**THREE RIVERS COMMUNITY COLLEGE**

**ENG K101S T9 Composition Embeded Support**

**Fall 2018**

**SYLLABUS**

**Instructor:** Christine Crutchfield

**Time and Place:** MW 8:00-10:45 a.m. Room B229

**Office Hours:** MW 11:00am-12:00pm Room D205E **Instructor’s Phone:** TBD

**Instructor’s Email:** ccrutchfield@nvcc.commnet.edu **Mailbox:** D207

**Required Textbooks: 1)** *The Three Rivers Reader*. Pearson, 2016. Print.

**2)** Faigley, Lester. *The Brief Penguin Handbook*. Online Edition. (optional)

# **COURSE DESCRIPTION:** (3 credits) ENG 101S is a composition course with embedded support for students in need of additional reading and writing practice. It engages students in critical observation, reading, and writing. The 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.

# Recommended placement in ENG\* K101S may be based on multiple criteria including standardized test scores, entrance essays, high school transcripts or instructor/advisor suggestion. Students may also self-place into ENG\* K101S. A grade of “C” or higher must be achieved to successfully complete ENG\* K101S.

**LEARNING OUTCOMES:** Upon successful completion of this course, students should be able to:

**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 complextexts
* 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 clearthesis 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

**DESCRIPTION OF MAJOR ASSIGNMENTS:**

**Essay 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.

**Essay 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.

**Essay 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.

**Essay 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 -** You will be asked to respond to a series of readings from our textbook, both for homework and in class. Journal entries are assigned regularly and are collected and graded.

**COURSE REQUIREMENTS AND GRADING:** In this course, you will be completing a variety of writing assignments. **Deadlines are very important: please pay attention to the syllabus and meet deadlines as imposed.** I will accept late essays, but your grade will automatically be lowered one letter (i.e., A to a B) for each class period late. Journal responses may not be made up. Exams and quizzes may be made up. Class participation is crucial. I take note of the frequency and quality of your classroom input.

**Formal Papers, Drafts, Revisions and Research Paper (70%):** You will complete four essays/research papers. Due dates are highlighted in the course calendar. All writing must follow the format described below.

Critical Reading Analysis Essay 10%
Synthesis Essay 15%
Synthesis with Research Essay 20%

Research Project 25%

**Drafts and Revisions:** You may only receive 1st or 2nd draft credit if you are in class with copies printed on the days that drafts are due. Drafts of papers must be printed (usually 3 or 4 copies) and brought to class on draft days. **A third of a grade will be deducted from the final essay grade (i.e., a “B” paper will become a B-) if you do not come to class prepared with a draft when it is due.**

**Class Activities, Writing Workshops, Attendance/Class Participation/Presentations, Informal Writing and Quizzes (30%):** Class activities are opportunities to explore, discuss, and present material relevant to our course, whether individually, in groups, or as a whole class. They allow us to practice and demonstrate the skills we will learn throughout the semester: citing appropriate sources, thinking critically, synthesizing information, and making connections. As a result, missing classes, workshops, etc. will affect the final grade on individual papers and your overall class grade.

Also throughout the semester, there will be informal writing assignments in and outside of class. These assignments and quizzes help develop and build on the critical thinking, reading, and discussing we will be doing throughout the semester and will greatly enhance your preparedness for the formal writing assignments. Any assignments not completed will lower your final grade. *Please keep all informal assignments organized in a folder.*

This class is a discussion class, and it is vital that we share our ideas and talents with each other. Writing and speaking are very closely related forms of communication, and working on one inevitably helps the other. Never be afraid to ask a question, offer a comment, take a stand on an issue, or disagree with us or anyone else. We will refine our views mostly through free and lively exchange. Several guidelines can help govern this exchange:

* Entering this class intending to learn a great deal.
* Remembering the importance of a sense of humor.
* Being willing to offer your own ideas.
* Commenting respectfully on the ideas of others

**ATTENDANCE** will be taken at the beginning of each class. 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.

Because regular attendance and active participation are important parts of this course, to miss even one class is to significantly decrease your chances of benefiting from the course, and missing more than one class will definitely affect your grade. Much of what we will be doing in this class simply cannot be made up. In the event that you do miss a class, contact one of your classmates or me for any assignment information. For absences due to extenuating circumstances, **it is your responsibility to contact me**. **Please note that an absence does not result in new deadlines.** You are responsible for keeping up with assignments and emailing me any assignments in your absence, or any work you hand in when you return will count as being late.

