**English 101: Composition**

Section T25

Three Rivers Community College

Fall 2018

**Instructor:** Marie Baguchinsky

**Class Meets:** **Room:** Building 183, Room 318

**Office Hours:** 5:00 PM Mondays by appointment

**Email:** mbaguchinsky@trcc.commnet.edu

**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 through assigned writings.

**Required Texts**

Neuleib, Janice, et al., editors. The Three Rivers Reader. Pearson Learning Solutions, 2016.

**Essays**

You will write several essays and a research paper this semester. As we progress, the essays will increase in both length and complexity, and each will incorporate a number of sources and

rhetorical techniques. Writing is a recursive, iterative process, and as such we will be

spending much of the class workshopping and revising drafts to help develop and

improve our abilities. Your work must adhere to the MLA standards given on page five,

titled “How to Format Your Papers.” Formal essays should be submitted in hard copy.

Detailed explanations of each essay will be provided as we progress.

**Research Paper**

The goal of argument is persuasion. Persuasion gives you the power to influence the world around you. Whenever an organization needs to make a major decision, those who can think flexibly and write persuasively can wield great influence. An effective way to appreciate argument as both truth seeking and persuasion is to explore a topic that interests you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology - that is, a network of basic values, believes and assumptions that tend to guide your view of the world.

Then, you will integrate sources into your final essay by paraphrasing and directly quoting the source material. This thesis-driven, text-based essay must be at least 7-9 pages and be submitted by the due date in MLA style. In this essay, you must integrate multiple types of source material and include in-text citations, a works cited page, and the source pages must accompany the final draft.

**Class Policies**

**Attendance through academic participation:**

Attendance and academic participation are important factors in your final grade. This is a reading and writing intensive course that incorporates active class participation and activities and peer-workshops. If you do not come prepared for class with notes, assignments, or other required work, your grade will be affected. Students are expected to attend all classes and participate in all class-related activities.

Attendance through academic participation includes submitting all assignments as required, completing all essay drafts and final essays on time, taking all quizzes and/or exams, engaging in interactive tutorials or computer-assisted instruction; attending seminars, webinars, laboratories, or instructor conferences, working in study groups or peer groups; viewing and participating in online discussions; and accessing other media as required by the instructor. All assignments must be completed successfully to pass the course.

In your professional life, you are expected to show up on time, complete the expected tasks, be professional, and meet the outcomes required of the position in order reap the financial and personal benefits. In college courses, you are expected to show up on time, complete the expected tasks, be professional, and meet the outcomes required of the course in order reap the educational benefits.

I understand that things happen and if you know ahead of time that you will miss class or have an emergency of some kind, please contact me as soon as possible. You are, of course, responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. In addition, coming into class late is disruptive. Please be on time to class and turn off any electronic devices not associated with the class.

**Plagiarism**

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 offence. Consequences for plagiarism can range from failing the assignment to failing the course.

**TRCC Email**

Email will be our primary communication method throughout the semester. If you need to

reach me, my email is mbaguchinsky@trcc.commnet.edu. In addition, you have each been

assigned a TRCC email address (@mail.ct.edu; log in with @student.commnet.edu). This

is how I will contact you. Please familiarize yourself with TRCC email, check it

regularly, and use proper email etiquette when corresponding with me and your other

professors. If you need help, go to www.trcc.commnet.edu → Academics → Distance

Learning → Resources for Students. Do **not** ignore your email.

**Withdrawal**

December 7th is the last day students may officially withdraw from classes at the

Registrar’s Office (A115, registrar@trcc.commnet.edu, 215-9919). Withdrawal does not

affect your GPA, but it may have financial aid consequences, so consult with Financial

Aid or your advisor before making any decisions. Any student who does not attend class

or complete all coursework without officially withdrawing will be graded accordingly.

**myCommNet Alert**

myCommNet Alert is a system that sends text messages and emails when there is a

campus emergency. Additionally, TRCC sends messages when the college is delayed or

closed due to weather. I encourage you to sign up for these alerts in myCommNet. In

addition, there may be instances when the college is open, but I am unable to make it to

campus. In these rare cases, I will notify you via email as soon as possible.

