

# ENC 2305

## *Pissed Off: The Power and Rhetoric of Anger*

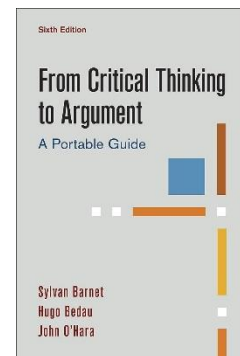


Instructor: **Robyn Johnson** 😊  
Classroom: **Leigh Hall (LEI) 0104**  
Class Time: **MWF 12:50 pm – 1:40 pm**

Email: **robynjohnson@ufl.edu**  
Contact Information: **423-637-9538**  
Office Hours: **Posted on Class's  
Google Drive**

### Required Texts

*From Critical Thinking to Argument: A Portable Guide* Sixth Edition  
by Sylvan Barnet, Hugo Bedau, and John O'Hara (Publisher:  
Bedford/St. Martin)  
IBN-10 1219194435



### Course Description

The Analytical Writing and Thinking Seminar is designed to advance students' critical thinking and writing skills beyond first-year composition. To achieve those goals, students will learn advanced analytical techniques and communication strategies that professors in all disciplines expect them to know. The texts and assignments in the course will expose students to challenging ideas. The subject matter of the course will be developed in accordance with the instructors' own studies, with wide-ranging themes in areas such as Languages, Political Science, Anthropology, or Biology. By examining humanistic or scientific theories or principles, students will learn how to read deeply and think critically. As such, the students will be introduced to seminal ideas in specific disciplines and will be asked to engage in debates important to our time and our culture.

In this course, students will hone their reasoning skills through engagement with a specific topic and sharpen their writing skills through multiple drafts of papers with substantial

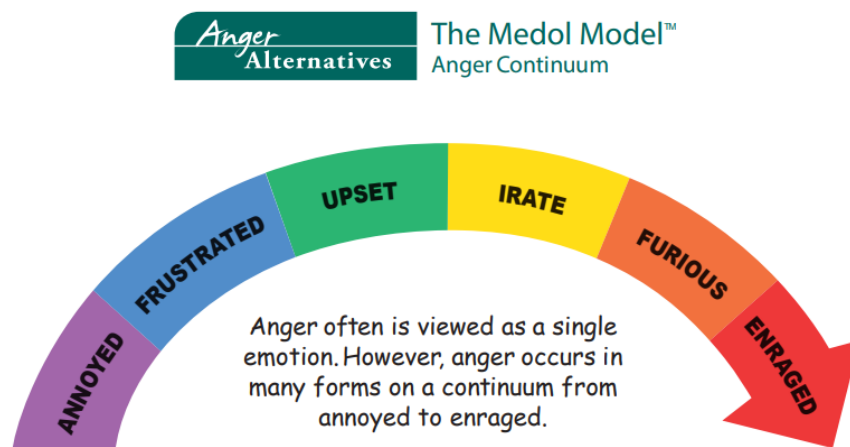
feedback from their peers and their instructor. Specifically, we will be analyzing and discussing anger in depth. We will be considering what anger is on an emotional and mental level, its purpose (biological, social, evolutionary), but we will also explore how socially, culturally, and politically. For instance, we will ask questions like:

- 1) Who is *allowed* to be angry and *why* they are allowed to be?
- 2) Why are certain expressions of anger “appropriate” and “inappropriate?”
- 3) How is anger used as a tool *or* a weapon by people, politics, and so on and why?
- 4) How can anger be public or mass anger be dangerous?
- 5) How can anger also be positive and helpful? And
- 6) How are people appropriating anger for their own causes or themselves?

It is important for us to recognize that this course is *not about judging* if someone or group’s anger is *right* or *wrong*, but rather it is about understanding *why* they are angry, *how* they express that anger, what *type* of anger is being seen/used, and *how effective* that anger (and/or use of anger) is due to socio-cultural, political, and rhetorical standards, expectations, and beliefs.

### By the end of ENC 2305, students will be able to

- Analyze specific influential research, theories, or philosophies
- Recognize writing as an open process that permits writers to use reinvention and rethinking to revise their work
- Understand the collaborative nature of writing processes by critiquing their own and others' work
- Demonstrate critical thinking skills
- Incorporate the ideas of published scholars in their own work
- Produce a scholarly writing style, including clear, coherent, efficient, and well-organized prose as well as logical argumentation



## Course Requirements and Rules

### General Education Learning Outcomes

Course grades now have two components: To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course to

satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You **must** turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

**PLEASE NOTE:** a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

### Anger Management: Techniques To Keep It Cool



The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

**Extensions:** All students are allowed to use one “Exception” per quarter. This means that you may have **one** extension on Papers 1-3. This extension allows you **up to one** extra week from the due date.

