

IMPERIAL VALLEY COLLEGE, SPRING 2020
ENGLISH 09 -- BASIC ENGLISH COMPOSITION II

Basic Course Information

Semester:	Spring 2020	Instructor Name:	Scott Simpson
Course Title & #:	Basic Composition II	Email:	scott . simpson @ imperial . edu
CRN #:	20245 & 21007		
Classroom:	online	Office Hours	M/W 8:30 - 9:30 AM in room 2794 ***** T/TH 10 - 11 AM via SKYPE ID: live:engl09online_2
Class Dates:	February 18 to June 12		
Class Days:	online	Office Phone #:	760 355-6164
Class Times:	online	Emergency Contact:	English Department secretary
Units:	4		

Course Website: Login in via **Canvas** through the Student menu at www.imperial.edu or more directly here: <https://imperial.instructure.com/login/canvas>

Note: You need to log in by noon on **Saturday, February 22nd** or you will be dropped. In addition, any student who does not complete the first mandatory activity of an online class by the due date and time will be dropped. Then after the first week, students are dropped if they do not complete any assignments over a 2-week period or miss two consecutive essays by their due dates. Do not enroll in an online course if you cannot keep track of assignments or if you need someone in a classroom to remind you constantly to do assignments. If that describes you, stop reading this and drop the course now so someone else can take your place; instead, enroll in a course that meets in a classroom. However, if you are a self-starter and are self-motivated, online learning can work **VERY WELL** for you!

Although this is an online course, you will need to go to campus for this class once. That's for the final exam in Week 15. (The course is 16 weeks long.) The final exam is NOT the last week; it's the week before. See important information about the final exam a few pages below.

Course Description

Preparation for ENGL 110. The course seeks to facilitate the student's mastery of the short essay at the college level. The course follows in sequence from ENGL 008 (ENGL 098). (Nontransferable, nondegree applicable)

Course Prerequisite(s) and/or Corequisite(s)

ENGL 008 with a grade of "C" or better or appropriate placement.

Student Learning Outcomes

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

1. Develop an essay that contains a thesis statement, provides adequate support, and employs a clear organizational structure. (ILO1, ILO2, ILO4)
2. Develop an essay that avoids sentence-level and grammatical errors. (ILO1, ILO2, ILO3, ILO4)
3. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)
4. Demonstrate an ability to comprehend and interpret college-level texts, including arguments, without relying on outside sources for assistance. (ILO1, ILO2, ILO3, ILO4)

Course Objectives

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

1. Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.
2. Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.
3. Organize content to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.
4. Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.
5. Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.

6. Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation, including correct use of the comma, semicolon, quotation mark, apostrophe, and parentheses.
7. Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.
8. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.

Textbooks & Other Resources or Links

Required Books/Materials:

1) Writing Matters 2nd Edition, 2013, by Peter Beidler available electronically (Kindle version at Amazon) for \$6.95.

https://www.amazon.com/Writing-Matters-Peter-G-Beidler-ebook/dp/B00D8IPVU0/ref=mt_kindle?_encoding=UTF8&me=

Also available new and used as a paperback book for around ten dollars. Get whatever version is best for you. Many of our discussion topics (for points) will be based on concepts in this book.

ISBN-10: 9781603811743 **ISBN-13:** 978-1603811743

2) The National Football League and Brain Injuries by Richard G. Hamermesh and Matthew Preble (Harvard Business School Case Study) only available for purchase online at:

<https://hbr.org/product/the-national-football-league-and-brain-injuries/815071-PDF-ENG>

The National Football League and Brain Injuries case study will be needed for our third essay, so there is no urgency to purchase it at the very beginning of the semester.

Course Requirements and Instructional Methods

Over the course of this term, students will read, examine, analyze, and evaluate readings, video lectures and a 20-page case study. Students will participate in online discussion threads. Students will learn basic college composition skills, focusing on writing essays, leading to a Mini-Research paper.

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.

Since this is an online class and we do not meet in the classroom each week, **be prepared to spend about 12 hours each week on English 09 online.** You should plan on logging on to Canvas and working on this class every day. Try to complete at least one task every time you log on to this class.

Course Grading Based on Course Objectives

Major Writing Assignments

- | | |
|---|------------|
| 1. Brainology paragraph (Dweck) | 50 points |
| 2. Definition Mode Essay (Dweck/Zimbardo) | 100 points |
| 3. Compare/Contrast Essay (Carl Jung/American Dream) | 150 points |
| 4. Argument Essay (NFL & Brain Injuries/Hamermesh & Preble) | 150 points |
| *5. Final exam (essay written in class) | 200 points |
| 6. Mini-Research paper (cause/effect mode/Mass Delusions) | 200 points |

Note: If the Mini-Research paper is not handed in, there will be NO opportunity to pass the course. Period. This is not an optional assignment, regardless of the number of points you will have accumulated or what Canvas shows your grade to be.

