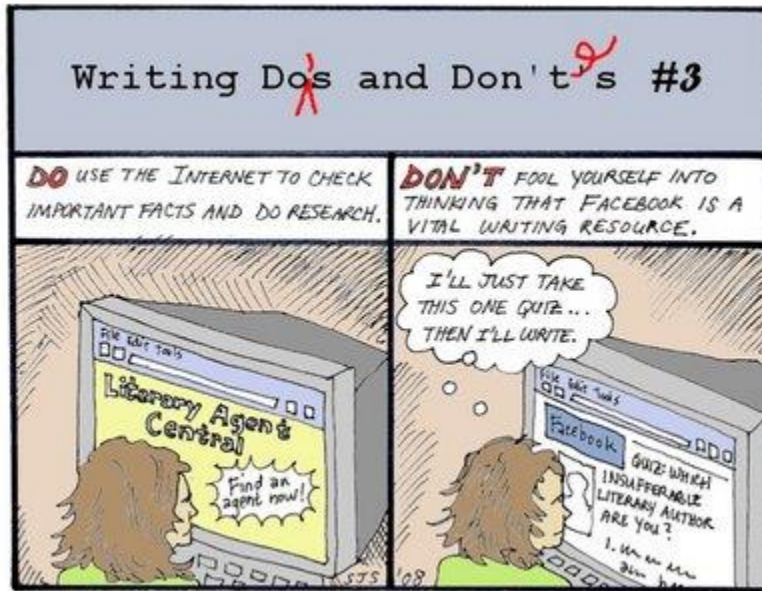


## ENG K101S: College Composition (with Embedded Support)



### Course Description:

College Composition engages students in critical observation, reading, and writing. This course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught during assigned readings.

### Required Texts:

Barrios, Barclay. *Emerging: Contemporary Reading for Writers*. 2nd ed. Boston: Bedford/St. Martin's, 2013. Print.

*Brief Penguin Handbook* (online resource)

(Please note: Some additional required readings may come from handouts distributed in class and/or links distributed via email. Any readings like this will be announced in class.)

### Mandatory Requirements:

- ✓ All homework assignments must be submitted on time. No exceptions!
- ✓ Students must attend each and every scheduled class meeting, arriving on time.
- ✓ Be prepared to share all writing assignments with the class.
- ✓ Make sure each assignment is the best it can be by editing, proofreading, peer draft review and going to the Writing Center.

### Suggested Supplements:

- ✓ A folder and/or a binder with pockets to keep all your handouts and drafts (etc.) organized.
- ✓ A notebook for class notes.
- ✓ A USB flash drive for backing up your work on a computer. PLEASE SAVE YOUR WORK OFTEN!

### Writing Center Tutoring/TASC

In addition to using available resources for help with revising, editing, and proofreading (instructor, online resources, classmates, friends, family, etc.), you are *strongly* encouraged to make appointments at the Writing Center to help you with all stages of the writing process. The TRCC Writing Center is located in Room C117 (next to the Library). Their phone # is (860) 215-9082. You can also reach them on the web at [TRWritingcenter@trcc.commnet.edu](mailto:TRWritingcenter@trcc.commnet.edu). You may also find help with online tutoring by going to the following website: <http://www.etutoring.org/>

## Common Outcomes for ENG 101

### Respond to Rhetorical Situations

- ✓ Adapt writing as audience and purpose requires
- ✓ Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- ✓ Reflect on and explain writing choices regarding audience and purpose

### Engage with and Use Authoritative Sources

- ✓ Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
- ✓ Employ effective annotation skills to the reading of complex texts
- ✓ Locate and evaluate sources appropriate to the rhetorical situation
- ✓ Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- ✓ Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- ✓ Demonstrate critical and evaluative reading comprehension
- ✓ Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- ✓ Respond to an argument in a complex text and synthesize perspectives in multiple texts
- ✓ Integrate complex texts to fulfill the rhetorical purpose

### Craft Logical Arguments

- ✓ Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- ✓ Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- ✓ By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

### Apply Language Conventions

- ✓ Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- ✓ Cite varied sources in MLA citation style

(Approved CCET Steering Committee, July 31, 2013.)

