

English 101S: Composition w/ embedded support

CRN: 32621 Section T-8

Tuesdays & Thursdays, 8 a.m. – 10:45 a.m.

Room E-214

Instructor: Allana Allik

Email: aallik@threerivers.edu

Office hours: Tuesdays & Thursdays 11 a.m. - noon, Room D-205E

Course description:

College Composition engages students in critical observation, reading, and writing. The course prepares students for the exposition, analysis, and argumentation 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:

They Say, I Say with Readings, 4th ed. W.W. Norton & Co., 2018. Authors Gerald Graff, Cathy Birkenstein & Russell Durst.

Other required resources:

- **A notebook** for in-class activities, notetaking, and journal entries.
- **Pocket folders** to keep your work organized.
- **A USB flash drive** in addition to cloud-based means of backing up your work.
- **College-level dictionary** – Always read with this by your side.
- **Current drafts** - We workshop drafts of major assignments frequently during class.
- **Hard copies of assignments** on the day they are due, promptly at the beginning of class. PRINT IN ADVANCE – NOT RIGHT BEFORE CLASS. Ensure your paper is stapled if more than one page, and properly formatted.
- **Blackboard access:** Check regularly for announcements and updates.
- **TRCC email:** This is how I will contact you individually. Please do not use your personal email accounts to communicate with me outside of class.

Suggested Online Resources:

Purdue OWL (online writing lab)
https://owl.purdue.edu/owl/purdue_owl.html

Amherst College Writing Center:
<https://www.amherst.edu/academiclife/support/writingcenter/resourcesforwriters>

University of North Carolina – Chapel Hill
<https://writingcenter.unc.edu/tips-and-tools/>

Harvard College Writing Center
<https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>

MAJOR ASSIGNMENTS AND DUE DATES	
Critical Reading Analysis Essay, 3-4 pages	Oct. 1
Synthesis Essay, 4-5 pages	Oct. 24
Group Project: Intro to Research	Presentations 11/7 Short essays 11/12
Persuasive Researched Essay, 7 pages	Dec. 12

GRADING STRUCTURE	
Critical Reading Analysis Essay	10 %
Synthesis Essay	15 %
Group Project: Intro to Research	10 %
Persuasive Researched Essay	15 %
Informal assignments & quizzes	35%
Engagement	15%

What is “engagement” supposed to mean? Engagement is the investment that you make in yourself while taking this course. It encompasses your participation, preparation, attitude, attendance, and positive contributions to the learning experience of your classmates. Exemplary engagement looks like this: Attend every class. Show up on time. Lend your full attention. Be cooperative. Do all the reading. Take lots of notes. Really work to understand the material. Go to the writing center. Participate often and respectfully in class discussions. When you talk, use evidence from the texts to support your points. Turn in your best work. Be helpful during in-class activities. You deserve to make this investment in your academic and personal growth.

On sharing your work:

Here's the Big Secret of Composition Class: No one writes alone. Writing is a recursive, unpredictable, and usually messy process that involves multiple rounds of drafting, feedback, and revision as you work out what it is you really want to say to your readers. In this class, we take a highly collaborative approach to learning and writing, which means you must be ready to regularly share your work in pairs and groups, and to attentively read and respond to the work of your classmates.

Grading Scale and Policies

The final grade will be a letter grade, A – F. Students must earn a “C” or better to pass this course. Point totals from all assignments will be calculated at the end of the semester, with final grades compiled as follows per TRCC’s grading scale:

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	

Attendance policy

It is simply not possible to succeed in this course without excellent attendance, active participation, and diligent preparation for class. I advise you to take this class only if you can commit to meeting the requisite academic responsibilities. Presentations and peer response workshop dates are final: no make-ups permitted.

Excused Absences

The College recognizes the following absences as excused: personal emergencies such as acute illness or a death in the family; religious observances; needful participation in college-sponsored events such as academic competitions; and government-required activities such as military assignments and jury duty. If you know that you will miss class for one of these reasons, or if you have an emergency of some kind, please contact me as soon as possible. You are responsible for the work due on the day you are absent. Family vacations are not excused absences.

