Description
This course focuses on making and analyzing arguments; in particular, it addresses writing arguments. We will examine rhetorical argumentative structures and theories, ranging from classical to contemporary rhetoric. We will consider how we read arguments, but in service of better developing strategies for writing our own arguments. We will spend time considering the role of new media technologies and visual culture in making written arguments. We will also write a lot and talk about our writing a lot.

Textbooks

All other readings will be available online or will be distributed by the instructor.

Assignments
All of the major writing assignments for this course can be categorized as either analytical or argumentative. But, keep in mind that even in the analytical assignments, you are working to convince readers to accept your analysis; therefore, your analytical assignments should be thought of as inherently argumentative.

Submitting Papers
All assignments should be submitted to me electronically. You may email me your papers as attachments (.doc or .rtf) or you may email me urls from where to download your papers. I will respond directly in the papers and return them to you electronically.

When you submit assignment files name the files this way:
Your last name_Assignment number
Example: Smith_Assignment3

All papers must be submitted by 5pm of due date unless otherwise indicated by the instructor. Late submissions will result in the lowering of the paper grade by one letter grade. Excessive lateness may result in further grade reductions.

The structure of the course is not designed to allow for revisions of papers after the paper has been graded. Make your revisions prior to submission; paper grades are final.

Important: Please use only UFL email accounts to submit work or to contact me. Assignments sent through other email clients (like yahoo, Gmail, or AT&T) may not work with UF filters.
Assignment 1 1200 words
Due Tuesday, July 10, 2012
For this assignment, you will use the argumentative and rhetorical “tools” we have examined up to this point in class. Your task is to locate a written argument (a newspaper editorial, an essay, a review, etc.) and analyze the structure of the argument. Once you have a good sense of how the argument is constructed and have determined whether that construction is or is not effective in making the argument, write an analysis of the argument. Remember, part of your task in writing this analysis isn’t just to show how the argument was constructed, but is to argue that your analysis is accurate and logical. Your task is not to argue with the argument, but to consider how that argument is made.

Be sure to include a copy or URL of the argument you are analyzing, so I can read the original argument.

Assignment 2 1200 words
Due Thursday, July 19, 2012
Let’s face it, there are probably a dozen arguments that you’d like to respond to right now. So here’s your opportunity. For this assignment, identify an argument that has been posed in writing—this can be anything from a political argument to a movie review. Your task is to evaluate the rhetorical situation and respond to the argument. Make your argument. Be sure to consider how you structure your argument, your style, tone, and approach. I’ll be grading for all of the basics, but will also be looking for the sophistication of your argumentative strategies and the nuances of the moves you make. Don’t just point out the obvious. Dig into the argument. This is not an opportunity to voice an opinion; rather, it is the chance to show that you understand how to evaluate and respond in writing to argument. Keep in mind that your essay will be relatively short—about 3-4 pages—so you won’t have a great deal of space in which to respond. So, pick your topic carefully. Try to avoid big topics like “evolution,” “abortion,” capital punishment,” “legalization of marijuana,” “global warming,” and instead focus on concise, controlled arguments.

Assignment 3 1200 words
Due Tuesday, July 24
Annie Leonard earned notoriety for her internet film “The Story of Stuff.” She is a proponent for sustainability and is outspoken against excessive consumerism. Leonard has spent a tremendous amount of time traveling the world investigating the places where stuff gets made and where it is disposed. “The Story of Stuff” was initially an hour-long talk that Leonard would give about consumerism and waste; she then made it into an internet move that has been viewed over six million times. A book version of “The Story of Stuff” was published in 2010. That same year, Leonard produced another internet film in the same style as “The Story of Stuff” called “The Story of Bottled Water” about the problems bottled water. Take some time to watch “The Story of Bottled Water” which is available on YouTube at http://www.youtube.com/watch?v=Se12y9hSOM0 and on Leonard’s Story of Stuff web page at http://storyofstuff.org/bottledwater/.