**Attendance:** Attendance is required. The policy of the University Writing Program is that if students miss more than six periods during the term, they will fail the entire course. Double periods (Tuesday/Thursday classes) count as two absences. The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. For absences due to quarantine or illness, your instructor may require a signed doctor's note or confirmation from UF Screen, Test, & Protect.

Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

So please remember:

- Late=Late
- Three lates=one absence.
- More than fifteen minutes late=half an absence.
- More than 4 absences= each absence means ¼ letter grade deduction (about 25 points)
- Six or more absences = fail



**Readings and Textbooks:** You will be responsible for all listed readings, and any additional readings assigned in class. If you are absent, check online or with another member of the class to see what you missed. You will need to bring to class any reading that you have been assigned for that class session. For instance, when you have a reading listed on the weekly schedule, you will need to have it with during our class. I have posted the other readings' PDFs in their weekly folders.

**eLearn (Canvas):** This course will make use of three online tools

1. the online eLearn (Canvas) system, which is located at <https://elearning.ufl.edu/>. Check eLearn (Canvas) regularly, because important instructions for completing assignments, as well as other class announcements, will appear there.
2. Google Drive.
3. Gator e-mail. Be sure to check your Gator e-mail account daily. Email is the primary tool I will use to contact you, and also the best way to contact me. I welcome email questions and I will try to answer them promptly, though you may need to resend an email if I don't respond within a day or so.

**Class Participation:** I'd like our classroom discussions to have a respectful and inclusive dynamic. For that to happen we need to:

- 1) Treat each other with respect. That means not interrupting each other, but also not ranting for so long that you deny others a space to speak. Practice truly listening rather than merely waiting for your turn to speak.



- 2) Involve ourselves in open discussions without raising our hands. The evolution of a class or group discussion doesn't need to depend on a central leader, and accepting your responsibility as an active member of a group is a part of what we'd like to develop in this class. This means you shouldn't direct your discussion

comments to me by default. Instead, direct them to the class or your group. Creating an engaging classroom is a team effort!

- 3) Disagree yet still have a civil discussion, in which we ask for clarification, explain our disagreements in detail, and supply and request evidence. Being the loudest and/or saying the most does not make you right.

*Even if you do not have anything to say, you can still participate by actively listening and otherwise contributing to group activities by volunteering to be the group scribe, for example.*

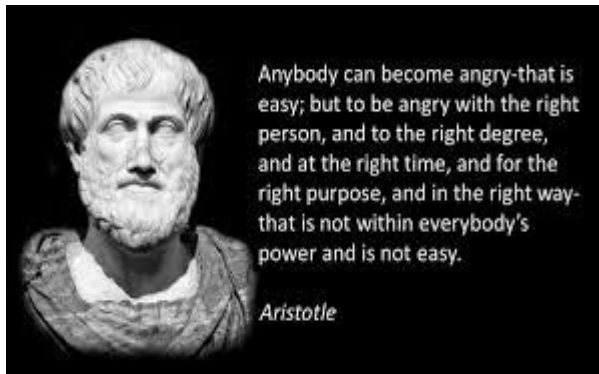
**Turning in Assignments and Late Work:** All essays must be submitted via Safe Assignment on eLearn (Canvas) by start of class on the due date. All of your invention work, drafts, and peer reviews must also be turned in as a single **Word Document** on the due date. If you have a personal emergency or other extenuating circumstances that prevent you from finishing your assignment on time or turning in your essay as scheduled, email or see me as soon as possible, so we can discuss your situation. Late work will be accepted up to one week after the due date, but it will be penalized. If you have technical problems with a submission on eLearn (Canvas) or problems with printing, please email the assignment to me immediately.



**Required Formatting:** All papers, including first drafts, must be in correct MLA format. This includes document formatting, such as 1-inch margins, Times New Roman 12 pt. font, and

consistent double-spacing, in addition to source documentation. The first page must display the student's name, the instructor's name, the class title (English 2305, and the assignment's due date. Every paper should have an original title. You may wish to purchase a style guidebook, but you can also use on-line style guides such as the OWL at Purdue Online Writing Lab, found at (<http://owl.english.purdue.edu/owl/section/2/11/>).

