

Harrisburg Area Community College
Freshman Composition I, Summer I 2011
Dr. Wesley Britton

Class Time and Place:

CRN 4088, MTWR, 8-9:40 a.m. Arts 215
CRN 4090, MTWR, 11:40-1:20 p.m., Arts 215

As we won't have class for Memorial Day (May 30), we will meet on Fri. June 3 as a make-up.

Please turn all cell-phones off or set them to vibrate during class hours. Please conduct your phone discussions in the hall and not the classroom.

Office phone: 780-2437, extension 3

(If you leave a message and are providing your phone number, please speak slowly—best to say it twice.)

E-mail: spywise@verizon.net

Please do not use my HACC Groupwise e-mail address as I check that infrequently. Papers submitted to that address will not count. This syllabus, sample papers, and most handouts will be posted in the "Files for Students" section at:

www.Spywise.net

Catalogue Description: The development of fluency in writing clear, forceful, effective prose.

Prerequisites: Placement through the College Testing and Placement Program or completion of English 051 with a grade of "C" or higher.

Text: Axelrod, Rise B. and Charles R. Cooper. The St. Martin's Guide to Writing. (9th edition). Boston: Bedford/St. Martins. 2008.

Students should also come to class with thumb-drives for lab work. You will need an e-mail address to submit papers and communicate with your group.

Important Note About Accommodating Students

The Pennsylvania Human Relations Act ("PHRACT") prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act ("PFEAct") also prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www.phrc.state.pa.us.

If an accommodation is needed, please contact:

Carole Kerper
Whitaker 123
(717) 780-2614
clkerper@hacc.edu

Learning Objectives

Upon successful completion of English 101, students will be able to:

- Respond appropriately to the needs of different audiences and rhetorical contexts in terms of voice, tone, level of formality, format, and structure
- Connect critical thinking with reading and writing activities by summarizing, analyzing, critiquing, and synthesizing information from various kinds of texts
- Integrate their ideas appropriately with the ideas of others in discussion and writing
- Demonstrate flexible recursive writing strategies for generating ideas, planning, drafting, revising, and editing drafts
- Develop strong writing that focuses on a purpose and demonstrates clear organization and coherence
- Work collaboratively with others to develop written work or to respond critically to other students' work
- Demonstrate the ability to write under pressure and with time constraints
- Demonstrate the basic ability to locate, summarize, synthesize, critique, and cite college-level resources
- Demonstrate a knowledge of writing conventions ranging from structure and paragraphing to tone and mechanics
- Demonstrate the ability to edit writing for clarity, style, and adherence to conventions

Let me say a few things about how I will try to teach these skills to you. Over the years, I have learned students think the purpose of a class is to please the teacher and meet his/her expectations instead of focusing in on what is really important. Believe it or not, the grades are not what matters. What matters is how you progress, improve, and grow in this class. My job is to make your job easier, to give you a tool bag of techniques you will be able to use in a wide variety of ways. For example, your skills in analysis here will also help you analyze sales documents, political debates, and all other aspects of professional and personal thinking.

I should also tell you that I plan to enjoy this class and enjoy working with you. I'm hoping my positive attitude will be reflected in a similar attitude from you and know, again from experience, the better a student's attitude, the better the student's performance. I know, I know, writing is WORK, time consuming, often tedious, and few people's favorite pastime. But your task will be far less painful if you know in your heart of hearts—this is for YOUR benefit, YOUR future success, YOUR growth and enhancement. Besides you or someone you love paid for it. You wouldn't waste your time and money on a bad investment, so don't be one.

Activities

As my role in this class is far more coach than lecturer, most classroom time will be spent in workshop activities both in groups and individually. Group assignments will help prepare you for your individual papers, helping you understand the steps and goals of each assignment. You will be given reading assignments for classroom analysis, group writing projects to help you practice each assignment, and finally given time to edit and analyze each other's writing. This will be an interactive class and not one of listening to me. As Mark Twain once said, it's a terrible death to be talked to death—this will not happen in this class. Well, not at least on purpose.

To make this class a true exchange of learning and help with your progress, class discussions depend on your questions and thoughts. If you don't ask questions, then I can't fully know what you need most help with. It's up to you to be clear about what is expected of you, so in-class questions will help keep you on track.

You will soon discover that much of your time learning in this class will be out of class, and wise use of your study time will make all the difference in your grades. While it is a common practice of students to wait until the last minute to do their writing assignments, this is the worst thing you can do. All assignments here are designed to be a process, working step-by-step through each stage so that when you turn in your completed work, you will have had more than ample time to develop your assignment into a finished product. If you come to class unprepared, you will be unable to benefit from the guidance from in-class reviews and critiques; if you wait until the last minute, you are more likely to have problems with computers, printers, etc. that may make it impossible to turn your work in on time. Your employer will expect you to act professionally—so do I.

