English 1302: Composition II
Course Syllabus
Spring 2016
Instructor: Dr. Corrine Hinton

Meeting Time: MW, 1:30-2:45pm
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Location: UC 231
Office: UC 205
Office Hours: M & W, 11am-12pm & 4:30-5:30pm

COURSE NUMBER: ENGL 1302.002 (CRN 20190)

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:


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. 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 EEO 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 EEO 2.)

3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written communication as evidenced in the successful completion of the following assignments: comparative analysis papers, Papers I and II, and Final Essay. (This objective reflects the expectations of Communications EEO 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 EEO 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 EEO 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 EEO 6.)

Prerequisites:
A grade of “C” or better in English 1301

Justification:
This course partially fulfills the core curriculum requirement for 6 SCH in Component Area Option.

Course Outline:
This class includes the following areas of focus:
(1) Practice with 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 and out-of-class writing.

Course Requirements and Means of Evaluation:
To be eligible to pass this course, students must complete Papers 1 and 2 as listed below as well as the final in-class essay. Students must accumulate the minimum number of points necessary to earn a C or better to avoid repeating the course.
Requirements for all assignments completed outside of class:

1. All papers should be typed, double-spaced using MLA document format (1” margins, Times New Roman 12 pt. font, appropriate authorial headings, descriptive title, and author’s last name and page number in the right-margin header).

2. All papers should be submitted to the appropriate assignment area in turnitin.com no later than 11:59pm the evening before they are due in class. For a list of applicable assignments and their due dates, see the course calendar.

3. You must be present for the entire class to receive credit for an assignment due for that class period. You may not send it with another student, submit it and leave class, or submit it via email without prior approval from the course instructor (see Attendance under the COURSE POLICIES in this syllabus).

COURSE ASSIGNMENTS

I. Eight (8) Comparative Evaluation Papers (20 points each) = 160 points

Students are required to submit ten Comparative Evaluation Papers (abbreviated CEP 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. CEPs should include an identification of each of the authors’ major theses (claims) as well as a comparison of the texts such as the author’s credibility and/or bias (ethos); argumentative logic, use of evidence, or logical fallacies (logos); and/or the authors’ tone and/or language (pathos). You must provide cited examples from the texts to support your evaluation, but remember that the majority of the paper should be your words and ideas. CEPs are not summaries or personal reflections of the readings. Do not tell me what each of the authors said about a particular topic or issue; instead, explain any similarities and/or differences in the ways in which each author developed his or her claim(s).

CEPs will be graded based on their successful achievement of the criteria outlined above. CEPs 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.

CEPs should contain a minimum of 300 words (not including authorial material, title, and Works Cited page); however, you may need to go beyond that minimum to develop a thorough comparative evaluation. Failure to submit an assignment that meets the minimum word count will receive a zero. All CEPs should include a Works Cited entry for each essay evaluated (so a minimum of two entries) using proper MLA format. Use your handbook, A Writer’s Reference, to help you. A perfect score for all eight evaluation papers will be 160 points.

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 in-class; thus, these assignments are handwritten. Writing Assignments (abbreviated WA in the course calendar) will be graded based on the response’s depth, writing quality, and adherence to the prompt. Writing assignments that fail to respond to the prompt as indicated in the syllabus will not receive high marks. WAs should contain a minimum of 150 words (not including authorial material, title, and Works Cited entry). 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 citations. 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 (provided by the student) during their in-class writing assignments but may not have access to any other outside print or electronic materials. In all, a perfect score for the five writing assignments will be 50 points.

III. Collaborative Research Project = 100 points
One quarter (4 weeks) of this course will be devoted to a collaborative research project, during which students (individually, in small groups, and as a class) will create a single research paper as a guide for the two major papers required for this course. Throughout this collaborative research project, students will participate in several in-class activities. Any of these activities can be evaluated per the discretion of the course instructor, but the total 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, or small-group or whole-class activity participation. Failure to attend class on a day evaluated for credit toward the Collaborative Research Project will result in a loss of points for that day.