**Peer Review:** Peer review is mandatory for this class. Feedback from your peers is a vital part of the writing process. Not only does peer input enable you to rethink and revise your own work, but critically reading the work of your peers trains you to approach your own work with a critical eye. Peer reviews *are graded*. You will receive 50 points per peer review. **25 points for having a 50% or more completed rough draft and 25 points for providing a detailed and thorough peer review to others in the class.**



**Plagiarism** is a serious offense. If an assignment contains any work that isn't yours, presented as though it were yours, you cannot receive credit for that assignment. Please be aware of what constitutes plagiarism (see below). When in doubt, ask me. It's that easy. Not knowing you are plagiarizing is not an excuse for plagiarizing. Plagiarism often takes more time and effort than writing something original, it doesn't help you become a better writer, and you will be caught doing it

eventually (it's often pretty obvious). It's not only unethical, it also just doesn't make sense strategically.

***Plagiarism is:***

- Copying text from another source without properly citing it
- Copying text from another source and changing a handful of the words in every sentence
- Paraphrasing or summarizing text from another source without properly citing it
- Taking information or ideas – that are not common knowledge – from another source without properly citing it
- Copying the structure of another source
- Copying text from writing you did for another course
- Representing another student's writing as your own (you should certainly collaborate and troubleshoot problem sentences and other issues with peers, but you can't have a peer simply write or rewrite a substantial portion of your paper for you)

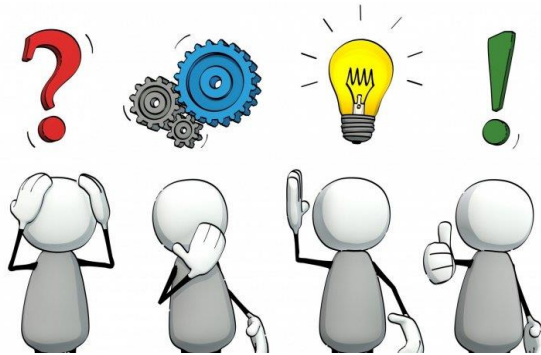
Bottom line: When you are using someone else's words or ideas, if you don't make it absolutely clear that they are not your words or ideas, you are plagiarizing.



**General Education Writing Assessment Rubric**

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

**Respect:** This classroom is a place where you will be treated with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to



address you by an alternate name or gender pronoun. Please advise me early in the semester so that I may make appropriate changes to my records. Any students suffering from emotional or physical abuse or trauma can ask me for help or can contact UCR Counseling and Psychological Services (CAPS) at (951) 827-5531. Any student suffering a mental health crisis can

text 741741 or call (800) 273-TALK (8255) twenty-four hours a day.

### **Counseling and Wellness Center**

Contact information for the [Counseling and Wellness Center](#), 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

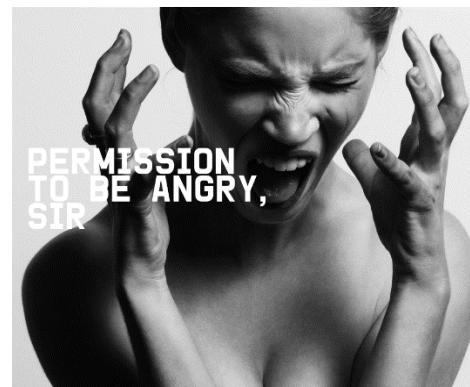
### **Students with Disabilities**

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or [online](#). That office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### **The Writing Studio**

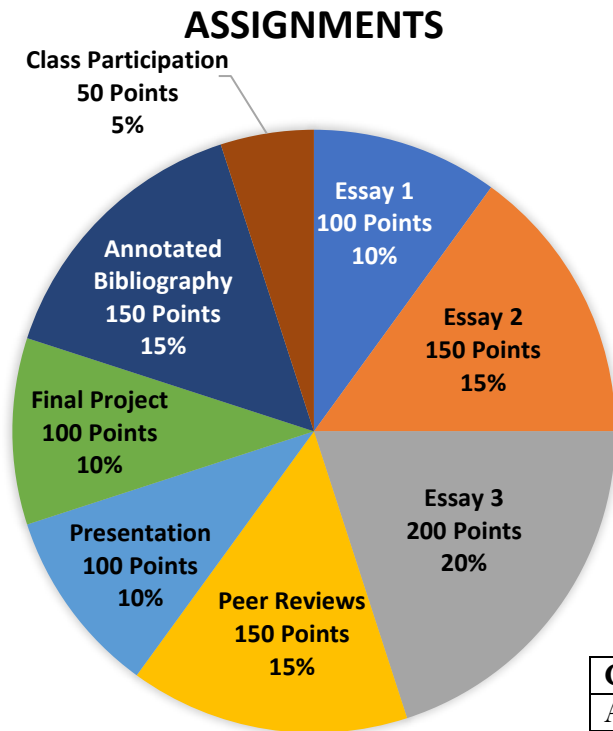
The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/>

