# Tentative Table of Contents for English 306 Course Packet

1. **Writing Argument: Claims, Grounds, and Warrants**

2. **Inductive and Deductive Reasoning**


4. Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies" ( Wellesley College Center for Research on Women)


7. Chamber v. Omaha Girls' Club Inc. (citation: 538 F.2d 1031)


12. **University of Pennsylvania v. EEOC (citation: 55 LW 4096)**


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**Textbook: English 306: Rhetoric and Composition**

**Writing About Difference**

**Required Texts:**

- The Scotts, Kernigan Handbook for Writers (NB)
- English 306: Rhetoric and Composition Course Packet (available at Alphabetic Sales)

**NOTES:** Syllabus indicates the number of copies of each assignment needed in addition to the original.

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**Week 1**

**Wed. 8/29**

**Class Activity:**

- Course Overview
- Syllabus
- Policy Statement
- Scholarly Honesty Statement

**Fri. 8/31**

**Reading Assignment:**

- Martha Minow, "Introduction," *Making All the Difference* (due 9/5)
- NB, Planning, 34-44; Summarizing, 402-405; Sensitivity Language, 402-409; Denotation/Connotation, 158-162 (due Fri. 9/7)

**Script Assignment 1**

- Issue raised in Minow (50 words, 1 copy due Wed 9/5)

**Library Assignment:**

- UGL Tour (due Wed 9/5)

**Class Activity:**

- In-class Writing Assignment 1 (35-40 minutes)

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**Week 2**

**Mon. 9/2**

**Labor Day (no class)**

**Wed. 9/5**

**Class Activity:**

- Turn in 1 copy of Script 1
- Summarizing re: claims and grounds
Week 2

Mon. 9/10
Class Activity
Turn in 3 copies of Writing Assignment 1
Discussion: sorting & ranking summaries of Minow
Writing Group:
Sorting and ranking summaries of Minow
Writing Assignment 2 (Group Assignment)
Group Summary of Assumptions in Minow essay (1 copy, due Fri 9/14)

Wed. 9/12
Reading Assignment
McIntosh, "White Privilege and Male Privilege" (due Mon 9/17)
Script Assignment 2
Working definition of difference re Minow (100 words, due Wed 9/14)
Writing Group
Sorting and ranking summaries of Minow

Wed. 9/12
Class Activity
Turn in 1 copy of Writing Assignment 2
Turn in 1 copy of Script 2
Discussion of Minow essay:
Part I (group summaries);
Part II (defining difference)

Script Assignment 3
Working definition of privilege re McIntosh (100 words, due Mon 9/17)
Reading Assignment:
MLA Bibliography, 595-601; 602-605 (due Wed 9/19)
Writing Assignment 3

Fri. 9/14
Class Activity
Discussion: exploring arguments for Writing Assignment 2
Writing Group:
exploring arguments for Writing Assignment 3
Reading Assignment
"The Spur of Texas Are upon You" (due Wed 9/26)
Fourteenth Amendment (due Wed 9/26)
"Swan v Painter" (due Fri 9/28)
Script Assignment 5
Claim and ground from "The Spur" (50 words, due Wed 9/26)

Week 3

Mon. 9/17
Class Activity
Turn in 1 copy of Script 3
Discussion of "White Privilege and Male Privilege" (re: claims and grounds for definitions)

Reading Assignment
MLA Documentation (2.3.c) 636-671 (due Wed 9/19)

Wed. 9/19
Class Activity
Discussion: documenting sources
Writing Groups:
exploring arguments for Writing Assignment 3
Script Assignment 4
Compiling a documented section of legal terms (1 copy due Mon. 10/1)

Fri. 9/21
Class Activity
Discussion: exploring arguments for Writing Assignment 3
Writing Group:
exploring arguments for Writing Assignment 3
Reading Assignment
"The Spur of Texas Are upon You" (due Wed 9/26)
Fourteenth Amendment (due Wed 9/26)
"Swan v Painter" (due Fri 9/28)
Script Assignment 5
Claim and ground from "The Spur" (50 words, 1 copy due Wed 9/26)

