

Texas A&M University – Texarkana

English 1302: Composition II

Course Syllabus

Fall 2014

Instructor: Tina Shelby

Meeting Time: TR 2:30-3:45pm

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Location: UC 230

Office Hours: 4 p.m.-5:30 p.m. TR
Other times by appointment only

COURSE NUMBER: ENGL 1302.002

CREDITS: 3SCH

COURSE TITLE: Composition II

Course Description:

This course builds on those skills developed in English 1301 and assumes a satisfactory level of student competency in composition. Additionally, as in English 1301, this course helps students understand and develop their writing, reading, and thinking skills through the creation and rhetorical study of personal and scholarly texts. It requires more extensive and analytical reading and writing than English 1301.

Required Texts:

The Norton Reader, 13th ed. Linda H. Peterson et al. Norton: 2011 ISBN-13: 978-0393912180.
BUY: \$69.75 (new), \$42.00 (used); RENT for 130 days: \$41.85 (new), \$33.48 (used).

Rules for Writers: A Brief Handbook, 7th ed. Diana Hacker. Bedford: 2012. ISBN:
9780312647360. BUY: \$50.25 (new), \$37.75 (used); RENT: \$35.18 (new), \$21.36 (used)

The Good Food Revolution: Growing Healthy Food, People, and Communities. Will Allen.
Gotham Books (Penguin Group): 2012. ISBN: 9781592407606. **This is the First Year Experience Common Reader for the year; all first-year students should have received a free copy of this text.** BUY: \$16.00 (new).

A collegiate dictionary

Required Materials:

Large (minimum 2”) three-ring binder for your portfolio

Dividers

Pens or pencils (Use only **blue** or **black** ink. Assignments submitted with any other color ink will not be accepted)

Paper (spiral notebooks should have perforations for easy removal)

E-mail Account:

Upon application to Texas A&M University-Texarkana, an individual will be assigned an A&M-Texarkana e-mail account. This e-mail account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university e-mail account and is expected to check the official A&M-Texarkana e-mail account on a frequent and consistent basis. Faculty and students are required to utilize the university e-mail account when communicating about coursework.

Student Learner Outcomes:

The Texas Higher Education Coordinating Board adopted Exemplary Educational Objectives (EEOs) to establish a common knowledge thread through the courses taught within the Texas Core Curriculum. English 1302, for ENGL 1302 *Composition II*, the Communication EEOs are integrated into the Student Learner Outcomes below:

1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation as evidenced in satisfactory completion of all the written discourses submitted in this course. This objective reflects the expectations of Communications Exemplary Educational Objective 1.
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices as evidenced in acceptable completion of Paper I and II. This objective reflects the expectations of Communications Exemplary Educational Objective 2.
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written communication as evidenced in the successful completion of the following assignments: summaries, responses to essays, Papers I and II, and Final Examination. This objective reflects the expectations of Communications Exemplary Educational Objective 3.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding as evidenced by students' ability to consider and discuss in groups the weaknesses and strengths of example compositions, including those written by class members and professional writers. This objective reflects the expectations of Communications Exemplary Educational Objective 4.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument as evidenced in close readings of selected texts and in successful completion of Papers I and II and other written assignments, including summaries of and responses to essays. This objective reflects the expectations of communications Exemplary Educational Objective 5.
6. Develop the ability to research and write a documented paper and give an oral presentation based on that paper and the ability to incorporate various rhetorical strategies in their own writing as evidenced by successful completion of Papers I and II. This objective reflects the expectations of Communications Exemplary Educational Objective 6.

Prerequisites:

A grade of "C" or better in English 1301

Justification:

This course partially fulfills the core curriculum requirement for six hours in English Composition.

Course Outline:

This class includes the following areas of focus:

(1) practice in a close reading of a substantial number of argumentative essays and identifying the characteristics of effective discourse and (2) practice in writing argumentative discourse.

Methods of Instruction:

Methods of instruction in this course seek to develop students' analytical skills in reading and to refine their written skills in producing effective academic discourse. To that end, the course instruction includes lecture, discussion, collaborative and individual activities, and in-class writing.

