Course Name: English Composition  
Course Number: WR 222  
Credits: 3  
Instructor name: Sam Schwartz, Ph.D.  
Instructor email: schwarsa@oregonstate.edu  
Instructor phone:  

Course Credits  
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.  

Learning Resources  
**Required Text:** Lunsford, Andrea. *Everything’s an Argument* 7th ed.  
Access to Canvas  
Word Processing Software: Microsoft Word 365 is free to all OSU students at this link: http://main.oregonstate.edu/office-365/  
Your Google accounts also come equipped with Google Drive and Google Docs  
*Please do not* use Apple’s Pages software  

Course Description  
While continuing the concerns of WR 121, WR 222 emphasizes the development of argumentation skills and the control of style to suit a variety of writing situations. Successful completion of Writing 121 is a prerequisite for this course.  

Section Description  
This course aims to increase your textual power by increasing your ability to read, think critically, and write about ideas and issues by defending claims of *fact*, *value*, and *policy*. In public discourse, these types of claims are often made in conversation, or are presented to us by predominantly visual media (television, internet, i.e., “talking heads”); however, this course will reveal how vital and advantageous it can be to represent a point of view in writing. Writing is inherently slower, more deliberative, and a more private endeavor than much public discourse, and yet, there isn’t a better tool for first comprehending and then communicating important truths before they rush past us in the blur of complexity that is modern life.  

Students will analyze viewpoints (with a close look at how different authors and stakeholders are situated) and study the elements that go into crafting powerful written arguments. Reading contemporary and classic arguments provides a sense of our rhetorical tradition over time. You
will be responsible for analytical reading, thinking, discussing, researching, and writing. This classroom is a learning community, so we will show respect for the ideas of all individuals.

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email me for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

OSU Baccalaureate Core Outcomes for all Writing II Courses:

- Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
- Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
- Apply critical thinking to writing and writing process, including revision.

This course fulfills the Baccalaureate Core requirement for the WR II category. It does this by following the “Outcomes Relative to Course Content” and “Assessment Methods” listed in the matrix below.
<table>
<thead>
<tr>
<th>Writing II</th>
<th>Apply multiple theories, concepts, and techniques for creating and evaluating written communication.</th>
<th>Students practice recognizing and deploying Aristotelean appeals and various modes of argumentation, practice improving concision and clarity in their work and others’, and critically evaluate existing texts for both writing and argumentation</th>
<th>Instructor assesses participation in skill-building exercises, low-stakes practice assignments in evaluating and generating argumentation, and three formal essays: an argument of fact, an evaluative argument, and a persuasive proposal. Also generally: - Three essays; - Quizzes 2, 3; - Weekly reading checks; - Three essay peer reviews;</th>
</tr>
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<tbody>
<tr>
<td>Write effectively for diverse audiences within a specific discipline using appropriate standards and conventions.</td>
<td>Students reflect on expectations from professional audiences, campus audiences, and particular decision-making audiences; practice anticipating audience concerns and interests; and receive instruction in conventions, structures, and effective style in writing.</td>
<td>Instructor assesses Essay 1 suitability for a public audience, Essay 2 suitability for a specialized audience, and Essay 3 suitability toward a specific decision-maker each student identifies, including writing mechanics and style. Also generally: - Three essays; - Quizzes 1, 2, 3; - Weekly reading checks; - Exercise using the Toulmin Model.</td>
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<tr>
<td>Apply critical thinking to writing and the writing process, including revision.</td>
<td>Students perform critical investigations of strong writing features such as introductions, conclusions, support, and rebuttals; provide critical feedback to their peers; and revise writing.</td>
<td>Instructor assesses participation in paragraph workshops, guided investigations of writing strategies, exercises in self-reflection, and draft development in three formal essays.</td>
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</table>
Course-Specific Outcomes:

- Understand and respond to a variety of public rhetorical situations and audiences, using appropriate format; claims, support, evidence, and appeals; and voice, tone, and level of formality.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Find, read, evaluate, analyze, and synthesize appropriate sources in print and online.
- Engage with the ongoing conversation and integrate “I say” with what “they say” ethically with documentation to give credit for others’ ideas.
- Use multiple informal and formal drafts to create, re-think, revise, and complete a successful text. Develop flexible strategies for generating, revising, editing, and proofreading.
- Collaborate in the writing process and critique personal and peers’ works.
- Use appropriate formats and genre conventions.
- Document sources appropriately with MLA works cited page plus in-text citation.
- Use correct syntax, word choice, grammar, punctuation, and spelling.