**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. **Up to December 7th, students may officially withdraw from the class at the Registrar’s Office (A115).**

**FORMATTING PAPERS:** **ALL PAPERS MUST BE TYPED**

* All papers should be printed on white paper and 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, and due date (all in double space).
* Your title should then appear two spaces down, centered on the page. Please note that the assignment name is not the title of your essay.
* The body of your essay is double-spaced. Paragraphs should be indented, and there should be no extra space between paragraphs.
* Number pages beginning on page one in the upper right corner.
* Staple the essay pages in the upper left corner. **Unstapled essays will not be accepted.**
* Save paper. A cover or title page is not necessary.
* Use MLA citation to document sources.

**CLASSROOM DECORUM:** A quiet place and uninterrupted time are essential to preserve your creative thought process and allow for the continuity of your writing. Be respectful of other students’ need to use the class time efficiently. Please be on time. A late arrival is disruptive and disrespectful. Assume personal responsibility for your education through your efforts, diligence and hard work. Bring your book to class. Prepare for each class. Learn to schedule important matters (i.e., this class) into your weekly schedule. **PLEASE TURN OFF ALL CELL PHONES** and/or any other electronic devices. Be respectful of other students’ right to ask questions and express opinions. Pay attention to the speaker, as private conversations are disruptive and disrespectful to me and your classmates. Help nurture a learning environment where we learn from each other’s differences and experiences.

**ACADEMIC INTEGRITY/PLAGIARISM AND ITS PENALTIES:** 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.

Plagiarism is using someone else’s words or thoughts, including paraphrasing, without crediting them properly. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy above.

**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.

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| **TRCC Disabilities Service Providers** Counseling & Advising OfficeRoom A-119 |
| **Matt Liscum**(860) 215-9265  | * Mental Health Disabilities
* Learning Disabilities
* ADD/ADHD
* Autism Spectrum
 |
| **Elizabeth Willcox, Advisor**  (860) 215-9289 | * 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, accommodations take effect when the instructor receives the paperwork from a student- accommodations cannot be provided retroactively*.

**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.”

**DIGICATION:** Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation.

Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

**TUTORING:**  All students seeking TUTORING are encouraged to use the Writing Center, located in C117 on the main campus for help with essays. Extra help is always available with me before or after class and by appointment.

**COMPUTER LABS:** Room E112 Open: Monday - Thursday 8:00 am - 9:30 pm; Friday 8:00 am - 8:30 pm; Saturday 8:00 am - 1:30 pm.

**LIBRARY:** Monday - Thursday: 8:30 am - 6:00 pm; Friday: 8:30 am - 3:00 pm; Saturday & Sunday: CLOSED. The library has computers for student use during library hours.

**SIGN UP FOR MYCOMMNET ALERT:** MyCommNet Alert is a system that sends text messages and 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 and Distance Learning Students page of the web site: [http://www.trcc.commnet.edu/div\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](https://www.mail.commnet.edu/owa/redir.aspx?C=4d2d6f0b5a894701831ffbff6292d24c&URL=http%3a%2f%2fwww.trcc.commnet.edu%2fdiv_it%2feducationaltechnology%2fTutorials%2fmyCommNetAlert%2fMIR3.html)

**TENTATIVE COURSE SCHEDULE**

**W 8/29 A.** Intro to Course/Ice Breaker; Syllabus Review (learning outcomes/textbook/classroom resources/

 MLA standards for Word and Drive/Blackboard/Digication/workshop/peer review/revision)

 **B.** Diagnostic Essay

 *Homework:* Self-evaluation journal

**M 9/3 Holiday – No Class**

**W 9/5**  **A.** 3 Things/Best Thing journal; accessing online course resources; correctly formatting documents in

 Word and Drive to conform to MLA; time management; course planning; study skills

 **B.** Reading/writing connection; close reading strategies; annotation/summary discussion/exercises

 *Homework:* Read and annotate “Starting an Argument” pp. 6-23

**M 9/10 A.** 3 Things/Best Thing journal; rhetoric (topic/angle/purpose/audience/context/thesis/genres);

 conversation and discourse; writing process think/pair/share

 **B.** Argue #2 p. 24: list 5 topics of personal interest; write new angle for each (recent/personal);

 choose 1 and narrow to specific; create thesis statement; discuss as individuals/pairs/groups/class)

*Homework:* Read and annotate “Generative Arguments” pp. 59-74

**W 9/12 A.** 3 Things/Best Thing journal; generative arguments (identification/framing/stories/negotiate);

 consensus/dissensus; writing as a social process

 **B.** Use news/social media to create list of 5 contentious issues relevant now; list of topics on board;

 vote down; make groups; journal; group discuss; list 3 points of consensus

 *Homework:* Read and annotate “Persuasive Arguments” pp. 28-55

**M 9/17 A.** 3 Things/Best Thing journal; strategies (thesis/logos, ethos, pathos/existing evidence/

 commonplaces/fallacies)

 **B.** Toulmin system; Talk #2 p. 56 in groups of 2-3: Living Room Candidate; 3 Dem commercials and

 3 Rep; what is the claim? Is it specific or implied?

 *Homework:* 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?