About Reading Assignments

This semester, you'll be drawing from your textbook to give you ideas about each assignment along with handouts and sample papers posted at my website. Throughout the class schedule below, I've indicated which textbook passages you should read carefully, which you can skim, and those you simply need to look over for reference.

You may also quickly notice that class discussions will not be repeats of your reading assignments. The responsibility for covering that assigned material rests with YOU. In class, I will guide you to key points in your readings, supplement and augment them, but I will not be using much class time reviewing them for you. Again, please ask any questions raised by your readings, but this class is primarily a self-motivated learning experience which means you are expected to do most of your own work.

Attendance and Late Papers

Note: You should become intimately familiar with the policies and guidelines discussed here. Many, many questions students ask regarding late papers, missed class periods, and group work are spelled out here in considerable detail. These are policies that have evolved in my classes over the past two decades, and many are strict for a variety of reasons. I regret many of these rules had to come about. The bottom line--I decided on many of these rules in order to be fair to all students. So know your responsibilities!

Bear in mind: there are no grade changes in this class. I simply don't have time to reconsider grades or grade a paper twice. So making certain you understand all instructions is critical to your success.

Regular and prompt attendance is extremely important. This is especially key in a summer class where we have major time constraints. For this reason, should you be planning to have your summer vacation or have other plans that will result in your missing three or more class periods, drop this class immediately and retake English 101 when you have time to devote to your studies. As many projects will depend on group participation, your attendance is required each day for not only yourself but also your classmates. If attendance becomes a problem, I may give quizzes either at the beginning or end of a class period.

There is NO late work accepted in this class without a written excuse, so missing class, or coming late, may result in missing grades. If you miss periods where papers are due or group work is part of your grade, you will lose points. In addition, if your group works on a project when you are not here, they may drop your name from the assignment. Further, it is impossible to do makeup work for group projects or for draft reviews as they are designed to be interactive. In short, be here or expect to pay a penalty. This policy applies to both working drafts and final submissions.

Remember--No late essays are accepted without a written medical excuse or some written document verifying any family emergency. Period. Attach these to any late paper you ask me to consider. There is no make-up for missed drafts or quizzes.

Very Important notes About Drafts and e-mail Submissions

There are several advantages to submitting your final drafts of both group and individual papers via e-mail. E-mail submissions are those graded first and returned quickly, often on the same day you sent it. All group projects must be submitted via e-mail; if you don't submit individual papers by e-mail, I will want to discuss your problem with you. If you are unable to attend class, you will not lose the grade if your work is e-mailed. This applies to final drafts only and not working drafts. Please note these important conditions:

1. **DO NOT SEND PAPERS AS ATTACHMENTS! I DO NOT OPEN ATTACHMENTS!** One reason for this is the prevalence of viruses that come with attachments. Also, many programs students use do not translate well when opened for reading and grading. For your submission to even be looked at, it must be in the body of a normal message. It should have

a heading and title like any assignment. If you submit a paper as an attachment, it will not count as a submission.

2. **Your e-mail paper MUST be received at the due time expected for all students.** You may not submit a paper late via e-mail and expect a grade. E-mail submissions are the primary way to turn in your work, not a means to get an extension. It is important you know I must receive the paper for it to count--simply telling me you e-mailed it won't count unless I get the submission when due. However, if you've turned in hard-copy on time on the due date, you can submit an e-mail version later. Be sure to use the e-mail address listed above and not my HACC Groupwise account.
3. Very important: remember that cutting and pasting from a word-processing program (such as MS Word or WordPerfect) into the body of an e-mail can result in a document filled with "nonsense" symbols. Some programs automatically convert all apostrophes and quotes into "smart quotes" or convert dashes and ellipses into other special characters. These hidden codes do not translate when copied into an e-mail document. Formatting codes such as bold or italic also transform into gibberish when copied, and the end result is annoying for anyone to read.
4. To avoid this problem, turn off special-character commands in your word-processing program before copying. Or on a PC you can use the Notepad text editor, which is found under your Accessories part of your computer. On a Mac you can use TextEdit. This is a simple text editor that doesn't allow any special-formatting characters. You'll need to double-space between paragraphs, as conversion from word processing to e-mail deletes all tabs.
5. Do not submit working drafts via e-mail. Drafts only earn points when they are stamped, marked, and clearly worked on in class. Only hard-copy drafts will earn points. You may submit your final paper via e-mail and turn in your drafts in class. Drafts must be turned in on the due date like all other documents. They may not be submitted late without an attached medical or other documented excuse.
6. **A very key point--** the purpose of giving points for stamped, marked drafts is not to certify you did your homework. They are awarded for your participating in class workshops where you both have your papers looked over while you do the same for classmates. These workshops are an integral part of this class where you're practicing critical and analytical skills as you should be doing with the sources you're using for your papers. So if you didn't join in during the work on these days, you cannot earn points for work you didn't do.
7. For this reason, outlines or short paragraphs do not count as drafts, even if stamped. They must be typed, double-spaced, and more than a one-page overview of your topic. Drafts should be enough of a full paper for fellow students to be able to read your work in progress.
8. Always turn in hardcopy as well as submit e-mail versions of your final papers just in case there's a glitch in the electronic net. Avoid problems by turning in both hardcopy and