**Course Evaluations** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>



**Grading**

This class requires you to write **3 Papers** of increasing sophistication and length. You will also be required to complete a **final project**. All essay assignments will be graded on the basis of how well they meet the requirements of the assignment. That means that students must utilize all the basic features described in the paper guidelines. Papers will also need to be free of significant grammar and structural errors. In addition to this there will be **Close Reading Presentations** based on the assigned readings, and your daily **Class Participation**, all of which will be taken into account for your grade as follows.



Grade Scale	Grade Range	GPA Score
A	94-100%	4.0
A-	90-93.9%	3.67
B+	87-89.9%	3.33
B	84-86.9%	3.0
B-	80-83.9%	2.67
C+	77-79.9%	2.33
C	74-76.9%	2.0
C-	70-73.9%	1.67
D+	67-69.9%	1.33
D	64-66.9%	1.0
D-	60-63.9%	0.67
E	0-59.9%	0.00



**Essay 1** is the shortest essay of the semester at **1,200 words**. It is a definition paper in which students will explain their definition of an emotion. Although this course focuses on anger, this essay permits students to tackle any emotion. They will tackle this emotion definition biologically, psychologically, physically, *culturally, socially, and politically*. Although student need not cover all six categories, the purpose of this essay is for students to critically think about and analyze what the emotion they chose it, how it functions on an individual and social level, and how it is perceived in larger socio-cultural worlds. The goal of this essay is to introduce students to in-depth analytical thinking and exploration as well as the complexity of supposedly simple concepts.

**Essay 2** is an **1,800-word** close-reading essay. Students will choose a book, film, TV show, advertisement, and so forth that displays anger in some way. They will close-read (analyze) how the anger is portrayed (whether it is openly or excessively portrayed *or* noticeably absent or suppressed), the function that it serves in the main text, and what socio-cultural beliefs it is reflecting, supporting, challenging, or reinforcing.

**Essay 3** is the longest essay of the semester. It is a research-based essay that provides an in-depth analysis. In **2,000–2,500 words**, students thoroughly analyze a social, historical, cultural, or political event (event is loosely defined to include documentaries, news reports, social movements, protests, riots, so forth) in which anger was apparent. The focus of this final essay is for students to analyze 1) why were people angry? 2) what form of anger was present? 3) how did anger function in this event? 4) what purpose did anger serve? 5) was anger an effective or ineffective tool for this event? This final essay will attempt to answer these questions through a clear direct thesis that is supported by close reading of social, political, literary, historical, and cultural evidence.

**Annotated Bibliography** is part of our Essay 3 breakdown work. Since Essay is the longest essay and a socio-cultural/political analysis, it is important that students have adequate research and credible sources. By completing an annotated bibliography *before* writing Essay 3, students will have a strong understanding of their essay's sources, those sources' credibility, and diverging opinions.

**Peer Reviews** are mandatory and a crucial part of this course. It is proven that teaching or helping others aids in one's learning and comprehension. Each essay will have a 50-point peer review score (for a total of 150 points for the semester). Out of the 50 points, 25 points are earned by having a 50% or more completed draft in class on peer review days and the other 25 points are earned by providing thoughtful **and thorough** peer reviews to classmates.

**Close Reading Presentations** are two-part projects that will be completed by each student. The first part is a partner project that consists of a short **5-minute presentation** in which students in pairs will provide close-readings of a representation of anger that the students have found. These presentations can be used as the beginning stages of Essay 2 (meaning you can use the same representation in Essay 2). The second part students completed individually. Each student will submit their own **1,000 word** close-reading of the representation which will be submitted *after* the verbal presentation.

**Final Project** is a mix of self-reflection and creativity. Students will create a visual representation of how anger relates to and effects them. They will accompany this visual

representation with a **1,000 word** written reflective analysis in which they close-read (analyze) their choices in the visual representation and what it reveals about themselves and the socio-cultural influences on them.

**Class Participation** is vital in any course, but is especially important in this class. Class participation does not mean always talking in class. Rather class participation is a variety of things that students should be doing in class, such as being physically and mentally present, contributing to discussions (whole class and small group), being prepared for class (i.e. completing reading and assignments before class), providing helpful and respectful feedback to peers, and asking questions.