IV. Paper I: Persuasive Essay = 250 points
Paper I is a persuasive essay written on a topic of the student’s choice (subject to instructor approval) whose claims are supported by credible research and contain a minimum of 1250 words (not counting authorial material, title, or Works Cited). Completion of a tutoring session in the Student Success Center (SSC) or attendance at one writing studio is required (counts as 10% or 25 points of your grade). (See Writing Studio for more information).

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

V. Paper I Process = 85 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) are as follows:
4. Topic Ideas 10 points
5. Paper I Proposal 20 points
6. Works Cited draft 15 points
7. Outline of Major Points 15 points
8. Rough Draft 25 points

The total points a student may earn from these activities = 85 points.

VI. Paper II: Persuasive Essay = 300 points
Paper II is a persuasive essay written on a topic of the student’s choice (subject to instructor approval) whose claims are supported by credible research and contain a minimum of 1250 words (not counting authorial material, title, or Works Cited). Completion of a tutoring session in the Student Success Center (SSC) or attendance at one writing studio is required (counts as 10% or 30 points of your grade). (See Writing Studio for more information).
You will turn in a final paper packet for this paper. Your packet will include: Paper 2 proposal, Outline of Major Points, Annotated Bibliography, rough draft including any revisions you have made, peer review form, SSC or writing studio proof sheet, hard copies of your sources, and the final, polished 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 = 115 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 2 Proposal 20 points
3. Outline of Major Points 15 points
4. Annotated Bibliography 20 points
5. Rough Draft 25 points
6. Paper 2 Presentation 25 points

*The total points a student may earn from these activities = 115 points.*

**VIII. Final In-class Essay in response to a reading = 150 points**
During the last regular week of the term, students will complete an in-class essay in response to one or more readings (provided to the student prior to the final essay). A separate prompt will be provided for this assignment.

**IX. Final Progress Statement = 50 points**
Students should prepare a progress statement (at least 800 words) explaining what writing improvements have been made throughout the semester using evidence from the in-class *State of the Writer Address* completed during the first week of the term as a comparison. Submit this to the instructor for a grade on the final day of class (see course schedule for details).

*Total points available to be earned from the Final Progress Statement: 50 points*

**TOTAL POINTS: 1260**

**Grading Scale:**

- 1129 – 1260 earned points = A
- 1003 – 1128 earned points = B
- 877 – 1002 earned points = C

*Students who earn fewer than 877 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 beyond the readings provided.

"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).

CLASS POLICIES

Attendance
Attending class is to your advantage. I am not responsible for reminding you to attend class or for providing you with material if you miss class. If you miss more than four days during the semester, you seriously endanger your ability to master the course material, participate in important class activities, and possibly miss critical assignment due dates. If you know you will miss class for a legitimate reason (medical appointment, sick child, funeral, etc.), then speak with/email me ahead of time so we can make arrangements for you to submit work on a different day or at a different time to be eligible for full credit.

Homework is collected at the beginning of class. You must attend the full class period to submit any assignments due that day. You may not send it with another student, email it to me in lieu of a hardcopy, or submit it at the beginning of class and then leave. Participation means interaction with other students and the instructor, not just presence in class. Students are expected to deal with each other and the instructor in a professional, courteous manner.

There will be no cell phone use during class time. If you have an emergency, special circumstance, or 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.

Student Success Requirement
The English program believes student writers can better hone their writing skills when they dedicate time to the writing process and have the opportunity to discuss their writing with others. Therefore, this course includes a mandatory student success requirement for our two major assignments: Paper I and Paper II. The student success requirement can be met in one of two ways for each assignment, and you do not have to choose the same option for each.

Option 1: Meet with a Writing Tutor in the SC
Make an appointment to meet with a writing tutor in the SC to review and discuss your rough draft prior to submitting your final draft. 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. If you elect this option but fail to meet with a tutor within this period, you will lose the points dedicated to the Student Success requirement per your assignment rubric. Meeting with a tutor from the SC 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 student success requirement.
Option 2: Attend a Writing Studio Session
Instead of meeting one-on-one with a writing tutor, you may elect to attend a writing studio session in order to meet your student success requirement. If you elect this option, you must attend one writing studio session related to that assignment. For Paper 1, you may attend a studio during weeks 7, 8, or 9; for Paper 2, you may attend a studio during weeks 11, 12, or 13. After your studio session, you will be issued a proof sheet; submit this proof sheet with your final paper packet in order to receive the points dedicated to the Student Success requirement per your essay rubrics. (See the Writing Studios section below for more information).