Grading Formula

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>Quizzes cover any course material including reading, lectures, and anything else posted on Canvas.</td>
</tr>
<tr>
<td>Assignments / Reading Checks</td>
<td>10%</td>
<td>Short quizzes aimed at keep students accountable for their readings from the textbook.</td>
</tr>
<tr>
<td>Peer Review</td>
<td>10%</td>
<td>For each major writing assignment, students will review a peer’s essay using prompts and instructions provided by the instructor.</td>
</tr>
<tr>
<td>Essay #1</td>
<td>20%</td>
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</table>

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Tel: 800-667-1465
Argument of Fact: Students will write a 5-page essay that is debatable, containing a definitive claim supported with coherent, developed paragraphs. Support for the claim generated from student’s own experience and observation and from a limited amount of researched secondary sources.

Essay #2 20%
Argument of Value: Students will write a 6- or 7-page, researched essay with the goal of making and defending an evaluative claim. The writer will describe what’s being evaluated, render judgments and explain and defend them with reference to criteria and evidence.

Essay #3 30%
Argument of Policy: In your final essay, students will attempt to persuade the reader that a set of ideas is the best way to achieve a given set of ends. A successful proposal essay will analyze the need for the proposal in the first place, as well as suggest a comprehensive solution that will be backed up by data and logical writing. The goal of a proposal essay is to sell the reader on your way of thinking. In this essay, examine a present problem and then look to the future, stating what should be done to correct that problem.

Quiz Time Limits
Quizzes in this class are timed at 30 minutes; if you exceed the time, you will be assessed a penalty of 10% for every five minute interval beyond the time limit.

Incompletes
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.
Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
• Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
• Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS). Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.
b) It includes:
i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
ii) **FABRICATION** - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) **ASSISTING** - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) **TAMPERING** - altering or interfering with evaluation instruments or documents.

v) **PLAGIARISM** - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

**Tutoring**
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

**OSU Student Evaluation of Teaching**
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.
## Course Calendar

### Bacc Core Course Outcomes

The content, activities, and assessments this week will prepare you to:

- Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
- Write effectively for diverse audiences within a specific discipline using appropriate standards and conventions.
- Apply critical thinking to writing and the writing process, including revision.

### Weekly Outcomes:

#### By the end of the week, you will be able to:

1. Use a clear controlling thesis that is debatable and identifies each completed essay as a specific form of argument.
2. Identify a debatable argument that uses rhetorical strategies such as persuasion, argument, and synthesis.
3. Differentiate four functions and four kinds of rhetorical argument.
4. Identify the importance of analyzing and using "rhetoric" as a set of tools that represent the best available means of persuasion, in a specific context, to a specific audience.

#### Week 1 Task List

This week’s activities and assignments include the following:

1. Introduce yourself to your peers in the Week 1 - Introduce Yourself! Discussion.
2. Complete the Week 1 - Thesis Sentence Activity.
3. Watch the Shmoop video on the Week 1 - Essay Writing Tips page.
4. Read the Week 1 - Debatable Arguments page.
5. Watch the rhetorical analysis video on the Week 1 - Readings & Videos page.
6. Read Chapters 1 and 6 in *Everything’s an Argument*, as outlined on the Week 1 - Readings & Videos page.
7. Take the Week 1 - Reading Check by the due date.
8. Post any questions or comments you have to the Week 1 - Discussion**

#### Assignments Due:

- Reading Check: (15 points)

### Week 2 Outcomes

#### By the end of the week, you will be able to:

#### Week 2 Task List

This week’s activities and assignments include the following:

Assignments Due:
- Demonstrate a thorough understanding of the three major sentence errors: fragments, run-ons, and comma splices.
- Understand how to convince an audience of your credibility or character.
- Understand how to persuade an audience by appealing to their emotions.
- Understand how to convince an audience by use of logic or reason.