Once you have watched the film, analyze it as an argument. Is it an effective argument? What is its claim? What are the reasons and evidence for its claim? What appeals does Leonard
use to persuade you of the claim? Once you have a strong understanding of Leonard’s argument, respond to the argument using your analysis as the basis for your claim about the film.

**Assignment 4** 1200 words
Due Thursday, August 2, 2012
In 2009, MTV broadcast the first season of Jersey Shore, a reality-based television series that follows eight housemates in their adventures along New Jersey’s shore. The show became a breakout hit, garnering a lot of publicity, both positive and negative. Because of the success of the show, MTV renewed the Jersey Shore contract, planned for two more seasons and exported the show to dozens of countries worldwide. When the cast of Jersey Shore was notified they were being renewed for a second season, they agreed to argue for raises together, as a collective. This strategy, rarely used in the entertainment business (the notable exception was the cast of the hit Friends who negotiated their contracts collectively), where egos often drive the need for individual compensation, proved effective, and the Jersey Shore cast successfully persuaded MTV executives of the need for substantially increased compensation.

We have not talked much about the power of collective argumentation, of what happens when a group argues together. Groups like political organizations, clubs, businesses, communities, and other organizations often find strength in collective argument. For this assignment, consider what happens when people support one another’s positions and argue together (why, for instance, did 56 people sign The Declaration of Independence? Or why, on February 15, 2003, did between six and ten million people worldwide join together to protest the invasion of Iraq?). Then, identify a situation in which collective argument was used—either successfully or unsuccessfully—and using that situation (not a Jersey Shore pun), make a case for whether collective argumentation was or was not an effective strategy. (Note: don’t use the Jersey Shore, The Declaration of Independence, and the February 15, 2003, protests as your situation; find something you are interested in knowing more about.)

**Assignment 5** 1200 words
Due Wednesday, August 8
Responsible, respectful arguments are an important part of a community’s decision making process. Often, we call these arguments “debates.” At any given time, the UF campus community or the local community where the campus resides is engaged in an argument over some issue. Often, such arguments evolve in a situation needing change or improvement. Take some time to identify an argument that is taking place in UF’s community. This can be an argument about budget, student fee allocations, internet access policies, tuition increases, curriculum changes, campus parking, or anything else in which at least two parties have different claims about the situation. Learn as much as you can about the argument, and then write an argumentative essay in which you make a claim in the situation.

**Quizzes**
Throughout the semester, I will give ten fill-in-the-blank type quizzes about assigned readings. The quizzes are designed to encourage you to keep up with the reading. They will be quite easy. If you have read the assignment for the day, you will have no problem getting all of the answers on the quiz correct. If you have not read the assignment, your chances of doing as well diminish.
Grading
Assignment 1  15%
Assignment 2  15%
Assignment 3  15%
Assignment 4  15%
Assignment 5  30%
Quizzes/Homework  10%

The following numeric equivalents will be used in determining your final averages:

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Policies

Writing Requirement (WR)
This course can satisfy the UF requirement for Writing. For more information, see: http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html

Statement on Student Disability Services
The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. For more information, see: http://www.dso.ufl.edu/drc/

Statement on Harassment
UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041

Statement on Academic Dishonesty
All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php

Attendance Policies
I expect you to attend and participate in class discussion every day of the session. However, I also realize that sometimes absences cannot be avoided. Thus, one unexcused absence is tolerated and left unquestioned. Any absence beyond that one, though, will result in a reduction of your final course average by 5 points.

**Final Grade Appeals**
If you have concerns about your final grade in the course and have met with me to discuss your final grade, you may pursue an appeal process by contacting Professor Robert Thomson, Director of Undergraduate Studies in the Department of English. Grade appeals may result in a higher, unchanged, or lower final grade. Grade appeals should only be pursued if you and I have an irresolvable dispute regarding your final grade. The English Department will not intervene in disputes over individual assignment grades.