Writing Studios:
Writing Studios will be held weekly on Tuesdays and Wednesdays from 2:00-3:00pm in UC 324. The Writing Studios include a brief overview of a particular course concept or assignment delivered by Writing Studio Leaders (English graduate students) 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.

You may attend either of the two available sessions during the week to receive credit. In exchange, you will receive 10 bonus points for each session you attend 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 100 points for the full semester. Please note: If you elect to use the Writing Studio option to meet the Student Success requirement for your Paper 1 or Paper 2 assignments, those sessions do NOT count for bonus points (since you’ll be receiving credit for attending via the grade on your final paper). If the days/times of the Writing Studios do not fit with your class schedule, alternatives are available to you. Please visit with the Success Center for assistance. Note: there are no sessions during the following weeks: week 1, week 9 (Spring Break), week 15, or week 16.

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.

Turnitin.com
This course uses the program, Turnitin.com, as a way to identify unoriginal material and deter plagiarism in assignments. All Comparative Evaluation Papers (CEPs) as well as the final drafts of Paper 1 and Paper 2 must be submitted to the appropriate assignment area in Turnitin.com by 11:59pm the evening prior to the assignment’s due date. If your assignment has not been submitted to Turnitin.com by this deadline, it will not be graded and will be recorded as a
zero (0). If you experience any technical difficulties with Turnitin.com, please contact their help
desk (provided on the website). I strongly encourage you to view the available tutorials on the
Turnitin.com website to ensure you know how to locate assignments, upload documents, and
view your originality reports.

If you have previously registered with Turn It In…
1. Log in to your account at www.turnitin.com
2. At the top, the second tab should say “Enroll in a Class.” Click that.
3. When prompted, enter our class ID # 11260469 - and the enrollment password –
   WritingRocks
4. Click “submit”
5. Click on our class – ENGL 1302, Spring 2016 to see the list of assignment folders
6. When you’re ready to submit an assignment, click on the blue “Submit” button that
corresponds to that assignment
7. Enter in your submission title, upload your document from your computer or flash drive,
   and submit your assignment.

If you have NOT previously registered with Turn It In…
1. Visit the website at www.turnitin.com
2. Up at the top right, click on “Create Account”
3. Select “Student” from the three options at the bottom under “Create a New Account”
4. Include the class ID # (11260469) and enrollment password (WritingRocks) and the
   other information you’re asked for. Remember to use your TAMUT email address.
   Create your account password, secret question, and agree to the terms and you’re all set!
5. Click on our class – ENGL 1302, Spring 2016 to see the list of assignment folders
6. When you’re ready to submit an assignment, click on the blue “Submit” button that
corresponds to that assignment
7. Enter in your submission title, upload your document from your computer or flash drive,
   and submit your assignment.

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

Drop Policy
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.

<table>
<thead>
<tr>
<th>Drop/Withdraw deadlines for the Spring 2016 semester</th>
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<tbody>
<tr>
<td><strong>Session</strong></td>
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<td>Full Term (16 week)</td>
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*Course calendar begins on next page.*
CALENDAR FOR SPRING 2016

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

Wednesday, January 20
- 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 “Writing about texts” in Rules for Writers (p. 70-83)
- Read “Good Readers and Good Writers” by Vladimir Nabokov (p. 973-77) and prepare for WA 1

WEEK 2: Foundation Building

Monday, January 25
- Sign Declaration of Understanding
- WA 1: Write an analysis of whether Vladimir Nabokov’s qualities of a good reader and a good writer correspond to one another, including why or why not, in “Good Readers and Good Writers” (p. 973-77)

Homework:
- Read “Writing Summaries” and “Writing Evaluations” handouts
- Read “Evaluating Arguments” in Rules for Writers (p. 102-110)
- 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)
  - “Superman and Me” by Sherman Alexie (p. 355-58)
- CEP 1: Write a comparative evaluation of two of the three assigned readings above. See the syllabus for complete instructions for CEP assignments.

