ENG 1C
Fall 2023

# *Literature of a Movement: Social Action in Action*

"I am no longer accepting the things I cannot change. I am changing the things I cannot accept."
— Angela Davis

**Instructor Info:**
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Office Hours: TBD

**Required Readings:**
*Change! A Student Guide to Social Action* by Scott Myers-Lipton
"Theory of a Movement" readings on Canvas

**Student Learning Outcomes**

- A successful student will be able to demonstrate mastery of critical thinking techniques and analysis.
- A successful student will be able to write an argumentative essay with awareness of audience and mastery of critical reasoning.

**Description**
Advanced study and practice of argumentative writing with emphasis on critical analysis and evaluation of texts. Focus is on reading and writing assignments from across the disciplines to further improve and refine critical reading, writing, and thinking skills.

**Course Objectives**
The student will be able to:
Reading:

1. Critically read, analyze, compare, and evaluate multicultural argumentative prose from across the curriculum.
2. Conduct rhetorical analysis of texts and identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.

Writing:

1. Demonstrate mastery in writing text-based arguments, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples.
2. Use and analyze basic modes of argument, such as inductive and deductive reasoning techniques, recognizing fallacies, analysis, interpretation, and synthesis.
3. Find, analyze, interpret, and evaluate research material, incorporating them to support claims using appropriate documentation format without plagiarism.

4. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task.

Critical Thinking:

1. Identify logic of argument (premises and conclusions).
2. Demonstrate understanding of formal and informal fallacies in language and thought.

**Course Content**

Reading:

1. Read and analyze at least two book-length, college-level texts in separate or anthology form
    a. Comprehend and evaluate a text's main themes
    b. Draw reasoned inferences based on close reading of a text
2. Conduct rhetorical analysis of texts
    a. Analyze varieties in voice, rhetorical style and purpose in non-fiction genres
    b. Identify and analyze rhetorical devices in connection with a text's main themes
    c. Establish cultural and historical contexts for a text and determine how those contexts shape that writing

Writing:

1. Demonstrate mastery in writing text-based arguments, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples
    a. Based on writing a total of at least 6,000 words: Text-based, thesis-driven compositions, including a documented research paper, the shortest of which will be 750 words
    b. Practice writing both as a process of discovery and synthesis
    c. Draw connections that synthesize:
        i. Two or more texts
        ii. The text(s) and the student's individual experiences and ideas
2. Use and analyze basic modes of argument, such as inductive and deductive reasoning techniques, recognizing fallacies, analysis, interpretation, and synthesis
3. Find, analyze, interpret, and evaluate research material, incorporating them to support claims using appropriate documentation format without plagiarism
4. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task
    a. Develop advanced grammar, punctuation, and syntax, including editing for improved sentence variety and flow
    b. Identify and employ the conventions and strategies appropriate to writing with various disciplines

Critical Thinking:

1. Identify logic of argument (premises and conclusions)
    a. Distinguish denotation from connotation, the abstract from the concrete, and the literal from the inferential (including analogy, extended metaphor, and symbol)
    b. Draw and assess inferences and recognize distinctions among assumptions, inferences, facts, and opinions

2. Demonstrate understanding of formal and informal fallacies in language and thought
    a. Identify logic (premises/conclusions) and logical fallacies such as syllogistic reasoning, abstractions, undefined terms, name-calling, false analogy, ad hominem, and ad populum arguments
    b. Recognize and evaluate assumptions underlying an argument

**Grade Break Down:**
Quiz: 10
Drafts: 70
Proposals: 100
Presentations: 100
Essays: 150
Participation: 200

**Calendar:**
**Week 1**
Class 1: Introductions, Why Social Action?
Assignment:
Syllabus Quiz
Read "Theory of a Movement-Slave Rebellion"

Class 2: Issue Development, Choose Campaign (in small groups)
Assignment:
*Change!* Chapter 1

**Week 2**
Class 3: Issue Development, Choose Campaign (in small groups)
Assignment:
Campaign Proposal/Presentations
Read "Theory of a Movement-Labor Movement"

Class 4: Campaign Presentations
Assignment:
Choose Campaigns
Draft list of demands
*Change!* Chapter 2

**Week 3**
Class 5: Setting the Tone, Choosing Demands, Setting a Target
Assignment:
Draft email to Target
Read "Theory of a Movement-Women's Suffrage"

Class 6: Setting the Tone-How to Write and Conduct an Interview
Assignment:
Interview two stakeholders
*Change!* Chapter 3

**Week 4**
Class 7: Change Theory
Assignment:
Read “Theory of a Movement-Feminist Movement”
Draft Email to Target

Class 8: Change Theory
Assignment:
Proposal 2
*Change!* Chapter 4

**Week 5**
Class 9: Building Power
Assignment
Read “Theory of a Movement-Civil Rights”
Tabling Assignments

Class 10: Tabling 1
Assignment:
Identify/Email three allies
*Change!* Chapter 5

**Week 6**
Class 11: Research
Assignment:
Read “Theory of a Movement-Black Power”
Power Map Assignment

Class 12: Research
Assignment:
*Change!* Chapter 6
Draft guest speaker questions

**Week 7**
Class 13: Guest Speaker
Assignment:
Draft strategies and tactics
Read “Theory of a Movement-Free Love”

Class 14: Strategies and Tactics
Assignment:
Write Plan of Attack!
*Change!* Chapter 7

**Week 8**
Class 15: Campaign Kick Off
Assignment:
Read “Theory of a Movement-LGBTQAI+”

Class 16: Campaign Kick Off
Assignment:
*Change!* Chapter 8

**Week 9**
Class 17: Group Dynamics
Read “Theory of a Movement-Farm to Table”
Draft Personal Narrative Essay

Class 18: Group Dynamics
Personal Narrative Essay Due
*Change!* Chapter 9

**Week 10**
Class 19: Campaign Plan
Assignment:
Read “Theory of a Movement-#Metoo

Class 20: Campaign Plan
Assignment:
Annotated Bibliography
*Change!* Chapter 11

**Week 11**
Class 21: Campaign Evaluation
Assignment:
Read “Theory of a Movement-Black Lives Matter”

Class 22: Campaign Evaluation
Assignment:
Research Essay Due

**Week 12**
Final Class: Campaign Presentation