### General Classroom Policies:

#### Rules of Courtesy:

- ✓ Please turn off all disruptive electronic devices (cell phones, blackberries, iPods, etc.)
- ✓ Please be sure to use respectful language at all times in the classroom.
- ✓ Please raise your hand if you wish to speak, and do not interrupt others who are speaking.

You should see our classroom as a place where we can work together as classmates and peers in a collaborative learning environment. We will have many opportunities in class for workshopping papers, engaging in group work, and sharing ideas. The way that this will be most successful is if the attitude and tone in class is always one of mutual respect and willingness to help ourselves and others achieve our learning goals. Our classroom experience is as good as we all make it together, and we all share responsibility in ensuring that our experience is a good one. Our combined positive effort and attitude will help us all to achieve the success we desire.

### Attendance:

- ✓ Students are expected to attend all classes. While absences may be excused due to illness, etc, any and all absences may be reflected in a lower final grade, as you may miss necessary work and discussion.
- ✓ Class begins promptly, so don't be late or leave early without prior approval, as it will affect your grade.
- ✓ It is the student's responsibility to find out about and do the assignment for any missed class. If you miss class, you should arrange to get notes from a classmate (do not send me an email asking what you missed).
- ✓ Quizzes and Writing Assignments cannot be made up, unless specific arrangements have been made.
- ✓ Any make-up work must be arranged with the instructor in advance.

## GRADING SCALE AND FINAL GRADE DISTRIBUTION:

Everything you do for this class, including attendance, participation, in-class writing, drafts, revision activities, and homework assignments, will help you to earn “experience points” toward your overall grade, up to the maximum number of points listed below at the right side of the page. The overall number of points you receive for the semester will be translated into an overall course grade in the form of a letter grade, A - F, based on the scale offered at the below left. If at any time during the semester you have a question about your grade, do not hesitate to ask!

A	93+	Active Class Participation/Positive Effort/Good Citizenship.....	20 pts.
A-	90		
B+	87	In-class work, Homework, and Invention/Workshop/Revision Activities.....	20 pts.
B	83		
B-	80	Final Drafts of Essays (Project 1 @ 20 pts, 3 projects @ 10 pts each) .....	50 pts.
C+	77		
C	73	Annotated Bibliography.....	10 pts.
C-	70		
D+	67		
D	63		
F	≤59	Total.....	100 pts.

### Late Work:

**NO LATE WORK WILL BE ACCEPTED FOR THIS COURSE.** If you are absent on the day an assignment is due, you must still submit the work to me electronically (by e-mail) on the required due date, and then you must also print out the assignment and bring in the hard copy the next time you are present in class, in order to receive credit.

### Formatting your Papers:

- ✓ ALL PAPERS SHOULD BE TYPED on standard white paper, printed, spell-checked for typos and other errors.
- ✓ Use 12-point Times New Roman font, and left-justified with one-inch margins.
- ✓ On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, due date (all in double space).
- ✓ The entire essay is double-spaced, including the heading, title, body, and works cited page (if applicable). When in doubt, you may simply “select all” and double space the entirety of the paper. **NO EXTRA SPACES BETWEEN PARAGRAPHS OR AROUND THE TITLE!**
- ✓ Please include a creative, appropriate, apt title for your essay. Failure to give your paper a title indicates a lack of effort and a lack of focus, and will negatively impact your score. Hint: the assignment name (“Paper #1,” etc.) is not an appropriate title for your essay.
- ✓ Number pages beginning on page one in the upper right corner, along with your last name (“Gorham 1,” for example). Your page numbers should be in the same font as the rest of the paper, i.e. 12 point Times New Roman font.
- ✓ Please staple the essay pages together in the upper left corner, before you submit your paper. I do not have a stapler at my desk. If you do not have a stapler of your own, you should be able to find one in the library. I am not responsible for lost or missing pages due to your lack of stapling.
- ✓ Save paper. A cover or title page is not necessary in MLA format.
- ✓ Use MLA citation to document sources (see Purdue OWL for help with this: <https://owl.english.purdue.edu/owl/section/2/11/>)

### Plagiarism/Academic Integrity:

Plagiarism is using someone else’s words or thoughts without crediting them properly. Plagiarism includes paraphrasing another person without properly identifying that person. Plagiarism includes copying, buying, borrowing, stealing or otherwise obtaining and using another person’s work as if it was your own.