Wednesday, January 27
- DUE TODAY: CEP 1
- Writing Studio Leader Introduction
- 1301 Review: Evaluating Arguments/Texts and Logical Fallacies
- Article Evaluation Checklist (handout)

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)
- Read all of the following essays in The Norton Reader:
  - “When Doctors Make Mistakes” by Atul Gawande (p. 590-608)
  - “Behind the Formaldehyde Curtain” by Jessica Mitford (p. 254-260)
“This is the End of the World”: The Black Death” by Barbara Tuchman (p. 692-704)

**CEP 2:** Write an evaluation comparing *two of the three* assigned readings above. See the syllabus for complete instructions for CEP assignments.

**WEEK 3: Library Week**

**Monday, February 1**
- **DUE TODAY: CEP 2**
- Mastering the Database Search (meet in computer lab TBD)
- Library Tour

**Homework:**
- Locate at least two scholarly journal article sources on any topic of your choice, print them, and bring them to class next week (week 4)
- Read “On the Fear of Death” by Elisabeth Kübler-Ross (p. 219-24) and prepare for WA 2.

**Wednesday, February 3**
- **WA2:** Elisabeth Kübler-Ross incorporates various kinds of evidence (such as experience, observation, historical accounts, and cultural research) in “On the Fear of Death” (p. 219-224). 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:**
- Review “Documenting sources in MLA style” in *Rules for Writers* (pp. 479-523)
- Read “Citing sources; avoiding plagiarism” in *Rules for Writers* (pp. 464-468)

**WEEK 4: MLA Week & Collaborative Research Project**

**Monday, February 8**
- **DUE TODAY: 2 scholarly articles**
- Review of MLA formatting, citations, and Works Cited pages
- MLA Practice activity (secondary source analysis worksheet)

**Homework:**
- Read “Integrating sources” in *Rules for Writers* (pp. 469-479)

**Wednesday, February 10**
- Introduce CRP, select topic, draft working thesis & outline
- Introduce Paper 1

**Homework:**
- Read assigned research packet for CRP
- Select three topics (with possible working thesis statements) for paper 1; bring them class for instructor approval (typed) on Tuesday
WEEK 5: Collaborative Research Project

Monday, February 15
- DUE TODAY: Topics/working theses for Paper 1
- Instructor review of proposed topics
- CRP: Small group research article analysis

Homework:
- 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 keyword search terms)
- Begin researching for Paper 1

Wednesday, February 17
- DUE TODAY: Paper 1 Proposal
- CRP: Revise thesis & outline, establish major points, draft introduction

Homework:
- Read all of the following essays in The Norton Reader:
  - “Motherhood: Who Needs It?” by Betty Rollin (p. 286-295)
  - “The Case for Single-Child Families” by Bill McKibben (p. 295-304)
  - “The Gender Gap at School” by David Brooks (p. 333-334)
- CEP 3: Write an evaluation comparing two of the three assigned readings above. See the syllabus for complete instructions for CEP assignments.
- Continue researching for Paper 1

WEEK 6: Collaborative Research Project

Monday, February 22
- DUE TODAY: CEP 3
- CRP: Small group paragraph development

Homework:
- Finish research for Paper 1
- Prepare typed draft of Works Cited page including at least 6 sources
- Prepare Paper 1 Outline of Major Points
- Any work necessary for CRP

Wednesday, February 24
- DUE TODAY: Draft of Works Cited page for Paper 1
- DUE TODAY: Paper 1 Outline of Major Points
- CRP: Finalize major points, conclusion, and transitions

Homework:
- Read all of the following essays in The Norton Reader:
  - “Too Many Colleges Are Still in Denial about Alcohol Abuse” by Henry Wechsler, Charles Deutsch, and George Dowdall (p. 336-340)
  - “The Battle of the Binge” by Jack Hitt (p. 340-342)
  - “Binge Drinking as a Substitute for a ‘Community of Learning’” by Kenneth A. Bruffee (p. 343-345)
- **CEP 4:** Write an evaluation comparing *two of the three* assigned readings above. See the syllabus for complete instructions for CEP assignments.
- Start drafting Paper 1

