 R Sep 27	<ul style="list-style-type: none"> ▪ DUE: Essay 2 – Informative Synthesis ▪ Lecture: The Argumentative Synthesis (Articulating Claims & Reasons, Reporting Evidence, Warranting Claims & Reasons) ▪ Discussion of architecture of the Argumentative Synthesis (Introduction, Historical Background, Claim Paragraph, Counterarguments/Opposing Views) ▪ Discussion of the Argumentative Introduction (Common ground, Problem/Issue, Destabilizing Condition, Consequences, Opposing Views, Thesis/Claim) <p>POETRY AS LITERARY ARGUMENT</p> <ul style="list-style-type: none"> ▪ Poetry Journal: “My Mistress Are Nothing Like the Sun” (William Shakespeare); “She Used to Let Her Golden Hair Fly Free” (Francis Petrarch) ▪ Lecture: Considering Opposing Viewpoints (Writers speaking across cities, continents, centuries) ▪ Reading for Class Discussion: <ol style="list-style-type: none"> 1) “Chapter 3: The Concessional Structure” (Mary Szybist) (SS 41-53)