Plagiarism is the unacknowledged use of another person’s words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer’s thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offense. *Consequences for plagiarism can range from failing the assignment to failing the course.*

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person’s ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

## Class Cancellations:

Call 860-215-9000, press 1 for College Closing Announcement. Or go online to: [www.trcc.commnet.edu](http://www.trcc.commnet.edu) or [www.threerivers.edu](http://www.threerivers.edu) (Announcement posted on main page).

Sign up for MyCommNet Alert! MyCommNet Alert is a system that sends text messages & emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for MyCommNet Alert. A tutorial is available on the Educational Technology & Distance Learning Students page of the website.  
[http://www.trcc.commnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html).

In all other cases of emergency cancellation, I will contact the college administration and try to get a notice posted on the classroom door. I will also send out an email to the class as far in advance as possible if class. If TRCC has not closed due to weather emergencies, and you do not receive any communication from me regarding cancellation, please assume that we are meeting for our regularly scheduled class session.

## Special Considerations:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 215-9265	<ul style="list-style-type: none"><li>• Physical Disabilities</li><li>• Sensory Disabilities</li><li>• Medical Disabilities</li><li>• Mental Health Disabilities</li></ul>
<b>Chris Scarborough</b> (860) 215-9289	<ul style="list-style-type: none"><li>• Learning Disabilities</li><li>• ADD/ADHD</li><li>• Autism Spectrum</li></ul>

*Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student- accommodations cannot be provided retroactively.*

## College Withdrawal Policy:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office, both on campus and at the Sub-base. Non punitive "W" grades are assigned to withdrawal requests. My signature is required after the deadline has passed. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an "F" grade for the course.

## Important Course Dates:

Feb 3	Last Day to Drop Classes for Partial Tuition Refund
Feb 12-15	Lincoln's and Washington's Birthdays OBSERVED - NO CLASS
Feb 17	Last Day to Select Audit Option
Mar 21-27	Spring Break - NO CLASS
Mar 31	Last Day to Select Pass/Fail Option
May 9	Last Day to Withdraw from Classes
May 16	Last Day of Classes
May 20	Final Grades Due
Jun 15	Last Day to apply for Fall 2016 (December '16) Graduation

Up to May 9<sup>th</sup>, students may officially withdraw from the class at the Registrar's Office (A-115). Any student who does not meet the requirements to pass the course, and who does not officially withdraw, will receive an "F."

## Digication Learning Portfolio Requirements:

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a "place" where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It's like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

## Required Writing Assignments:

### Paper #1 (Researched Argument, 20 pts. + Annotated Bibliography 10 pts.)

*In 7-9 typed double-spaced pages (12 pt. Times New Roman font), please respond as thoroughly and thoughtfully as you can to the following assignment prompt:*

In Madeleine Albright's essay "Faith and Diplomacy," she puts together an argument that would persuade us to accept the notion that United States diplomats should attend to matters of religion when formulating foreign policy, arguing, for example, that "faith based diplomacy can be a useful tool of foreign policy" (42). Near the beginning of her essay, she lays the groundwork for her argument, by noting that American diplomats should 1) "think more expansively about the role of religion in foreign policy"; 2) "develop the ability to recognize where and how religious beliefs contribute to conflicts and when religious principles might be invoked to ease strife"; and 3) "reorient our foreign policy institutions to take fully into account the immense power of religion to influence the way people think" (35-6). In order to support these claims, she goes on to offer very specific and vivid examples in the form of three stories that might illustrate the power of religion in the realm of foreign affairs. You will see that Albright's argument supporting the role of religion in U.S. diplomacy is not grounded merely in opinion, but is rather comprised of specific and detailed claims supported by thoughtful evidence arising from her knowledge and experiences.