Course Requirements and Means of Evaluation:

To pass this course, students *must complete assignments IV through VIII as listed below, including the final in-class essay.*

I. Ten (10) Comparative Analysis Papers (20 points each) = 200 points

Students are required to submit ten Comparative Analysis Papers (abbreviated **CAP** in the course calendar) connected to the assigned readings. These essays should include a critical evaluation of two of the assigned readings for the week and a thoughtful interpretation of those evaluated elements. CAPs should include an identification of each of the authors' theses (claims) **as well as** a comparison that critically evaluates the author, logic development strategies, assumptions, biases, evidence, and/or language of the two essays. You must provide cited examples from the texts to support your evaluation. *CAP papers are not summaries or personal reflections of the readings.* Comparative Analysis Papers will be graded based on their successful achievement of the criteria outlined above. CAPs that do not critically evaluate the reading based on the principles of evaluation (as presented in ENGL 1301 and reviewed at the beginning of this course) and provide only a summary or superficial analysis of the reading will not receive high marks. A perfect score for the ten analysis papers will be 200 points.

Papers should be typed in MLA format and contain a minimum of 300 words (not including authorial material, title, and Works Cited page). Failure to submit an assignment that meets the minimum word count will receive a zero. ***Use quotes sparingly. Do not copy any of the words or phrases of the original without documentation.*** Remember the majority of your paper should be YOUR words. Be careful to present the ideas and main points clearly. All CAPs should include a Works Cited entry for each essay analyzed using proper MLA format. Use your handbook, *A Writer's Reference*, to help you.

All comparative analysis papers must be submitted to [Turnitin.com](https://www.turnitin.com) no later than 11:59pm the evening before they are due. For a list of assigned essays and their due dates, see the syllabus calendar. You must submit hard copies of these papers. *You must be present for the entire class period to submit your comparative analysis papers (that is, you may not drop off your assignment and leave nor may you send it in with another student).* ***I will not accept e-mailed CAPs.***

II. Five (5) In-Class Writing Assignments in response to readings (10 pts each) = 50 points

Students are required to write five responses to the assigned essays. Writing Assignments (abbreviated *WA* in the course calendar) will be graded based on the depth, quality, and accuracy of the response to the prompt and acceptable usage. Writing assignments that fail to respond to the prompt as indicated in the syllabus will not receive high marks. In all, a perfect score for the five writing assignments will be 50 points.

Writing Assignments should be handwritten in class and contain a minimum of 150 words (not including leading authorial material, title, and Works Cited), and address the requirements of each assignment. Failure to submit an assignment that meets the minimum word count will be grounds for an automatic zero. ***Do not copy any of the words or phrases of the original without proper MLA documentation.*** A Works Cited entry should be included at the end of the assignment. Students may have access to the primary reading and a paper dictionary during their in-class writing assignments but may not have access to any other outside materials.

III. Collaborative Research Project = 100 points

One quarter of this course will be devoted to the creation of a collaborative research project, during which students (individually, in small groups, and as a class) will create a single research paper as a model for their major paper assignments. Throughout the course of this collaborative research project, students will participate in several in-class activities toward the completion of this collaborative assignment. *Any of these activities can be evaluated per the discretion of the course instructor, but the cumulative points allocated to these activities will not exceed 100 points.* Activities may include (but are not limited to) completion of assigned readings, written products, discussion participation, small-group or whole-class activity participation.

IV. Paper I: Research Paper (argumentative/persuasive paper) = 250 points

Paper I should be at least 1250 words, not counting the heading, title, and Works Cited, and must be submitted to Turnitin.com ***BEFORE*** it will be graded. A tutor session in the Student Success Center (SSC) **is required** (counts as 10% or 25 points of your grade).

Students will turn in a final paper packet for this paper. This packet will include: Paper 1 Proposal, Outline of Major Points, Works Cited draft, rough draft (including any revisions you have made), peer review form, SSC proof sheet, hard copies of your sources, and the final copy of your paper including a Works Cited page. ***Incomplete packets will be returned to you ungraded. See the calendar for due date.***

V. Paper I Process = 70 points

During the development of paper 1, students will complete several smaller assignments that will be evaluated. These points are not included in the 250 allocated to Paper 1. The assignments (and their point values) include:

1. Topic Ideas 10 points
2. Paper 1 Proposal 25 points
3. Works Cited draft 15 points
4. Outline of Major Points 20 points

The total points a student may earn from these activities = 70 points.

