Texas A&M University – Texarkana

English 1302: Composition II
Course Syllabus
Spring 2015
Instructor: Corinne Billings

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COURSE NUMBER: ENGL 1302.01W (CRN 20573)
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:


Recommended
A collegiate dictionary

E-mail Account:
Upon application to Texas A&M University-Texarkana, the university will assign an individual an A&M-Texarkana e-mail account. The student will use this e-mail account to deliver official university correspondence. Each individual is responsible for information that he or she sends and receives via the university e-mail account, and the student must check the official A&M-Texarkana e-mail account on a frequent and consistent basis. Faculty and students must use 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) integrates the Communication EEOs into the Student Learner Outcomes below:
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 students submit in this course. This objective reflects the expectations of Communications Exemplary Educational Objective 1.

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.

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.

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 class members’ and professional writers’ example compositions. This objective reflects the expectations of Communications Exemplary Educational Objective 4.

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.

Develop the ability to research and write a documented 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 discussion, individual activities, and writing.

**Course Requirements and Means of Evaluation:**
To pass this course, students must complete assignments III through VII as listed below, including the final essay (timed).
I. Ten (10) Comparative-Analysis Papers (20 points each) = 200 points

Students must 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. You will receive a grade for your Comparative-Analysis Papers that reflects your successful achievement of the above criteria. You will not receive high marks for 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 that provide only a summary or superficial analysis of the reading. A perfect score for the ten analysis papers will be 200 points.

Type your papers using MLA format. Papers must contain a minimum of 300 words (not including authorial material, title, and Works Cited page). Assignments that fail to meet the minimum word count will receive a zero. Use quotes sparingly. Do not copy any of the words or phrases of the original work without proper MLA 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 you analyze. Use proper MLA format. Use your handbook, Rules for Writers, to help you.

You must submit all comparative-analysis papers to the submission box no later than 11:59 p.m. the evening before they are due. For a list of assigned essays and their due dates, see the course calendar.

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

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

Type Writing Assignments using MLA format. Use a minimum of 150 words (not including leading authorial material, title, and Works Cited), and address the requirements of each assignment. Assignments that fail to meet the minimum word count will receive a zero. Do not copy any of the words or phrases of the original work without proper MLA documentation. Include a Works Cited entry at the end of the assignment. You must submit all short writing assignments to the submission box no later than 11:59 p.m. the evening before they are due. For a list of writing assignments and their due dates, see the course calendar.

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

Use a minimum of 1250 words, (not including leading authorial material, title, and Works Cited), and submit Paper I to the submission box. You must complete an online tutoring session with the Student Success Center (SSC). (This tutoring session counts as 10% or 25 points of your grade.)
IV. Paper I Process = 70 points
During the development of Paper I, students will complete several smaller assignments that the instructor will evaluate. The instructor will not include these points in the 250 allocated to Paper I. The assignments (and their point values) include:
- Topic Ideas 10 points
- Paper I Topic Proposal 10 points
- Uploaded articles 10 points
- Works Cited draft 10 points
- Outline of Major Points 10 points
- Typed rough draft 20 points

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

V. Paper II: Research Paper (argumentative/persuasive paper) = 300 points
Use a minimum of 1600 words, (not including leading authorial material, title, and Works Cited), and submit Paper I to the submission box. You must complete an online tutoring session with the Student Success Center (SSC). (This tutoring session counts as 10% or 30 points of your grade.)

VI. Paper II Process = 125 points
During the development of Paper II, students will complete several smaller assignments that the instructor will evaluate. The instructor will not include these points in the 300 allocated to Paper II. The assignments (and their point values) include:
1. Topic Ideas 10 points
2. Paper II Proposal 25 points
3. Works Cited draft 20 points
4. Outline of Major Points 20 points
5. Annotated Bibliography 25 points
6. Paper II Rough Draft 25 points

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

VII. Final Essay in response to a reading = 150 points

VIII. State of the Writer address
Using 500-1,000 words, students must prepare a progress statement (called the State of the Writer address) during the first and last week of classes. The start-of-the-term address should articulate your history as an academic writer, how you feel about yourself as a writer, your writing expertise, or any pertinent issues or concerns you have about writing for ENGL 1301 (especially those with which the instructor may be able to help). Your end-of-the-term address should explain what writing improvements you have made throughout the semester and include a comparison to your start-of-the-term address.
The total points a student may earn from the addresses= 200 points.