**WEEK 7: Paper 1 Drafting**

*Monday, February 29*
- **DUE TODAY:** CEP 4
- Discuss “lessons learned” from Collaborative Research Project
- In-class work day (rough draft, Paper 1)
  **Homework:**
  - Continue drafting Paper 1 (3 typed pages due Wednesday for peer review)

*Wednesday, March 2*
- **DUE TODAY:** Rough Draft of Paper 1
- Peer Review for Paper 1
  **Homework:**
  - Revise Paper 1 draft and prepare for Student Conferences
  - Read all of the following essays in *The Norton Reader*:
    - “Stuff is Not Salvation” by Anna Quindlen (p. 321-323)
    - “Blue-Collar Brilliance” by Mike Rose (p. 393-400)
    - “What Should a Billionaire Give – and What Should You?” by Peter Singer (p. 578-589)
  - **CEP 5:** Write an evaluation comparing *two of the three* assigned readings above. See the syllabus for complete instructions for CEP assignments.

**WEEK 8: Student Conferences, Paper 1**

*Monday, March 7*

*No class this week. Instead, arrive at the designated time and location to your student conference. Bring with you the following:*
- CEP 5
- Typed draft of Paper 1 (at least 4 pages & Works Cited page)
- Specific questions you have for the instructor prior to final draft completion
  **Homework:**
  - Complete Paper 1
  - Compile Paper 1 packet for submission (e-version due to Turnitin.com by 11:59pm on Tuesday, March 22; final paper packet due in class on Wednesday, March 23)

*Wednesday, March 9*

**Friday, March 11 is the last date to meet with a tutor in the SSC for paper 1**

*No class this week. Instead, arrive at the designated time and location to your student conference. Bring with you the following:*
- CEP 5
- Typed draft of Paper 1 (at least 4 pages & Works Cited page)
- Specific questions you have for the instructor prior to final draft completion

**Homework:**
- Complete Paper 1
- Compile Paper 1 packet for submission (e-version due to Turnitin.com by 11:59pm on Tuesday, March 22; final paper packet due in class on Wednesday, March 23)

**WEEK 9: NO CLASSES, SPRING BREAK (March 14-18)**

**WEEK 10: Preparing for Paper 2**

**Monday, March 21**
- In-class work day to finalize Paper 1 (meet in computer lab TBD)
- Introduce paper 2

**Homework:**
- Compile Paper 1 packet for submission (e-version due to Turnitin.com by 11:59pm on Tuesday, March 22; final paper packet due in class on Wednesday, March 23)
- Read “Is America Falling Apart?” by Anthony Burgess (p. 235-40) and prepare for WA 3

**Wednesday, March 23**
- **DUE TODAY: PAPER 1 (WITH COMPLETED PACKET)**
- **WA 3:** 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:**
- Select three topics (with possible working thesis statements) for paper 2; bring to class (typed) for instructor review and approval
- Read all of the following essays in *The Norton Reader*:
  - “Aria” by Richard Rodriguez (p. 405-410)
  - “The Cosmopolitan Tongue: The Universality of English” by John McWhorter (p. 429-435)
  - “Who Owns Global English?” by Dennis Baron (p. 435-439)
- **CEP 6:** Write an evaluation comparing two of the three assigned readings above. See the syllabus for complete instructions for CEP assignments.

**WEEK 11: Annotated Bibliography**

**Monday, March 28**
- **DUE TODAY: Paper 2 Topics/Working Theses**
- **DUE TODAY: CEP 6**
- Topic discussion, review, approvals for paper 2

**Homework:**
Paper 2 Proposal (includes topic selected and why, working thesis, what you already know about the issue, and a research plan with 3-4 database keyword search terms)

Wednesday, March 30
- DUE TODAY: Paper 2 Proposal
- Review Annotated Bibliographies
- Introduce Annotated Bibliography

Homework:
- Start researching for Paper 2
- Start preparing Annotated Bibliography (due 4/11)
- Prepare Paper 2 Outline of Major Points

WEEK 12: Outlining & Drafting Paper 2
Monday, April 4
- DUE TODAY: Paper 2 Outline of Major Points
- Lessons Learned from Paper 1 (dos and don’ts for Paper 2)

Homework:
- Annotated Bibliography
- Start Drafting Paper 2
- Read all of the following essays in The Norton Reader:
  - “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)
- CEP 7: Write a comparative evaluation of two of the four assigned readings above. See the syllabus for complete instructions for CEP assignments.
- Read “College Is a Waste of Time and Money” by Caroline Bird (p. 372-380) and prepare for WA 4.