**Academic Integrity:**

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.

**Save Your Work**:

It is always a good idea to *save your work* to disk or to make a copy of any paper that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to *yourself* as a precaution. There are also online options to save your work through services such as *Dropbox* or *Google Drive.*

**The Writing Center: C113**

The mission of the TRCC Writing Center is to give all students the tools and support they

need to be successful and independent academic writers. It offers a range of services for

students, faculty, and staff covering four basic areas: walk-in and reserved appointments,

classroom presentations, writing resources, and emailed paper submissions. To contact

the Writing Center, call (860) 215-9082, or email TRWritingCenter@trcc.commnet.edu.

**Donald R. Welter Library**

The library is open Monday–Thursday from 8:30 AM to 8:00 PM and Friday from 8:30

AM to 3:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during

the Summer and Winter sessions. The Circulation & Information Desk can be reached at

(860) 215-9051. For more information, visit the library’s website.

**Computer Labs**

In addition to the Writing Center’s Tutoring Lab and the library, an open computer lab

can be found in E112. Its hours of operation are Monday–Thursday 9:00 AM to 9:00 PM

and Friday 9:00 AM to 6:00 PM. It is closed on Saturdays and Sundays. Hours may be

truncated during the Summer and Winter sessions.

**Printing**

Students can print from the open computer lab and the library. Each semester, a printer

quota of 500 sheets is put in place. Once you have printed out 500 copies, you need to

pay $5.00 for each additional 100 pages.

**Digication Statement**

All students are required to maintain an online learning portfolio in Digication using the

college template. Digication gives students the opportunity to monitor their personal

growth and integrate lessons from inside and outside the classroom. Periodically, a Three

Rivers General Education Assessment Team will select and review random works to help

improve the college experience. Student work reviewed for assessment purposes will

remain private and anonymous. Students can create multiple portfolios and may continue

to use their Digication account after graduation.

**Mandated Court Reporter**

Please know that I am required to share what you tell me with the Title IX Coordinator or

the Dean of Student Services. They will want to discuss your rights and options with you,

and they will do their best to protect your privacy and honor your wishes, but they may

need to investigate further or even contact law enforcement if there is a danger to you or

the campus.

You also have a right to a completely confidential option, and Student Services (A Wing)

can help you access free 24/7 counseling services, which can also connect you with legal

or medical help.

**TITLE IX**

BOARD OF REGENTS FOR HIGHER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Maria Krug at mkrug@trcc.commnet.edu 860 215 9280.

**Paper 1: Critical Reading Analysis Essay**

Students will provide a critical reading and analysis of a text(s). A critical analysis examines a text and provides a reader deeper insight into the material. Often, we read material to extract relevant information. Reading critically, however, is a more complex process that involves understanding, analysis, and thinking.

**Paper 2: Synthesis Essay**

Students will write at least 5-6 complete pages that synthesizes two or more texts. Here you join in a “conversation” with multiple perspectives on an issue. Rather than simple pro/con constructions, you start to analyze and evaluate arguments to form your own view. By becoming an informed writer, you establish your own “voice” and credibility.

**Paper 3: Synthesis with Research Assignment – (details will be provided in class)**

Students will each write 5-6 pages plus a works cited page which will include MLA citations using researched materials from primarily academic sources.

**Paper 4: Research Project**

The goal of argument is persuasion. Persuasion gives you the power to influence the world around you. Whenever an organization needs to make a major decision, those who can think flexibly and write persuasively can wield great influence. An effective way to appreciate argument as both truth seeking and persuasion is to explore a topic that interests you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology - that is, a network of basic values, beliefs and assumptions that tend to guide your view of the world.

Then, you will integrate sources into your final essay by paraphrasing and directly quoting the source material. This thesis-driven, text-based essay must be at least 7-8 pages and be submitted by the due date in MLA style. In this essay, you must integrate multiple types of source material and include in-text citations, a works cited page, and an academic formal outline must accompany the final draft.

**Reader’s Journals**

Your Reader’s Journal is an academic journal in which you respond to a series of readings from our textbook in both short answer and essay format. Journal entries are assigned regularly and are due on the dates listed on the course calendar. At times, I will check off that your homework is completed, and this will factor into your class participation grade.