No Mini-Research paper = no pass ! Writing the Mini-Research paper best prepares you for ENGL 110.

* The final exam is basically graded on a pass/fail basis, and there are three possible grades:

Fail: 0 points Pass: 150 points (75%) High Pass: 200 points (100%)

Other Assignments

- | | |
|----------------------------|----------------------------------|
| Outlines | 60 points (3 x 20 points each) |
| Sentence Writing Exercises | 90 points (6 x 15 points each) |
| Quiz | 14 points |
| Discussions | 180 points (15 x 12 points each) |

Grading Scale

1075 - 1194 = A

955 - 1074 = B

836 - 954 = C

716 - 835 = D

0 - 715 = F

• **Deadlines and late work:** Check upcoming deadlines regularly. All deadlines are posted there. A **short** grace period of one day for discussion boards and up to two days for essays and some other assignments can be requested if I am contacted in advance of the due date with a reasonable explanation for the request. Expect any late work to be docked points. Don't expect work completed more than two days late to be awarded any points.

• Note that **plagiarism** results in a **zero** for any assignment and could lead to discipline by the college which could not only mean **dismissal** from the class but also **permanent expulsion** from IVC. A zero especially on a major assignment also usually makes it **impossible** to pass the course. Yes, it's easy to cut and paste text from the internet. You should be very aware that due to technology, **detecting plagiarism is even easier for your instructors**. We don't have to even look. The system alerts us. If there is any plagiarism, I give you a 100% guarantee that this technology shall find it, whether it's from text on any page on the internet or another student's paper. **Of course** there are **NO do-overs** for a plagiarized assignment. Yes, most students would never plagiarize. But those few who might will very easily be caught and will definitely suffer consequences.

(Note: If you are retaking this course, **avoid self-plagiarism**; that is, you will need to within reason hand in a substantially different essay even though it may be on the same topic as before. Any essay that is substantially the same as the student's own previous work will be graded zero.)

• There are no "do-overs" for any reason on any assignment.

Everyone gets one shot to complete each assignment.

• Also note that the instructor reserves the right to assign a grade of zero to any assignments if the quality of writing is not similar to the quality of writing shown in the final exam.

Advice on Grades • Success in Class

They say common sense isn't so common anymore, so here it goes! Absolutely do your utmost to **COMPLETE every assignment**. Hand in ALL the essays. And do your best to complete ALL of the other assignments as (1) those assignments **prepare** you to succeed in the weightier assignments and (2) all those little points that may not seem so much at first definitely add up to a lot of points by the semester's end!

I hope you have the same experience I have had with online learning. I have taken about twelve online courses. I loved each and every one of them! Keep track of assignments and knock them out one by one!

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class on a timely basis will be dropped by the instructor as of the first official meeting of that class. 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 the first week and thereafter for two consecutive weeks may be considered to have excessive absences and

may be dropped. **If you do not consistently complete assignments, you will be dropped.** If you have questions about any assignments, contact me; I am very happy to help!

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Communication Policy

The best way to contact me is via email or message via Canvas. (My direct email address is scott.simpson@imperial.edu.)

Expect a response within 24 hours. Both phone messages and email can be unreliable, so please use the messaging system on Canvas. You may also come to see me on campus during my on-campus office. Even though my office hours are posted above, I may be available additional hours. Write me to make an appointment. I also have office hours online via Skype.

You should have multiple internet browsers on your computer: Chrome, Firefox, Safari, etc. as some websites function best with a particular browser. If you have difficulties accessing all the functions for Canvas, try another browser which will probably work perfectly.

Learning Units

Because we don't meet in class, students need to read information rather than receive information through the traditional lecture. Every week usually on Sunday mornings a new week's Module/Learning Unit will open up for you, so you can start early on the week's work. Work consistently through each weekly Module.

Each Module begins with an overview/schedule that lists the unit objectives, learning outcomes, and what you will do to successfully complete the Module. You may print out these overviews/schedules, and check off the activities as you complete them.

Home view in Canvas • Some activities in the Module may be informational, and others will require you to complete a task or assignment. Deadlines are seen in Home view and can also be seen when clicking on the assignment in Home view. **Stay in Home view when looking for assignments to do.** You will definitely get lost if you start clicking randomly on other menu items on the left side (in Canvas). You will likely find assignments that are not for our course unless you stay on Home view.

Mini-Research Paper

A 3-5 page research paper will be due at the end of the semester. It will require at least four sources from the IVC databases that must be documented according to the Modern Language Association (MLA) guidelines. Around Week 12, we will discuss this in depth.