Part of developing an effective thesis statement for an academic paper involves focusing on answering a question over which intelligent and informed people may come to different responses. In the case of "Faith and Diplomacy," Albright essentially answers the question "how should religion play a role in the formulation of U.S. foreign policy?" She may never state this question explicitly in her essay, but her entire essay focuses on answering that question effectively. Given America's separation between church and state, and Albright's position as a former U.S. Secretary of State, the position she takes may moreover be somewhat controversial among those who might argue that religion should play no role in affairs of state. It is the fact that controversy or difference of opinion exists on this matter that makes Albright's essay worthwhile. Her expert opinion, supported by detailed evidence, lends her a strong voice on this matter.

Like Albright's thesis, your thesis should focus on arguing a position over which there may be some controversy or difference of opinion, where reasonable people might differ. Therefore, for this assignment, I'd like you to identify a topic or question over which such controversy or difference of opinion might exist. You may choose to argue a position on a topic related to the theme of our readings this semester (ethics and the food industry). You may choose any controversial topic as the basis of your argument.

One way you might brainstorm for topics would be to peruse current newspapers and news websites to identify an issue over which there is some controversy. Choose one that interests you. Focus on one controversial issue in particular,

and do some research on it. Then, take a position on that issue and persuade others to accept that position, by offering some specific evidence from research that supports your claims.

For example, you could begin with an article like the following one, concerning freedom of speech:

[http://www.huffingtonpost.com/2012/04/03/students-profane-tweet-st\\_n\\_1400695.html](http://www.huffingtonpost.com/2012/04/03/students-profane-tweet-st_n_1400695.html)

Then, you would take a position on this issue by asking a question like this: "should students be expelled from school for using profanity on social networking websites?" Your answer to the question would be your thesis, and you would use evidence from your research to support your claims. Your research would likely involve similar challenges to "free speech," and would investigate the legal history of the debate regarding the right of "freedom of speech," guaranteed by the First Amendment of the U.S. Constitution.

In this paper, you will work to avoid fallacies, address possible counterarguments, and smoothly integrate quotes from your research into your overall argument. You will also need to include a balanced mix of sources, and include at least 5 of these sources in your paper. Your paper should follow the MLA format and will include a works cited page, not included in the overall page count. Prior to the submission of your final draft, you will also compose an annotated bibliography (see below), including summary and evaluation of 5 sources you have selected to use to support your argument in your paper.

Annotated Bibliography:

For this assignment, I would like you to do as follows:

--Please perform research and collect 5 possible sources on the topic you have chosen for Paper #1. These sources should be comprised of a balanced mix of sources, including sources from books, magazines, scholarly articles, newspapers, interviews and websites.

--Now, type up your citations for these sources by following the MLA format for a works cited page. You can find a sample MLA works cited page at the Purdue OWL website found listed in the course calendar. Your citation format will be determined by the type of source that it is. Determine what type of source you have (book, electronic, etc.) and then go to the appropriate link at the left side of the page. Follow the instructions given there.

--Then, I'd like you to organize your citations by last name of the author, according to alphabetical order.

--Now, once you have completed organizing your citations, after each source I would like you to include a brief paragraph in which you summarize the information included in that source, followed by a second brief paragraph in which you briefly evaluate the source, discussing why and how it might be useful or helpful for your paper. In class, we will go over a model of what this should look like and how it should be organized on your pages. I will also send a copy of this to you by email prior to the due date of the assignment. For more information about composing annotated bibliographies, please refer to the following webpage, published by the University of Toronto:

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography>

## **Paper #2 (Analysis, 10 pts.)**

*In 2-3 typed double-spaced pages (12 pt. Times New Roman font), please respond as thoroughly and thoughtfully as you can to the following assignment prompt:*

For this second paper, you will critically analyze the Dalai Lama's "Ethics and the New Genetics," found in *Emerging* on pp. 132-140. For this, you will first need to identify a choice or choices that you find particularly important, significant, or revealing in the text. For example, you could focus on a particular word choice he makes, or a specific example that he includes, and consider why this choice was significant. Or, you could explore the ramifications of something that he omits—something that he chooses to leave out of his argument—either intentionally or unintentionally. Now, write an essay answering the following question(s): why do you think he makes the choice(s) that he makes, and why does it matter? What can we learn from the choice, or choices? If other choices had been made, how might that change or affect our understanding of the topic in question? How does his choice (or these choices) reveal information about his overall philosophy and/or his approach to the topic?