Journal entries will be submitted as part of the Midterm grade. You are expected to have typed, polished entries for submission for your Midterm.

**Assignments**

All assignments are due at the beginning of class. I do not accept emailed assignments. Presentations and Oral report dates are final. Missed presentations must be made up to pass the course. If you know that you will not be able to attend class when an essay is due, please make arrangements to turn in the essay before class on the due date.

**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. An instructor’s 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.

**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 Disability Service Provider (DSP).

TRCC Disabilities- Service Provider

|  |  |
| --- | --- |
| Marc Liscum-Service Provider  (860) 215-9265  Room A113 | • Mental Health Disabilities  • Learning Disabilities  • ADD/ADHD  • Autism Spectrum |
| Elizabeth Willcox, Advisor  (860) 215-9289  Room A113 | • Sensory Disabilities  • Medical Disabilities  • Mobility Disabilities |

**\*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, the accommodation take affect when the instructor receives the paperwork from a student- accommodation cannot be provided retroactively.**

**Important Course Dates and Withdrawal from Class:**

**Sept. 10** Class Begins

**Sept 10** Last Day to Drop Classes for Partial Tuition Refund

**Sept 21** Professional Day

**Sept 25** Last Day to Select Audit Option

**Oct 16 Reading Day**

**Nov 06** Last Day to Select Pass/Fail Option

**Nov 15** Last Day to apply for spring graduation

**Nov 22-25** Holiday Break – No Classes

**Dec 7** Last Day to Withdraw from Classes

**Dec 16** Last Day of Classes

**Dec 21** Final Grades Due

*Up to Dec 7th, students may officially withdraw from the class at the Registrar’s Office (A-115). Any student who does not officially withdraw and does not attend classes will receive an “F” for the course.*

**How to Format Your Papers**

MLA format will be used for all assignments. Here are the basic details:

• Formal essays are to be typed on white 8.5 × 11-inch paper in 12-point Times New Roman.

• Double-space your entire paper. No extra white space. Use left-alignment; do not justify.

• Use only one space after periods or other punctuation marks.

• Use 1-inch margins—top, bottom, left, and right.

• Indent the first line of each paragraph one half-inch. Use the tab key or the ruler in your word

processor; do not hit the space bar five times.

• In the upper left-hand corner of page one, type your name; my name; course title, section, and

assignment; and the due date. See example in this syllabus.

• Below the due date, type your assignment’s original, unique, and punchy title (i.e. not “Essay

1”). Center your title. Do not use a separate title page. Do not underline, italicize, bold, or place

your title in quotation marks. Write the title in Title Case, not in ALL CAPITAL LETTERS.

• Beginning on page two, create a header that numbers your pages with your last name and the

page number, as I have done on this syllabus. Your last page will be your Works Cited, and it

will be numbered as such. For page numbers and parenthetical citations, use Arabic numerals.

• Staple your assignment in the upper left-hand corner.

• Adhere to paper length requirements and do not use stratagems like bigger margins, increasing

the size of punctuation, etc.

Use MLA style to document sources. Parenthetical citations should contain the author’s last

name and page number and appear at the end of the sentence, like this:

The efficacy of blasters as compared to “hokey religions and ancient weapons” has long

been a source of contention between scoundrels and farm boys (Solo 37).

You would then include a full MLA citation on your Works Cited page that corresponds to your in-text citation, like this:

Solo, Han. “A Good Blaster at Your Side.” *The Book of Rogues*, edited by Leia Organa,

Smuggler Publishing, 1977.

Joe Student

Professor Sullivan

ENG 101 Thursday 6:30pm

Essay #1

30 August 2018

Boulder Dash: The Growing Geological Concerns of South America

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(Baggins 24). Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur,

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dolorem eum fugiat quo voluptas nulla pariatur?

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pellentesque nisi. Maecenas placerat, diam sed elementum fermentum, nibh justo semper mi

**How to Create Your Works Cited Page**

The eighth edition of the *MLA Handbook*, published in 2016, provides a more

streamlined, universal set of guidelines for how to cite sources. These changes allow us to apply

a singular method to any source, rather than myriad formats for different types of sources.