Final Exam

The final exam (given Week 15 -- the week **before** the last week) will be **an essay written in class on a topic for which you will have no preparation**. In the essay, demonstrate readiness to enter the next class English 110 by writing in accordance with all the principles you learned this semester. Therefore, the essay must show solid development of ideas with a strong thesis statement, topic sentences, and logical organization. Details must be strong and specific. The text must be written in correctly formed sentences with virtually no sentence-level or grammar errors. Strong command of diction, verb usage, and standard English is required to pass.

There are three possible scores on the final exam: no pass, pass, and high pass.

A grade of "no pass" is zero points. A grade of "pass" is 150 points (75%). A grade of "high pass" is 200 points (100%!).

Important information for those who live outside the Imperial /Mexicali Valley region: The final exam is proctored. Approximately one week before the final exam, the date, time and room location information at IVC will be communicated to you. If you are unable to make it at that day/time, then an optional date and time will be provided for you at IVC. Let me know immediately if this is your situation, and we will make other arrangements. However, if you are unable to take the final exam at IVC because the distance to the college is a hardship (for example, you live far from the area), you are responsible for finding a proctoring center (usually, another community college) that is convenient for you where you will take the final exam, and you are also responsible for any costs incurred for the proctoring service, which must be pre-approved by the instructor. In that case, the proctoring service information must be submitted to the instructor on a timely basis, so the final exam can be submitted and received on a timely basis.

Canvas

This class will use Canvas for Announcements, Gradebook, and Discussions. Students will be expected to check Canvas regularly. If I need to contact a student, I will use the message function on Canvas.

If you have never logged into Canvas before, here are instructions:

Canvas website: Login Instructions for Students

Students can login by going to www.imperial.edu and in the Student Menu selecting Canvas.

For your username, you will use the first part of your student email address (e.g. jdoe2)

For your password, you will use your WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If you do not know your IVC email address, these two locations can help you find out that information:

- <https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)

- <https://my.imperial.edu/student-email> (This does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes.)

Essay Response Time Policy

Students should expect a reasonable response time to essays of approximately two weeks from the time of submission. Essays will be returned via pick up at the English Department unless I am notified that another way is preferred like providing a high resolution scan. Essays are graded with great care and attention, and understand that I may receive about 100 essays at a time. **Read through returned essays and use the comments to improve upon subsequent essays.** There isn't much sense in repeating the same types of errors over and over again. That would show no improvement or readiness for the next class level. Most students have one or two issues with their writing. Whatever your issue is, I guarantee that I will identify your issues by name [weak thesis, run-on sentences, lack of academic type support (research) in body paragraphs, etc], so you can focus on those and IMPROVE for the next essay. Understand... believe... **know as a fact** that I want you to **improve** your college writing, **succeed** in this class, take higher level courses, **succeed** in them and **graduate!** (See you at graduation!) It does take a lot of time to read and comment on your work. Submissions are read in the order they are received. All essays are automatically and electronically put through a plagiarism checker that works like a champ. Essays that are excessively late (a week or more after the assignment due date) with no prior communication about it from the student can be expected to result in the essay not being accepted. Late essays, even a day late, enter at the deep bottom of the tall stack, so they may be returned *much* later than if they had been turned in on time.

Classroom Etiquette

You will be on campus for the final exam in the classroom. Keep the following in mind.

- 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, only students enrolled in the class may attend; children are not allowed.

Online Netiquette for Our Discussion Boards

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself unless you're in a system that automatically does it for you, (2) include a subject line unless one is already provided for you, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge

and return messages promptly, (6) any copied text should be **cited** (state where it came from), (7) be concise, (8) use appropriate language, (9) use appropriate intensifiers to help convey meaning [THINK before using ALL CAPS or multiple exclamation marks (!!!!)].

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 important 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 always 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. (Note: If you are retaking this course, avoid self-plagiarism; that is, you will need to within reason hand in a substantially different essay even though it may be on the same topic as before. Any essay that is substantially the same as the student's own previous work will be graded zero.)
- 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.

- Note that the instructor reserves the right to grade assignments handed in electronically as zeroes if the quality of writing is not similar to the quality of writing shown in the final exam.

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.

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 provide 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

What follows is a week-to-week overview. The weekly schedule will be posted in greater detail on Canvas.

Week 1: Assess Your Readiness for Taking an Online Course; Understanding Course Navigation; Using Course Features; Understand the College's add and drop policies, procedures and online learning requirements (see syllabus); Read *Brainology* (Dweck) and participate in related online discussion board.

Week 2: *Writing Matters* textbook: Chapter One-- Writing in the Professional World (Do you really need to know how to write well?) Chapter Two-- Nervous Grumblings About Writing; Chapter Three--What is an acceptable essay? Explore Carol Dweck's concept of Mindsets more fully by watching an interview with her; Write a college level paragraph on *Brainology* (Dweck).