VI. Paper II: Research Paper (argumentative/persuasive paper) = 300 points

Paper II should be at least 1600 words, not counting the heading, title, and Works Cited, and must be submitted to Turnitin.com **BEFORE** it will be graded. A tutor session in the SSC is required (counts as 10% or 30 points of your grade).

You will turn in a packet for this paper. Your packet will include: brainstorming, rough draft(s) including any revisions you have made, peer review form, SSC proof sheet, hard copies of your sources, and the final copy of your paper including the Works Cited. ***Incomplete packets will be returned to you ungraded. See the calendar for due date.***

VII. Paper II Process = 125 points

During the development of paper 2, students will complete several smaller assignments that will be evaluated. These points are not included in the 300 allocated to Paper 2. The assignments (and their point values) include:

- | | |
|----------------------------|-----------|
| 1. Topic Ideas | 10 points |
| 2. Paper 1 Proposal | 25 points |
| 3. Works Cited draft | 20 points |
| 4. Outline of Major Points | 20 points |
| 5. Annotated Bibliography | 25 points |
| 6. Paper 2 Presentation | 25 points |

The total points a student may earn from these activities = 125 points.

VIII. Final In-class Essay in response to a reading = 150 points

IX. Portfolio = 200 points

Students will keep all course materials in a folder. Organize the folder's contents using the following sections: course syllabus, handouts/notes, Comparative Analysis Papers, Writing Assignments, Paper I, and Paper II. A typed progress statement (explaining what improvements in personal writing have been made throughout the semester) will serve as the portfolio's introduction. This statement must range between 500 and 1,000 words in length. Submit this collection of papers to the instructor for a grade on the final day of class. ***The portfolio is worth 200 points.***

OVERVIEW OF TOTAL POINTS POSSIBLE:

- | | |
|--|------------|
| ▪ Comparative Analysis Papers (CAPs) | 200 points |
| ▪ In-class Writing Assignments | 50 points |
| ▪ Collaborative Research Project (CRP) | 100 points |
| ▪ Research Paper 1 | 250 points |
| ▪ Research Paper 1 Process | 70 points |
| ▪ Research Paper 2 | 300 points |
| ▪ Research Paper 2 Process | 125 points |
| ▪ Final in-class Essay | 150 points |
| ▪ Portfolio | 200 points |

TOTAL POINTS: 1445

Grading Scale:

1294 – 1445 earned points = A

1149 – 1293 earned points = B

1005 – 1148 earned points = C

Students who earn fewer than 1005 points by the end of the course will be required to retake ENGL 1302.

General Rubric for evaluation of Papers I and II and Final In-class Essay

In addition to the requirements listed above, Papers I and II must meet the following **additional** requirements:

- (1) Appropriate and correct use of sources;
- (2) Adequate number of sources; and
- (3) MLA citation and documentation.

For additional information, see the handout/prompt for each paper. For the final in-class essay, the rubric is the same as listed above for Papers I and II without the requirement for outside secondary sources.

“A” papers: 90-100% of points awarded

The essay:

1. Contains a clear thesis that is maintained and presented in an organized manner and supported throughout the paper;
2. Contains an effective introduction that attracts the interest of the reader, followed by a logical development of topic, and concluded with an appropriate closing;
3. Maintains coherence with the use of transitional words, phrases and sentences to show the relationships of ideas;
4. Contains unified paragraphs;
5. Offers specifics and critical analysis and evaluates the significance of supporting details or examples;
6. Reveals a writing style that adheres to the conventions of edited American English;
7. Reveals a writing style that evinces the writer’s use of stylistic techniques that enhance the paper’s effectiveness; and
8. Shows creative or original approach toward topic.

“B” papers: 80-89% of points awarded

The essay:

Contains 1-6 as listed above

“C” papers: 70-79% of points awarded

The essay:

Contains 1-4 as listed above; the paper may reveal minor errors in adhering to the conventions of edited American English, but these problems are not so severe that they inhibit the writer’s ability to be effective or to achieve clarity.

“D” papers: 60-69% of points awarded

The essay:

1. Contains a thesis, but the thesis lacks acceptable clarity and/or development;
2. Lacks effective organization and appropriate use of supporting details;
3. Lacks clear organization;
4. Reveals some major problems in composition at the sentence level: i.e., fragments, comma splices, run-on sentences; and/or
5. Lacks acceptable adherence to the conventions of edited American English.

