

Imperial Valley College Course Syllabus – English 110, Fall 2018

Basic Course Information

Semester: Fall 2018 Instructor: Tracy Brooks Hardin

Course Title & #: English 110

CRN #: 11387

Classroom: CENTI B YARD

Class Dates: Aug 13-Dec 5, 2018

Class Days: MW

Class Times: 6:00 PM-8:05PM

Units: 4.0

“What it Means to be Human”

Fall 2018

COURSE DESCRIPTION

The standard course in freshman English. The course seeks to improve the student’s ability to understand serious and complex prose and to improve the student’s ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. (CSU, UC)

STUDENT LEARNING OUTCOMES

Upon course completion, the successful student will have acquired new skills, knowledge, and attitudes as demonstrated by being able to:

1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)
2. Analyze an argumentative text for claim, support, and fallacies (ILO1, ILO2)
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement. (ILO1, ILO2)
4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

COURSE OBJECTIVES

Upon satisfactory completion of the course, students will be able to:

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.

6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing).
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of at least 6,000 words of formal writing. Expository and argumentative papers constitute the bulk of student writing.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

TEXTBOOKS & OTHER RESOURCES

- Ackley, Katherine A. *Perspectives on Contemporary Issues*. 8th ed., Cengage Learning, 2017
- Notebook & Composition Book
- Binder (1.5 inches) for class handouts and printed texts
- Stapler (buy a mini-stapler at the bookstore)
- Printouts of all course materials
- Bluebook (for in-class timed essay; Midterm)

COURSE REQUIREMENTS AND INSTRUCTIONAL METHODOLOGY

1. English must be spoken at all times in the classroom.
2. Attend every class session. Any student who misses the first class will be dropped. Students may be dropped at instructor discretion if they miss more than a week of class hours continuously. Please make arrangements with the instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason.
3. Each outside class assignment will be completed before the designated class in which it is due. **NO LATE WORK WILL BE ACCEPTED.**
4. There are no make-ups for in-class assignments—including quizzes, tests, and exams.
5. You are responsible for keeping track of your class grade average and the drop deadline.
6. Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

7. Some instructional methods may include, but are not limited to: Computer Assisted Instruction, Demonstration, Discussion, Group Activities, Individual Assistance, Lecture, Simulation/Case Study, Distance Learning, Field Trips, and Audio Visual.

COURSEWORK BREAKDOWN BASED ON COURSE OBJECTIVES

*Subject to change based on discretion of instructor.

Your course work will be evaluated on the following scale:

| | | |
|--|--------------|------------------|
| Participation Points/Homework | = 75 points | _____ (my grade) |
| Peer Review/Rough Draft Contemporary Issue Essay | = 50 points | _____ (my grade) |
| Peer Review/Rough Draft Relationship Essay | = 50 points | _____ (my grade) |
| Peer Review/Rough Draft Research Paper | = 50 points | _____ (my grade) |
| Contemporary Issue Essay | = 100 points | _____ (my grade) |
| Relationship Essay | = 100 points | _____ (my grade) |
| In-Class Timed Place Essay | = 100 points | _____ (my grade) |
| Contemporary Issue Exam | = 25 points | _____ (my grade) |
| Relationship Exam | = 25 points | _____ (my grade) |
| Place Exam | = 25 points | _____ (my grade) |
| Research Paper | = 200 points | _____ (my grade) |
| Final Project | = 200 points | _____ (my grade) |

Total Points = 1000 points

- Reading: Your successful completion of this course heavily depends on keeping up with the assigned reading schedule. In-class responses will be regularly assigned to keep you up to speed with the reading load. You are responsible for coming to class having read the appropriate material by the due dates assigned.
- Two Formal Essay Portfolios: Essays will be 5-body paragraph essays, with 12- point Times New Roman font, MLA documentation, and 1-inch margins. You will participate in writing workshops and your effort on drafts will be factored into your final essay grades. Portfolios will consist of your prewriting strategies, essay drafts, documents that showcase your writing process, and a reflective response.
- One In-Class Timed Essay Exam (midterm): Essay written independently during class, under the observation of the instructor, and without other means of tutorial intervention.
- Final Project.
- Three Multiple Choice Closed Book Exams.
- A Research Paper that is properly sourced and MLA formatted which will be six to eight pages long.