IV. Discussion Board
Starting week two, you must participate in a discussion board that requires three actions for the week. First, the instructor will post 2-3 discussion questions to the discussion board. These questions may focus on readings from either of the texts, on the video or handouts, or on writing
in general. You must respond \textbf{(with a minimum of 100 words)} to \textit{at least two} of the questions using your personal experience or knowledge you gained from the text or elsewhere. \textbf{Second}, in the thread labeled “Student DQs,” you will post \textbf{one} discussion question pertaining to material for that week. The discussion question should be open-ended and require substantive responses from your classmates (Yes-or-no questions do not fulfill this criteria, so be careful how you word your questions). Third, you must respond substantially to \textbf{at least one} of your fellow classmates’ postings \textbf{(with a minimum of 50 words)} in a way that attempts to further the conversation by asking a follow-up question, expressing your own interpretation or perspective, elaborating on what your classmate said, pulling in information from the class, or in some way adding to the depth of the conversation. For example, “That was great. I agree,” would not qualify as a substantial response. \textbf{You may respond to either one of your classmate’s posted discussion questions (in the “Student DQs” thread) OR to his or her response to one of the three instructor-posted discussion questions.} Each week, 15 points are available to you (5 points per activity); your posts and replies are \textbf{due to the discussion board by midnight on Friday of that week.} You \textbf{may not} post or reply to previous weeks once the deadline has passed. \textbf{Note: You will have no discussion-board requirements for week one, week eight (Mar 9-13), Spring Break week (Mar 16-20), the final week of classes (May 4-7), or finals week (May 11-13). You do not need to respond to the discussion board for each class period (Tuesday, Thursday) but for the week as a whole.} \textbf{The total points a student may earn from the addresses}= 180 points.

\textbf{OVERVIEW OF TOTAL POINTS POSSIBLE:}

\begin{itemize}
  \item Comparative Analysis Papers (CAPs) 200 points
  \item Short Writing Assignments (WAs) 50 points
  \item Research Paper I 250 points
  \item Research Paper I Process 70 points
  \item Research Paper II 300 points
  \item Research Paper II Process 125 points
  \item Final (timed) Essay 150 points
  \item State of the Writer addresses 200 points
  \item Discussion Board 180 points
\end{itemize}

\textbf{TOTAL POINTS: 1525}

\textbf{Grading Scale:}

\begin{itemize}
  \item 1365 – 1525 earned points = A
  \item 1212 – 1364 earned points = B
  \item 1060 – 1211 earned points = C
\end{itemize}

\textit{Students who earn fewer than 1060 points by the end of the course must retake ENGL 1302.}

\textbf{General Rubric for evaluation of Papers I and II and Final Essay}

In addition to the requirements listed above, Papers I and II must meet the following \textbf{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 or prompt for each paper.

"A" papers: 90-100% of points awarded
The essay:
contains, maintains, presents in an organized manner, and supports throughout the paper a clear thesis;  
contains an effective introduction that attracts the interest of the reader, includes the logical development of the topic, and concludes with an appropriate closing;  
maintains coherence with the use of transitional words, phrases, and sentences to show the relationships of ideas;  
contains unified paragraphs;  
offers specifics and critical analysis and evaluates the significance of supporting details or examples;  
reveals a writing style that adheres to the conventions of edited American English;  
reveals a writing style that evinces the writer’s use of stylistic techniques that enhance the paper’s effectiveness; and  
shows a creative or original approach toward the 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:
contains a thesis, but the thesis lacks acceptable clarity and/or development;  
lacks effective organization and appropriate use of supporting details;  
lacks clear organization;  
reveals some major problems in composition at the sentence level (i.e., fragments, comma splices, run-on sentences); and/or  
lacks acceptable adherence to the conventions of edited American English.