Week 3: Sentence Structure: Connecting Simple Sentences (Coordinating Conjunctions); *Writing Matters* textbook: Chapter 4-- Your Thesis Sentence/Statement; Chapter 6-- Building a strong essay; Chapter 8-- The Parts of an Essay; Essay Structure (Elements of an Essay); The Definition Mode Essay (Jacumba); End of the week: Get your Time Perspective Profile Scores (Zimbardo/ZTPI) !

Week 4: Further Preparation for Writing Your Definition Mode Essay; Connecting Sentences with Subordinating Conjunctions; *Writing Matters* textbook: Chapter 5-- Finding Your Writing Process; Chapter 7-- Writing to Discover; 9-- Introductions Are Not All the Same; Chapter 13-- The Chronological Approach; Chapter 24-- Writing Concretely; Chapter 25-- Mephobia: An Eye for a Ewe (Is it okay to use "I" in a college essay?) Submit Definition Essay on Your Time Profile (Zimbardo)

Week 5: Gathering Background Information for Contrast Essay (read Shiller's *The Transformation of the American Dream* and watch the documentary *Is This the End of the American Dream?*) Essay Topic: Potential Drawbacks of the American Dream; *Writing Matters* textbook: Chapter 11-- Speaking of Voice; Chapter 12-- Organizing Your Essay; Writing Sentences with Conjunctive Adverbs; Run-On Sentences & Comma Splices

Week 6: Continuing to Gather Background Information for Contrast Essay (read the Carl Jung interview: *Americans Must Say No*); Example: The Contrast Essay; Sentence Structure with Complex Sentences;

Gaining Background Knowledge for the; *Writing Matters* textbook: Chapter 10-- Something of Substance to Say; Chapter 14-- Comparing & Contrasting; Submit Contrast Essay on Potential Drawbacks of the American Dream

Week 7: Building Background Information for Argument Essay; Purchase online and read *The NFL & Brain Injuries* by Richard Hamermesh and Matthew Preble (Harvard Business School case study); Discuss/review your writing process for the last essay you wrote

Week 8: Continue Building Background Information for Argument Essay (see videos); Share Prior Knowledge on the NFL & Brain Injury Topic

Week 9: Find, Summarize & Share an Article on the NFL & Brain Injury Topic; *Writing Matters* textbook: Chapter 18-- Standing Above Our Defenses; Chapter 19-- A Healthy Body Paragraph; Chapter 20-- Doctoring a Sickly Body Paragraph; Chapter 21-- Good Writing Is Good Thinking; Chapter 22-- Good Writing Is Good Development; Listen to Interview with Richard Hamermesh on His NFL & Brain Injury Case Study; Sentence Fragments

Week 10: *Writing Matters* textbook: Chapter 15-- Dealing with the Opposition; Chapter 16-- Look at Your Audience; The Argument Essay; Your Two Topic Choices for the NFL & Brain Injury Topic

Week 11: Write complex sentences on the NFL & Brain Injury Topic; Outline Your NFL & Brain Injury Argument Essay; Submit the NFL & Brain Injury Argument Essay.

Week 12: *Writing Matters* textbook: Chapter 23-- Finding the Right Word; Easing Into the Mini-Research Paper Topic: Read the Table of Contents of *(Memoirs of) Extraordinary Popular Delusions and the Madness of Crowds* by Charles Mackay, Pick a Topic & Summarize It

Week 13: Building Up Background Knowledge for the Mini-Research Paper; Introduction to the Research Paper; Learn About The McMartin Trials and Watch the Film *Indictment: The McMartin Trial*; Topic of "Mass Delusion" and the Causes of Mass Delusions; Suggested Mini-Research Paper Structure

Week 14: Further Preparation for writing the Mini-Research Paper & Information on Possible Mass Delusions-- Use Your Own Good Judgement!; Sharyl Attkisson on Media Manipulation and *AstroTurf*; A Few Possible Examples of Mass Delusions Happening Now; Accessing the Academic Databases for a Research Paper; Citing Sources of Information in Your Research Paper; MLA Citations; How to Incorporate Sources of Information into Your Research Paper

Week 15: Incorporating Research into Your Paper; Avoiding Plagiarism; Example Works Cited Page; More on Citing Sources in the Text of the Research Paper; **Final Exam on campus** (but Mini-Research Paper Is Due Next Week !)

Week 16: *Writing Matters* textbook: Chapter 26-- Moving Out; Submit the Mini-Research Paper; Course Evaluation

Again, the weekly schedule will be posted in even greater detail on Canvas.

All of the above is tentative and subject to possible change without prior notice.