READING RESPONSES AND IN-CLASS DISCUSSIONS

- The following activities are intended to enrich your understanding and discussion of course concepts and texts. They will be evaluated on a credit/no credit basis. If you complete these assignments with care and effort, you will receive credit for your work. I do not accept these assignments late, so pay careful attention to the course calendar.
- Reading Responses or Journal Entries are short directed writing assignments (1-1.5 pages) that will help you understand, appreciate, and respond to the in-class discussions.
- Regular Attendance: See attendance policy below.
- Active participation: The success of this class depends on active participation. Everybody participates! This means you need to arrive on time and prepared for the class meeting. Many of our class meetings will involve small group activities and interactive presentations; consequently, EVERYONE should play an active role in class discussion. Exceptional participation will help your grade.

ATTENDANCE

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of class will be dropped by the instructor. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

CLASSROOM ETIQUETTE (STANDARD POLICY)

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog. Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

ACADEMIC HONESTY

- Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property. There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.
- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.
- Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

ADDITIONAL STUDENT SERVICES

- Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.
- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services. There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

XVII. DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

STUDENT COUNSELING AND HEALTH SERVICES

- Students have counseling and health services available, provided by the pre-paid Student Health Fee.
- Student Health Center. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- Mental Health Counseling Services. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

VETERAN'S CENTER

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population. Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu. EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

STUDENT EQUITY PROGRAM

The Student Equity Program strives to improve Imperial Valley College's success outcomes,

particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

INFORMATION LITERACY

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

ANTICIPATED CLASS SCHEDULE/CALENDAR

Week Date

- 1 Aug 13 & 15 Class Introduction
- 2 Aug 20 & 22
- 3 Aug 27 & 29
- 4 Sept 3 (no school) & 5
- 5 Sept 10 & 12
- 6 Sept 17 & 19
- 7 Sept 24 & 26
- 8 Oct 1 & 3
- 9 Oct 8 & 10
- 10 Oct 15 & 17
- 11 Oct 22 & 24
- 12 Oct 29 & 31

13 Nov 5 & 7
14 Nov 12 (no school) & 14
15 Nov 19 & 21 (no school) (Thanksgiving week)
16 Nov 26 & 28
Dec 3 & 5 Final Exam

English 110: College Composition & Reading

What it Means to be Human

Fall 2018 M/W SEMESTER COURSE

CALENDAR: Instructor: Tracy Brooks Hardin

The following is a tentative schedule of readings and course activities subject to change at the discretion of the instructor OR unforeseen changes in collective linguistic weather (the best way to stay “in the loop” is to attend class regularly). Additionally, if you miss class, you are still responsible for knowing any changes made in course and for arranging to pick up handouts before the next class meets. Absence is not an excuse for being unprepared for the following session. Those who show up for class unprepared drain our collective energy...so please be present in body AND mind.

Readings and all written work should be completed FOR the day they are assigned. In other words, come to class having prepared and/or completed what is listed that date. Bring appropriate books/handouts on days you have assignments from them. I will work to return assignments in a timely fashion; however, the time in which I am able to get work back to you may fluctuate. Any questions? Just ask.

Week 1

8/13 Introduction to Course: Icebreakers, Handouts, Goals, Grading, Community Service Learning, etc. Interests, Strengths, Career Goals, and Major, In-class writing sample of one paragraph with at least five sentences on prompted response to film clip -- The Hero's Journey.

8/15 Prewriting Strategies and Writing Theory Reviewed -- Thesis and Supports, Topic, Clustering (Topic and Support), Outline (Organization), Brainstorming (Verbal or Written), Purpose and Audience, Grammar Review, Lecture Slides, College Student Grammar, MLA formatting.

HOMEWORK: In your text book Perspectives on Contemporary Issues by Ackley, read Chapter 1 **READING CRITICALLY**. In Chapter 1, read pages 2-7, then do the exercise with the

corresponding essay titled, "Culture Bundling" and Other Obstacles to a Real Gun Control Debate" by White. Then, on page 10, do the Rhetorical Analysis of Visuals and the corresponding exercise, along with Rhetorical Analysis of Websites on page 15, as well as the corresponding exercise. Provide a summary with a minimum of at least two complete paragraphs (a paragraph being 5-8 sentences long) on this entire chapter. Due 8/20.

A summary requires close, careful reading. A good summary explains the essential points of the essay to someone who has not read it. Form a critical response that presents your judgment of a piece of writing with a thesis and specific examples (supports) from the text, then provide in-text citations. An effective response often raises a question about the author's reasoning and logic. Be sure to include an establishing sentence in your opening paragraph. In it, give the title of the reading and the author's name and present the author's rhetorical purpose/main idea. In your thesis, be sure to communicate your main idea about the text or your primary judgment of the text. Shape paragraphs so that their relation to your main point is clear. Integrate at least three specific passages from the text into your paragraph/essay and cite according to MLA format.