Citizenship policy

Each of you deserves an optimal learning environment, and must do your part to support it. Coming into class late, for example, is disruptive. If you are late, you will be required to recite a poem before the class. At times we will discuss controversial topics, so keep in mind that our objective is not to “win” debates. The goal of class discussion is to engage with multiple points of view to achieve deeper understanding of a subject or text, for yourself and others. Consequences for inappropriate conduct will be imposed at the instructor’s discretion.

Late Work Policy

Late homework is not accepted for credit. All assignments are due at 8 a.m. sharp when class begins. Late papers lose one letter grade for each class they are late. If you know you cannot attend class when an essay is due, make arrangements IN ADVANCE to turn it in on time.

Laptops & devices

Your phone should stay in a purse or backpack during class unless I say that you may take them out. Notes will be taken with pen and paper in this class – no laptops or iPads. Exceptions are unreservedly granted for necessary accommodations with documentation from the TRCC Disability Service Providers. If you are curious about why electronics detract from the learning environment for yourself and others, you can read about it here:

<https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>

E-mail policy

I check e-mail Monday through Friday once or twice daily until 5 p.m. and will get back to you within one business day. A note on etiquette: Email to your professors should always be polite and more formal in tone than what you might send to a friend. Use a greeting, write in complete sentences, and say please and thank you. Don't make demands – a courteous request is far more likely to achieve the outcome you're looking for.

Planning ahead and allowing time for revision is so important to good writing. Therefore, I will answer questions regarding assignments up to 24 hours before an assignment is due. This means you must have read the assignment and started writing before that time in case you have questions. Emailing me the night before an assignment is due shows a lack of preparation.

You must check and use your TRCC student e-mail for all class-related communication. More information about your college email account can be found on the TRCC homepage—click the “New student email” button. Your student email account is the only official means that the college will communicate course and non-emergency information to you, so check it frequently.

Academic Integrity and Plagiarism

Three Rivers Community College's ratified policy states: 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 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.

For more detail on what constitutes plagiarism, please see:

<http://trccwritingcenter.wordpress.com/avoidingplagiarism/student-resources>

Formatting papers

In this course we will always use MLA style (Modern Language Association) for documentation and formatting of all formal writing, i.e., the final revised drafts of major assignments.

- Use 12-point Times New Roman font, left-justified.
- Use one-inch margins. All lines are double-spaced.
- In the upper left-hand corner of the first page, write your name, the course title, the instructor's name, and the date, each on a separate line.
- No title page is required. Your title should appear two spaces down from the dateline, centered on the page. Don't underline the title or put it in quotation marks.
- Put your last name and page number at the top of every page, aligned with the right margin, 1/2" from the top of the page (using the header or page number command on MS Word will do this automatically for you).
- Indent the first line of each paragraph 5 spaces.
- Use block format for quotations of longer than four lines, indented one inch (10 spaces), with no quotation marks.

DESCRIPTION OF MAJOR ASSIGNMENTS

1) Critical Reading Analysis Essay

Students will write 3-4 pages that provide a close reading and analysis of a text. 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.

To analyze means to show relationship between parts of texts one examines, and how those relationships reveal meaning. Remember that the purpose of a critical analysis is not merely to inform, but also to evaluate the significance, utility, quality, merit, truth, beauty, or virtue of a text. Even though as a writer you set the standards, you should be open-minded, well-informed, and fair. You can express your opinions, but you should back them up with evidence.

2) Synthesis Essay

Students will write 4-5 pages that synthesize two or more texts. The value and purposes of synthesis are explained thus by scholar Charles Bazerman:

If you read only one book (or any text), follow only one author's perspective in a complex conversation, the issues may seem simple, for that single author has constructed a personal sense of all that has been said... However, once you read a second and third book and move beyond the controlling wisdom of one author, you will have to make sense of the diverse statements you find. To write your own informed statement on a subject that other writers have addressed, you will have to sort out agreement from disagreement, fact from opinion, reliable information from unreliable. You will need to see how all the parts of the written conversation fit together into a picture you are satisfied with. You will become an author whose controlling voice brings the other voices together into a coherent written statement. You thus become an authority yourself, for you are an author, too... This bringing together is the task of synthesis (139).