electronic versions. However, if you submitted a paper early, received your grade before class, you need not bring in hard copy of your final draft. You would only need turn in the stamped, marked drafts. Again, if you claim you e-mailed your paper and I don't get it, I must rely on your hardcopy to verify your paper was submitted on time.

9. Do not submit hardcopy only unless you're one of the few students who do not have a personal computer and do not have an e-mail account. If I only get hardcopy, know in advance that it might take some time for your paper to be returned as I have several classes of papers to grade. In order to keep up with my workload, I must move through hardcopy submissions as quickly as I can which means you'll get back less feedback and fewer suggestions on how to improve future work. I can invest more time with e-mail submissions, so they will be the papers with the more detailed markings. By the same token, don't simply submit e-mail unless you must miss class. But consider hard-copy of your final paper as backup only, not the only way you submit your work. If you do not submit an e-mail version of your paper, I will want to talk with you about your problem.
10. I must assume your e-mail and hard-copy submissions are identical, so be sure your e-mail includes what is expected of all papers including your heading, the time your class meets, and a title. Don't simply provide this information in your subject line. Be sure to include your "Works Cited" page with your e-mail and hardcopy submissions! Don't send these pages as separate e-mail documents; I don't have time to bounce back and forth between e-mails or e-mail vs. hard-copy versions and will not try to find "Works Cited" pages not included in your e-mail submission. If your submission does not have its "Works Cited" or heading, you'll lose 10 points.

Note: Your heading must be at the top of the body of your paper, not as a subject line for your submission. Your subject line should only identify your paper as a student submission.
11. Be sure your first e-mail submission is the one you want graded. I've had students who sent in two versions of a paper and are disappointed I graded the first version instead of the one they considered their best draft. As stated before, I don't have time to grade papers twice and assume the first paper I receive is the one to be graded.

Grades and Class Policies

Your writing assignments will be typed, double-spaced, with normal font and margins. (E-mail submissions don't need to be double-spaced. Do put in an extra line between paragraphs.) No title page is required. ALL assignments should be stapled, clearly readable, and appropriate for the college classroom. Each assignment must have a title. For maximum points, avoid printer errors. Make sure all pages are numbered on your hard-copy--this is not required of e-mail versions. If these rules are not followed, you will lose points; for example, if your hardcopy work is not stapled, you automatically lose five points.

Incomplete or Withdrawal Requests

Requests for a grade of "I" (Incomplete) will be honored only in the most extreme of circumstances. No more than two assignments can be missing and both must have been expected in the final week of the semester. A medical excuse is required to verify that an emergency precluded you from attending class during that period.

You may receive a "W" grade by filling out the appropriate document and bringing it to me for my signature. Be sure to fill out all information including your section and student ID Numbers. Also include the date you last attended class. Only leave blank the grade and line for my signature. Don't simply e-mail or phone me stating you wish to drop the class--it's up to you to fill out the form, bring it to me, and then take your signed form to the appropriate office. Be sure to know the cut-off date for this withdrawal.

Again—be sure to include the last date you attended class as this information is required by the registrar's office. If all the information is not filled out on the form, your request will not be processed.

Important note: College policy permits teachers to drop a student who misses 15% of our classes and is no longer able to successfully pass the course. In this case, missing two papers in a row or missing a week of class easily meets the college's policy. If I notice you've stopped attending and have missed at least two papers, I may elect to drop you with a WF. If you want a W for your grade, again, it's your responsibility to fill out the paperwork and ask me to sign the form. If it's left to me to do the work, you will get the grade you've earned to that point, and this usually means a non-passing grade. So don't simply stop attending and expect a W.