Week 2

8/20 Contemporary Issue Section Begins, Handouts, Discussion and Instructor Explanation of Theme and Assignments, Break into (4) groups. In-Class Group Work, Chapter 10 EDUCATION. "Critical Thinking? You need knowledge" (229), "Excerpt from Why School? A Student in a Community College Basic Skills Program" (232), "The Anti-College Movement: Finding the Song in the Clamor" (234), Responding to Visuals (243), proceed according to text exercise 1-4. Groups present and show how the above essays relate to the theme of Contemporary Issues, Film Clip -- , Journal,

8/22 Lecture Slides, Continuation of Tuesday's In-Class Group Work. Groups now write their responses in two parts on how the above essays relate to the theme of Contemporary Issues using the following explanation: Pick one essay and use (2) prewriting strategies, the web and the sandwich to address a., b., c. and d. a. Identify your writer's thesis, state the keyword. Thesis Statement (Main Point) is...one word. b. Identify the supports (sub points that support the thesis in the form of keywords) being used in the analysis that support the main point (thesis) of this argument. Supports (Sub Points) that support Thesis are...(Provide at least three main supports using keywords or simple phrase). c. Read critically by evaluating what the title tells you, what is the purpose, who is the audience, and then briefly summarize what you read. d. Identify arguments with writer's evidence that support or develop the main point. Determine any biases or unexamined assumptions. Is the essay logical and clearly organized? Does the author use any appeals? What is your response to the essay?

Here is an example of the MLA format required, even when hand written in class:

Include in the title of your paper; title of essay being analyzed, author's name, the week number, and include which assignment this is for e.g Week 1 Essay Contemporary Issue Section (use

essay title). All of this information must go on every assignment with proper MLA formatting that includes in-text citations and works cited page if applicable.

HOMEWORK: In your text book *Perspectives on Contemporary Issues* by Ackley, read Chapter 2 THE WRITING PROCESS. Read read this chapter and then summarize with a minimum of at least two complete paragraphs about the writing process, prewriting stage, determining purpose, identifying audience, discovering topic, adopting tone, organizing your paper, drafting, transitions, revising and editing your paper. Due 8/27.

A summary requires close, careful reading. A good summary explains the essential points of the essay to someone who has not read it. Form a critical response that presents your judgment of a piece of writing with a thesis and specific examples (supports) from the text, then provide in-text citations. An effective response often raises a question about the author's reasoning and logic. Be sure to include an establishing sentence in your opening paragraph. In it, give the title of the reading and the author's name and present the author's rhetorical purpose/main idea. In your thesis, be sure to communicate your main idea about the text or your primary judgment of the text. Shape paragraphs so that their relation to your main point is clear. Integrate at least three specific passages from the text into your paragraph/essay and cite according to MLA format.

Friday of this week, last day to drop classes without a "W" on your record and apply for refund.

Week 3

8/27 Contemporary Issue Section continues, Introduce Outlines, Methods of Development. In-Class Group Work, Chapter 14 PSYCHOLOGY AND HUMAN BEHAVIOR. "Revisiting the Stanford Prison Experiment: A Lesson in the Power of Situation" (309), "The Real Lesson of the Stanford Prison Experiment" (318), "When Good People Do Bad Things" (325), Responding to Visuals (332) proceed according to text exercise 1-3. Groups present and show how the above essays relate to the theme of Contemporary Issues, Prewriting time. Pick one essay and use (2) prewriting strategies, the web and the sandwich to address a., b., c. and d. a. Identify your writer's thesis, state the keyword. Thesis Statement (Main Point) is...one word. b. Identify the supports (sub points that support the thesis in the form of keywords) being used in the analysis that support the main point (thesis) of this argument. Supports (Sub Points) that support Thesis are...(Provide at least three main supports using keywords or simple phrase). c. Read critically by evaluating what the title tells you, what is the purpose, who is the audience, and then briefly summarize what you read. d. Identify arguments with writer's evidence that support or develop the main point. Determine any biases or unexamined assumptions. Is the essay logical and clearly organized? Does the author use any appeals? What is your response to the essay?