-- Bazerman, Charles. *The Informed Writer: Using Sources in the Disciplines*. Colorado: WAC Clearinghouse, 2010. Available at <http://wac.colostate.edu/books/informedwriter>.

3) Group Project: Intro to Research

This assignment will introduce students to the research process and build on new skills of textual analysis and synthesis. Students will conduct collaborative research on a class-related topic using academic sources such as books, newspapers, magazines, and scholarly articles accessed through the library's databases and print collection.

Part I of the project will be a group presentation to the class. Each group may choose their presentation format (poster session, slide show, panel discussion, etc.) Group members will also fill out "source profiles" (handout) for each of the 5 final sources selected.

Part II: In a short individual paper (3 pages), each student will construct his or her own thesis-driven, evidence-based argument informed by two sources from the group's research. Must include a "works cited" page (not part of page count).

4) Persuasive Researched Essay

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—i.e., a network of basic values, beliefs and assumptions that tend to guide your view of the world. Your understanding of the topic will deepen in complexity as you integrate the viewpoints of authors you have "put into conversation" with each other with your own controlling idea or thesis. This essay must be 7 pages executed in MLA style. It should include at least five academic sources such as books, academic journals, newspapers of record, classroom texts, and peer-reviewed articles.

Learning 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

Craft logical arguments:

- Produce essays with clear 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.

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

Apply conventions:

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

Special Considerations for Students with Disabilities:

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 made

until the student has provided written authorization from a DSP. Accommodations will not be provided retroactively. For assistance, contact:

TRCC Disability Service Providers	Counseling & Advising Office	Room A-119
Matt Liscum, Counselor (860) 215-9265 Room A113	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum • Mental Health Disabilities 	
Elizabeth Wilcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none"> • Medical Disabilities • Mobility Disabilities • Sensory Disability 	

Computer Log-on – Net ID

For students logging on to computers for the first time at the college:

- Net ID = student ID without the “@”, followed by @student.commnet.edu
- Password = First 3 letters of birth month + last 4 digits of social security number, e.g., Jan1234

Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy:

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.”

Title IX Statement of Policy:

“Title IX of the Education Amendments Act of 1972 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 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 educational programs and activities.”

Statement on Digication:

When assignments are due, you will upload them into Digication. Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. It may even help you to determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A TRCC General Education Assessment Team will select and review works at random to improve the college experience for all. All work selected for assessment remains anonymous and private. 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.

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 Naval Submarine 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 for the course.

The Writing Center / Tutoring and Academic Success Centers

Room C117 (next to the Library)
Telephone (860) 215-9082
E-mail: TRWritingcenter@trccommnet.edu
Online tutoring: <http://www.etutoring.org/>

I highly encourage you to make frequent use of the writing center, particularly for major writing assignments. Always bring your assignment sheet plus a hard copy of your draft (if you have started), and leave plenty of time for revising.

TRCC ACADEMIC CALENDAR - FALL 2019 STANDARD 15 WEEK SESSION

- Aug 27 Classes begin, add and drop periods begin
- Sep 2 Labor Day - college closed. Last day for students to add a class - online (Aug 30 in person)
- Sep 9 Last day to drop classes and partial tuition refund
- Sep 24 Last day to select audit option
- Oct 21 Mid-term Grades Due
- Oct 22 Reading Day
- Nov 4 Advising day (classes in session). Registration begins for Winter '19 Intersession and registration begins for Spring '20 Semester for Continuing Degree-Seeking Students and New Students with Veteran Status
- Nov 5 Advising day (classes in session). Last day to withdraw from classes, last day to select pass/fail option, & last day to submit incomplete work from Spring '19 and Summer '19.
- Nov 8 Registration begins for New Student and Non Degree-Seeking Student Registration for Winter '19 Intersession and Spring '20 Semester.
Last day to apply for spring graduation (May '20)
- Nov 27 College open - no classes in session
- Nov 28-Dec 1 Thanksgiving recess
- Dec 15 Last day of 15 Week Session
- Dec 17 Final grades due to Registrar's office (by noon)
- Dec 20 Grades available on web
- Dec 23 Semesters end for CC
- Dec 25 Christmas Day - college closed

English 101S: Composition with Embedded Support - Fall 2019 Course Calendar

CRN: 32621 - Section T-8 Tues./Thurs. 8 a.m. - 10:45
Room E-214

Instructor: Allana Allik
Email: aallik@threeivers.edu

Note: This outline reflects key reading assignments and due dates for major papers and peer workshops. Additional practice & writing exercises will be assigned throughout the semester. All assignments and deadlines are subject to change at instructor's discretion to meet learning needs and improve logistics.