“F” papers: 59% or less of points awarded
The essay:
lacks a discernible thesis;  
reveals problems in coherence and clarity;
lacks a sense of organization and contains little or no supporting details; contains major problems at the sentence level (i.e., fragments, comma splices, run-on sentences); lacks acceptable adherence to the conventions of edited American English; and/or violates the course’s academic integrity policy (see below).

**CLASS POLICIES**

**Course Calendar Setup**
This class is web-based. Although web-based classes allow schedule flexibility that face-to-face classes lack, they also require greater responsibility from the student. **You must submit each week’s assignments by 11:59 p.m. on Sunday.** Please note the late-work policy that follows.

**Due Dates & Late Work**
All assignments on Tuesday of the class week are due by 11:59 p.m. on Thursday of that week, and all assignments on Thursday of the class week are due by 11:59 p.m. on Sunday (unless otherwise specified in the syllabus). The instructor will post any modifications under the Announcements section of the course. Failure to submit documents by the deadline will result in a late submission. The instructor will accept assignments that the student submits up to 24 hours past the original deadline for an automatic 50% reduction in the grade (**not including** any points the instructor will deduct for the student’s failing to meet the assignment standards). For example, the instructor will reduce an assignment worth 25 points that the student submits up to 24 hours past the deadline to 12.5 **before** the instructor evaluates the assignment. The instructor will not evaluate late work that the student submits after the late-submission deadline (midnight the date after the original due date), and the student will receive an automatic zero for the assignment.

**Contacting the Course Instructor and Office Hours**
Because this course is web-based, you will have limited contact with the instructor. You may send an e-mail to set up a face-to-face meeting with me. You may also contact me online at any time via e-mail. **Please do not call my cell phone. You may contact me via text on my cell phone only if you have an emergency and you cannot reach me through Blackboard or TAMU-T e-mail.** Please use the Blackboard messaging system to contact me unless you have problems accessing the system. I will check my Blackboard e-mail regularly. You may receive a delayed response to e-mail messages you send to my TAMU-T e-mail account. In most cases, you should expect to receive a response within 24 to 48 hours. While I check my email frequently, I am not attached to it, so please be patient especially during the evenings and weekends. If you do not receive a response from me within 48 hours, you may presume that I did not receive your email and that you should try again. A response from me is the only guarantee that I received your original email.

**Assignments**
Students must type (double-spaced in Times New Roman (12 pt) font) every assignment according to MLA formatting guidelines. Students must compose every assignment using a word processing program (such as Microsoft Word) and submit each assignment to the appropriate submission box in Blackboard. **Do not** write your submission directly into Blackboard unless the
instructor specifically requires for you to do so. Submit documents using .doc, .rtf, or .docx file types. **Do not** submit PDF versions of your documents (or the instructor cannot comment upon or evaluate them effectively). **Do not** submit TXT versions of your documents because your assignment will lose all formatting. If you experience difficulties saving your files using any of the above file types, please contact the IT Help Desk for support.

**Participation**
Part of your final grade will include an evaluation of your participation in the class. Participation means interaction with other students and the instructor, not just submission of assignments. Students should deal with and respond to one another and the instructor in a professional, courteous manner. The quantity and quality of feedback posted to the discussion board forums will determine the evaluation of participation for web-only courses.

**Blackboard & Technical Support**
If you enroll in a web-based course, such as this one, the university assumes that you understand how to operate the features of Blackboard. This includes the differences between uploading an assignment or document and e-mailing one. **Never, unless asked directly, e-mail an assignment to the instructor.** If you experience any technical issues, notify the instructor immediately. Do not miss deadlines and then tell the instructor you were having technical issues; **these are not acceptable excuses for delayed or missed assignments or deadlines.** For technical support or assistance with Blackboard, contact the IT Help Desk at helpdesk@TAMUT.edu.

**Student Success Center Requirement**
Students must use the online tutoring services available through the Student Success Center for assistance with the development of major papers I and II. 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 prepare enough material in order to gain the best assistance. **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 your tutor’s feedback; failure to receive feedback from a tutor within this period or failure to receive tutor feedback at all will result in points lost in the SSC category of your paper rubric.**

The instructions below come directly from the Student Success Center. Direct any questions regarding this procedure to Jesse Morrow, SSC Coordinator, at Jesse.Morrow@TAMUT.edu.