**W 9/19 A.** 3 Things/Best Thing journal; look at/through; critical reading; purpose/stance; rhetorical analysis;

 initial views on subjects are result of place within discourse communities; writing process

 **B.** “Learning to Read and Write” by Frederick Douglass pp. 188-194; 3 rhetorical strategies/example

 of each; put on board; primary strategy; establishing working thesis/focus/organization/coherence

 *Homework:* **Critical Reading Analysis Essay -** Write a 4 page critical reading analysis essay of

“Learning to Read and Write.” Using passages from the reading for support, answer the questions:

 What is the primary rhetorical strategy used in this essay? Discuss and give examples of two other

 rhetorical strategies also employed. Are they effective? Why or why not? Use at least three quotes

 from the reading to support your answer. **Working thesis statement due Monday, 9/24**

**M 9/24 A.** 3 Things/Best Thing journal; “Crediting, Quoting, Paraphrasing, and Summarizing” pp. 99-113

 **B.** Works Cited discussion; in groups, practice above techniques and works cited with selected

 quote(s) from the Douglass essay; **thesis statement breakout**

*Homework:*Finish Analysis Essay 1st Draft

**W 9/26 A.** 3 Things/Best Thing journal

**B.****1st Draft Analysis Essay Due for Workshop** (4 copies); editing vs. revision

*Homework:*Finish Analysis Essay 2nd Draft

**M 10/1 A.** 3 Things/Best Thing journal; **2nd Draft Analysis Essay Due for Peer Review** (3 copies)

 **B.** *Penguin*/grammar; transitions; breakout

 *Homework:*Finish Analysis Essay

**W 10/3 Analysis Essay Due**

 **A.** 3 Things/Best Thing journal; “Race Matters” by Cornel West pp. 399-405; make a list of the

 places where West makes appeals to reason and where appeals are emotional

 **B.** Liberal/conservative attitudes (p. 406 #1.1); West’s goals/attitudes (p. 406 #3.2)

 *Homework:* Read “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh pp.

 408-413 then list at least 3 ways McIntosh establishes ethos in the essay

**M 10/8 A.** 3 Things/Best Thing journal; discuss reading; earned strength vs. unearned power (p. 414 #1.2);

 knapsack simile (p. 414 #2.2); list of white privileges in groups (p. 414 #2.3)

 **B.** Academic writing addresses a problem/issue within a topic/seeks answers to meaningful questions;

 reading/writing connection; analysis/synthesis; MLA standards; Works Cited pages/examples

 *Homework:* **Synthesis Essay -** As discussed in class, Synthesizing creates a new idea through

 combining two or more sources with our own thoughts on the topic. Use “Race Matters” by Cornel

 West, “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh, your own thoughts,

 and our in-class discussions to write a 4-5 page Synthesis Essay. Consider West’s general goals and

 attitudes toward resolving racism (adding any that you think are important), items on McIntosh’s list

 that resonate with your own experience, and McIntosh’s question, “What will we do with such

 knowledge?” to answer: What can we do as individual/community/society to make positive changes?

**W 10/10 A.** 3 Things/Best Thing journal; thesis statement

 **B.** Conferences; grammar

 *Homework:* Finish Synthesis Essay 1st Draft

**M 10/15 A.** 3 Things/Best Thing journal

 **B. 1st Draft Synthesis Essay Due for Workshop** (4 copies)

*Homework:*Finish Synthesis Essay 2nd draft

**W 10/17 A.** 3 Things/Best Thing journal; **2nd Draft Synthesis Essay Due for Peer Review** (3 copies)

 **B.** *Penguin*/grammar; breakout

 *Homework:*Finish Synthesis Essay

**M 10/22 Synthesis Essay Due**

 **A.** 3 Things/Best Thing journal; “Research Papers and Reports - Arguing with Research” pp.

 117-130; write: what kind of evidence (print, electronic, or empirical) do you think is most

 trustworthy when writing a research paper. Does it depend on the topic being researched?