Week 1	Due for class	Assigned
Tues. 8/27	<ul style="list-style-type: none"> Buy class textbook: <i>They Say, I Say with readings</i> - 4th edition. Authors: Gerald Graff, Cathy Birkenstein & Russell Durst. Bring Banner ID & password 	
Thurs. 8/29		1. Read <i>TSIS</i> Introduction, "Entering the Conversation" pp. 1 - 18 2. Read & annotate "Blue Collar Brilliance" by Mike Rose, pp. 377-389 + notebook journal entry

Week 2	Due for class	Assigned
Tues. 9/3	Reading due: <ul style="list-style-type: none"> <i>TSIS</i> Introduction & Chapter 1, pp. 1-28 "Blue Collar Brilliance" by Mike Rose, pp. 377-389 + notebook journal entry 	Read: <ul style="list-style-type: none"> <i>TSIS</i> Ch. 12, "I Take Your Point" - Entering Class Discussions - pp. 162-165 <i>TSIS</i> Ch. 1, "They Say" - Starting With What Others Are Saying - pp. 19-29
Thurs. 9/5	Reading due: <ul style="list-style-type: none"> <i>TSIS</i> Ch. 12, "I Take Your Point" - Entering Class Discussions - pp. 162-165 <i>TSIS</i> Ch. 1, "They Say" - Starting With What Others Are Saying - pp. 19-29 	Read: <ul style="list-style-type: none"> "Howard University Commencement Speech" by Barack Obama, pp. 296-313 <i>TSIS</i> Ch. 2- The Art of Summarizing pp. 30-42 Write: Notebook journal entry (Obama)

Week 3	Due for class	Assigned
Tues. 9/10	<p>Reading due:</p> <ul style="list-style-type: none"> • "Howard University Commencement Speech" by Barack Obama, pp. 296-313 • <i>TSIS</i> Ch. 2 - "Her Point is" - The Art of Summarizing pp. 30-42 <p>Writing due: Notebook journal entry</p>	<ul style="list-style-type: none"> • Answer questions #1 & #2 on p. 313 (type). • Imagine that you were in the audience that day at Howard University. Write a letter to your cousin back home summarizing President Obama's speech in your own words. 1 full page, typed.
Thurs. 9/12	<p>Writing due:</p> <ul style="list-style-type: none"> • Letter to your cousin (summary) • Typed responses to #1 & #2 on p. 313 <p>In class: hand out & discuss Critical Analysis Essay (due Oct. 1)</p>	<p>Read:</p> <ul style="list-style-type: none"> • <i>TSIS</i> Chapter 3, pp. 43-52 "As He Himself Puts It" - The Art of Quoting • Charles Murray, "Are Too Many People Going to College?" pp. 344-364 <p>Write:</p> <ul style="list-style-type: none"> • Notebook journal entry (Murray) • Pre-writing assignment- Paper #1 (handout)

Week 4	Due for class	Assigned
Tues. 9/17	<p>Reading due:</p> <ul style="list-style-type: none"> • <i>TSIS</i> Chapter 3, pp. 43-52 • Charles Murray essay, pp. 344-364 <p>Writing due: Notebook journal entry (Murray)</p> <ul style="list-style-type: none"> • Pre-writing assignment for Paper #1 	<p>Write:</p> <p>Beginning draft of Critical Analysis Essay. Produce 4-5 rough body paragraphs (no introductions or conclusions), typed. Bring 1 printed copy to class.</p>
Thurs. 9/19	<p>Writing due:</p> <p>Critical Analysis draft, 4 - 5 paragraphs typed for in-class guided workshop.</p>	<ul style="list-style-type: none"> • Read <i>TSIS</i> Chapter 4, pp. 53-66 • Complete Exercises 1 & 2 on p. 66, using the essay you are writing your paper on. Turn in a 1-page typed response. • After you do p. 66 exercises, revise your Critical Analysis Essay draft for peer response workshop. 3 pages, typed. Print 3 copies and bring to class.