Week 4

Mon. 9/24
Class Activity
Turn in 2 copies of Writing Assignment 3 (complete draft, revision due Mon 10/1)
Discussion: Critiques
Critique Assignment 1
Critique of Writing Assignment 3 (2 copies, due Fri/9/28)
Writing Groups:
Exchange copies of Writing Assignment 3 (draft essays)
Wed 9/28
Class Activity
Turn in 1 copy of Script 5
Discussion: Claims & Grounds in "The Spurs of Texas"

Fri 9/30
Class Activity
Turn in 2 copies of critique of Writing Assignment 3
Discussion: "Sweat v Painter"
Reading Assignment
Group case (due Wed 10/10)
essay related to the case (due Wed 10/10)
First Amendment, Title VII, Title IX, Rehabilitation Act, Pregnancy Discrimination Act (due Mon 10/6)
Script Assignment 6
Summary of claims and grounds of plaintiff's argument in "Sweat" (1 cc due Mon 10/1)

WEEK 1
Mon. 10/1
Class Activity
Turn in 1 copy of Script 6
Turn in 1 copy of Script 4 (legal lexicon)
Discussion: The plaintiff's argument in "Sweat"

Reading Assignment
EP: "How to Write a Review," 762-767 (due Wed 10/3)
Script Assignment 7
Summary of the claims and grounds of the defendant's argument in "Sweat" (1 cc due Wed 10/3)

Wed. 10/3
Class Activity
Turn in 1 copy of Script 7
Questions: Reviewing
Discussion: The defendant's argument in "Sweat"

Writing Assignment 4
Review the essay assigned to the Group (2 cc of draft due Mon 10/13)
Script Assignment 6

Fri. 10/5
Class Activity
Turn in 2 copies of critique of Writing Assignment 3
Discussion: The Court's opinion in "Sweat"
Writing Assignment 5
Summarize & assess the arguments of the Plaintiff, the Defendant, and the Court in the case assigned to your group (1 cc due Mon 10/29)
Writing Group
Work on Writing Assignment 5

WEEK 9
Mon. 10/22
Class Activity
Analyzing arguments
Script Assignment 9
Summary and assessment of plaintiff's or defendant's argument in the Group Case (100 words, 1 cc due Wed 10/24)
Wed. 10/24
Class Activity
Turn in 1 copy of Script 9
Discussion: Plaintiff's or defendant's argument
Script Assignment 10
Brief summary and assessment of argument in the court opinion or dissenting opinion (100 words, 1 cc due Fri 10/26)
Writing Group
Discussion: summarizing and assessing the court opinion(s)
Fri. 10/26
Class Activity
Turn in 1 copy of Script 10
Discussion: arguments in the court opinion(s)
Group Presentation Assignment:
Presentations are to include:
Summaries of arguments
Assessments of arguments
Relevant cases
Positions of all group members
Arguments not considered by the court
(1 cc due 11/13-21)

WEEK 10
Mon. 11/2
Class Activity
Turn in 1 copy of Writing Assignment 5
Writing Assignment 6

Write an opinion based on the transcript (1 draft cc due Mon 11/18)
Writing Group
Plans for Writing Assignment 6
Wed. 11/3
Class Activity
Discussion: Formulating an opinion
Writing Group
Discussion of opinions
Fri. 11/5
Class Activity
Discussion: Formulating an opinion

WEEK 11
Mon. 11/8
Class Activity
Library/Group Conferences with Instructor
Wed. 11/10
Class Activity
Library/Group Conferences with Instructor
Fri. 11/12
Class Activity
Turn in 1 copy of Writing Assignment 5 to Writing Group
Critique Assignment 3 (2 cc due Wed 11/18)
Writing Group
Exchange drafts
Begin Critiques

WEEK 12
Mon. 11/15
Writing Group 1
Present Case
Wed. 11/17
Class Activity
Turn in 2 copies of Critique
Writing Group 2
Present Case
Fri. 11/19
Writing Group 3
WEEK 13
Mon. 11/19
Writing Group 4
Present Case

Wed. 11/21
Writing Group 5
Present Case

Fri 11/23
THANKSGIVING!!