Frequently Asked Questions about Grades

The most common question in this class is: how long should the assignment be? Well, an Englishman named Samuel Johnson answered that question nearly three centuries ago. He said a piece of writing should be like a woman's skirt--short enough to be interesting, long enough to cover the subject. I can't improve on that guideline.

Your grades will be determined by an accumulation of points averaged together at the end of the semester, with a total possible score of at least 925 points. Most group and individual papers are worth 100 points. Along the way, you are expected to bring in drafts of your work for peer review; you will earn points for having these marked, stamped drafts attached to your final papers when you turn them in. Point values are indicated throughout your class schedule on the due dates for each assignment. There may also be pop quizzes or other short writing projects if I learn students are not coming to class prepared or if attendance is a problem. Planned assignments include:

First group draft exchange: 25 pts.

Group analysis paper: 100 pts.

Individual analysis drafts: 50 pts.

Individual analysis paper: 100 pts.

Group local issues draft: 25 pts.

Group local issues paper: 100 pts.

Individual local issues drafts: 50 pts.

Individual local issues paper: 100 pts.
Group argument draft: 25 pts.
Group argument paper: 100 pts.
Individual argument drafts: 50 pts.
Individual argument paper: 100 pts.
Oral presentation: 100 pts.

You can calculate your own semester grade as we go along by adding up the total number of points you've earned at any given time in the semester and divide that by the number of total possible points we've covered to that point. You'll get a decimal score--.90 or above is an A, .80 to .89 a B, and so on.

Grading Criteria for Major Essays

A: This is a superior paper. The writer has chosen an original topic or has taken a fresh perspective on an already much discussed issue or common experience. It exceeds assignment guidelines and shows clear awareness of audience and purpose. The subject is superbly developed, and the major as well as minor points are presented in an organized manner. The paper is free from grammatical errors, especially errors attributable to carelessness in proofreading. The format of the paper adheres fully to MLA conventions. The paper reflects impressive work and requires no revision or only a minor one.

B: This is a good paper. It offers a clearly stated thesis statement; the main idea is supported well in the paper. The organization of the major and minor points is logical, and the author stays on topic throughout the paper. The paper is free from major errors and the format follows at least the main MLA conventions. Some revision might be needed, but there are no major problems.

C: This is an average paper. Some thesis is offered, but it is not fully developed. More information might be needed to express the points of the essay fully. Overall, the author stays on topic and shows some skills in organizing and developing an essay, thus meeting minimal expectations. More revising and editing is recommended.

D: This is a passing paper. It offers a minimal thesis and minimal or no arguments in its support. There are problems with content, organization, and logic. Also, the mastery of standard written English is poor. Serious, major revision would be required.

F: This is an unsatisfactory paper. It fails to meet requirements, shows inadequate command of standard written English, or lacks focus. Presented ideas are not developed sufficiently. A paper that is plagiarized or does not meet the length requirement will also be considered unsatisfactory.

A word to the wise: always keep copies of your work, especially graded papers. This is always important with your group papers, and I strongly recommend each member have copies of your submitted work as well as graded papers. If a group member disappears or drops out and has the only copy of your work, I can't help you if any problems arise with bookkeeping at semester's end. In addition, you have the opportunity to choose one group paper to revise for a grade change later in

the semester. You will need the original graded paper to know what to work on and turn it in with your revision for possible extra credit.

As each of you knows much about areas I know little about, I expect to learn from you, especially when you write about subjects you both care about and are informed about. I can guarantee this-- A and B papers come from students who are interested in what they are talking about and take the time to develop their points and support them with details, examples, and evidence. C papers occur when students put the minimal amount of time in their work. From experience, I can tell you it's easy to tell a paper tossed out at the last minute from one written by a student who put thought, energy, and the extra-mile in their work. "C" stands for competent, and competent means you've written an acceptable paper. To earn the highest grades, you'll want to be more than acceptable. We'll talk more about that as the semester progresses.

Writing Topics

For most of your projects, you are encouraged to choose your own topics. I strongly recommend you pick issues you are interested in so you will find the projects more satisfying. It often helps to work on areas you are dealing with in other classes, particularly if they relate to something in your chosen field. It is always best to write on topics you know something about so you can provide details from your own experience, background, and reading. Besides, the better you like your writing topics, the better your papers will be.

Very Important Words about Group Work

As you look over our class schedule, you will see much of our class time will be spent in groups, primarily in peer-group reviews, critiques, and editing of your papers. Much time is also spent with working on group papers, which can be rewarding or torment, depending on YOU. Keep the following ideas in mind:

While your first group will likely be made up of students you are sitting close to or know from other classes, these are not permanently assigned groups. From time to time, I may assign groups but mostly I rely on you to determine the makeup of your chosen group. From time to time, different groups may be working on different issues, and you may decide to re-organize your groups to be involved with projects you are most interested in.

