

Harrisburg Area Community College  
Freshman Composition II, Spring 2012  
Dr. Wesley Britton

Class Time and Place: MWF 8:00-8:50. Arts 201

CRN: 20143

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: Arts 120G**

**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.)

**Office hours: MWF 10:00-10:50 a.m.**

**E-mail: [spywise@verizon.net](mailto:spywise@verizon.net)**

Please do not use my HACC Groupwise e-mail address as I check that infrequently. Papers not submitted to the Spywise address will not count. I will happily answer e-mail questions and concerns anytime you need help. However, I will not respond to inappropriate messages with a disrespectful tone or contain personal attacks.

This syllabus, sample papers, and most handouts will be posted at: [www.Spywise.net](http://www.Spywise.net)

**Delayed Class Schedule:** The college will make any announcements about delayed class schedules by 6:00 a.m. If this occurs, we'll meet for 35 minutes at 10:40 - 11:15 am. If we meet using this schedule, all assignments and due dates will not change.

**School Cancellations:** Should HACC cancel classes for bad weather or any other emergency, do not presume assignment dates will change unless they occur on the day in question. The class schedule below is designed to coordinate with weekends, holidays, semester breaks, etc., so we'll make every attempt to stay with the dates as listed here. The only exception will be for any final papers due on a day when school is canceled—this does not apply to drafts. If bad weather occurs on a draft period, we'll simply drop that draft. If we need an extra class period to make up work, this will occur at the end of the semester.

**Prerequisites:** ENGL 101 with a grade of C or higher and completion of ENGL 003 with a grade of C or higher, or its equivalent.

**Catalog Description:** Builds on English 101, connecting thinking, reading and writing. Research, interpretation, and argumentation emphasized.

**Text:** Barnet, Silvan and Hugo Bedau. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument with Readings*. 9th ed. Boston: Bedford/St. Martins. 2010.

Later this semester, we'll be working with the film, **Bowling for Columbine (2002)**. You need not purchase this film, but plan on watching it at home before we get to that unit.

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.

### Educational Beliefs and Instructional Methods

Freshman English 102 is designed to help you Develop and enhance the writing skills you learned in English 101 to prepare you both for college writing assignments and future writing situations in the workplace. This class is meant to be useful, expansive, and important in your personal and professional life. I hope you will see it as a class FOR you and not just a hoop you have to jump through to earn your degree. Our "Learning Objectives" are:

Upon successful completion of the course, students will be able to:

- Read critically to identify and analyze an author's position, purpose, voice, audience, and writing style
- Recognize fallacious and/or misleading arguments
- Use an accepted academic format and documentation style
- Identify, gather, and evaluate information from a variety of primary and secondary sources, including electronic sources
- Summarize, analyze, and incorporate information and ideas from sources
- Write at a level of advanced complexity of thought, diction, and style
- Use audience-appropriate rhetorical strategies to organize and develop academic writing
- Present conclusions and judgments that are consistent with the preceding arguments and evidence

We will learn when it is appropriate to either paraphrase, summarize, or quote sources directly in your papers. You will learn how to cite sources more effectively to improve the smoothness and clarity of your documented essays. Using what you learned about Audience and purpose in English 101, you will learn how to critique an argument, how to uncover what a writer is claiming, and how to evaluate his or her reasons and evidence. You will learn how to use warrants, the assumptions that link an author's evidence to these reasons.

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. In turn, this new awareness will allow you to create written and oral arguments that will assist and enhance your performance on and off the job.

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, much 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.

Remember, a key aspect of this class is the synthesis and evaluation of differing points of view on a number of contemporary issues. You will be probing your own values, exploring issues from differing angles, and delving deeper into these issues than you have before. This is not a class in Dr. Britton's philosophy of life, so it is appropriate that you learn from and work with a variety of sources, both written and oral.