“F” papers: 59% or less of points awarded

The essay

1. Lacks a discernible thesis;
2. Reveals problems in coherence and clarity;
3. Lacks a sense of organization and contains little or no supporting details;
4. Contains major problems at the sentence level: i.e., fragments, comma splices, run-on sentences;
5. Lacks acceptable adherence to the conventions of edited American English; and/or
6. Violates the course’s academic integrity policy (see below).

Student Success Center Requirement

Students are also required to visit the Student Success Center for assistance with the development of their Major Writing Assignments II, III, and IV. Meeting with a tutor from the SSC is *not punitive*; writers should be open to feedback from other writers in the process of improving the effectiveness of their messages. Take your tutoring appointment seriously; you should be adequately prepared with enough material in order to gain the most from your time with the tutor. **If your tutor does not feel you are prepared for or engaged during your appointment, he or she may decide NOT to issue you the Proof Sheet required for you to obtain the points allocated to the SSC visit for each MWA.** *Tutoring appointments should take place at least five days prior to the paper’s final due date, in order for you to allow enough time to revise your paper based on the work you accomplish together; failure to meet with the tutor within this period or failure to meet with a tutor at all will result in points lost in the SSC category of your MWA rubric.*

Academic Integrity

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty. **Any submitted assignments discovered to have violated academic integrity will be grounds for a grade of "F" in the course and/or further disciplinary actions.** For additional information see the university catalog.

Disability Accommodations

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Attendance Policy

A strict attendance policy is in force in this class and for good reason. Because the class includes frequent classroom practice in writing with immediate feedback as well as class discussion, students must be present to benefit from the writing exercises and discussions. Moreover, both activities offer a systematic approach to the acquisition of skills. Attending only occasionally will undermine students' development as a writer. For these reasons, if students miss more than three days, they seriously endanger their ability to pass this course.

Class attendance includes coming to class on time. Students more than 10 minutes late will be counted tardy. For every three tardies, students will receive one absence. Homework will be turned in *at the beginning* of each class meeting.

Participation means interaction with other students and the instructor not just presence in class. Class comments will reflect reading and honest consideration of the viewpoints of the other students. Students are expected to deal with one another and the instructor in a professional, courteous manner. Students are also expected to visit the SSC for assistance with the development of their writing assignments.

There will be **no cell phone use during class time**. If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then get up and leave the room to talk on your phone.

Drop Policy

Effective beginning Summer 2014. Beginning with the first class day of the semester, faculty should report to the Registrar's Office via the preliminary class roster and/or email communication, by a date established by the Registrar's Office, any student who is not attending their class or who has not logged into Blackboard for an online class.

Faculty members shall automatically initiate an administrative drop for any student who has not been in attendance (face to face class) or has not reported in (web or web enhanced class) by the due date of the preliminary class roster as established by the Registrar's Office. The Registrar's Office will notify students by certified mail and/or email that the instructor has initiated the drop process and will instruct them to contact the instructor immediately. If the instructor does not rescind the request in writing within seven (7) days of documentable receipt of the notification, the Registrar's Office will drop the student from the class. Faculty who fail to submit an administrative drop by the established deadline, should record the grade earned by the student at the end of the semester. Faculty submitting a grade of F for a student will be required to enter the last date of attendance during the grading cycle. Subsequent to the census date final roster, all drops during the semester must be *student initiated*.

Students may find the drop/withdraw form on the "[Dropping/Withdraw a Class](#)" page of the [Registrar](#) Web site. Any student who is registered in a developmental education course and fails to attend that course will be administratively dropped/withdrawn from *all* university courses.

Drop/Withdraw deadlines for the Fall 2014 semester

Session	Drop without a grade	Last day drop/withdraw
Full Term (16 week)	Wednesday, September 10	Friday, November 14
1 st 8 week	September 2	October 9
2 nd 8 week	October 27	November 21

ADDENDUM

Writing Studios

This course includes a supplemental Writing Studios component. For the fall 2014 semester, the ENGL 1302 Writing Studios will be held weekly on Tuesdays and Wednesdays from 1:00-2:00pm in UC 335. The Writing Studios include a brief overview of a particular course concept or assignment delivered by Writing Studio Leaders (upper-division undergrads or graduate students in English) followed by a time for you to write on your own. During your independent writing time, you may ask the Studio Leaders (and any additional tutors available in that session) for assistance. Writing Studios *are not* individual tutoring sessions; thus, students may not monopolize a tutor or Studio Leader for any length of time. Writing Studios are designed to give you (1) a dedicated place and time to write and (2) advice from experts when you need it.