Groups may be of three or four members, no more, no less. You are well-advised to keep an eye on your fellow students to see who comes to class prepared, and then make sure you hook up with such folks. If you find yourself with members who are not prepared or are not contributing to class discussions, you may choose to leave that group and join another or ask unprepared students to leave your group. I am assuming I am dealing with adults so I do not plan to administer group structure unless I have to.

You may not substitute an individual paper for a group assignment. This would defeat the purpose of these projects. Therefore, if you miss periods when groups organize, work on the project, or if your group is unhappy with your participation, you may well pay a heavy penalty.

When groups are reviewing individual papers, your job is not to merely proofread for grammar and spelling problems. Through each draft of each paper, you will be helping groupmates by analyzing the strengths and weaknesses of their work, which, in turn, will help you analyze your own work. This is a major activity of this class—by reading and improving your fellow students' papers, you will be learning important skills about writing in a variety of ways. In addition, writing group papers will help you work with a variety of points of view, help you learn organizational and developmental skills, and practice incorporating differing viewpoints into your essays, a very important skill.

Most problems for students begin when someone misses the days on which groups organize and have no place to go. To avoid this, be sure to keep in contact with previous group members in case of an emergency. While groups are working on a paper, they sometimes have a member who either misses periods or does not come to class prepared and contributes little to the discussions. Remember--groups may elect to drop members not carrying their weight, and if this happens, you've blown a grade. All groups should keep me posted on any problems.

For each group project, the group with the highest grade earns extra credit, assuming the grade is at least an "A." Other conditions may apply, depending on what I see going on in various groups. For example, if it's clear a group is keeping a member who is not attending or carrying their weight in the project, I'm not going to reward a group when only one or two people wrote the paper.

Let me reinforce that point--many times, out of friendship or worry that someone will fail a grade despite the fact they contributed nothing to a paper, students will sometimes allow their peers to share the grade. This is dishonesty, not helping a friend. Think of this as letting another student copy off your test in another class--it makes both of you cheaters. Ponder this.

Believe it or not, collaborative writing is more than a classroom exercise; it is a widely used practice in the business world. Frequently, business documents are written by teams and are often evaluated and read by teams. There are of course disadvantages as well as advantages in collaborative writing, but over the years I have found it to be an effective and popular teaching tool WHEN students are prepared for class. So, again, keep an eye out for working students as they will help your grades and growth in a number of ways.

Academic Dishonesty

While the details of HACC's ADMINISTRATIVE PROCEDURE 594 dealing with "Academic Dishonesty" are included in your student handbook, you should be aware of the following points for this class:

Academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work. It includes plagiarism - the offering of someone else's work, words, or idea as one's own or using material from another source without acknowledgement. It also includes interfering without permission with the work of another student either by obtaining, changing or destroying the work of another student; buying or selling of term papers, homework, examinations,

laboratory assignments, computer programs, etc; and knowingly assisting someone who engages in the above.

Penalties for this class begin with your receiving a grade of 0 if dishonesty is discovered. It's possible you can be dismissed or suspended from the course or HACC as well. Further:

The Division Dean/Chief Branch Campus Administrator (CBCA) responsible for the student's curriculum may impose harsher measures within the context of the College such as,

- disciplinary probation-may include a limitation on credits, mandatory repeat of a course, etc.
- suspension from a curriculum.

Faculty are asked to report incidents resulting in disciplinary action to the Chief Academic Officer (CAO) so multiple incidents of dishonesty by the same student are monitored. These reports shall be kept in the in Office of the CAO. Depending on the seriousness of the infraction, the student may be asked to meet with our division dean to discuss actions beyond those we can resolve in the classroom.

In this course, the most frequent and serious offense is plagiarism, especially turning in papers in whole or in part that are copied from other sources. This is reckless behavior which is often easy for me to discover. Should I find you've plagiarized a paper, you will automatically receive a zero and your paper along with the evidence of the dishonesty will be forwarded to the appropriate office to keep in your record. Further action will be determined by the circumstances of my investigation—often students choose to drop the class rather than face more severe consequences the college may deem appropriate.