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**

In English 102, you are likely to be doing much more reading than you did in 101 because much of what you will be writing about includes your analysis and evaluation of sources to create a well-researched, well thought out, and rather detailed discussion of issues that are much debated in our society. With one exception, all your papers will need a minimum of five cited sources to be acceptable. Most reading will need to be done carefully, using a pen or highlighter so you can be prepared to discuss and use each author's key points in your papers. 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'll note many readings include sample student papers which are not as important as the explanatory material--you do want to be familiar with the model papers posted at my website.

By design I have attempted to pace your work so that you have adequate time to develop and craft group and individual projects based on my experiences in past classes. This means if you use class and home time effectively, you cannot help but succeed here. If you choose to use class time for socializing, well, remember what letter Fair-weather Friend begins with.

It is crucial that you know your grades will be affected by how well you integrate the principles discussed in your text. It is not enough to simply draft an issue-oriented paper expressing your own opinion; you must show you understand the skills and principles outlined for you in the text. Ask questions when you are uncertain. Let me re-emphasize that point—it is better to ask questions about your work BEFORE you turn it in rather than sorrowfully ask for a post-mortem review after you've earned a disappointing grade.

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. I've been reading these papers for over 27 years, so I have every confidence in my professionalism. So should you, even if you're unhappy.

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 more than you. Please believe me—I take no pleasure in disappointing students. The bottom line--I decided on many of these rules in order to be fair to all students.

Regular and prompt attendance is key to your success. 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 verifying an emergency, 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 can 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. 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. As explained below, you can still have final papers graded if sent by e-mail on time even if you can't make class that day.

### **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 final projects must be submitted via e-mail; if you don't submit individual papers by e-mail, you'll lose 10 points. 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. (If this seems confusing—don't worry. Groupmates can be very helpful with these technological issues.)
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. I have no idea what comparable assignment to give you using these skills to make up points—sorry.
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! If I only get hardcopy, know in advance that you will lose 10 points and 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.
10. Very Important Note: 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. 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.

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.) Please use a simple heading including your name and the time your section meets so I know which class you're in. You need your name and section in both hardcopy and e-mail submissions. 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 or you didn't include your class time in your heading, 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 weeks 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 or leaving it in my mailbox 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 and not attending class for these projects 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 up to you 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 except to note your projects will undoubtedly be longer and more developed than they were in English 101. Nothing will be shorter than four pages.

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 1165 points. Most group and individual papers are worth 100 points.

There will be four group papers, four individual papers, and one speech grade.

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. They include:

Group exchange draft: 25 pts.

Group First Amendment, Argument/Counter-Argument Paper: 100 pts.

1<sup>st</sup> and 2<sup>nd</sup> drafts for individual paper: 50 pts.

Individual First Amendment, Counter-Argument paper: 100 pts.

Group exchange draft: 25 pts. (possible)

Group Local Issues paper: 100 pts.

1<sup>st</sup> and 2<sup>nd</sup> drafts for individual paper: 50 pts.

Individual Local Issues paper: 100 pts.

Group *Bowling for Columbine* paper. 100 pts.

Logical Fallacies quiz: 40 pts. (Will be a pop quiz.)

1<sup>st</sup> and 2<sup>nd</sup> draft for individual analysis paper: 50 pts.

Individual Analysis paper: 100 pts.

Group exchange draft: 25 pts. (possible)

Group Term paper: 100 pts.

1<sup>st</sup> and 2<sup>nd</sup> draft for individual paper: 50 pts.

Final individual paper: 100 pts.

Speech: 100 pts.

Final Exam Group Revision: extra credit

There may also be pop quizzes, group draft exchanges, or other short writing projects if I learn students are not coming to class prepared or if attendance is a problem.

You can calculate your own semester grade 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.

Important note: Students are often distressed when they miss draft exchange periods and have no means to make up the points for those days. Remember—these points are for both your reading other student papers and having your drafts critiqued and evaluated, NOT FOR THE DRAFTS THEMSELVES! Since we have so many points for all the work this semester, missing a draft or two is NOT going to seriously impact your grade. This is only a major problem if you've missed a number of drafts over several projects. If you've done consistently good work, there's no need for alarm if you must miss a draft period or two.