When you need to create a citation, build it using the following core elements:

1. Author last name, first name.

2. Title of source.

3. Title of container,

4. Other contributors,

5. Version,

6. Number,

7. Publisher,

8. Publication date,

9. Location.

These elements should be listed in the order above and separated using the above punctuation.

Citations on a works cited page should always have hanging indents and be listed alphabetically.

**For example, an article that appears in our textbook would be cited like this:**

Roberts, Paul. “How to Say Nothing in 500 Words.” The Three Rivers Reader, edited by

Janice Neuleib, et al., Pearson Learning Solutions, 2016, pp. 206–19.

An article from an online database would look like this:

Blumenthal, Rachel. “Improvisational Soloists in Morrison’s JAZZ.” Explicator, vol. 65,

no. 4, Summer 2007, pp. 240–41. Academic Search Premier, doi:10.3200/expl.

65.4.

**An article on a website would look like this:**

Popova, Maria. “Werner Herzog Recommends Five Books Every Aspiring Filmmaker

Should Read.” Brain Pickings, 19 Aug. 2016,[www.brainpickings.org/2016/08/19/](http://www.brainpickings.org/2016/08/19/)

werner-herzog-reading-list/. Accessed 2 Sept. 2016.

If you need help, just ask, or see the free, online Purdue OWL MLA Formatting & Style Guide.

**ENGLISH 101 Learning Outcomes**

**Respond to Rhetorical Situations**

1. **Adapt writing as audience and purpose requires**
2. **Develop and apply an independent writing process that includes generating, revising, editing, and proofreading**
3. **Reflect on and explain writing choices regarding audience and purpose**

**Engage with and Use Authoritative Sources**

1. **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)**
2. **Employ effective annotation skills to the reading of complex texts**
3. **Locate and evaluate sources appropriate to the rhetorical situation**
4. **Interpret and analyze argument, evidence, and rhetorical strategies in complex texts**
5. **Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material**
6. **Demonstrate critical and evaluative reading comprehension**
7. **Write accurate summaries and paraphrases of complex texts and differentiate these from student’s own writing**
8. **Respond to an argument in a complex text and synthesize perspectives in multiple texts**
9. **Integrate complex texts to fulfill the rhetorical purpose**

**Craft Logical Arguments**

1. **Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions**
2. **Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material**
3. **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**

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

**TENTATIVE COURSE SCHEDULE**

**M 9/10** Introduction to the Course and Syllabus Review and Diagnostic Essay.

Introductory Activity- Group Activity-Groups of two educational commonalities/wild card/share/switch groups. Annotation PPT/discuss summary-use textbook definition

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**M 9/17** Discussion/group work/journal

Homework discussion and Q and A

Discuss list of relevant contentious topics.

Discuss Generative arguments

*Homework:*

a) Read “Starting an Argument” then use the news and/or social media to create a list of

5 contentious issues relevant now and bring to class on Wednesday;

2) Read “Generative Arguments” then take notes.

**M 9/25** Discussion/peer review/journal

*Homework:*

1.Read “Critical Reading and Rhetorical Analysis” pp. 77-89 then list 5 ways that the

ability to think and read critically would be important to your current or future career. What kind of

analysis might you need to do?

2. Choose a speech from [www.americanrhetoric.com](http://www.americanrhetoric.com). Go to the website and select “Top 100 Speeches” on the left side, Select **one speech**. Print out transcript, follow direction from Essay #1 Critical Analysis Essay handout directions and type 7-8 paragraph critical analysis essay. Using passages from the reading for support, answer the questions: What is the primary rhetorical strategy used in this speech? Discuss and give examples of the two other strategies used. Are they effective? Why or why not? Use at least three quotes from the speech to support your answer. **Bring 2 copies of your analysis and one copy of speech.**

**M 10/1 2nd Draft Critical Analysis Essay Due for Peer Review**

Q and A of Draft

Crediting/Quoting Review

Peer Review- 1 round

What is a Synthesis Essay? Discuss

*Homework:*

**1) Bring 2 printed copies of your Revised Critical Analysis Essay and 1 copy of speech for peer review.**

2) Read “Crediting, Quoting, Paraphrasing, and Summarizing” then select quotes form your chosen speech and practice this technique.