Consider this essential information—experienced teachers are well-acquainted with the sources and means students use to submit plagiarized papers, so the odds of your getting away with this type of dishonesty are stacked against you. In English 101, we'll be working all semester on the ways you can avoid inadvertent plagiarism and properly credit sources and this is a key element of this course. Improper citations will result in lower grades—what's being discussed here is deliberate theft of another's work. In addition, as discussed elsewhere, including the names of group members on these projects who did not contribute to your work can be considered dishonesty. It's not worth it, and such behavior is not appropriate in the classroom or in the workplace. Ethics and character are more important than a mere paper grade.

To avoid unintentional plagiarism, remember statistics, general facts, and information you did not experience first-hand should always be cited. We will be discussing this much in class, but it will help to learn to use phrases such as "According to," "Smith claims," "Smith believes," or says, asserts, notes, stated etc. to insure ideas from other writers are not plagiarized. You don't need to directly quote all the time, paraphrasing is often the better way, but always, always let the reader know where you got your information. We will be discussing this throughout the semester, and don't be afraid to ask about this subject any time.

By the way, one by-product of your writing drafts, getting them marked and stamped, is a means for me to discourage plagiarism. If I do not have drafts that show how you crafted your project, I cannot give you points for the process. Stamped drafts that are identical to the final version DO NOT EARN POINTS.

CLASS SCHEDULE (subject to change)

May 23. Welcome to class! Overview of syllabus. Between today and next period, become familiar with the rules and protocols of this class! Begin discussion of handout packet 1, audience and purpose.

May 24. Before class, read the editorial in Handout Packet 2. Introduction to class continued. Discussion of effective word choice and sentence structure.

May 25. Library orientation. Before class tomorrow, find three editorials to bring for class discussion. Read carefully the instructions for this unit in handout packet 2; **be sure the editorials you choose are actually opinion pieces and NOT informative news items. If you simply cut out news stories, you'll have nothing to work with and will waste valuable time. Don't pick items so short you have nothing to work with, and don't choose multi-page articles that are too long.** Exchange phone numbers and e-mail addresses with fellow students in case of emergencies.

May 26. **Before class, look over sample student analysis papers posted at my website. As described above,** copy three editorials from any local paper, website, or national publication and bring three copies of each article to class. (Bring website addresses if your articles came from the internet along with your copies; photocopy texts from magazines or newspapers.) Today, organize into groups and choose one editorial for your group to analyze together. Any unused editorials can be used for your individual paper after group project.

Begin discussing your analysis by going over questions in packet 2. By end of class, you should have your plan of action organized, know your main points, and be prepared to begin writing next week.

Helpful textbook readings are "A Catalog of Invention Strategies" from 562-574.

May 30. Memorial Day—no classes.

May 31. Before class, look over model student papers for this unit posted at my website. Discussion of punctuation, sentence structure, word choice. Should have time to work on group project.

Important notes: students often ask what happens if group members disagree on ideas. In fact, this is a good thing. In your essay, you can point to how some audiences would evaluate the articles differently and come to different conclusions. You will need to find a way to integrate the various responses from your group mates.

Hints and Help: each student should bring a computer disc or thumb drive to class and keep copies of ongoing progress of group work. If one member has the only copy and fails to attend class,

complications may affect your progress and final grade. **DO NOT ASSIGN ONE MEMBER TO WRITE THE PAPER FOR THE GROUP--WORK COLLABORATIVELY IN CLASS!** If group members are not attending or participating, let the instructor know. You are not obligated to share your grade with those not putting in time and effort. Very helpful textbook readings—good for the rest of the semester—include “A Catalog of Reading Strategies” beginning on 575.

Tip: As the semester progresses, if you assign different members to begin drafting sections of your group papers, be sure to come to class with these drafts on both hard and electronic versions. You can avoid much re-typing if you do this and spend class time revising, editing, and integrating passages together.

June 1. Finish first draft of group paper. Have each member print off a copy for tomorrow's workshop. Every member must have a copy to exchange with fellow students.

Major Hint: Eliminate unneeded wordiness by cutting first person phrases like "I think Morgan makes important claims" or "Our group agrees the most effective case was made by James Morgan." You can still state your opinions but they will be stronger if you state them like "Morgan makes important claims" or "Clearly, James Morgan made an effective case for his point of view."

June 2. For the first 30-45 minutes, exchange your drafts with members of other groups. Using a pen, mark the drafts and critique and evaluate these drafts—do not simply proofread or focus on editing matters. Use the “Evaluating Drafts” handout in packet 1. (25 pts.)

Note: Remember, many of the ideas you will share with other groups are suggestions and not necessarily advice you must follow. If you're uncertain whether or not the feedback you're getting is useful, ask me. It may be you're on track and your classmate is missing the point.