**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. And please note quiz grades in your records so you'll know exactly what points you've earned—or missed.

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. And remember, 102 papers are expected to be more developed and researched than those in 101—we're breaking new ground here.

### Writing Topics

For most of your projects, you are encouraged to choose your own topics, although these will largely be drawn from the material in your text as well as the one group project on the film, *Bowling for Columbine*. 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. 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 without an explicit authorization from the instructor. And these will be very rare and granted only to students who discover they are writing these papers with minimal help from their peers. Doing individual work defeats the purpose of these projects, so 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.

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. In addition, groups may elect to have members receive only partial credit if they feel a zero is not warranted, but half-credit might be a fairer assessment. All groups should keep me posted on any problems.

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.

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.

If you're feeling nervous about group work, Colorado State University published a very useful discussion that might help you clarify and understand your possibilities. You can explore their suggestions on group structure and dealing with any fears you might have at:

<http://writing.colostate.edu/guides/processes/group/index.cfm>

### **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 F for the semester once plagerism or similar dishonesty is confirmed. I will allow students to drop the class with a grade of W in most cases. 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 in either group or individual work in whole or in part, you will automatically fail the course 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.

This past year, I've noticed a rise in portions of group projects being plagiarized. It is the position of the Division Dean that if one group member is responsible for this problem, all group members are equally responsible. However, if the student or students who did the copying voluntarily drop the class, I will allow the others to remain in the class although the paper will receive an automatic zero. So wise students will keep a watchful eye on what their fellow group members contribute—you are, after all, supposed to be synthesizing and integrating passages together, not simply cutting-and-pasting blocks of text.

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. For example, in the fall 2010 semester, I discovered nine cases. In English 102, 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. You cannot use word-for-word sentences or passages from another writer and simply plug in a citation—either paraphrase or use quote marks to avoid suspicion. 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. I presume you dealt with the MLA citation style in Freshman English 101, so I expect you to know and use the skills you learned when you took that class.

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.

### **HACC RESOURCES**

**Library Hours:** Monday-Thursday 7:30 AM - 9:00 PM

**Friday** 7:30 AM - 4:30 PM

**Saturday** 10:00 AM - 4:00 PM

**Sunday** 1:00 PM - 6:00 PM

**Library website/catalog** <http://lib2.hacc.edu/index.asp>

**Library circulation desk** 780-2460

**Library reference desk** 780-2624

**Writing Center:** Whitaker 122, 780-2498

HACC student handbook online: [www.hacc.edu/SERVICES/studhbook/contents.html](http://www.hacc.edu/SERVICES/studhbook/contents.html)

You can get help any hour of the day at:

[www.smartthinking.com](http://www.smartthinking.com)

For first-time access, use the password, "HACC0304." Then type in "Help24now" and follow directions on-screen.

If you're having problems choosing a topic, try Facts.com, a database available to HACC students on the McCormick Library website.

### **EEOC/PHRC Statement**

**EEOC POLICY 005:** It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

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 ("PFEOAct") 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](http://www.phrc.state.pa.us).

If an accommodation is needed, please contact the disability coordinator for your campus:

Carole Kerper  
Cooper 230  
(717) 780-2614  
[clkerper@hacc.edu](mailto:clkerper@hacc.edu)

Room 208B

**CLASS SCHEDULE** (subject to change)

Please note: many instructions for the 8:00 class do not apply to the 9:00 section. Be sure to be aware of what is expected of you on due dates and during group projects.

**Jan. 11.** Welcome and introduction to class. Begin becoming familiar with class policies and rules explained on this syllabus.

**Jan 13.** Introduction to class begins. Discussion of effective writing style and differences between 101 and 102 papers.

**Jan. 16.** Martin Luther King Day. No classes.

**Jan. 18.** Discussion of critical thinking. Before class, look over pages 1-29 in your textbook, note checklist on page 17. (Don't need to read essays in textbook—instead, read the student papers in your handout packet before class meets.) Discussion of student papers.