Week 5	Due for class	Assigned
Tues. 9/24	<p>Due:</p> <ul style="list-style-type: none"> Read TSIS Chapter 4, pp. 53-66 Exercises 1 & 2 on p. 66, 1 page typed. Revised Critical Analysis Essay draft for peer response workshop. 3 pages, typed. Must bring 3 printed copies to class. <p>In class: Peer Response Workshop & Revision Lab</p>	<p>Read:</p> <ul style="list-style-type: none"> TSIS Chapter 5, "And Yet" - Distinguishing What You Say from What They Say pp. 67 - 74 <p>Revising practice:</p> <ul style="list-style-type: none"> Do exercise #2 on p. 76, using your own Critical Analysis essay to assess. Answer all questions in your notebook and use these insights to improve your paper. Keep developing, composing & revising your essay. Bring new draft to class to workshop.
Thurs. 9/26	<p>Reading due:</p> <p>Chapter 5, "And Yet" - Distinguishing What You Say from What They Say pp. 67 - 74</p> <p>Revising/self-assessment due:</p> <p>Exercise #2 p. 76 - responses in notebooks & relevant revisions made to draft.</p>	<p>Read:</p> <ul style="list-style-type: none"> Sanford J. Ungar, "The New Liberal Arts" pp. 336-343 + notebook journal entry <p>Write:</p> <ul style="list-style-type: none"> Final edited draft of Critical Analysis Essay- due promptly at the beginning of next class. PRINT IN ADVANCE - NOT THE DAY OF CLASS. Ensure your paper is stapled & properly formatted.

Week 6	Due for class	Assigned
Tues. 10/1	<p>Reading due: "The New Liberal Arts" - S. Ungar</p> <p>Writing due:</p> <ul style="list-style-type: none"> Critical Analysis Essay Notebook journal entry (Ungar) 	<p>Review Murray essay and answer question #4 on p. 343 and #4 on p. 364. Type your responses.</p> <p>Handout: Synthesis Essay (due 10/24)</p>
Thurs. 10/3	<p>Typed responses - p. 343 #4 & p. 364 #4</p>	<p>Read:</p> <ul style="list-style-type: none"> J.D. Vance, "Hillbilly Elegy" pp. 251-268 + notebook journal entry N. Eberstadt, "Men Without Work" pp. 605-619

Week 7	Due for class	Assigned
Tues. 10/8	<p>Reading due:</p> <ul style="list-style-type: none"> J.D. Vance, "Hillbilly Elegy" Nicholas Eberstadt, "Men Without Work" <p>Writing due:</p> <ul style="list-style-type: none"> Notebook journal entry (Vance) 	<p>Read:</p> <ul style="list-style-type: none"> Joseph Stiglitz, "A Tax System Stacked Against the 99 Percent" pp. 286 - 294 "What Monkeys Can Teach Us About Fairness" - Nicholas Kristof (handout) TSIS Ch. 7 - "So What? Who Cares?" - Saying Why It Matters pp. 99 - 100 <p>Write: Notebook journal entry</p>
Thurs. 10/10	<p>Reading due:</p> <ul style="list-style-type: none"> Joseph Stiglitz, "A Tax System Stacked Against the 99 Percent" pp. 286 - 294 "What Monkeys Can Teach Us About Fairness" - Nicholas Kristof (handout) TSIS Ch. 7 - "So What? Who Cares?" - Saying Why It Matters pp. 99 - 100 <p>Writing due: notebook journal entry</p>	<p>Write:</p> <ul style="list-style-type: none"> 3-page draft of Synthesis Essay for peer response workshop. Print 3 copies & bring to class.

Week 8	Due for class	Assigned
Tues. 10/15	<p>Writing due:</p> <ul style="list-style-type: none"> 3-page draft + 3 copies of Synthesis Essay <p>In class: Peer response workshop & revision lab</p>	<p>Keep developing & improving Synthesis Essay. Bring NEW revised draft to next class (print 1 copy).</p>
Thurs. 10/17	LIBRARY ORIENTATION	<p>Research/writing:</p> <ul style="list-style-type: none"> "Befriending the Library" handout <p>Writing/revising/editing:</p> <ul style="list-style-type: none"> Final draft of Synthesis Essay.