Attending Writing Studios will be optional for most of you. You may attend either of the two sessions each week; in exchange, you will receive 10 bonus points per session that will be tacked on to your points total at the end of the term. You may only earn a maximum of 10 points per week (even if you attend both the Tuesday and Wednesday sessions) and a maximum of 130 points for the full semester. If the days/times of the Writing Studios do not fit with your class schedule for the semester, alternative options are available to you. Please visit with the Student Success Center Coordinator, Jesse Morrow, for assistance.

Attending Writing Studios will be mandatory for students who perform below course expectations at two checkpoints during the semester. Checkpoint 1: Any students who are not earning a C or better in the class at the end of the fourth week (September 19) will be required to attend one Writing Studio session per week for the following three weeks (weeks 5, 6, and 7 on the calendar). Checkpoint 2: Any students who do not earn a C or better on their first major paper assignment (Paper 1) will be required to attend the last three Writing Studios of the semester (weeks 12, 13, and 15). *Students required to attend sessions because of this provision are ineligible to earn bonus points for the three required sessions, but they can earn bonus points for any sessions attended prior to or after their mandated sessions. Failure to complete the mandated sessions will bar the student from receiving any bonus points earned from any extra credit opportunity during the term.*

Instructor's Expectations and Comments:

Students are expected to refine the writing skills they developed in English 1301. In particular, they are expected to write and edit effective academic discourse that is supported by appropriate and varied sources. In researching sources, students will gain additional practice in searching and incorporating within their writing appropriate source material in both print and electronic

formats. Additionally, they will use methods of critical thinking and logical reasoning to evaluate, analyze, and synthesize information.

An underlying construct of this class is that better readers make better writers. For this reason, the course demands a close reading and analysis of a substantial number of essays. It argues that the more students read, the more proficient they become as readers, and the more closely they read, the better writers they'll become. Analyzing and evaluating the strategies involved in writing will help students become better writers more quickly. In summary, writing about reading encourages better reading, which in turn encourages better writing. In short, students should expect to do a great deal of both reading and writing in tandem. The main text for this class is a "reader."

Additionally, this course assumes that the purpose of all writing is persuasive or argumentative. Therefore, students will analyze how various rhetorical modes—narrative, cause/effect, definition, process, definition, classification, and description—serve the larger purpose of argumentation.

Finally, this course contends that writing about a discipline is the fastest and most efficient way to determine whether one understands its underlying principles. Following the thesis of William Zinsser's well-received *Writing To Learn*, this course asks that students read and analyze essays in various content areas, including psychology, culture, education, language, nature and the environment, ethics, history, politics and government, science and technology, and the arts and media.

One last point: this course invites students to enjoy the reading (and writing!). Students are developing skills that will serve them well throughout life.

CALENDAR FOR FALL 2014

The instructor reserves the right to alter the course calendar in any way deemed appropriate based upon the needs of the course and its students. Students will be notified of any changes to this calendar.

WEEK 1: Welcome to English 1302

Tuesday, August 26

- Instructor, Student, and Course Introductions
- Syllabus review
- In-class writing activity: *The State of the Writer Address*

Homework:

- Read the course syllabus thoroughly and come prepared with any questions
- Read Summary, Evaluation, Analysis (handout)
- Read “Evaluating Arguments” in *Rules for Writers* (p. 102-110)
- Read “Writing about texts” in *Rules for Writers* (p. 70-83)

Thursday, August 28

- Writing Studio Leader Introduction
- 1301 Review: Evaluation & Analysis; Logical Fallacies

Homework:

- Read all of the following essays in *The Norton Reader*:
 - “How Teachers Make Children Hate Reading” by John Holt (p. 358-66)
 - “Learning to Read” by Frederick Douglass (p. 346-50)
 - “Good Readers and Good Writers” by Vladimir Nabokov (p. 973-77)
- **CAP 1:** Write a comparative analysis of *two of the three* assigned readings above. See the syllabus for complete instructions for CAP assignments.
- Read “College is a Waste of Time and Money” by Caroline Bird (p. 372-80) and prepare for WA 1