**Online Tutoring**

1. To submit a paper for online review by a tutor, attach your most recent draft to an e-mail addressed to tutors@tamut.edu and list any specific concerns you wish the tutor to **address in the e-mail body.**
2. You will receive an reply confirming that we have received your paper and that we have scheduled a time for the tutor to review your paper.
3. When the tutor has finished reviewing your paper, you will receive an e-mail containing both your commented paper, which will act as your proof sheet for your class, as well as contact information for the tutor if you need further help via e-mail, phone, or face-to-face online appointment.
Note: We do not proofread papers. We will not cover spelling, grammar, and mechanical problems. Argument, structure, and thesis development, as well as format problems (MLA, APA, Chicago, etc.) are what our tutors focus on.

If at any point in the process you run into a problem, feel free to contact us:
Hours of Operation: Mon-Thu 10am-7pm  Fri 10am-5pm  Sun 1pm-5pm
Email: tutors@tamut.edu
Phone: 903-334-6724

Academic Integrity
The university expects academic honesty 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.

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 e-mail 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 the student earns 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
Instructor’s Expectations and Comments:
Students should refine the writing skills they developed in English 1301. In particular, they should write and edit effective academic discourse that appropriate and varied sources support. 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 will 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, 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 SPRING 2015
All weekly assignments in this course are due by 11:59 p.m. on Sunday. Note: 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. The instructor will notify students of any changes to this calendar via the Announcements section of Blackboard.

WEEK 1: Welcome to English 1302
- Read the course syllabus and calendar thoroughly and e-mail the instructor with any questions by Friday (midnight).
- 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).
Review the prompt for your State of the Writer address.
Review “How to Submit an Assignment to a Turnitin.com Direct Assignment Box”
Complete and upload your start-of-the-term State of the Writer address.
Watch “How to Write a Critique Essay (An Evaluation Essay).”
Review the Article Evaluation Checklist.
Read all of the following essays in The Norton Reader:
  o “How Teachers Make Children Hate Reading” by John Holt (p. 358-66);
  o “Learning to Read” by Frederick Douglass (p. 346-50); and
  o “Good Readers and Good Writers” by Vladimir Nabokov (p. 973-77).
Complete and upload the Article Evaluation checklist for one of the two essays you have selected for your CAP1.
CAP 1: Write a comparative analysis of two of the three assigned readings above. See the syllabus for complete instructions for CAP assignments. *Due by 11:59 p.m. on Sunday.

WEEK 2: Foundation Building ***Discussion Board starts
WA1: Write a rebuttal to “College is a Waste of Time and Money” by Caroline Bird (p. 372-80). *Due by 11:59 p.m. on Sunday.
Read “Draft a Working Thesis” in Rules for Writers (p. 18-19).
Watch “What is a thesis statement” video.
Read the prompt for Paper I.
Review the Paper I Rubric.
Upload a document detailing 2-3 topics ideas for Paper I, including why you are interested in the topics and what you already know about them; you will receive feedback from me about these options that might help you narrow your choice.
Discussion Board

WEEK 3: Library Week
Complete the Distance Education Library Orientation online to familiarize yourself with our library resources (http://library.tamut.edu/DistanceEd/Distanceeducationindex.htm).
Remotely access the library’s databases by following the instructions for remote access here – (http://library.tamut.edu/ElectronicResources/RAInstructions.htm); if you have any difficulty, please contact the Library directly at 903.223.3100.
Complete the Database Tutorials for the “Basic Search” and “Advanced Search” EBSCOHost databases (bottom right of your screen) (http://libguides.tamut.edu/content.php?id=563145&sid=4644286).
Create and upload your Paper I Topic 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).
Locate at least two scholarly journal article sources for your Paper I, save them as PDF files, and upload them.
Read all of the following essays in The Norton Reader:
  o “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); and
- “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. *Due by 11:59 p.m. on Sunday.*