Week 9	Due for class	Assigned
Tues. 10/22	Reading day - no class. Instructor available for help/conferences.	Read: Michelle Alexander, "The New Jim Crow" pp. 230-247 + notebook journal entry
Thurs. 10/24	<ul style="list-style-type: none"> • Final draft - Synthesis Essay • "Befriending the Library" • Michelle Alexander, "The New Jim Crow" • Notebook journal entry Handout & Discuss: Intro to Research - Group Project (Group presentation + source profiles + short essay	Research: Explore academic databases to start group project. After extensive search & reviewing of articles, narrow down to 2-3 potential sources to bring to group. Schedule: Group project meeting(s) outside of class ASAP

Week 10	Due for class	Assigned
Tues. 10/29	Research due: 2-3 sources (print & annotate)	<i>Meet with group to review & select sources, define argument & work on presentation</i>
Thurs. 10/31		Group project: <ul style="list-style-type: none"> • Select 5 final sources and write up profiles. • Work on presentations • Start drafting individual short essays based on group's research.

Week 11	Due for class	Assigned
Tues. 11/5	Source profiles	Finalize presentations. Keep developing & revising drafts of short essay.
Thurs. 11/7	Group presentations	<ul style="list-style-type: none"> Nicholas Carr, "Is Google Making Us Stupid?" pp. 424-439 David Brooks, "Building Attention Span" (handout) TSIS Ch. 6 - "Skeptics May Object" - Planting a Naysayer in Your Text pp. 77 - 89 Notebook journal entry (Carr or Brooks) Final edited drafts of short individual essays based on group research. Due next class.
Week 12	Due for class	Assigned
Tues. 11/12	Reading due: <ul style="list-style-type: none"> Nicholas Carr, pp. 424-439 "Building Attention Span" (handout) TSIS Chapter 6 - pp. 77 - 89 Writing due: <ul style="list-style-type: none"> Short essay + works cited page Notebook journal entry (Carr or Brooks) 	Read: <ul style="list-style-type: none"> TSIS Ch. 10 - "As A Result" - Connecting the Parts pp. 101 -116 Kenneth Goldsmith, "Go Ahead: Waste Time on the Internet" pp. 500 - 504 Write: notebook journal entry Handout: Persuasive Researched Essay (due 12/12)
Thurs. 11/14	Reading due: <ul style="list-style-type: none"> Kenneth Goldsmith, "Go Ahead: Waste Time on the Internet" pp. 500 - 504 TSIS Chapter 10, pp. 101 -116 	Read: Sherry Turkle, "No Need to Call" pp. 505-521 Write: notebook journal entry Research: Explore academic databases to start Persuasive Researched Essay. Locate 3 potential sources - print & annotate.

Week 13	Due for class	Assigned
Tues. 11/19	Reading: Sherry Turkle, "No Need to Call" pp. 505-521 Research: 3 potential sources - hard copies, annotated	Draft a working thesis + one part of your argument, based on at least one library source. 1 full page, typed. Include citation.
Thurs. 11/21	Working thesis + one part of your argument - 1 page, typed.	Keep researching, developing & drafting.

Week 14	Due for class	Assigned
Tues. 11/26		Prepare draft (4-5 pages) for peer response workshop. Print 3 copies & bring to next class.
Thurs. 11/28	No class - Happy Thanksgiving	

Week 15	Due for class	Assigned
Tues. 12/3	Draft + 3 copies	Write a well-developed counterargument based on at least one source. Include rebuttal / response. 1-2 pages, typed. Citation required.
Thurs. 12/5	Peer Response Workshop & Revision Lab Counterargument	Revised & expanded draft + 3 copies for 2 nd peer workshop

Week 16	Due for class	Assigned
Tues. 12/10	Revised & expanded draft + 3 copies for 2 nd peer workshop	Final edited draft. Works cited page.
Thurs. 12/12	Final draft of Persuasive Researched Essay.	