 **B.** Content (research question/thesis/methodology/sources/findings and conclusions/final thesis);

 organizing and drafting (intro/background/findings/discussion/conclusion and

 recommendations/works cited); developing style and design

 *Homework:* Read “Developing Your Research Process” pp. 148-167

**W 10/24 A.** 3 Things/Best Thing journal; process review; finding sources (print/electronic/empirical);

 evaluating sources

 **B.** **Library orientation**

 *Homework:* Read “Beauty” by Susan Sontag pp. 629-632 and “Pornography” by Margaret Atwood

 pp. 585-591 then write: how do you feel *beauty* and *pornography* affect the way society views

 women?

**M 10/29**  **A.** 3 Things/Best Thing journal; discuss readings; definition essay; have things changed? in groups

 **B.** *Penguin*/grammar; breakout

 *Homework:* Read “Why Are We Dressing Our Daughters Like This?” by Lianne George pp. 601-610

 then list the names and credentials of each expert George uses as support.

**W 10/31 A.** 3 Things/Best Thing journal; discuss reading; group work p. 611 #1.1

 **B.** Strategies for reading scholarly source materials; finding appropriate/scholarly sources; creating

 a body of research; providing context about the issue

 *Homework:* **Synthesis Plus Research Essay -** Building on what we learned in writing our synthesis

 essay, choose 2-3 of the readings we’ve completed in this section, ***plus*** 2 outside sources, to write a

 5-6 page essay (plus the Works Cited Page). Select one of the many manifestations of this topic

 we’ve seen in the news recently (whether it be the #metoo movement, molestation of athletes by

 team doctors, rapes committed by high school and college students with light sentences after

 conviction, or another of your choosing). Considering the ideas and readings we’ve discussed in

 class, as well as 2 outside sources and your own thoughts, what can we do as a society to address

 and overcome this issue?

**M 11/5 A.** 3 Things/Best Thing journal; **Library visit**; 2 outside sources

 **B.** Evaluate outside sources in groups

 *Homework:* Work on 1st draft of Synthesis Plus Essay

**W 11/7 A.** 3 Things/Best Thing journal; discuss outlining

 **B.** *Penguin*/grammar; breakout

 *Homework:*Finish 1st draft of Synthesis Plus Essay

**M 11/12 A.** 3 Things/Best Thing journal

 **B. 1st Draft Synthesis Plus Essay Due for Peer Review** (3 copies)

 *Homework:*Finish Synthesis Plus Essay

**W 11/14 Synthesis Plus Essay Due**

 **A.** 3 Things/Best Thing journal; “Future Shlock” by Neil Postman pp. 523-532; discuss changes

 **B.** Individual/group/class/one-on-one research questions

 *Homework:* Create 1 detailed topic for Research Project

**M 11/19 A.** 3 Things/Best Thing journal; engage in the complexity of topics they are researching; move

 beyond dualistic constructions of “for/against” or “good/bad”; learn that academic scholarship

 leads to more questions rather than simplistic, concrete answers; identify problems or issues;

 consider the rhetorical situation; topic selection

 **B.** Movie

 *Homework:* **Research Project -** In his 1988 essay, 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 an 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 **or** your own topic:

 **Option 1:** 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? Has much changed in the last 28 years? What can we do, as a

 person or as a society, to combat this issue of failing intelligence?

 **Option 2:** Refer to pp. 47-48 of our text and consider what we’ve learned about logical fallacies,

 then take a look at your social media feeds. Using specific examples, what kind of fallacies do you

 find prevalent in the information shared there, particularly when 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 distortion of information through half-truths? What can we do, as a

 person or as a society, to combat this issue?

**W 11/21 Holiday - No Class**

**M 11/26 A.** 3 Things/Best Thing journal

 **B. Library Visit**

 *Homework:*Intro/Outline

**W 11/28 A.** 3 Things/Best Thing journal; **Intro/Outline Due for Conferencing**

 **B.** Discussion of annotated bibliography and presentations

 *Homework:*Annotated bibliography and finish 1st Draft of Research Paper for Peer Review

**M 12/3 A.** 3 Things/Best Thing journal; **Annotated Bibliography Due**

 **B. 1st Draft Research Paper Due for** **Peer Review** (3 copies)

*Homework:*Finish Research Paper and Presentations

**W 12/5 A.** 3 Things/Best Thing journal

 **B.** Conferences

 *Homework:*Finish Research Paper and Presentations

**M 12/10 A.** 3 Things/Best Thing journal; Conferences

 **B.** Presentations

 *Homework:*Finish Research Paper

**W 12/12 Research Paper Due**

 **A.** Presentations

 **B.** Self-evaluation journal