Please note that the purpose of this paper is *not* summary or reduction of the assigned reading. In other words, the point of the assignment is not to paraphrase and reduce his argument from a large pile of words to a smaller, different pile of words. Instead, you are expected to expand upon and explore the significance of a particular choice or choices he makes. Also, no research is required or expected for this paper. If you choose to include references to any sources outside the assigned textbook, you will need to document and cite your sources using MLA in-text parenthetical citation and a works cited page (please see me if you are considering this).

### **Paper #3 (Synthesis, 10 pts.)**

*In 4-5 typed double-spaced pages (12 pt. Times New Roman font), please respond as thoroughly and thoughtfully as you can to the following assignment prompt:*

For this third paper, you will need to synthesize your observations on the Dalai Lama's article with Hal Herzog's "Animals Like Us," found on pp. 242-7 of your *Emerging* textbook. Your work may build upon and develop your answer to the Question for Connecting that you answered for your homework, or you may offer a richer, more developed answer to an original question of your own that would draw upon or explore a connection between the two pieces. In other words, try to find some connection or area of overlap between these two arguments, and then think about what new idea or ideas might emerge by placing these two texts into conversation with each other. For example, how do each of these authors work to define "ethics" through their writings, and how do these definitions of "ethics" correlate to yours, or to the ethics of their respective audiences? What new ideas emerge when we contrast these different ideas of "ethics," of "right" and "wrong"? Where do these ideas of ethics originate, and how are we to reconcile different versions of ethics? In your effort at synthesis, you may also relate both of these writers' arguments to your own experiences. Through this, you will answer questions such as: how do the texts mutually illuminate each other? How does your experience outside these texts illuminate them, and vice versa?

As with the second paper, the purpose of this paper is not summary or reduction. In other words, the point is not to paraphrase and reduce the two arguments from large piles of words to smaller, different piles of words. Moreover, this is not a compare and contrast paper. I'm not interested in having you merely list the differences or similarities between the two articles. Rather, what I'm interested in is seeing how you can juxtapose the two arguments and explore what new ideas may emerge as a result of this juxtaposition. In this sense, your paper should more closely resemble an argument rather than a "report." Also, no research is required or expected for this paper. You certainly may do research if you wish to do so, but if you choose to do this you will need to include appropriate citations in the MLA format. In other words, if you choose to include references to any sources outside the assigned textbook, you will need to document and cite your sources using MLA in-text parenthetical citations and a works cited page (see me if you are considering doing this).

### **Paper #4 (Synthesis Plus, 10 pts.)**

*In 5 typed double-spaced pages (12 pt. Times New Roman font), please respond as thoroughly and thoughtfully as you can to the following assignment prompt:*

In the readings from Herzog and the Dalai Lama, we can see how both writers explore the ethics of modern food production and consumption, as they discuss how one's morals should guide decision-making regarding food. David Foster Wallace takes these ideas a step further by offering an extended meditation specifically on the lobster industry, examining the ethics of eating and harvesting lobsters.

For this final paper, I'd like you to do some more research on a topic or subtopic taken up by these authors. You will need to locate and read a recent article (preferably a scholarly article) that addresses one of these topics. You should use the electronic databases available from the TRCC library website to assist you in your research. Then, you should work to place examples from your selected article into conversation with the arguments presented by Wallace and at least one of the two other pieces we have read thus far (Herzog and/or the Dalai Lama). For example, you might consider examining a recent scholarly work on genetically modified organisms, sustainable fishing/farming, organic farming, veganism, freeganism, etc. Then you might answer the following question(s): How do the examples or arguments brought up in the article support, challenge, or modify the arguments made by the authors we have read? What new ideas begin to emerge as you read your selected article in relation to the pieces we have read thus far?