8/29 Lecture Slides, Handouts, A-D Format, Review Focus, Development/Support, Organization, Mechanics, Purpose and Audience, Prewriting. Journal and imagine what the subject of your first essay will be about. See it in your minds eye. Brainstorm and free write 3-5 paragraphs about your idea for your Contemporary Issue Essay. Draw a web with your thesis (main point or central idea of your entire essay in the center) and your (3) supports (which become your (3)

body paragraphs) on your (3) support lines. Draw out your 2nd prewriting strategy using the sandwich method. Combine these two prewriting strategies for your Contemporary Issue Essay and refine what will be your 5-body paragraph rough draft with introduction, three body paragraphs and conclusion.

<https://www.isidewith.com/polls/social>

Contemporary Issue Essay Prompt: What does it mean to be human and to be facing the challenge of (___fill in the blank___). Pose your argument by defining a problem with background information, provide a clear explanation of your point of view with an opinion and then conclude with suggestions for change. Make sure and include two of the following methods of development in your essay body paragraphs; support patterns are [example, process, definition, comparison and contrast, cause and effect, classification, description, or narration] for this argument style essay.

HOMEWORK: In your text book Perspectives on Contemporary Issues by Ackley, read Chapter 4 WRITING A CRITIQUE pages 50-60, then offer a critique on the essay "Liberal Arts and the Bottom Line" by Wallace and in your critique provide your impressions, summarize the main points, list terms or phrases that describe your response and ask questions. Make sure you assess the writer's language, use of appeals and evaluate your writer's evidence and logic. Your response needs to be at least two complete paragraphs (each paragraph being 5-8 sentences long). Work on Rough Draft Contemporary Issue Essay. Due 9/3.

Here is an example of the format required:

Include in the title of your paper; title of essay being analyzed, author's name, the week number, and include which assignment this is for e.g Week 1 Essay Contemporary Issue Section (use essay title). All of this information must go on every assignment with proper MLA formatting that includes in-text citations and works cited page if applicable.

Week 4

9/3 Rough Draft Contemporary Issue Essay Due, Peer Review Contemporary Issue Essay. The Peer Review Prompts are; a. Identify your writer's thesis, state the keyword. b. Identify the supports (sub points that support the thesis in the form of keywords) being used in the analysis that support the main point (thesis) of this argument. c. Give constructive feedback for any MLA formatting, organization, focus, structure, word choice, grammar issues, punctuation and spelling. d. Say one thing you like about your writer's ability to ANALYZE AND INTERPRET SOURCE MATERIAL in their writing. Use specific details from their text. State any areas of improvement for the writer that you are reviewing. e. Does your writer's web match their thesis statement and their (3) body paragraph topic sentences? If not, then coach them on what needs to be changed so that their web matches their thesis statement and their (3) topic sentences. f. Did your writer adhere to proper MLA formatting and did your writer include in-text citations and a

works cited page? If not, then provide adequate feedback to show them how to do so properly. Use Guidelines for Peer Review and Proofreaders Marks Packet to review your classmates work.

9/5 Lecture Slides, MLA Review, Create Outline Prewriting Strategies for Contemporary Issue Essay for Peer Review, Instructor Explanation of Assignment, Handouts, Film Clip—Journal.

HOMEWORK: Revise and Rewrite your Contemporary Issue Essay synthesizing your feedback from the Peer Review. Visit the Writing Center for help revising and editing your Rough Draft Contemporary Issue Essay. In your text book Perspectives on Contemporary Issues by Ackley, read Chapter 5 WRITING AN ARGUMENT on pages 64-82 and write a summary of this section. Make sure and include narrowing your focus, how to structure an argument and strategies for arguing effectively. Write a two paragraph summary of this section. Then, offer a critique on the essay “The Gender Wage Gap—A Myth That Just Won’t Die“ by Hall and in your critique provide your impressions, summarize the main points, list terms or phrases that describe your response and ask questions. Make sure you assess the writer's language, use of appeals and evaluate your writer's evidence and logic. Your response needs to be at least two complete paragraphs (each paragraph being 5-8 sentences long). Due 9/10.

Here is an example of the format required:

Include in the title of your paper; title of essay being analyzed, author's name, the week number, and include which assignment this is for e.g Week 1 Essay Contemporary Issue Section (use essay title). All of this information must go on every assignment with proper MLA formatting that includes in-text citations and works cited page if applicable.

Week 5

9/10 Contemporary Issue Exam, Contemporary Issue Essay Due, Relationship Section Begins.