WEEK 14
Mon. 11/26
Class Activity:
Turn in 2 copies of Writing Assignment 5 (Groups exchange)
Critique Assignment 4 (2 or due Fri 11/30)

Wed. 11/28
Writing Group:
Work on Critique 4

Fri 11/30
Class Activity
Turn in 2 copies of Critique 4

WEEK 15
Mon. 12/5
Class Activity
Discussion: opinions

Wed. 12/7
Class Activity
Course Evaluation

Fri. 12/9
Class Activity:
In-class Writing Assignment 2

TENTATIVE SCRIPT ASSIGNMENTS FOR H596

Script Assignment 1

Cite a passage from Martha Minow's essay (give the page number) and explain (@ 50 words) why you think it's worth thinking about.

Script Assignment 2

Explain (@ 50 words) which of Minow's arguments against the five assumptions about difference you find the most or least convincing.

Script Assignment 3

Make a list of 3 privileges (similar to the ones generated by Peggy McIntosh) that people who either see or hear do not have to think about or explain.

Script Assignment 4

Define (@25 words) the legal term assigned to you by checking the recommended sources in the Undergraduate Library. Since your definition is part of the lexicon for the class (which your instructor will duplicate), you need to define each term on a separate page and cite the sources used to compose the definition.

Script Assignment 5

Summarize (@ 50 words) one claim and its grounds from Richard Kluger's 'The Spurs of Texas Are Upon You' and explain (@ 50 words) why you think it is worth thinking about.
Marsha Minow challenges what she identifies as " Vive, closely related assumptions that underlie difference dilemmas" (p. 105). Summarize the argument that Minow makes against the assumption assigned to your group.

This assignment requires you to:

1) Identify the claim Minow makes concerning the unfurled assumption underlying "difference," and

2) Identify the grounds (or evidence) she uses to support her claim that the assumption is problematic, that is, open to doubt.

Once you have identified the claim Minow asserts and the grounds she uses in support of her assertion, you will be able to write a 200-300 word summary of her argument against the assumption.

Group 1—Assumption #1: Difference is Intrinsic
Group 2—Assumption #2: The Unstated Harm
Group 3—Assumption #3: The Obverse Can Be Seen without a Perspective
Group 4—Assumption #4: The Inconsistency of Other Perspectives
Group 5—Assumption #5: The Status Quo Is Natural, Uncaused, and Good

Script Assignment 6

Summarize (50 words) a principal claim and its grounds in the plaintiff's argument in "Sweet v. Painter."

Script Assignment 7

Summarize (50 words) a principal claim and its grounds in the defendant's argument in "Sweet v. Painter."

Script Assignment 8

Summarize (50 words) a principal claim and its grounds in the argument made by the Supreme Court reversing the decision made by the Lower Court in "Sweet v. Painter."

Script Assignment 9

Summarize and assess (100 words) one of the primary claims and its grounds in either the plaintiff's or the defendant's argument in the case assigned to your group.

Script Assignment 10

Summarize and assess (100 words) one of the primary claims and its grounds in the deciding opinion, minority opinion, or dissenting opinion in the case assigned to your group.
Writing Assignment 2 (Group Assignment)

Working with the summaries each of you has already written, your writing group will develop a collective summary that best represents Minn's argument against the assumption assigned to your group. The group summary you turn in will be distributed to the other members of the class.

This assignment requires each of you to:

1) Read the six summaries written by the group members.
2) Rank the summaries.
   Assign each summary a score. Give a 1 to the summary you think is best, a 2 to the second best, and so on. Assign each summary a different score even if you feel that two or more are comparable.
3) Name the criterion or criteria that you think is governing your ranking.

Once the summaries have been individually ranked, members of the group need to compare their rankings and discuss the criteria governing their selections. At least one member of the group needs to take notes. As a group you will then need to decide which criteria or criteria to use in constructing the group summary.

The summary you turn in as a group may well include passages from one or all of your individual summaries, or you may decide to write a new summary based on your rankings and discussions. The final version should be 200-300 words. Append a brief statement (4-50 words) explaining the criteria or criteria used to create the group summary along with the notes taken during your group discussions.

Writing Assignment 3

Write a documented essay of 2,000 words defining, examining, analyzing, and critiquing one of the stereotypes an oversimplified belief or opinion about a person or group of people assigned to your group. Apply what you've learned concerning unexamined assumptions about difference to explore problems raised by the stereotype.