For this paper, you will need to use MLA in-text parenthetical citation when citing your source, and you will need to include a works cited page at the end of your paper (not included in the overall page count—i.e. you need at least 6 pages overall). We will be reviewing the basics of MLA citation and format in class, but you should also refer to the Purdue OWL website and other resources for help with this (see the list of resources provided at the beginning of the course calendar for help here).

## English K101S Spring 2016: Tentative Course Outline

"When something can be read without effort, great effort has gone into its writing."

-Enrique Jardiel Poncela

Monday	Wednesday
<p style="text-align: center;">#1 tip for a successful semester: <b>USE AVAILABLE RESOURCES!</b></p> <ul style="list-style-type: none"> <li>❖ <i>Emerging</i> textbook</li> <li>❖ The Writing Center (see syllabus for details)</li> <li>❖ <i>Purdue OWL</i> <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></li> </ul> <p>Grammar: <a href="https://owl.english.purdue.edu/owl/section/1/5/">https://owl.english.purdue.edu/owl/section/1/5/</a></p> <p>Punctuation: <a href="https://owl.english.purdue.edu/owl/section/1/6/">https://owl.english.purdue.edu/owl/section/1/6/</a></p> <p>Mechanics: <a href="https://owl.english.purdue.edu/owl/section/1/4/">https://owl.english.purdue.edu/owl/section/1/4/</a></p> <p>ESL: <a href="https://owl.english.purdue.edu/owl/section/5/25/">https://owl.english.purdue.edu/owl/section/5/25/</a></p> <p>MLA Citation: <a href="https://owl.english.purdue.edu/owl/section/2/11/">https://owl.english.purdue.edu/owl/section/2/11/</a></p>	<p style="text-align: center;">MORE RESOURCES:</p> <ul style="list-style-type: none"> <li>❖ Use Writer'sHelp.com (<a href="http://writershelp.com">http://writershelp.com</a>) and/or other websites dedicated to improving student writing (see instructor for more suggestions)</li> <li>❖ For free help with specific grammar or punctuation issues, consider watching YouTube instructional videos on these topics (for ex., a tutorial on comma splices could be found at <a href="http://www.youtube.com/watch?v=SGqGWMoRJC0">http://www.youtube.com/watch?v=SGqGWMoRJC0</a>)</li> <li>❖ Your instructor</li> <li>❖ Your peers</li> </ul>
<p>1/25</p> <ul style="list-style-type: none"> <li>❖ Introductions</li> <li>❖ Goalsetting</li> <li>❖ Diagnostic Exam</li> </ul>	<p>1/27</p> <ul style="list-style-type: none"> <li>❖ Syllabus</li> <li>❖ Introduction to Paper #1</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Check your email and make sure you have a welcome email from me in your inbox. <b>If you do not have one, please e-mail me so that I may add you to my mailing list.</b> Attached to your email you should receive a copy of the course syllabus and course calendar. <b>Be sure to print out a copy of the syllabus and bring it with you for today's class, along with any questions you may have.</b></li> </ul>
<p>2/8</p> <ul style="list-style-type: none"> <li>❖ Argument/Rhetorical Triangle</li> <li>❖ Passive vs. Active Reading</li> <li>❖ The Writing Process</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Read <i>Emerging</i> pp. 1-8.</li> </ul>	<p>2/10</p> <ul style="list-style-type: none"> <li>❖ Argument (cont.)</li> <li>❖ Ethos/Pathos/Logos</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Read Madeline Albright, "Faith and Diplomacy," pp. 34-42.</li> <li>➤ Do q. 3 from "Language Matters," p. 43 (can be handwritten).</li> </ul>