9/12 Lecture Slides, Film Clip, Journal, Doing Research on the Internet, Research Paper, -- Instructor Explanation of Assignment, Choose Research Paper Topic Current and or Controversial Events. Pick your topic for your research paper (which will be six to eight pages of text) journal about why you chose this topic and why it's important to you. Also provide your prewriting strategies which include your web, your sandwich and your outline. Free write about potential ideas and thoughts you may have for your Research Paper. Construct at least 5 complete paragraphs that are uncensored. Begin your ROUGH DRAFT and prewriting strategies (web, sandwich, outline) for the Research Paper.

Research writing refers to research for professional purposes. Research writing may be a representation of an actual research project (i.e. a case study) where something is measured. This is a heavily researched (library) paper that requires multiple secondary sources from journals in databases. Research writing typically is discipline-specific. State a focused research question, conduct primary research, do secondary (library) research such as a literature review to develop a coherent argument and develop a hypothesis, methods and discussion sections. Research

generates conclusions based on the analysis of evidence that is measurable. Example: Does ethnic identity change among minority students depending upon college attendance? Consider evaluating this type of paper based upon a variety of criteria: the strength of the thesis, use of supporting sources, use of language including paraphrasing and citation formatting, organization, clarity, and acknowledgement of particular writing conventions particular to a discipline. The strength of the methods and discussion argument assume critical importance.

Research Paper Prompt: Does being human change based on relationships and contemporary issues?

HOMEWORK: In your text book Perspectives on Contemporary Issues by Ackley, read Chapter 7 WRITING A RESEARCH PAPER on page 121 and begin reading the Writing a Research Paper section through to page 136. Write a two paragraph response about the research process, defining your purpose, finding a topic, forming a thesis and bibliography, finding and evaluating sources and taking notes. Due 9/17.

Here is an example of the format required:

Include in the title of your paper; title of essay being analyzed, author's name, the week number, and include which assignment this is for e.g Week 1 Essay Contemporary Issue Section (use essay title). All of this information must go on every assignment with proper MLA formatting that includes in-text citations and works cited page if applicable.

Friday of this week, last day to apply for P/NP.

Week 6

9/17 Handouts, Instructor reviews Research Paper information, Research Paper Outline, fields questions from class, Research Paper Requirements -- Review Research Paper Readings Assigned, Choose a problem or challenge in your field, Attempt ten sources for "Works Cited" page, MLA Review in-text citations.

9/19 Lecture Slides, Handout Persuasion Rubric, Begin Rough Draft of Relationship Essay with Discussion and Topics, Steps involved in Writing a Research Paper, Film Clip—Journal on Relationship Topics, Research Made Easy, MLA continued, Individual help while students, Prewriting Strategies, Outline Relationship Essay.

HOMEWORK: In your text book Perspectives on Contemporary Issues by Ackley, read Chapter 7 WRITING A RESEARCH PAPER on pages 137-160 and read all the way through including the sample essay on page 161-169. Summarize the section on Plagiarism and highlight the guidelines for avoiding plagiarism on page 140, also indicate the parts of a research paper on page 155. Pay close attention to only the MLA style guides. Provide a minimum of two complete paragraphs, each being 5-8 sentences long. Due 9/24. Work on Rough Draft Relationship Essay.

Relationship Essay Prompt: PROMPT: What does it mean to be human and to be in relationship (___fill in the blank___). Pose your persuasive essay by providing an attention grabber with a strong statement or question addressed. Provide clear evidence and examples of your point of view leaving your reader solidly understanding your position. Make sure and include two of the following methods of development in your essay body paragraphs; support patterns are [example, process, definition, comparison and contrast, cause and effect, classification, description, or narration] for this persuasive style essay.

Week 7

9/24 Relationship Section Continues.

9/26 Rough Draft Relationship Essay Due, Peer Review. The Peer Review Prompts are; a. Identify your writer's thesis, state the keyword. b. Identify the supports (sub points that support the thesis in the form of keywords) being used in the analysis that support the main point (thesis) of this argument. c. Give constructive feedback for any MLA formatting, organization, focus, structure, word choice, grammar issues, punctuation and spelling. d. Say one thing you like about your writer's ability to ANALYZE AND INTERPRET SOURCE MATERIAL in their writing. Use specific details from their text. State any areas of improvement for the writer that you are reviewing. e. Does your writer's web match their thesis statement and their (3) body paragraph topic sentences? If not, then coach them on what needs to be changed so that their web matches their thesis statement and their (3) topic sentences. f. Did your writer adhere to proper MLA formatting and did your writer include in-text citations and a works cited page? If not, then provide adequate feedback to show them how to do so properly. Use Guidelines for Peer Review and Proofreaders Marks Packet to review your classmates work.