After workshop, finish group paper. (100 pts.) All group members should keep a copy for their records. Submit both e-mail and hard-copy. And please follow all submission guidelines explained on this syllabus—as in do not send your paper as an attachment! Be sure to use the e-mail address provided at the top of this syllabus (spywise@verizon.net) and not my Groupwise address. **Cut and paste your paper into the body of a normal e-mail message. Include all members full names, your heading, and all the same material as on your hard-copy. Make sure the student who e-mails the paper has everyone's address so they can forward the returned, graded version to each group member.**

Tip: When choosing the member who will e-mail your group paper, make sure this individual is responsible and will quickly forward copies of the graded paper to every member who has an e-mail address. One purpose for this assignment is so everyone can see if you're on track with the format, content, etc. for your individual papers. If group members don't see the marked version until later in the process, they can lose time preparing their individual work.

At this point in the semester, it's often helpful for more than one member to submit your paper just in case one member has problems with his version. This way, you'll be sure I get your group's paper.

Fri. June 3. (make-up day for Monday). Bring your rough draft of your individual analysis to class (25 pts.) Also bring a copy of the editorial you chose to critique. Groups: After reading your peer's editorial, analyze each other's rough drafts using questions on handout packet 2. Wise students will also use the "Tips for Improving C and D Papers" material from packet 1 in these exchanges.

Note: To earn the points for drafts, you must have them stamped by the instructor in class. Only stamped, marked drafts will earn credit. (Drafts are not outlines nor two or three paragraphs scrawled out at the last minute on one page. Such efforts will earn NO POINTS. You must bring full drafts that fellow students can critique.) Do not e-mail drafts; to earn credit, they must show signs of having been worked on in class.

Tip: I know many students prefer to hand write rough drafts, but this practice will result in lost time. If you bring typed drafts, along with your computer disc, you can make corrections in class during the period, saving you much homework time. If you decide to retype and redo handwritten drafts, new errors are likely to result in the process of typing. Do use spell checks but remember they don't pick up words used incorrectly but spelled properly. Grammar checks, by the way, are often simply wrong in their suggestions regarding punctuation. They are a guide but not a final solution. Many questions can be answered by consulting the handbook section of the textbook. And see the "Tips for Improving C and D Papers" in handout packet 1.

Important note: Serious students sometimes find themselves working with less concerned peers who are not helpful in this process. Should you find fellow students are not giving you useful feedback, you should move around the classroom and ask members of other groups to look at your draft.

After workshop, discussion of local issues unit. Overview of compare/contrast, research methods.

Note: This unit will draw heavily from your textbook readings. Much of the information you can skim before using the material to create "Works Cited" pages.

Before next period, read "Comparing and Contrasting" including 653-658. There's a good model paper for this unit posted at my website.

June 6. Bring 2nd draft for peer review and final proofreading (25 pts.) Today, have peers read your essay who didn't read your rough draft on Friday. This time, don't have students read your editorial. For this workshop, focus on responding to the paper as a reader unfamiliar with the original editorial, so you might get suggestions on being clear to an audience who doesn't know what your piece was about. This marked, typed draft must be attached to final copy. Remember to get your draft stamped before leaving class. Note: once the workshop is over, I won't be giving points for non-stamped drafts. There are no make-up points for missing a class period.

Discussion of MLA citation style. In addition, a very good website to help you create your "Works Cited" page is www.dianahacker.com/resdoc

There are two essays in your textbook on pages 270-279 you might skim to get an idea of what you're doing.

June 7. At beginning of period, turn in final draft (100 pts.) For full credit, final draft must be on top stapled to marked 1st and rough drafts. All documents will add up to a total possible score of 150 points. No extensions. No late work except for emergencies verified in writing, as discussed above. Again, submit both e-mail and hardcopy of your final draft. Again, e-mail submissions will be first graded and receive more detailed feedback. (Note: if you can't make class, you can e-mail your final copy. However, you can not turn in drafts late unless accompanied by a doctor's note or other acceptable written excuse. unmarked copies of your final draft, even if stamped, will not count for any points.)

Tip: When you get back your graded papers, make sure you look over all the markings before you decide the grade is not what you think it could be. In most discussions I have with students disappointed by a grade, they point to some of the markings but ignore others. For example, I might have said good things about your content but marked a number of punctuation errors. Good material can be brought low by inadequate proofreading. This is but one example--just bear in mind that you should review all markings before deciding a grade was unfair. Of course, if you only submit hard-copy, you'll see fewer corrections and suggestions so you'll simply have less feedback to work with.