**Jan. 20.** Before class, read carefully pages 32-42. Possible (likely) quiz on reading. Also, find out what the First Amendment to the Constitution says. The quiz may ask you about this as we'll also begin discussion of First Amendment issues. (This information is on your "Guidelines for 102 Papers" handout.) Discussion of argument/counter-argument format. May have time to assemble into groups.

Very Useful Tip: A former student wrote me about a website she found. It's a very helpful discussion on how to create your group structure, how to plan your work schedule, how to handle group members not meeting their deadlines, and, most importantly, addresses many common fears students have about working in groups. The student told me that, had she known about this site during our class, her work would have been much easier. I agree. So I encourage you to explore the material at:

<http://writing.colostate.edu/guides/processes/group/index.cfm>

I'd suggest doing so before your first group assembles and you begin making your preliminary plans.

**Jan. 23.** Library orientation 1. (In classroom.) After class, explore possible topics in the databases that interest you for discussion on Wednesday.

**Jan. 25.** Groups: organize and begin work on group First Amendment paper. Exchange phone numbers and e-mail addresses. May choose a free speech or Separation of Church and State topic discussed in your text or another of interest to your group. Discuss topic with instructor. By the end of class, turn in topic sheet with names of all group members. Between now and next class period, each member should be researching your topic.

**Tips:** Should you be interested in one topic but your group has another in mind, you can use your choice for your individual paper.

Remember—do not use Wikipedia! This will not count as a source! You're looking for opinions and various perspectives on your topic so you can show which claims are strong, which are less credible. Some groups like to create private Facebook or My Space accounts that only group members can access. There, you can post your research or the sections you will be writing. This way, should you miss a class, your group will still have all your material and won't lose time trying to blend in your contributions.

**Jan. 27. Very Important Note:** Before class, look over models posted at my website to get an idea of what you're working toward. Today, exchange your research and plan out your organization of ideas. You should have at least five sources for these papers, and that's a minimum. (May be permitted to sign in and then go to the Blocker computer lab or the library.) If you know you cannot make class or will come late, please inform the

rest of your group so they know what is happening and they can let you know what they've accomplished so far—and what you need to contribute for next period.

**Tip:** If you assign different members to begin drafting sections of your paper, 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.

**Jan. 30.** Continue group project. Today, you should begin pulling together the sections each member has written and brought to class. Bring thumb-drives to class so each member can make copies to take home. Or you can create a DropBox all members can access. (Class will likely first come to classroom before being permitted to work in computer lab or library. If you know in advance where you'll be working, please let all group members know in case someone comes in late.) Again, if you have an emergency, it's your responsibility to inform your group.

**Important Tip for Success: Remember:** don't ever allow one or two members to be responsible for this grade—this is the major trouble area in group work. It is not acceptable for irresponsible, procrastinating students to ask to turn in their work at the last minute and force group mates to wait for their contributions. It is also not fair for students to provide only research or a short paragraph or two and expect to share the grade. Each member must be involved in the writing process equally. If group members are not coming to class or are not investing time and energy, you may elect to ask them to leave or arrange for them to earn partial credit after clearing this with me. Keep me informed of such problems. If there are emergencies or health issues, I can help students with these difficulties; normally, such students e-mail their contributions to keep on track with their group obligations. Every member should go home after every class period with copies of the progress so far so not to lose class time in case a group member misses a day. If you have a Facebook or DropBox account, perhaps you can have all your material in one place everyone can access during and in between classes.

Let me reinforce this point—the Number One complaint from students is discovering only a few members are doing the work, forced to share their grade with others who are not carrying their weight. It's your job to let me know about such problems before a paper is due and not wait to complain after the project is done.

**Feb. 1.** Finish first draft of group project. By end of period, print off copies so each member has a draft to have for next period's workshop. Today, you should be looking for ways to give your paper a flow by adding transitions between various sections, looking to cut repeated ideas, and think about your introduction and conclusion.