### English 2305 Weekly Schedule

**How to read the Schedule:** Each day the course meets is listed below. The "Reading Assignment" information tells you what reading assignments you will be responsible for having read **BEFORE** the class session **on that day**. The "In Class" information tells you any assignments that are due in class **on that day** (including *homework*), any special instructions, and a general idea of what we will cover that day. In the schedule, *From Critical Thinking* will be abbreviated as *FCT* 😊

### English 1B – Course Schedule (tentative)

<u>Week</u>	<u>Day</u>	<u>Reading Assignment</u>	<u>In Class</u>
<b>Week 1:</b>	<b>Introductions</b>		
	<b>W</b> 8/23		<b>Class Topic(s):</b> Class Introduction  <b>Discussions:</b> Syllabus
	<b>F</b> 8/25	<i>FCT</i> “Reading: Fast and Slow” pp. 52-57 and “Definitions” pp. 98-104  Close Reading PDF	<b>Class Topic(s):</b> Introduce Close Reading  <b>Essay 1 Prompt</b>  <b>Discussions:</b> <ul style="list-style-type: none"> <li>- Why is Close Reading an interdisciplinary skill</li> <li>- What components should we be looking for when we close read?</li> </ul>
<b>Week 2:</b>	<b>What Are Emotions?</b>		
	<b>M</b> 8/28	<i>FCT</i> Ch 1 (stop at “An Essay for Generating Ideas) pp. 3-22	<b>Class Topic(s):</b> <b>Essay 1 Topic Ideas</b>

		<a href="#">“Emotion Wheels Help Us Label Our Feelings”</a>	<b>Discussions:</b> <ul style="list-style-type: none"> <li>- What are “basic” emotions?</li> <li>- How are emotions more complex and layered than usually perceived?</li> </ul>
	<b>W</b> <b>8/30</b>	<i>FCT</i> “Uses of Visual Images” pp. 136-138, “Seeing Versus Looking: Reading Advertisements” pp. 143-164, and “Visuals as Aids to Clarify: Maps, Graphs, and Pie Charts” 170-176	<b>Class Topic(s):</b> Close Reading Visual images <b>Discussions:</b> <ul style="list-style-type: none"> <li>- Why is being able to read visuals and multimodal texts crucial for analytical writing?</li> <li>- How does analyzing multimodal texts apply to your work in this and other classes this semester?</li> </ul>
	<b>F</b> <b>9/1</b>	<a href="#">“Plutchik’s Ten Postulates”</a>  <a href="#">“The Emotion Wheel: What It is and How to Use it”</a>	<b>Class Topic(s):</b> <b>Rough Outline Review</b> <b>Discussion(s):</b> <ul style="list-style-type: none"> <li>- How are emotions created?</li> <li>- Why do we have emotions?</li> <li>- Why are we starting off by discussing emotions in general <i>before</i> diving into our focus on anger?</li> </ul>
<b>Week 3</b>	<b>What is Anger?</b>		
	<b>M</b> <b>9/4</b>	<i>No Class (Holiday)</i>	
	<b>W</b> <b>9/6</b>	<i>FCT</i> Ch 6 “Developing an Argument of Your Own” pp. 199-237  <a href="#">“Anger”</a>  <a href="#">“Psychology of Anger”</a>	<b>Class Topic(s):</b> <b>Thesis Review</b> <b>Discussions:</b> <ul style="list-style-type: none"> <li>- What is anger?</li> <li>- What function does it serve biologically and psychologically?</li> </ul>

	F 9/8	<i>FCT</i> Ch 3 “Critical Reading: Getting Deeper into Arguments” pp. 85-98  <a href="#">“Do You Recognize the 10 Types of Anger?”</a>	<b>Class Topic(s):</b> <b>Close Reading Review</b>  <b>Discussions:</b> - How many forms of anger are they? - How are the different from each other? - Do you believe that there are (only) 10 types of anger?
<b>Week 4</b>	<b>Who Is Angry?</b>		
	M 9/11	Gitnux, <a href="#">“The Most Surprising Anger Statistics”</a>  Hensely, <a href="#">“Poll: Americans Say We’re Angrier”</a>	<b>Class Topic(s):</b> <b>Detailed Outline Review</b>  <b>Discussions:</b> - Are we really angrier than before? - How have modes of expressing anger changed? - Is it individual anger or group anger? - Can we really blame COVID?
	W 9/13	Park et al., “Social Status and Anger Expression” PDF	<b>Class Topic(s):</b> <i>Students’ Presentation 1</i>  <b>Discussions:</b> - Park et al. explore anger in lower and upper class people in America and Japan. What did they find? - What socio-cultural differences lead to these result? - Do you agree with their findings? - Do you see any flaws in their analysis?
	F 9/15		<b>Class Topic(s):</b> <b>Essay 1 peer review</b>  <b>Discussions:</b> - What are strengths and areas of improvement in our essays?