Begin 2nd group project. Today, explore issues important in Pennsylvania and choose one to explore using research. By end of period, have topic chosen and sign topic sheet with group member names and your subject. Assign each member research duties to work on before class tomorrow.

Note: You are not obligated to work with the same students in your first group. New groups may be formed depending on class attendance today or you may choose to move to another group or create a new one. If you miss today, you may return to class and find you'll need a new group to join. Groups will continue to be 3-4 members and no individual papers may be substituted for these projects. No groups of five, as usual. Good textbook reading includes pages 600-608.

June 8. Work on group project. This is a very good week for all group members to start getting familiar with the chapter, "Using and Acknowledging Sources" beginning on page 755. Complete first draft by end of period. As before, print off copies for tomorrow's workshop.

June 9. For first 30-45 minutes, exchange drafts with other groups. After evaluating drafts, use rest of period to complete your paper. Due at end of period. (100 pts.) As before, e-mail and turn in hard-copy. Due by end of period. (100 pts.) Be sure to check the number and use of MLA citations. Make sure your "Works Cited" page is properly formatted. Follow same submission guidelines as before.

It is most important that your e-mail has both the text of your paper and the "Works Cited" page together. If this is not included in your submissions, you'll lose 10 points. Do not submit this page as a separate document as this won't count toward your grade. This is true of all papers for the rest of this semester. See handout packet 1 for points on frequent student problems--be sure to alphabetize your sources and be sure to list internet sites properly and not simply paste in web addresses.

FYI: Students often wonder why it's important that the "Works Cited" page is part of the paper submission and not accepted separately. Simply stated, as I grade a paper, I check and double-

check to see if all citations properly line up with your bibliography and are cited correctly. I can't do this if the document isn't complete. I can't go back and forth between e-mails nor e-mail and hard-copy versions to do this. So be sure the e-mail you're sending is complete!

June 13. Bring 1st draft of your individual local issues paper for class workshop. (25 pts.) As before, draft must be completed before class begins. You need to get your draft evaluated and stamped before the end of the workshop. Discussion on argument and persuasion. Again, textbook readings will be most important, "Arguing a Position" beginning on page 264.

June 14. 2nd draft of individual local issues paper due. (25 points.) Today is the day for final proofreading and double-checking use of citations.

Note: the major problem with these papers is a lack of citations; the second most common problem is not using the MLA properly as discussed in class or in your textbook. If you have not read your text, you will have major difficulties. Cite frequently, cite often! And cite properly!

Discussion of two argument papers in handout packet 2. May have time for groups to begin brainstorming. Again, groups do not need to be the same as in the last project.

June 15. Individual paper due at beginning of period. (100 points for final draft, 50 for two drafts.) All submission instructions remain the same. Before class, wise students will skim model student papers posted at my website.

Groups: begin work on argument/persuasion project. Should brainstorm possible topics and assign research for next period. You may choose any topic you like except the following: abortion, gun control, the drinking age, or smoking bans.

June 16. Complete first draft of group project. Print off copies so each member has a copy for in-class workshop.

June 20. Bring copies of draft for draft exchange. After workshop, complete group paper by end of period. (100 Pts.) Turn in both e-mail and hardcopy submissions, as always.

June 21. Research Day for individual papers.

June 22. Bring 1st draft of individual paper. (25 pts.) After workshop, may use period to work on paper.

June 23. Bring 2nd draft of individual paper. (25 pts.) After workshop, may use period to work on paper.

June 27. Final individual paper due by beginning of period. (100 pts., 50 pts. For drafts.) Discussion of writing under pressure. From textbook, read "Essay Examinations" beginning on 814.

June 28. Oral reports discussed. Read "Oral Presentations" beginning on page 838.

June 29. Oral reports. (100 pts.)

Note: if you plan on using visual aids, arrange this before class. Have your materials ready to go before the period begins so we won't lose class time for you to get organized.

June 30. Final. May choose a group project and revise for grade change; grade must have been less than an "A" to be eligible.

Rules

1. Must use original group members, but must only list names of those who participate in this project for grade change. Submit only one revision per group.
2. Be sure to attach the graded original essay so I can compare the original grade with your revision work. Put your revision first, the original after it.
3. Include original grade in your heading. If it's not there, I won't consider the revision.
4. E-mail for faster grading--no hard-copy submissions will be considered.

Tip: As some groups like to begin on this project before the finals period, it's a good idea to get in touch with your group before the assigned time. This can be very helpful if you want to work with a group with whom you haven't worked in some time. Groups are not obligated to work with old members they feel didn't contribute to the original paper, so you may have to determine just which project you'll be able to work on.

Congratulations! You made it!