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<thead>
<tr>
<th>Week 2 Task List</th>
<th>Reading Check: Quiz:</th>
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<tbody>
<tr>
<td>1. Read chapters 2, 3, and 4 on Ethos, Logos, and Pathos in Everything’s an Argument, as outlined in the Week 2 - Readings &amp; Videos page.</td>
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<tr>
<td>2. Watch the video on Ethos, Logos, and Pathos and the Sentence Errors video on the Week 2 - Readings &amp; Videos page.</td>
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<td>3. Take the self-quizzes on Comma Splices, Run-Ons, and Sentence Fragments on the Week 2 - Self-Check Quizzes page.</td>
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<td>4. Take the Week 2 - Quiz, which will cover the sentence errors you’ve learned as well as questions from the reading (30 points).</td>
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<tr>
<td>5. Take the Week 2 - Reading Check on chapters 2, 3, and 4 (20 pts.)</td>
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<tr>
<th>Week 3 Outcomes</th>
<th>Week 3 Task List</th>
<th>Assignments Due:</th>
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<tbody>
<tr>
<td>By the end of the week, you will be able to:</td>
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<tr>
<td>- Differentiate between deductive and inductive reasoning.</td>
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<td>- Consider how to fully, fairly and sympathetically state your argumentative position using the Rogerian Argument model.</td>
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<td>- Demonstrate a working knowledge of the Toulmin Argument.</td>
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<td>- Perceive, connect, and integrate a variety of sources and positions, presenting good reasons, showing logical relationships, and choosing appropriate language to establish your own ideas as you draft your first essay, an Argument of Fact.</td>
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<tr>
<td>This week’s activities and assignments include the following:</td>
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<td>1. Read Chapter 7 on Structuring Arguments, as outlined in the Week 3 - Readings &amp; Videos page.</td>
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<tr>
<td>2. Watch the Toulmin Model video on the Week 3 - Readings &amp; Videos page.</td>
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<tr>
<td>3. Complete the Week 3 - Toulmin Model Assignment (10 pts.)</td>
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<tr>
<td>4. Read Chapter 8 on Arguments of Fact, as outlined on the Week 3 - Readings &amp; Videos page.</td>
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<tr>
<td>5. Read the full instructions and rubric for the Argument of Fact assignment on the Week 3 - Argument of Fact Assignment Instructions &amp; Rubric page.</td>
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<tr>
<td>6. Complete the Week 3 - Reading Check (20 pts.)</td>
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<tr>
<td>7. Begin drafting your Argument of Fact essay for workshop and revision next week.</td>
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<tr>
<th>Week 4 Outcomes</th>
<th>Week 4 Task List</th>
<th>Assignments Due:</th>
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<tr>
<td></td>
<td></td>
<td>Reading Check Jan. 28: Toulmin Model Assignment</td>
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Assignments Due:
By the end of the week, you will be able to:

- Adhere to the ethics of research and avoid plagiarism as you properly cite outside resource material in text and in a Works Cite page using MLA format.
- Use patterns of reasoning, formal logic, emotional and ethical appeals as you complete an Argument of Fact essay.
- Formally critique the essays of fellow students in peer review workshop.

This week’s activities and assignments include the following:

1. Read chapters 18, 19, and 20 on using outside resources in your essays, as outlined in the Week 4 - Readings page.
2. Watch the short video on using MLA format and take the MLA Citation self-quiz to test your knowledge on the Week 4 - MLA Citation Format & Self-Check Quiz page.
3. Post a draft of your essay to the Week 4 - Draft of Argument of Fact forum.
4. Read and critique the essays of those in your workshop group and post your responses to the Week 4 - Peer Review Argument of Fact forum (20 pts.)
5. Post the final draft of your Argument of Fact essay to the Week 4 - Argument of Fact Essay Due forum by the due date (180 pts.)
6. Complete the Week 4 - Reading Check (20 pts.)

Week 5 Outcomes

By the end of the week, you will be able to:

- Adopt appropriate voice, tone, and level of formality by anticipating reactions of audience to the text.
- Recognize and experiment with elements of style—sentence patterns, diction, figurative language, tone and mood, emphasis, sound, and rhythm.
- Create parallel expressions of similar content and function that are outwardly similar since likeness of form enables the reader to recognize more readily the likeness of content and function.

Week 5 Task List

Readings and activities for this week include:

1. Read all assigned readings outlined on the Week 5 - Readings page, including chapter 13 and the handout on Conciseness.
2. Watch the short video on Sentence Variety and take the self-quiz on Sentence Variety on the Week 5 - Sentence Variety & Self-Check Quiz page.
3. Watch the video on using Active Voice and take the self-quiz on the Week 5 - Using Active Voice & Self-Check Quiz page.
4. Watch the video on using Parallelism in Writing and take the self-quiz on the Week 5 - Parallelism in Writing & Self-Check Quiz page.
5. Take the Week 5 - Reading Check (15 pts.)

Assignments Due

Reading check Quiz 2
- Eliminate weak and unnecessary words to create stronger, more persuasive sentences.

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<th>6.</th>
<th>Take Week 5 - Quiz 2 (30 pts.)</th>
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</thead>
</table>

### Week 6 Outcomes

By the end of the week, you will be able to:

- Assemble convincing criteria to support your value claims.
- Differentiate quantitative from qualitative evaluations and use them effectively to persuade your reader of your value claims.
- Demonstrate a clear understanding of the multiple rules for correct comma usage.
- Draft a persuasive Argument of Evaluation essay.