- Discussion Board

**WEEK 4: MLA Week**
- Review “Documenting sources in MLA style” in Rules for Writers (pp. 479-523).
- Review the “MLA Citation Style” PowerPoint.
- Watch “Purdue OWL: MLA Formatting: List of Works Cited” video.
- Continue researching for Paper I.
- Read “Superman and Me” by Sherman Alexie (pp. 355-58).
- **WA2:** Twice in his essay, “Superman and Me” (pp. 355-58), Sherman 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. *Due by 11:59 p.m. on Sunday.*
- Read “Citing sources; avoiding plagiarism” in Rules for Writers (pp. 464-468).
- Read “Integrating sources” in Rules for Writers (pp. 469-479).
- Complete the 7 modules of the Plagiarism Tutorial, created by The University of Southern Mississippi (http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php).
- Review the Turnitin.com PowerPoint.
- Continue researching for Paper I.
- Discussion Board

**WEEK 5:**
- Read “Paraphrasing, Summarizing, Quoting” handout.
- Watch “Evaluating Sources.”
- Watch “Advanced Writing: Evaluating Sources.”
- Complete your research for Paper I.
- Draft a Works Cited page using the resources you have gathered for Paper I (at least 6) and upload it.
- 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); and
  - “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. *Due by 11:59 p.m. on Sunday.*
- Discussion Board

**WEEK 6: Getting Organized & Creating a Plan**
- Watch “Creating an Outline for a Research Paper.”
- Read 1D “Sketch a Plan” in Rules for Writers (pp. 19-23).
- **Prepare and Upload Paper I Outline.**
- **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); and
- **CAP 4:** Write a comparative analysis of *two of the three* assigned readings above. See the syllabus for complete instructions for CAP assignments. *Due by 11:59 p.m. on Sunday.*
- Discussion Board

**WEEK 7**

- Read “Build effective paragraphs” in *Rules for Writers* (p. 50-68).
- Watch “How to Write an Introduction.”
- Watch “Constructing Logical Arguments.”
- Read “Paragraph Development” handout.
- Start drafting Paper I.
- 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); and
  - “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. *Due by 11:59 p.m. on Sunday.*
- Continue drafting for Paper I (4 typed pages *due by 11:59 p.m. on Sunday*).
- Discussion Board

**WEEK 8**

- Read Paper 2 Prompt.
- Review Paper 2 Rubric.
- Finish draft of Paper I (typed, *at least 4 complete pages*) *Due by 11:59 p.m. on Sunday.*
- Upload a document with at least *three* possible topics (with possible working thesis) for Paper II.
- Upload your Paper I draft to the submission box and review your originality report.
- **Upload Paper I draft to prepare for Student Conferences by Sunday at 11:59 p.m.**
- E-mail the instructor with three (3) possible student conference meeting times for next week, based on the available times posted in the Student Conferences document by Friday at 11:59 p.m. On Monday, the instructor will e-mail you with your assigned time. These are INTERNET conferences, not face-to-face meetings. Please have a headphone set with microphone available and review the instructions for using *Blackboard collaborate.*
- **Upload** Paper II Proposal (includes topic selected and why, working thesis, what you already know, and a research plan with 3-4 database search terms) *Due by 11:59 p.m. on Sunday.*

March 16-20: NO CLASSES – SPRING BREAK
WEEK 9: Student Conferences, Paper I

- During your assigned student conference time, your instructor will meet with you on Blackboard collaborate. Please have access to a copy of your submitted rough draft for the discussion. Come prepared with any questions you have about your Paper I. Conferences will last 10-15 minutes. If you are not in the meeting room for your appointment during your assigned time, you will not receive participation points for the week.

- **Finish and submit Paper I *Due by 11:59 p.m. on Sunday.***
- **Start research for Paper II.**

***last day for you to visit the SSC to get your points for Paper I***

- **Discussion Board**

WEEK 10: Annotated Bibliography

- Read all of the following essays in *The Norton Reader*:
  - “The Good News Is: These Are Not the Best Years of Your Life” Gloria Steinem (213-18);
  - “Being a Man” Paul Theroux (176-79); and
  - “Between the Sexes, a Great Divide” by Anna Quindlen (174-176).