<p>2/15</p> <p><b>LINCOLN'S AND WASHINGTON'S BIRTHDAYS OBSERVED – NO CLASS</b></p>	<p>2/17</p> <ul style="list-style-type: none"> <li>❖ Library/Research Orientation</li> <li>❖ Research</li> <li>❖ MLA Citation</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Work on research and drafting of Annotated Bibliography.</li> </ul>
<p>2/22</p> <ul style="list-style-type: none"> <li>❖ Research (cont.)</li> <li>❖ MLA Citation (cont.)</li> <li>❖ Identifying Arguments, Support, Sources, and Counterarguments</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Reread Madeline Albright, "Faith and Diplomacy," pp. 34-42. Annotate the text carefully, if you have not already done so.</li> <li>➤ Try to identify the thesis of Albright's article. Circle/underline it in your text. Now, find places where she offers support/evidence for her assertions. Also, identify ethical, pathetic, or logical appeals. Then, compose a brief summary in which you identify the appeals she uses and how she uses them.</li> </ul>	<p>2/24</p> <ul style="list-style-type: none"> <li>❖ Research (cont.)</li> <li>❖ MLA Citation (cont.)</li> <li>❖ Identifying Arguments, Support, Sources, and Counterarguments (cont.)</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Annotated Bibliography Due, including 5 sources for Paper #1</b></li> </ul>
<p>2/29</p> <ul style="list-style-type: none"> <li>❖ Development</li> <li>❖ Considering Your Work Space</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Continue drafting Paper #1.</li> </ul>	<p>3/2</p> <ul style="list-style-type: none"> <li>❖ Constructing a Thesis Statement</li> <li>❖ Thesis vs. Opinion vs. Fact</li> <li>❖ Paragraphing</li> <li>❖ Body Paragraphs</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Continue drafting Paper #1.</li> </ul>
<p>3/7</p> <ul style="list-style-type: none"> <li>❖ Paragraphing (cont.)</li> <li>❖ Introductory and Concluding Paragraphs</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Continue drafting Paper #1.</li> </ul>	<p>3/9</p> <ul style="list-style-type: none"> <li>❖ Ground Rules for Peer Review</li> <li>❖ Peer Review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Rough Draft of Paper #1, for peer review</b></li> <li>➤ Bring to class 2 copies of your first draft, ready for readers.</li> </ul>
<p>3/14</p> <ul style="list-style-type: none"> <li>❖ Improving Focus and Flow</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Continue revising, editing, and proofreading Paper #1.</li> </ul>	<p>3/16</p> <ul style="list-style-type: none"> <li>❖ Improving Concision</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Continue revising, editing, and proofreading Paper #1.</li> </ul>

<p>3/21</p> <p><b>SPRING BREAK – NO CLASSES</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Continue revising, editing, and proofreading Paper #1.</li> <li>➤ Work on homework for 3/28 (if time allows)</li> </ul>	<p>3/23</p> <p><b>SPRING BREAK – NO CLASSES</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Continue revising, editing, and proofreading Paper #1.</li> <li>➤ Work on homework for 3/28 (if time allows).</li> </ul>
<p>3/28</p> <ul style="list-style-type: none"> <li>❖ Reflective Post-Write: Paper #1</li> <li>❖ Introduction to Paper #2</li> <li>❖ Analysis</li> <li>❖ Introduction to Digication</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Read the Dalai Lama, “Ethics and the New Genetics,” pp. 132-140</li> <li>➤ Do “Exploring Context,” q. 3, p. 140.</li> <li>➤ Do “Language Matters,” q. 1 and q. 3.</li> <li>➤ <b>Final draft of Paper #1 due for submission</b></li> </ul>	<p>3/30</p> <ul style="list-style-type: none"> <li>❖ Analysis (cont.)</li> <li>❖ Active/Critical Reading: Composing How and Why Questions</li> <li>❖ Video: Interview with the Dalai Lama</li> <li>❖ Group Exercise</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Reread Emerging, pp. 1-8.</li> <li>➤ Reread the Dalai Lama, “Ethics and the New Genetics,” pp. 132-140</li> <li>➤ Be sure to annotate the text carefully, if you have not already done so.</li> <li>➤ Now, please compose at least 2 “how” or “why” questions on the text. You will bring these to class for class discussion.</li> </ul>
<p>4/4</p> <ul style="list-style-type: none"> <li>❖ Grading Rubric</li> <li>❖ Peer Review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Rough Draft of Paper #2, for peer review</b></li> <li>➤ Bring to class 2 copies of your first draft, ready for readers</li> </ul>	<p>4/6</p> <ul style="list-style-type: none"> <li>❖ Reflective Post-Write: Paper #2</li> <li>❖ Introduction to Paper #3</li> <li>❖ Synthesis</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Final Draft of Paper #2, for submission</b></li> </ul>
<p>4/11</p> <ul style="list-style-type: none"> <li>❖ Synthesis (cont.)</li> <li>❖ Herzog</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Read “Connecting and Synthesizing,” pp.10-14</li> <li>➤ Read Hal Herzog, “Animals Like Us,” pp. 242-7.</li> <li>➤ Do “Exploring Context,” q. 3, p. 247.</li> <li>➤ Do “Questions for Connecting,” q. 2, p. 247</li> </ul>	<p>4/13</p> <ul style="list-style-type: none"> <li>❖ Brainstorming and Generating Connections</li> <li>❖ Group Exercise: Herzog and the Dalai Lama</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Reread Hal Herzog, “Animals Like Us,” pp. 242-7.</li> <li>➤ Be sure to annotate the text carefully, if you have not already done so.</li> <li>➤ Review the “Question for Connecting” you answered for Tuesday’s homework. Now, compose your own original “question for connecting” that will help you to explore a key connection between Herzog’s piece and the piece from the Dalai Lama that we read earlier in the semester. You will bring your typed question to class for the group exercise.</li> </ul>