WEEK 2: Foundation Building

Tuesday, September 2

- **DUE TODAY: CAP 1**
- Sign student agreement
- WA1: Write a rebuttal to “College is a Waste of Time and Money” by Caroline Bird (p. 372-80)

Homework:

- Read “Draft a Working Thesis” and “Sketch a plan” in *Rules for Writers* (p. 18-23)
- Read “Build effective paragraphs” in *Rules for Writers* (p. 50-68)

Thursday, September 4

- 1301 Review: Thesis Statements & Organizing an Argumentative Essay

Homework:

- Revise and resubmit **CAP 1** using what you learned about thesis development and essay organization

WEEK 3: Library Week

Tuesday, September 9

- Mastering the Database Search (meet in computer lab SCIT (Stem Building) 222)
- Library Tour

Homework:

- Locate at least two scholarly journal article sources, print them, and bring them to class next week (week 4)
- Read “Superman and Me” by Sherman Alexie (p. 355-58) and prepare for WA2

Thursday, September 11

- **WA2:** Twice in his essay, Alexie asserts that is (or was) “smart,” “arrogant,” and “lucky.” Explain these terms according to Alexie’s application of them and analyze the value of these traits to Alexie as a writer and as an Indian.

Homework:

- Read all of the following essays in *The Norton Reader*:
 - “One Writer’s Beginnings” by Eudora Welty (p. 967-72)
 - “Kids’ Stuff” by Michael Chabon (p. 1016-1021)
 - “Understanding Comics” by Scott McCloud (p. 1022-1028)
 - “How We Listen” by Aaron Copland (p. 1039-1043)
- **CAP 2:** Write a comparative analysis of *two of the four* assigned readings above. See the syllabus for complete instructions for CAP assignments.

WEEK 4: MLA Week

Tuesday, September 16

- **DUE TODAY: CAP 2**
- Review of MLA formatting, citations, and Works Cited

Homework:

- Review “Documenting sources in MLA style” in *Rules for Writers* (pp. 479-523)

Thursday, September 18

- MLA Application Activity

Homework:

- Read “Citing sources; avoiding plagiarism” in *Rules for Writers* (pp. 464-468)
- Read “Integrating sources” in *Rules for Writers* (pp. 469-479)

WEEK 5: Collaborative Research Project

Tuesday, September 23

- Introduce CRP, select topic, and review timeline
- Introduce Paper 1

Homework:

- Read assigned research packet for CRP
- Select three possible topics (with possible working thesis) for paper 1; bring to class for instructor approval

Thursday, September 25

- **DUE TODAY: 3 Possible topics/working theses for Paper 1**
- Discuss research packet, draft working thesis and outline

Homework:

- Read all of the following essays in *The Norton Reader*:
 - “Stuff is Not Salvation” by Anna Quindlen (p. 321-323)
 - “Get a Knife, Get a Dog, but Get Rid of Guns” by Molly Ivins (p. 323-325)
 - “America’s Real Dream Team” by Thomas Friedman (p. 327-28)
 - “Why Colleges Shower Their Students with A’s” by Brent Staples (p. 329-330)
- **CAP 3:** Write a comparative analysis of *two of the four* assigned readings above. See the syllabus for complete instructions for CAP assignments.
- **Paper 1 Proposal** (includes topic selected and why, working thesis, what you already know, and a research plan to include most applicable databases and 3-4 database search terms)
- Begin researching for Paper 1

WEEK 6: Collaborative Research Project

Tuesday, September 30

- **DUE TODAY: CAP 3**
- **DUE TODAY: Paper 1 Proposal**
- Small group research analysis

Homework:

- Research for Paper 1
- Any work necessary for CRP

Thursday, October 2

- Revise thesis & outline, establish major points, draft introduction

Homework:

- Read all of the following essays in *The Norton Reader*:

- “Java Man” by Malcolm Gladwell (p. 248-253)
- “Behind the Formaldehyde Curtain” by Jessica Mitford (p. 254-60)
- “Motherhood: Who Needs It?” by Betty Rollin (p. 286-95)
- **CAP 4:** Write a comparative analysis of *two of the three* assigned readings above. See the syllabus for complete instructions for CAP assignments.
- Finish research for Paper 1
- Prepare typed draft of Works Cited page including **at least** 6 sources
- Prepare Paper 1 Outline of Major Points