**(Tentative) Schedule**
Note: readings are to be completed the day listed in the schedule; we will discuss those readings in class on that day.

**Course Schedule:**
**Week 1**
M July 2, 2012  Course Introduction  
               Syllabus Overview  
               What is Advanced Argumentative Writing?
T July 3, 2012  Rhetorical Situation and the Location of Argument
W July 4, 2012  Independence Day (No Classes)
R July 5, 2012  Reading: Plato: Selections from *Gorgias*  
               Available at: [http://www.clas.ufl.edu/users/sdobrin/plato.pdf](http://www.clas.ufl.edu/users/sdobrin/plato.pdf)  
               Assignment 1 Introduced
F July 6, 2012  Reading: Williams, Preface and Lesson One (p. ix-7)  
               Assignment 2 Introduced

**Week 2**
M July 9, 2012  Writing Workshop for Assignment 2
T July 10, 2012  Assignment 1 Due  
                Reading: Aristotle  
                [http://www.seop.leeds.ac.uk/entries/aristotle-rhetoric/](http://www.seop.leeds.ac.uk/entries/aristotle-rhetoric/) (note: this page can be accessed through University identified computers via the Smather’s Library open library. You may not be able to link in from home unless you use a VPN client)
W July 11, 2012  Reading: Jeanne Fahnestock and Marie Secor, “Classical Rhetoric:
The Art of Argumentation” Available at: 
http://www.clas.ufl.edu/users/sdobrin/Fahnstock.pdf

R July 12, 2012  Reading: Williams, Lesson Two (p. 8-19)  
Assignment 3 Introduced

F July 13, 2012  Reading: Williams, Lesson Three (p. 20-34)

**Week 3**
http://courses.durhamtech.edu/perkins/aris.html  
http://rhetoric.byu.edu/persuasive%20appeals/Pathos.htm  
http://rhetoric.byu.edu/persuasive%20appeals/Logos.htm  
http://rhetoric.byu.edu/persuasive%20appeals/Ethos.htm  
http://rhetoric.byu.edu/encompassing%20terms/kairos.htm

T July 17, 2012  Reading: Williams, Lesson Four (p. 35-44)

W July 18, 2012  Reading: Stephen Toulmin  
Available at http://www.clas.ufl.edu/users/sdobrin/Toulmin.pdf  
Assignment 3 Introduced

R July 19, 2012  **Assignment 2 Due**  
Writing Workshop for Assignment 3

F July 20, 2102  Writing Workshop for Assignment 3

**Week 4**
Note: be sure to read all 42 subjects linked in the index on the left side of the page.

T July 24, 2012  Writing Workshop for Assignment 4

W July 25, 2012  Reading: Williams, Lesson Five (p. 45-56)

R July 26, 2012  Reading: Barnet, Sylvan and Hugo Bedau, “Visual Rhetoric: Images as Arguments”  
Available at http://www.clas.ufl.edu/users/sdobrin/Barnet.pdf  
**Assignment 3 Due**

F July 27, 2102  Reading: Williams Lesson 6 (57-68)  
Assignment 4 Introduced  
Visual Argument and New Media
Week 5
M July 30, 2012          Class excused

T July 31, 2012          Visual Argument and New Media
                        Assignment 5 Introduced

W August 1, 2012        Reading: Williams, Lesson Seven (p. 69-89)

R August 2, 2012        Reading: Williams, Lesson Eight (p. 90-106)
                        Assignment 4 Due

F August 3, 2012        Writing Workshop for Assignment 5

Week 6
M August 6, 2012        Writing Workshop for Assignment 5

T August 7, 2012        Viewing: Helvetica

W August 8, 2012        Reading: Williams, Lesson Nine (p. 107-123)
                        Viewing: Helvetica

R August 9, 2012        Final Workshop
                        Assignment 5 Due

F August 10, 2012       Reading: Williams, Lesson Ten (p. 124-143)