<p>4/18</p> <ul style="list-style-type: none"> <li>❖ Peer Review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Rough Draft of Paper #3, for peer review</b></li> <li>➤ Bring to class 2 copies of your first draft, ready for readers.</li> </ul>	<p>4/20</p> <ul style="list-style-type: none"> <li>❖ Reflective Post-Write: Paper #2</li> <li>❖ Introduction to Paper #4</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Final Draft of Paper #3, for submission</b></li> </ul>
<p>4/25</p> <ul style="list-style-type: none"> <li>❖ Synthesis (cont.)</li> <li>❖ Wallace</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Read David Foster Wallace, "Consider the Lobster," pp. 497-510.</li> <li>➤ Do "Exploring Context," q. 1, p. 510.</li> <li>➤ Do "Questions for Connecting," q. 1, p. 511.</li> </ul>	<p>4/27</p> <ul style="list-style-type: none"> <li>❖ Wallace (cont.)</li> <li>❖ Research (cont.)</li> <li>❖ Group Exercise</li> <li>❖ Grammar/Syntax Review: Sentence Construction and Sentence Boundaries</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Reread David Foster Wallace, "Consider the Lobster," pp. 497-510.</li> <li>➤ Be sure to annotate the text carefully, if you have not already done so.</li> <li>➤ Do "Questions for Connecting," q. 3, p. 511.</li> <li>➤ Find an online article on your own that seems to be relevant to the discussions made by Herzog, Wallace, and/or the Dalai Lama (or a combination of them). In writing, briefly summarize the article and then explain how it connects to the discussions we've heard so far, and what questions and/or issues it raises with regards to these discussions.</li> </ul>
<p>5/2</p> <ul style="list-style-type: none"> <li>❖ Grammar/Syntax Review: Sentence Construction and Sentence Boundaries</li> <li>❖ Peer Review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Rough Draft of Paper #4, for peer review</b></li> <li>➤ Bring to class 2 copies of your first draft, ready for readers.</li> </ul>	<p>5/4</p> <ul style="list-style-type: none"> <li>❖ Grammar/Syntax Review: TBA</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Continue working on Paper #4 and revisions</li> </ul>
<p>5/9</p> <ul style="list-style-type: none"> <li>❖ Grammar/Syntax Review: TBA</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Continue working on Paper #4 and revisions</li> </ul>	<p>5/11</p> <ul style="list-style-type: none"> <li>❖ Reflective Post-Write: Paper #4</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Final draft of Paper #4 due for submission</b></li> <li>➤ Continue working on Paper #4 and revisions</li> </ul>

5/16

**LAST CLASS MEETING**

- ❖ Course Wrap-Up
- ❖ Evaluations

Due:

- **All final paper revisions due!**