WEEK 7: Collaborative Research Project

Tuesday, October 7

- **DUE TODAY: CAP 4**
- **DUE TODAY: Draft of Works Cited page for Paper 1**
- **DUE TODAY: Paper 1 Outline of Major Points**
- Small group paragraph development

Homework:

- Start drafting Paper 1
- Any work necessary for CRP

Thursday, October 9

- Finalize major points, conclusion, and transitions

Homework:

- Read all of the following essays in *The Norton Reader*:
 - “Inaugural Address” by John F. Kennedy (p. 815-818)
 - “Letter from a Birmingham Jail” by Martin Luther King, Jr. (p. 818-31)
 - “The Separation of Church and State” by Stephen Carter (p. 843-51)
- **CAP 5:** Write a comparative analysis of *two of the three* assigned readings above. See the syllabus for complete instructions for CAP assignments.
- Continue drafting for Paper 1 (4 typed pages due next Thursday, 10/16)

WEEK 8: Collaborative Research Project

Tuesday, October 14

- **DUE TODAY: CAP 5**
- Finalizing the CRP (revisions)
- Introduce Paper 2

Homework

- Draft of Paper 1 (typed, *at least* 4 complete pages)
- Select three possible topics (with possible working thesis) for paper 2; bring to class for instructor approval

Thursday, October 16

- Topic review for Paper 2
- Peer Review, Paper 1

Homework:

- Read all of the following selections from this year's first-year experience common reader (*The Good Food Revolution* by Will Allen):
 - "Return" (p. 5-9)
 - "Promises" (p. 10-18)
 - "Black Gold" (p. 111-128)
- **CAP 6:** Write an analysis incorporating *all* of the assigned readings above.
- Revise Paper 1 draft to prepare for Student Conferences
- Paper 2 Proposal (includes topic selected and why, working thesis, what you already know, and a research plan with 3-4 database search terms) **due Tuesday, October 28**

WEEK 9: Student Conferences, Paper 1

Tuesday, October 21

No class this week. Instead, arrive at the designated time and location to your student conference. Bring with you the following:

- CAP 6
- Typed draft of Paper 1 (at least 4 pages & Works Cited) that includes notes/revisions/suggestions from your tutoring session
- Proof Sheet from SSC
- Questions you have for the instructor prior to final draft completion

Homework:

- Complete Paper 1
- Compile Paper 1 packet for submission
- Start research for Paper 2
- Read "On Being a Cripple" by Nancy Mairs (p. 46-55) and prepare for WA 3

Thursday, October 23 *last day for you to visit the SSC to get your points for Paper 1**

No class this week. Instead, arrive at the designated time and location to your student conference. Bring with you the following:

- CAP 6
- Typed draft of Paper 1 (at least 4 pages & Works Cited) that includes notes/revisions/suggestions from your tutoring session
- Proof Sheet from SSC
- Questions you have for the instructor prior to final draft completion

Homework:

- Complete Paper 1
- Compile Paper 1 packet for submission

- Start research for Paper 2
- Read “On Being a Cripple” by Nancy Mairs (p. 46-55) and prepare for WA 3

WEEK 10: Annotated Bibliography

Tuesday, October 28

- **DUE TODAY: PAPER 1 (WITH COMPLETED PACKET)**
- **DUE TODAY: Paper 2 Proposal**
- **WA 3:** How does Nancy Mairs organize “On Being a Cripple” (46-55)? What connects the different parts to each other?

Homework:

- Research for Paper 2
- Read all of the following selections from this year’s first-year experience common reader (*The Good Food Revolution* by Will Allen):
 - “Overnight Success” (p. 183-206)
 - “New Frontiers” (p. 208-235)
- **CAP 7:** Write an analysis of no more than 2 of the contemporary issues in American farming and urban communities Will Allen explores in these two chapters.

Thursday, October 30

- **DUE TODAY: CAP 7**
- Annotated Bibliography

Homework:

- Finish research for Paper 2
- Prepare draft of Works Cited page including **at least** 8 sources
- Prepare Paper 2 Outline of Major Points
- Read “Is America Falling Apart?” by Anthony Burgess (p. 235-40) and prepare for WA 4

WEEK 11: Annotated Bibliography

Tuesday, November 4

- **DUE TODAY: Works Cited page draft**
- **DUE TODAY: Paper 2 Outline of Major Points**
- **WA 4:** Anthony Burgess’ essay, “Is America Falling Apart?” (p. 235-40) was written in 1971. Write an essay detailing what he might add, remove, or otherwise modify about America, Americans, or American society if he were to write it today? Be sure to support your ideas.