			<ul style="list-style-type: none"> <li>- How does peer editing help?</li> <li>- What can we do to be better peer editors?</li> </ul>
	<b>S</b> <b>9/17</b>		<b>Essay 1 Due on eLearn</b>
<b>Week 5</b>	<b>Who Gets to be Angry?</b>		
	<b>M</b> <b>9/18</b>	<i>FCT</i> , “Active Reading” pp. 40-52 and “Quoting from Sources” pp. 290-300	<p><b>Class Topic(s):</b> <b>Essay 2 Prompt</b></p> <p><i>Students’ Presentation 2</i></p> <p><b>Discussions:</b></p> <ul style="list-style-type: none"> <li>- How is anger expressed differently in different cultures and groups?</li> <li>- Why does difference in “acceptable” anger makes things challenging for the non-dominant groups?</li> <li>- How does the dominant use anger to control the nondominant?</li> </ul>
	<b>W</b> <b>9/20</b>	<p><a href="#">Soraya Chemaly</a> (10 minute Ted Talk)</p> <p>Brescoll and Uhlmann, <a href="#">“Professional Women Suffer”</a></p> <p>Doharty, “The ‘Angry Black Woman’ as Intellectual Bondage” PDF</p>	<p><b>Class Topic(s):</b> <b>Essay 2 Topic Ideas</b></p> <p><b>Discussions:</b></p> <ul style="list-style-type: none"> <li>- Chemaly claims that anger is divided along gender and racial lines. Do you agree?</li> <li>- How is anger “taught” to different groups?</li> <li>- Why is anger categorized to certain groups?</li> <li>- What stereotypes are associated with anger in different groups?</li> </ul>
	<b>F</b> <b>9/22</b>	<p>Lyman, “The Domestication of Anger” PDF</p> <p>Phoenix, “On Dreams Deferred” PDF</p>	<p><b>Class Topic(s):</b> <b>Main Text Review</b></p> <p><b>Discussions:</b></p> <ul style="list-style-type: none"> <li>- Why do some claim anger is for “whites” or those in power?</li> <li>- How has expression of anger been conditioned?</li> </ul>

			<ul style="list-style-type: none"> <li>- What restrictions on anger have you experienced?</li> <li>- What does it mean to “domestic” anger?</li> <li>- How do we address the “anger gap?”</li> </ul>
<b>Week 6</b>	<b>Types of Anger: Suppressed/Oppressed Anger</b>		
	<b>M</b> <b>9/25</b>	<i>FCT</i> , “Analyzing an Argument” pp. 177-193	<p><b>Class Topic(s):</b> <b>Rough Outline</b></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- What is suppressed anger?</li> <li>- What does it look like?</li> </ul>
	<b>W</b> <b>9/27</b>	“The Yellow Wallpaper” PDF	<p><b>Class Topic(s):</b> Credible Sources</p> <p><i>Students’ Presentation 3</i></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- What are consequences of suppressing anger?</li> <li>- Why do certain groups suppress anger?</li> <li>- Who has the “right” to be angry?</li> </ul>
	<b>F</b> <b>9/29</b>	<i>FTC</i> , “Assumptions” pp. 104-107 and “Fallacies” pp. 370 - 385	<p><b>Class Topic(s):</b> <b>Close Reading Review 1</b></p> <p><b>Discussions:</b></p> <ul style="list-style-type: none"> <li>- What moment/passage/scene/quote are you dissecting?</li> <li>- Does it have potential layers of meaning or is it surface level?</li> <li>- What type of anger Rhetoric is visible?</li> <li>- What socio-cultural or political is this Rhetoric connecting to?</li> </ul>
<b>Week 7</b>	<b>Types of Anger: Generational Anger</b>		
	<b>M</b> <b>10/2</b>	DeAngelis, “The Legacy of Trauma”	<p><b>Class Topic(s):</b> <b>Close Reading Review 2</b></p>