Wednesday, April 6
- DUE TODAY: CEP 7
- WA 4: Write a rebuttal (refutation/counter) response to “College is a Waste of Time and Money” by Caroline Bird (p. 372-80)

Homework:
- Continue drafting paper 2 (5 typed pages due Wednesday, 4/13)
- Complete Annotated Bibliography (due Monday)
- Read “The Trouble with Wilderness” by William Cronon (p. 533-537) and prepare for WA 5.

WEEK 13: Drafting Paper 2
Monday, April 11
- DUE TODAY: Annotated Bibliography
WA 5: In his essay, “The Trouble with Wilderness,” William Cronon asserts that the American wilderness is a human invention, a “product of...civilization” (534). How does Cronon support this assertion? Would you refute his claim and, if so, what reasons would you give to counter his thesis? If you agree, what examples can you give to strengthen Cronon’s case?

Homework:
- Draft of Paper 2 (Typed, at least 5 pages; bring 2 copies to class on Wednesday)

Wednesday, April 13
- DUE TODAY: Paper 2 Rough Draft
- Introduce Final Progress Statement
- Peer Review – Paper 2

Homework
- Read all of the following essays in The Norton Reader:
  - “Notes on Punctuation” by Lewis Thomas (p. 450-452)
  - “Politics and the English Language” by George Orwell (p. 463-472)
  - “To Write Well” by Ben Jonson (p. 477-478)
- CEP 8: Write a comparative evaluation of two of the three assigned readings above. See the syllabus for complete instructions for CEP assignments.
- Revised rough draft of paper 2 for Student Conference

WEEK 14: Student Conferences, Paper 2
Monday, April 18
No class this week. Instead, arrive at the designated time and location to your student conference. Bring with you the following:
- CEP 8
- Typed draft of Paper 2 (at least 5 pages & Works Cited)
- Specific questions you have for the instructor prior to final draft completion

Homework:
- Complete Paper 2
- Compile Paper 2 packet for submission (e-version due to Turnitin.com by 11:59pm on Sunday, April 24; final paper packet due in class on Monday, April 25)
- Prepare for Paper 2 Presentations

Wednesday, April 20 **Last day to meet with an SSC tutor for Paper 2
No class this week. Instead, arrive at the designated time and location to your student conference. Bring with you the following:
- CEP 8
- Typed draft of Paper 2 (at least 5 pages & Works Cited)
- Specific questions you have for the instructor prior to final draft completion

Homework:
- Complete Paper 2
- Compile Paper 2 packet for submission (e-version due to Turnitin.com by 11:59pm on Sunday, April 24; final paper packet due in class on Monday, April 25)
- Prepare for Paper 2 Presentations

**WEEK 15: Paper 2 Presentations**

*Monday, April 25*
- **DUE TODAY: PAPER 2 FINAL DRAFT & PAPER PACKET**
- Paper 2 Presentations
- Discuss and prep handout for final in-class essay

  **Homework:**
  - Prepare Final Progress Statement

*Wednesday, April 27*
- Paper 2 Presentations, cont.

  **Homework:**
  - Prepare Final Progress Statement
  - Read and prepare for in-class final essay

**WEEK 16: Finishing Up**

*Monday, May 2*
- Paper 2 Presentations, cont. (if necessary)

  **Homework:**
  - Finish Final Progress Statement
  - Read and prepare for in-class final essay

*Wednesday, May 4*
- **DUE TODAY: Final Progress Statement**
- In-class Final Essay

**Finals Week**

*No class meetings during finals week to allow adequate time for instructor evaluation of final essays and progress statements.*