HOMEWORK: Continue research for Research Paper. Revise Rough Draft Relationship Essay by refining feedback from Peer Review. Visit the Writing Center for Revision and Reflection of your Relationship Essay. Final Draft Relationship Essay Due 10/1.

Week 8

10/1 Relationship Essay Due, Relationship Exam. Film Clip, Journal, Lecture Slides, Discuss Rubric, A,B,C,D Paper, Essay Rating Scale, addressing questions as needed, Handout—Instructor will clarify the information regarding the "Research Report General Grading Characteristics," Instructor fields questions.

10/3 In-Class Group Work—Chapter 15 BIOETHICS AND ENVIRONMENTAL STUDIES. "Kidneys for Sale: A Reconsideration" (335), "Why Legalizing Organ Sales Would Help to Save Lives, End Violence" (342), "Global Warming: Get Up! Stand" Up!" (345), "The Sixth Extinction" (351) Responding to Visuals (357) proceed according to text exercise 1-3. Groups present and show how the above essays relate to the theme of Contemporary Issues, Prewriting time. Pick one essay and use (2) prewriting strategies, the web and the sandwich to address a., b., c. and d. a. Identify your writer's thesis, state the keyword. Thesis Statement (Main Point) is...one

word. b. Identify the supports (sub points that support the thesis in the form of keywords) being used in the analysis that support the main point (thesis) of this argument. Supports (Sub Points) that support Thesis are...(Provide at least three main supports using keywords or simple phrase). c. Read critically by evaluating what the title tells you, what is the purpose, who is the audience, and then briefly summarize what you read. d. Identify arguments with writer's evidence that support or develop the main point. Determine any biases or unexamined assumptions. Is the essay logical and clearly organized? Does the author use any appeals? What is your response to the essay? Then write a critique on the essay of your choice. In your critique provide your impressions, summarize the main points, list terms or phrases that describe your response and ask questions. Make sure you assess the writer's language, use of appeals and evaluate your writer's evidence and logic. Your response needs to be at least two complete paragraphs (each paragraph being 5-8 sentences long).

HOMEWORK: Apply ALL class lesson Handouts to working the Rough Draft Research Paper.

Week 9

10/8 Relationship Exam, Place Section Begins, Lecture Slides, Film Clip—Journal, In-Class Discussion, addressing questions as needed, Paraphrasing, Quoting, Sign-up for conferences.

10/10 In-Class Group Work, Chapter 11 POVERTY AND HOMELESSNESS. "The Cost of Child Poverty" (247), "The Resurrection of America's Slums" (252), "Ignoring Homeless Families" (255), Responding to Visuals (263) proceed according to text exercise 1-3. Groups present and show how the above essays relate to the theme of Contemporary Issues, Prewriting time. Pick one essay and use (2) prewriting strategies, the web and the sandwich to address a., b., c. and d. a. Identify your writer's thesis, state the keyword. Thesis Statement (Main Point) is...one word. b. Identify the supports (sub points that support the thesis in the form of keywords) being used in the analysis that support the main point (thesis) of this argument. Supports (Sub Points) that support Thesis are...(Provide at least three main supports using keywords or simple phrase). c. Read critically by evaluating what the title tells you, what is the purpose, who is the audience, and then briefly summarize what you read. d. Identify arguments with writer's evidence that support or develop the main point. Determine any biases or unexamined assumptions. Is the essay logical and clearly organized? Does the author use any appeals? What is your response to the essay? Then write a critique on the essay of your choice. In your critique provide your impressions, summarize the main points, list terms or phrases that describe your response and ask questions. Make sure you assess the writer's language, use of appeals and evaluate your writer's evidence and logic. Your response needs to be at least two complete paragraphs (each paragraph being 5-8 sentences long).

HOMEWORK: In your text book Perspectives on Contemporary Issues by Ackley, read Chapter 6 WRITING A SYNTHESIS AND DOCUMENTING SOURCES pages 95-108. Read all sections that include Synthesis, Citing and Documenting Sources Using MLA Style, In-Text Citations and List of Works Cited Page, Paraphrasing, Quoting, Integrating Source Materials into Your Paper, Using Ellipsis Points, Square Brackets, Single Quotation Marks and "Qtd.In,"

Documenting Sources in a Collection of Essays, Student Paper Demonstrating Synthesis with In-Text Citations Using MLA Style. In your summary you must reference all sections accordingly and provide a summary that is properly formatted in MLA style. Provide a minimum of two complete paragraphs, each being 5-8 sentences long. Due 10/15.