		<i>FTC</i> , "Evidence" pp. 107-120	<b>Discussions:</b> <ul style="list-style-type: none"> <li>- What is generational anger?</li> <li>- What are its symptoms?</li> </ul>
	<b>W</b> <b>10/3</b>	McNeir " <a href="#">Anger – A Generational Curse</a> "  Packer, "Brownies" PDF	<b>Class Topic(s):</b> <b>Thesis Review</b>  <b>Discussion:</b> <ul style="list-style-type: none"> <li>- How can generational anger be similar to generational trauma?</li> <li>- How can generational anger, like all forms of anger, have positive and negative effects?</li> <li>- How does Packer reveal and explore generational anger?</li> <li>- What stance is Packer taking on the topic?</li> </ul>
	<b>F</b> <b>11/5</b>	<i>No Class (Home Coming)</i>	
<b>Week 8</b>	<b>Types of Anger: Fear Anger</b>		
	<b>M</b> <b>10/9</b>	Hodge, " <a href="#">Unraveling the Connection</a> "  Winters, " <a href="#">Why We Fear the Unknown</a> "	<b>Class Topic(s):</b> <b>Detailed Outline Review 1</b>  <b>Discussion:</b> <ul style="list-style-type: none"> <li>- How are fear and anger related?</li> <li>- Why does difference make people uncomfortable?</li> <li>- How does discomfort and lack of control manifest as anger?</li> </ul>
	<b>W</b> <b>10/11</b>	<i>FTC</i> , "Summarizing and Paraphrasing" pp. 57-70 and	<b>Class Topic(s):</b> <b>Detailed Outline Review 2</b>  <b>Discussion:</b>
	<b>F</b> <b>10/13</b>	"The Tell-Tale Heart" PDF	<b>Class Topic(s):</b> <i>Students' Presentation 4</i>  <b>Discussion:</b> <ul style="list-style-type: none"> <li>- What is the root of the narrator's hate/anger?</li> </ul>

			- How does this relate to our previous discussions on fear and anger?
<b>Week 9</b>	<b>Types of Anger: Colonial Anger</b>		
	<b>M</b> <b>10/16</b>	<i>FTC</i> , "Nonrational Appeals" pp. 121-142	<b>Class Topic(s):</b> <b>TBA Review</b>  <b>Discussion:</b> - What are the various forms of colonial anger? - If we are supposed to be in a "post-colonial" Era, why does colonial anger still exist?
	<b>W</b> <b>10/18</b>	"Ogres of East" PDF  West-Newman, "Anger in Legacies of Empire" PDF	<b>Class Topic(s):</b>  <b>Discussion:</b> - Whose anger is visible in this story? - How is anger expressed? - How does the narrator break free from domination of colonial anger?
	<b>F</b> <b>10/20</b>		<b>Class Topic(s):</b> <b>Essay 2 peer review</b>  <b>Discussion:</b> - What skills are you attempting to improve from Essay 1? - How does close reading improve your essay's stance?
	<b>S</b> <b>10/22</b>		<b>Essay 2 due on eLearn</b>
<b>Week 10</b>	<b>Types of Anger: Group/Mob Anger</b>		
	<b>M</b> <b>10/23</b>	<a href="#">Sripathi, "The Science of Getting Angry"</a>  <a href="#">Amin, "The Frenzy of an Angry, Misguided Mob"</a>	<b>Class Topic(s):</b> <b>Essay 3 Prompt</b>  <i>Student Presentation 5</i>  <b>Discussion:</b> - What is group anger?



			- What effects does group anger have?
	<b>W</b> <b>10/25</b>	"The Lottery" PDF	<b>Class Topic(s):</b> <b>Essay 3 Topic Ideas</b>  <b>Discussion:</b> - How does anger build in this story? - What does it display about group/mob anger and mentality?
	<b>F</b> <b>10/27</b>	<a href="#">"London Riot"</a>  <a href="#">"American Riots Update"</a>  <a href="#">"Massive Violence and Riots in Barcelona"</a>	<b>Class Topic(s):</b>  <b>Discussions:</b> - How do these three different videos from different countries illustrate similar and different opinions about group anger? - What stands out in these videos? - How does these videos illustrate how groups <i>change</i> or <i>appropriate</i> anger for purposes other than original intent?
<b>Week 11 Types of Anger: Political Anger</b>			
	<b>M</b> <b>10/30</b>	Ost, "Politics as the Mobilization of Anger" PDF  Holmes, "Politicizing the Sociology of Emotion" PDF	<b>Class Topic(s):</b> <i>Student Presentation 6</i>  <b>Discussion:</b> - How politicians use anger as a tool? - How is anger a political Rhetoric? - How does political anger function? - How does political anger blind public?
	<b>W</b> <b>11/1</b>	"A Man Without a Country" PDF  <i>An American Carol (movie)</i>	<b>Class Topic(s):</b>  <b>Discussion:</b>