### Week 6 Task List

Readings and activities for this week include:

- Read chapter 6 on writing Evaluations, as outlined on the Week 6 - Readings page.
- Watch the short video on Comma Usage and take the two self-quizzes on using Commas on the Week 6 - Comma Usage & Self-Check Quizzes page.
- Download and review the Evaluation Essay Guidelines & Rubric page for specific essay parameters, potential topics, and grading criteria.
- Write a draft of your Evaluation Essay.
- Take the Week 6 - Reading Check (10 pts.)

### Assignments Due

Reading Check: Feb. 15

### Week 7 Outcomes

By the end of the week, you will be able to:

- Discern invalid evidence, bias, fallacies, and unfair emotional appeals.
- Use patterns of reasoning, formal logic, emotional and ethical appeals as you complete an Evaluation essay.
- Formally critique the Evaluation essays of fellow students in peer review workshop.

### Week 7 Task List

Readings and activities for this week include:

1. Read chapter 5 on Argumentative Fallacies, as outlined on the Week 7 - Readings page.
2. Watch the short video on Argumentative Fallacies and take the self-quiz on the Week 7 - Argumentative Fallacies & Self-Check Quiz page.
4. Read and critique the essays of those in your workshop group and post your responses to the Week 7 - Peer Review Evaluation Essay forum (20 pts.)
5. Post the final draft of your Evaluation essay to the Week 7 - Evaluation Essay Due

### Assignments Due

Draft of Evaluation Essay
Reading Check
Peer Review Evaluation
Evaluation Essay Due
<table>
<thead>
<tr>
<th>Week 8 Outcomes</th>
<th>Week 8 Task List</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the week, you will be able to:</td>
<td>Readings and activities for this week include:</td>
<td>Reading Check</td>
</tr>
<tr>
<td>• Provide a vivid description of the problem you intend to address.</td>
<td>1. Read Chapter 12 on Proposal Arguments, as outlined on the Week 8 - Readings page.</td>
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<tr>
<td>• Construct a strong and specific proposal, identifying key reasons for taking the proposed action and the effects taking this action will have.</td>
<td>2. Read the Proposal Essay Guidelines &amp; Rubric page for specific essay parameters, potential topics and grading criteria.</td>
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<tr>
<td>• Provide evidence that the proposal will achieve the desired outcome.</td>
<td>3. Write a draft of your Proposal Essay.</td>
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<tr>
<td>• Demonstrate that the proposal is feasible and explain how it may be implemented.</td>
<td>4. Watch the short video on pronoun-antecedent agreement and take the self-quiz on the Week 8 - Pronoun Antecedent Agreement &amp; Self-Check Quiz page.</td>
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<tr>
<td>• Identify proper pronoun-antecedent agreement.</td>
<td>5. Take the Week 8 - Reading Check (15 pts.)</td>
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<thead>
<tr>
<th>Week 9 Outcomes</th>
<th>Week 9 Task List</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>By the end of the week, you will be able to:</td>
<td>Readings and activities for this week include:</td>
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<tr>
<td>• List argumentative fallacies committed by jurors in the film <em>12 Angry Men</em>.</td>
<td>1. Watch the short video on Dangling Modifiers and take the Self-Quiz on the Week 9 - Dangling Modifiers &amp; Self-Check Quiz page.</td>
<td>12 Angry Men Exercise</td>
</tr>
<tr>
<td>• Discuss how underlying warrants influence the juror’s arguments in the film <em>12 Angry Men</em>.</td>
<td>2. Watch the film <em>12 Angry Men</em> and respond to the Discussion Questions on the Week 9 - 12 Angry Men Video Discussion.</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>• Provide examples of when jurors were influenced by pathos and when they were influenced by logos in the film <em>12 Angry Men</em>.</td>
<td>3. Take Week 9 - Quiz 3 (30 pts.)</td>
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</tbody>
</table>
- Recognize and correct dangling and misplaced modifiers in your writing.

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<thead>
<tr>
<th>Week 10 Outcomes</th>
<th>Week 10 Task List</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>• Formally critique the Evaluation essays of fellow students in peer review workshop.</td>
<td>This week you will submit the final version of your Proposal Essay after you:</td>
<td>Draft of Proposal Essay</td>
</tr>
<tr>
<td></td>
<td>2. Read and critique the essays of those in your workshop group and post your responses to the Week 9 - Peer Review Proposal Essay discussion forum (20 pts.)</td>
<td>Proposal Essay Due (Finals Week)</td>
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</tbody>
</table>