Week 10

10/15 Place Section Continued, Film Clip—Journal, Discussion, How to Write an In-Class Essay, Cohesion, Structure, College Student Grammar Review, Visual Analysis.

10/17 Peer Review Research Paper. Along with your topic for your research paper (which will be six to eight pages of text) include in your Peer Review why you chose this topic and why it's important to you. Provide your prewriting strategies which include your web, your sandwich and your outline. Include your rough draft about potential ideas and thoughts that are at least 5 complete paragraphs. Your ten sources for your Research Paper as a "Works Cited" page demonstrating proper MLA formatting must be included, as well as in-text citations.

The peer review prompts are: a. Did your writer provide their research paper topic and describe why they chose this topic and why it is important to them? b. Were their (3) prewriting strategies which were the web, sandwich and outline and were they done thoroughly and correctly? Give constructive feedback if your writer needs to improve with their prewriting strategies; describe how that could be done. c. Was their works cited page done correctly and did your writer provide 10 sources and were they formatted according to the MLA style guide. Please see examples below for how to properly format a works cited page. Use Guidelines for Peer Review and Proofreaders Marks Packet to review your classmates work.

HOMEWORK: Go to the Writing Center to synthesize your feedback into a revised rough draft for Research Paper.

Week 11

10/22 Place Section Continues, Film Clip—Journal, Discussion, Lecture Slides, Review. How to Write an In-Class Essay, Cohesion, Structure, College Student Grammar Review, Visual Analysis.

10/24 In-Class Place Essay, PROMPT: What does it mean to be human and to be facing the challenge of (__fill in the blank__) as it pertains to your Place of existence. What influences or circumstances threaten your Place and impact your potential to thrive. Pose your argument by defining a problem with background information, provide a clear explanation of your point of view with an opinion and then conclude with suggestions for change. Make sure and include two of the following methods of development in your essay body paragraphs; support patterns are [example, process, definition, comparison and contrast, cause and effect, classification, description, or narration] for this argument style essay.

HOMEWORK: Work on Research Paper.

Week 12

10/29 Place Exam, In-Class Workshop Research Paper, REQUIRED ROUGH DRAFT, WORKS CITED PAGE WITH IN-TEXT CITATIONS Individual Conferences as Scheduled, Instructor Review according to the "Research Report General Grading Characteristics" Bring Your Ideas Regarding Topic, Thesis, Support, Organization, Purpose, and Audience for your Research Paper, Bring any questions you have about feedback and/or instructor comments on essays from the Writing Center. All Changes Must Be Highlighted On The Final Draft.

10/31 In-Class Workshop Research Paper, REQUIRED ROUGH DRAFT, WORKS CITED PAGE WITH IN-TEXT CITATIONS Individual Conferences as Scheduled, Instructor Review according to the "Research Report General Grading Characteristics" Bring Your Ideas Regarding Topic, Thesis, Support, Organization, Purpose, and Audience for your Research Paper, Bring any questions you have about feedback and/or instructor comments on essays from the Writing Center. All changes must be highlighted on the final draft.

HOMEWORK: Work on Research Paper.

Last day to drop semester length classes (W).

Week 13

11/5 Lecture Slides, Film Clip—Journal, Discussion, Review Methods of Development, Generating Interest, Visual Analysis.

11/7 In-Class Group Work, Chapter 13 RACISM AND DISCRIMINATION. "Parents Outraged after Students Shown "White Guilt" Cartoon for Black History Month" (290), "When I was White" (294), "The School-to-Prison Pipeline" (298), Responding to Visuals (305 & 306) proceed according to text exercise 1-3. Groups present and show how the above essays relate to the theme of Contemporary Issues, Prewriting time. Pick one essay and use (2) prewriting strategies, the web and the sandwich to address a., b., c. and d. a. Identify your writer's thesis, state the keyword. Thesis Statement (Main Point) is...one word. b. Identify the supports (sub points that support the thesis in the form of keywords) being used in the analysis that support the main point (thesis) of this argument. Supports (Sub Points) that support Thesis are...(Provide at least three main supports using keywords or simple phrase). c. Read critically by evaluating what the title tells you, what is the purpose, who is the audience, and then briefly summarize what you read. d. Identify arguments with writer's evidence that support or develop the main point. Determine any biases or unexamined assumptions. Is the essay logical and clearly organized? Does the author use any appeals? What is your response to the essay? Then write a critique on the essay of your choice. In your critique provide your impressions, summarize the main points, list terms or phrases that describe your response and ask questions. Make sure you assess the writer's language, use of appeals and evaluate your writer's evidence and logic. Your response needs to be at least two complete paragraphs (each paragraph being 5-8 sentences long).