This assignment requires each of you to:

1) choose one of the stereotypes assigned to your group (see below).
2) generate a list of characteristics associated with the stereotype.
3) research the stereotype by:
   a. locating books and periodicals that elaborate the "stereotype"
   b. keeping a bibliographic record of your sources (see p[4, 232-601, if you need help)
   c. copying materials from sources you think you might want to cite in your essay (see p[5, 232-609, if you need help)
4) discuss your list and research with the other members of your group.

The draft of this essay needs to include:
1) a definition of the stereotype,
2) an analysis of insights and limitations of that commonly accepted definition, incorporating information from your library sources, and
3) a critique of unexamined assumptions (not dealt with by the stereotype, incorporating information from Minn's essay.

Group 1: Woman/Philanthropist/Pregnant Teen/Not Model

Group 2: Blind Man/Blind Woman/Handicapped Individual/Athlete

Group 3: Homosexual/Heterosexual/The Perfect Date/Good Student

Female Athletes/Male Athletes/Good Sports/Faculty

Group 4: Asian Woman/Professor/MDA/Preacher

Group 5: Foreigner/English Speaker/Hispanic/Employee
Writing Assignment 4

Reviews of academic books and articles are a specialized genre. For this assignment, each of you will write a 500-700 word review essay of the article assigned to your group. Because scholarly writing concentrates on convincing readers that the evidence used to ground claims is warranted, the purpose of a review is to evaluate how well a particular book or essay has accomplished this goal.

This assignment requires you to:

1) reread the article
2) select what you think are the principal claims
3) identify the grounds used to support the principal claims
4) assess how well the grounds warrant the claims made.

Write a title for your review and begin your essay with a full citation of the article. See HR (647-655). When writing articles and chapters from books, in the review itself, construct an argument evaluating the effectiveness of the entire article. Support your position by assessing how well the grounds supporting the principal claims are warranted.

Writing Assignment 5

A court opinion summarizes and evaluates the arguments made by the plaintiff and defendant and provides a rationale for affirming or denying the case made by the plaintiff. An opinion may consist of one or more of the following:

1) the argument that supports the court's decision (majority opinion);
2) an argument that dissents from the argument in the majority opinion but supports the court's decision (minority opinion), and
3) an argument that dissents from both the opinion and the decision of the court (dissenting opinion).

If your group has been assigned a case in which there is a majority opinion, a minority opinion, and a dissenting opinion, focus on one in your essay.

Building from the work you've already done in Scripts 9 and 10, this assignment requires you to:

1) reread the case assigned to your group
2) choose an opinion (if there is more than one)
3) reread the relevant laws
4) identify the principal claims and grounds in the opinion
5) assess how well the grounds warrant the principal claims in the opinion.

Write an essay of 700 words summarizing and evaluating an opinion in the case assigned to your group. Summarize the opinion before assessing the grounds used to warrant the argument.
A legal opinion is an argument explaining the court’s reasons for finding in favor of the plaintiff or defendant. In its argument the court applies principles of law to specific cases. Forming an opinion is first a matter of deciding to what extent the complaint against the defendant is justified by law (e), and then deciding to what extent the circumstances of a defendant’s case mitigate laws. Arguments for both the relevance of legal principles and mitigating circumstances concern warranting the grounds needed to support the claim(s) made to justify the decision.

This assignment requires you to:

1. Read the materials (the brief and possible laws)
2. Summarize the plaintiff’s case
3. Summarize the defendant’s case
4. Evaluate the plaintiff’s case with respect to law
5. Evaluate the defendant’s case with respect to law
6. Evaluate the plaintiff’s case with respect to circumstances
7. Evaluate the defendant’s case with respect to circumstances
8. Decide in favor of the plaintiff or defendant
9. Formulate an argument supporting your opinion

Write an opinion (2-500-700 words) in which you give your reasons for finding in favor of the plaintiff or defendant. Your opinion needs to take into account both a legal principle and the circumstances of the case. You may, if you wish, use additional materials for establishing circumstances. You are, however, restricted to either the laws provided for the case or the others in your Course Packet, since undergraduates are not allowed to use the Law Library.