Homework:

- Annotated Bibliography
- Start Drafting Paper 2
- Read “On the Fear of Death” by Elisabeth Kübler-Ross (p. 219-24) and prepare for WA 5.

Thursday, November 6

- **DUE TODAY: Annotated Bibliography**
- **WA 5:** Elisabeth Kübler-Ross incorporates various kinds of evidence (such as experience, observation, and reading) in “On the Fear of Death” (p. 219-40). Evaluate the various kinds of evidence she uses, describe how she incorporates them, and analyze the value each of them contributes to the essay.

Homework:

- Read all of the following essays in *The Norton Reader*:
 - “The Bioterrorism Scare: A Historical Perspective” by Philip Alcabes (p. 705-715)
 - “After the Genocide” by Philip Gourevitch (p. 752-57)
 - “From Realism to Virtual Reality: Images of America’s Wars” by H. Bruce Franklin (p. 761-76)
- **CAP 8:** Write a comparative analysis of *two of the three* assigned readings above. See the syllabus for complete instructions for CAP assignments.
- Continue drafting paper 2 (5 typed pages due Thursday, 11/13)

WEEK 12: Drafting Paper 2

Tuesday, November 11

- **DUE TODAY: CAP 8**
- Lessons Learned from Paper 1 (dos and don’ts for Paper 2)

Homework:

- Draft of Paper 2 (Typed, at least 5 pages)

Thursday, November 13

- Peer Review – Paper 2

Homework

- Read all of the following essays in *The Norton Reader*:
 - “Tigers in the Snow” by Peter Matthiessen (p. 510-18)
 - “The Climate Emergency” by Al Gore (p. 860-871)
 - “The Clan of One-Breasted Women” by Terry Tempest Williams (p. 543-549)
- **CAP 9:** Write a comparative analysis of *two of the three* assigned readings above. See the syllabus for complete instructions for CAP assignments.

WEEK 13: Student Conferences, Paper 2

Tuesday, November 18

No class this week. Instead, arrive at the designated time and location to your student conference. Bring with you the following:

- CAP 9

- Typed draft of Paper 2 (at least 5 pages & Works Cited) that includes notes/revisions/suggestions from your tutoring session
- Proof Sheet from SSC
- Questions you have for the instructor prior to final draft completion

Homework:

- Complete Paper 2
- Compile Paper 2 packet for submission
- Prepare for Paper 2 Presentations

Thursday, November 20 ***last day for you to visit the SSC to get your points for Paper 2
No class this week. Instead, arrive at the designated time and location to your student conference. Bring with you the following:

- CAP 9
- Typed draft of Paper 2 (at least 5 pages & Works Cited) that includes notes/revisions/suggestions from your tutoring session
- Proof Sheet from SSC
- Questions you have for the instructor prior to final draft completion

Homework:

- Complete Paper 2
- Compile Paper 2 packet for submission
- Prepare for Paper 2 Presentations

WEEK 14: Paper 2 Presentations

Tuesday, November 25

- **DUE TODAY: PAPER 2 FINAL DRAFT & PAPER PACKET**
- Paper 2 Presentations

Thursday, November 27

No class – Thanksgiving holiday

Homework:

- Read all of the following essays in *The Norton Reader*:
 - “The Nature of Scientific Reasoning” by Jacob Bronowski (p. 886-89)
 - “Is Everything Determined?” by Stephen Hawking (p. 908-14)
 - “Why the Reckless Survive” by Melvin Konner (p. 940-48)
- **CAP 10:** Write a comparative analysis of *two of the three* assigned readings above. See the syllabus for complete instructions for CAP assignments.
- Prepare Portfolio

WEEK 15: Finishing Up

Tuesday, December 2

- **DUE TODAY: CAP 10**

- Paper 2 Presentations, continued
- Preparation for In-class final essay

Homework:

- **Finalize Portfolio**
- **Read and prepare for in-class final essay**

Thursday, December 4

- **DUE TODAY: Portfolio**
- In-class Final Essay

WEEK 16: Finals Week

No class meetings