- **CAP 6:** Write a comparative analysis of two of the three assigned readings above. See the syllabus for complete instructions for CAP assignments. *Due by 11:59 p.m. on Sunday.
- **Research for Paper II.**
- **Read “On Being a Cripple” by Nancy Mairs (p. 46-55) and prepare for WA 3.**
- **WA 3:** How does Nancy Mairs organize “On Being a Cripple” (46-55)? What connects the different parts to each other? *Due by 11:59 p.m. on Sunday.
- **Review the “Annotated Bibliography” handout.**
- **Watch “What is an Annotated Bibliography and How To Write One.”**
- **Finish research for Paper II.**
- **Prepare and upload draft of your Works Cited page including at least 8 sources.**
- **Prepare and upload your Paper II Outline of Major Points.**
- **Read “Is America Falling Apart?” by Anthony Burgess (p. 235-40), and prepare for WA 4.**
- **Discussion Board**

WEEK 11: Annotated Bibliography

- **WA 4:** Anthony Burgess’ wrote his essay, “Is America Falling Apart?” (p. 235-40) 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. *Due by 11:59 p.m. on Sunday.
- **Create and Upload your Annotated Bibliography.**
- **Start Drafting Paper II.**
- **Read “On the Fear of Death” by Elisabeth Kübler-Ross (p. 219-24), and prepare for WA 5.**
### 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. **Due by 11:59 p.m. on Sunday.**

### Read all of the following essays in *The Norton Reader:*
- “In Defense of Prejudice” by Jonathan Rauch (p. 569-577);
- “The Case for Torture” by Michael Levin (p. 647-649); and
- “We Do Abortions Here: A Nurse’s Story” by Sallie Tisdale (p. 650-656).

### CAP 7: Write a comparative analysis of two of the three assigned readings above. See the syllabus for complete instructions for CAP assignments. **Due by 11:59 p.m. on Sunday.**

### Continue drafting Paper II (5 typed pages **due by 11:59 p.m. on Sunday**).

### Discussion Board

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**WEEK 12: Drafting Paper 2**

- 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); and
  - “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. **Due by 11:59 p.m. on Sunday.**

- Watch “How to Revise an Essay.”
- Continue drafting Paper II (5 typed pages **due by 11:59 p.m. on Sunday.**).
- Upload draft of Paper II (typed; at least 5 pages) **by 11:59 p.m. on Sunday.**
- Submit your Paper II to the submission box, and review your originality report.
- E-mail the instructor with three (3) possible student conference meeting times for next week, based on the available times posted in the Student Conferences document by Friday at 11:59 p.m. On Monday, the instructor will e-mail you with your assigned time. These are INTERNET conferences, not face-to-face meetings. Please have a headphone set with microphone available and review the instructions for using Blackboard collaborate.
- Discussion Board

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**WEEK 13: Student Conferences, Paper 2**

- During your assigned student conference time, your instructor will meet with you on Blackboard collaborate. Please have access to a copy of your submitted rough draft for the discussion. Come prepared with any questions you have about your Paper I. Conferences will last 10-15 minutes. If you are not in the meeting room for your appointment during your assigned time, you will not receive participation points for the week.
- **Finish and submit Paper 2** **Due by 11:59 p.m. on Sunday.**

***last day for you to visit the SSC to get your points for Paper 2***

- Discussion Board
WEEK 14: CAP 10 *Last week for Discussion Board

- 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); and
  - “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. *Due by 11:59 p.m. on Sunday.*

- 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); and
  - “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. *Due by 11:59 p.m. on Sunday.*

- Discussion Board

WEEK 15: Finishing Up

- Re-read your start-of-the-term State of the Writer address.
- Write and upload your end-of-the-term State of the Writer address (prompt available under the State of the Writer folder available in the Content section).
- Prepare for your final in-class essay (reading list available starting Monday, May 4 at 11:59 p.m.).
- Read “Timed Essays” handout by the Duke University Writing Studio
- Final essay (timed) *You may complete the final essay starting Wednesday (May 6) at 11:59 p.m. You will not be able to access the final essay after 10:45 p.m. on Friday (May 8). Final essays are due by 11:59 p.m. on Friday (5/8).*

WEEK 16: Finals Week

*No class meetings*