		<a href="https://www.youtube.com/watch?v=RdWU3LJ_0">https://www.youtube.com/watch?v=RdWU3LJ_0</a>	<ul style="list-style-type: none"> <li>- How do the short story and movie attempt to invoke patriot anger?</li> <li>- What rhetorical tools do they use?</li> <li>- Are these tools common industry political manipulation of anger?</li> <li>- How effective are they? And why?</li> </ul>
	<b>F</b> 11/3	<i>FTC</i> , "Compiling an Annotated Bibliography" pp. 289-290	<p><b>Class Topic(s):</b> <b>Annotated Bibliography Review</b></p> <p><b>Discussions:</b></p> <ul style="list-style-type: none"> <li>- What is literary analysis?</li> <li>- What ways can we approach literary analysis?</li> </ul>
<b>Week 12</b>	<b>Types of Anger: Manipulated Anger</b>		
	<b>M</b> 11/6	"The Monsters are Due" PDF	<p><b>Class Topic(s):</b> <b>Rough Outline Review</b></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- How do groups/people manipulate others through anger?</li> </ul>
	<b>W</b> 11/8	<i>The Children's Story</i> PDF	<p><b>Class Topic(s):</b> <b>Thesis Review</b></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- What does teaching anger do?</li> <li>- How can manipulating anger affect children?</li> <li>- How can manipulating anger affect perception?</li> </ul>
	<b>F</b> 11/10	<i>No Class (Holiday)</i>	
<b>Week 13</b>	<b>The Dangers of <i>Not</i> Being Angry</b>		
	<b>M</b> 11/13	Wiesel, " <a href="#">The Perils of Indifference</a> " PDF and <a href="#">Speech (20 minutes)</a> or " <a href="#">The</a>	<p><b>Class Topic(s):</b> <b>Close Reading Review</b></p> <p><b>Discussion:</b></p>

		<a href="#">Perils of Indifference”</a> (Video, 20 minutes)	<ul style="list-style-type: none"> <li>- What is indifference?</li> <li>- Why is indifference as potentially dangerous as anger?</li> <li>- How does indifference result from excessive use of anger rhetorics?</li> </ul>
	<b>W</b> <b>11/15</b>	“The Ones Who Walk Away” PDF	<p><b>Class Topic(s):</b> <i>Student Presentation 7</i></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- How does Le Guinn illustrate indifference and social/political apathy?</li> <li>- What is she saying about indifference?</li> <li>- Can we identify anger in her writing?</li> <li>- Is her expression of anger effective?</li> </ul>
	<b>F</b> <b>11/17</b>		<p><b>Class Topic(s):</b> <b>Detailed Outline Review</b></p> <p><b>Discussions:</b></p>
<b>Week 14</b>	<b>The Dangers of <i>Not</i> Being Angry Con’t</b>		
	<b>M</b> <b>11/20</b>	<p>Zheltnina, “The Apathy Syndrom” PDF</p> <p>Hampton, <a href="#">“Arguing For Social Apathy”</a></p>	<p><b>Class Topic(s):</b> <i>Student Presentation 8</i></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- Is social and political apathy similar or different from the indifference that Wiesel discusses?</li> <li>- Can social/political apathy be good?</li> <li>- What emotion(s) are connected to apathy?</li> </ul>
	<b>W</b> <b>11/22</b>	<b>No Class</b> <b>(Thanksgiving Break)</b>	
	<b>F</b> <b>11/24</b>	<b>No Class</b>	

		<i>(Thanksgiving Break)</i>	
<b>Week 15</b>	<b>Your Analysis of Anger</b>		
	M 11/27		<b>Class Topic(s):</b> <b>TBA Review</b>  <b>Discussion:</b>
	W 11/29		<b>Class Topic(s):</b> <i>Student Presentation 9</i>  <b>Discussion:</b>
	F 12/1		<b>Class Topic(s):</b> <b>TBA Review</b>  <b>Discussions:</b>
<b>Week 16</b>	<b>Your Analysis of Anger Con't</b>		
	M 12/4		<b>Class Topic(s):</b> <b>Essay 3 peer review</b>  <b>Discussion:</b> <ul style="list-style-type: none"> <li>- What skills are you attempting to improve from Essay 1 and 2?</li> <li>- Why is knowing how to detail a solution and prove it is valid important?</li> </ul>
	W 12/6		<b>Class Topic(s):</b> <b>Essay 3 due on eLearn</b>  <b>Discussions:</b>
	F 12/8	<i>No Class (Reading Day)</i>	
<b>Finals Week</b>			
	TBA		<b>Final Project Due</b>