**M 10/8 Final Critical Analysis Essay Due/journal/discussions/ presentations**

Handout Synthesis Assignment- Discuss

Discuss authors’ general goals and attitudes in writing. What resonates with your personal experience in assignment?

*Homework:*

1. Read “Is Google Making Us Stupid/” pp. 674-659 then make a list of places where Carr makes appeals to reason (logos) and of places where appeals are emotional (pathos). Read “The Death of Reading) pp. 221 then make a list of how Mitchell establishes ethos in the essay.
2. Read “Shitty First Drafts” pp. 176. Answer Questions on Meaning #2.

**M 10/15 1st Draft Synthesis Essay for Peer Review/**discussion/group work/journal

*Homework:* **Synthesis Essay –** Synthesizing creates a new idea through

combining two or more sources with our own thoughts on the topic. Use “Is Google Making Us Stupid?” and “The Death of Reading” and discussions from our class

to write a **4-5page** **Synthesis Essay u**sing class discussion and directions from Essay 2 Synthesis Essay handout. **Bring 2 copies of your draft of your Synthesis essay for peer review**

**M 10/22 2nd Draft Synthesis Essay Due for Peer Review**

*Homework:*

1. Read “Research Papers and Reports - Arguing with Research” then discuss what kind

of evidence (print, electronic, or empirical) you think is most trustworthy when writing a research

paper. Does it depend on the topic being researched?

1. Read “How Computers Change the Way We Think” by Sherry Turkle pp. 660-668. Answer Questions on Meaning #4.
2. **Bring 2 copies of your 2nd Draft Synthesis Essay to class for peer review.**

**M 10/29 Final Synthesis Essay Due** Discussion/group work/journal

Review “Developing You Research Process

Introduce Synthesis Plus Research Essay

*Homework:*

1. Synthesis Essay due
2. Journal-Read “Small Change: Why the Revolution Will Not Be Tweeted” By Malcom Gladwell pp. 431-443. Answer Questions on Rhetorical Strategy and Style #3.

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**M 11/5 1st Draft Synthesis Plus Essay Due for Peer Review** andMLA Workshop

Homework:

Building on what we learned in writing our synthesis essay, choose 2-3 of the readings we’ve

completed about computers, ***plus* 2 outside sources**, to write a 5-6-page synthesis plus research essay. Include intext citation and a Works Cited page. Use the ideas and readings we’ve discussed in class, as well as 2 outside sources and your own thoughts to develop a research question to discuss in your paper. **Bring 2 copies of your 1st draft to class for peer review.**

**M 11/12 Final Synthesis Plus Essay Due** discussion/group work

Research paper handout review

Discuss research

**M 11/19 1st Draft Research Due**

Peer review

Review Annotated bibliography Intro/ Outline Review

Homework:

1. Bring one copy of 1st draft for peer review
2. Journal- Read “How to Say Nothing in 500 Word” by Paul Roberts pp. 206-220. Answer Questions on Meaning #1
3. Research Project- In his 1998 essay, Neil Postman criticizes television as the root of the problem with the downfall of human intelligence. Today, it could be argued that the internet and social media are extension or continuation of his point. **Write a 7-9-page research paper using Postman’s essay and 5-7 outside sources to discuss one of the following topics:**

**Option1:** How are the internet and social media similar and/or different than television as presented by Postman? Do his points about entertainment and the American people still hold true? Is his argument still relevant today? How much has changed in the last 30 years?

**Option 2:** Refer to47-48 of our text and learn more about fallacies. Read your social media feeds. Using examples, what kind of fallacies do you find prevalent in the information shared there, particularly coming from “news” sources? How do these fallacies perpetuate Postman’s ideas of blurring the lines between what’s important and what’s not, as well as distortions of information through half-truths? What can we do, as a person or society, to combat this issue?

**M/11/26 Intro Outline Review**

**M12/3/ Annotated Bibliography Due, 2nd Draft Research Paper Due for** **Peer Review**

Homework:

**Bring 1 copy of Research Paper for Peer Review**

**M 12/10 Research Paper Due**