HOMEWORK: Work on Research Paper.

Week 14

11/12 BRING THE COPY OF YOUR RESEARCH PAPER DRAFT TODAY AND WEDNESDAY, Work Continued, In class we will read a sample MLA paper, addressing questions as needed, Sign-up for conferences. Change Partners and continue Peer Review according to the "Research Report General Grading Characteristics" sheet, Argumentative Essay Rubric, Guidelines for Peer Review and Proofreaders Marks Packet.

Revise and Finalize Research Paper Due 11/19.

Week 15

11/19 Final draft Research Paper due with all changes highlighted on the new draft (packet includes rough draft with peer review/critique, prewriting strategies web, sandwich and outline with the new draft stapled on top).

In-Class Group Work, Chapter 8 POPULAR CULTURE AND THE ARTS. "Do Video Games Kill" (180), "Hip-Hop's Betrayal of Black Women" (192), "Scientists Aren't the Only Innovators: We Really Need Artists" (197), Responding to Visuals (204 & 205) proceed according to text exercise 1-3. Groups present and show how the above essays relate to the theme of Contemporary Issues, Prewriting time. Pick one essay and use (2) prewriting strategies, the web and the sandwich to address a., b., c. and d. a. Identify your writer's thesis, state the keyword. Thesis Statement (Main Point) is...one word. b. Identify the supports (sub points that support the thesis in the form of keywords) being used in the analysis that support the main point (thesis) of this argument. Supports (Sub Points) that support Thesis are...(Provide at least three main supports using keywords or simple phrase). c. Read critically by evaluating what the title tells you, what is the purpose, who is the audience, and then briefly summarize what you read. d. Identify arguments with writer's evidence that support or develop the main point. Determine any biases or unexamined assumptions. Is the essay logical and clearly organized? Does the author use any appeals? What is your response to the essay? Then write a critique on the essay of your choice. In your critique provide your impressions, summarize the main points, list terms or phrases that describe your response and ask questions. Make sure you assess the writer's language, use of appeals and evaluate your writer's evidence and logic. Your response needs to be at least two complete paragraphs (each paragraph being 5-8 sentences long).

11/21 NO CLASS THANKSGIVING HOLIDAY HOMEWORK:

Week 16

11/26 In-Class Conferences, Workshop on Final Project. HOMEWORK: Continue working on Final Project

11/28 In-Class Group Work, Chapter 12 GENDER STUDIES. "The Puzzle of Boys" (267), "Men are Stuck" in Gender Roles, Data Suggest" (275), "Target Is Right on Target about the Use of Gender Labels" (279), Responding to Visuals (286) proceed according to text exercise 1-3. Groups present and show how the above essays relate to the theme of Contemporary Issues, Prewriting time. Pick one essay and use (2) prewriting strategies, the web and the sandwich to address a., b., c. and d. a. Identify your writer's thesis, state the keyword. Thesis Statement (Main Point) is...one word. b. Identify the supports (sub points that support the thesis in the form of keywords) being used in the analysis that support the main point (thesis) of this argument. Supports (Sub Points) that support Thesis are...(Provide at least three main supports using keywords or simple phrase). c. Read critically by evaluating what the title tells you, what is the purpose, who is the audience, and then briefly summarize what you read. d. Identify arguments with writer's evidence that support or develop the main point. Determine any biases or unexamined assumptions. Is the essay logical and clearly organized? Does the author use any appeals? What is your response to the essay? Then write a critique on the essay of your choice. In your critique provide your impressions, summarize the main points, list terms or phrases that describe your response and ask questions. Make sure you assess the writer's language, use of appeals and evaluate your writer's evidence and logic. Your response needs to be at least two complete paragraphs (each paragraph being 5-8 sentences long).

Week 17

12/3 In-Class Conferences, Workshop on Final Project, Film Clip -- Mindwalk. HOMEWORK: Work on Final Project.

12/5 SCHEDULED FINAL EXAM TIME, Present Final Project.