**Tip:** The discussion on definitions on pages 76-81 in your textbook may help you shape your introduction. Good pages to skim—remember textbook readings may be subjects of quizzes.

**Major Tip:** Many, many points will be lost this semester for students who didn't look over the suggestions and instructions in your first handout packet. In particular, as you begin proofreading and editing your group and individual papers, look over the sections "TIPS TO MAKE C (AND D) PAPERS BETTER" and "MOST FREQUENT PROBLEMS WITH CITATIONS." Being familiar with this material will dramatically affect your grades. If you don't have hard-copy handy, this is posted at my website.

Before you finish this draft, very important sections to review in your textbook are:

- Quoting from Sources 284
- The Use and Abuse of Quotations, 286
- How to Quote, 287
- A Checklist for Using Quotations Rather Than Summaries, 289
- Documentation 289

- MLA Format: Citations within the Text, 290
- MLA Format: The List of Works Cited, 295
- A Checklist For Papers Using Sources, 311

**Tips for Success: Remember**—using spell-checks is O.K., but they don't catch misspellings of many common words. For example, I've read many papers about the "Untied States of America." In addition, these checkers are often dead-wrong about comma use. So they can be helpful, but don't rely on them as a final aid!

When you look over your citations, remember the name or title inside the parentheses should be the first words a reader would find on the "Works Cited" page. Do not use the names of publications or websites, and do not use web addresses. Alphabetize your sources on the "Works Cited" page. See other notes on your handout packet.

**Remember:** Every group member must have a copy of your paper for the workshop. Points are awarded for each individual member—indicate your name on the draft you will be submitting with your final draft.

**Tip:** Never assign one member to print off drafts at home before class—if they fail to attend, come late, or only print off one draft, then other group members may lose points. For the 8:00 class, don't rely on printing out drafts next period before class begins as the printer may be out of ink or paper, or the lab may not be opened in time. See note below.

**Feb. 3.** In classroom, exchange drafts of your 1st draft with members of other groups. Be sure you get your personal draft stamped by the beginning of class! Each group member must have their own copy to trade, and not just one member. You may not arrive to class late and expect your drafts will be stamped. (25 pts.) Review the drafts by using the questionnaire on the first page of your handout packet. Trade ideas and suggestions-- don't merely proofread for spelling and punctuation errors. Did the group both present a convincing case for their position of the argument as well as effectively refute the claims of the other side? Did they use at least five sources? May work on paper after getting feedback from other students.

**Note:** Drafts must be printed off before the beginning of the period to earn any points for this workshop. Once I have put the stamp away, late students will not be permitted to get their draft stamped. All groups should be ready to exchange drafts as soon as class begins.

As Monday's class should mainly be cleaning up your group paper, this is a very good weekend to get started researching the topic for your individual paper.

**Feb. 6.** Finish group paper. (100 pts.) Due at end of class. Turn in only one hardcopy of the final draft; each member with a stamped draft must turn these in today with their name clearly indicated so I know which student earned these points. The final draft, both e-mail and hard-copy, must have names of all group members in your heading—listing names in your subject line for your e-mail submission does not count as a heading. Do not simply list first names. Be sure to include the time your class meets in your heading. You must have a title. You **MUST** e-mail a copy for faster response and more detailed feedback. **IN BOTH HARDCOPY AND E-MAIL SUBMISSIONS, INCLUDE YOUR "WORKS CITED" PAGE!** 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 this semester. And don't submit as an attachment! See other instructions about proper submissions discussed in your syllabus.

**Important 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. In addition, all members will need copies in case this is the paper you'll want to revise for a grade change at semester's end. Again, if you have a Facebook or DropBox account, perhaps you can post the graded version there so all group members can access the corrections, markings, and suggestions.

At this point in the semester, it's often a good idea for several students to send in submissions in case one member has a problem with their e-mail. If one student sends in the paper but I don't get it, there's not much I can do. So multiple submissions are a wise way to go.

FYI: Students often wonder why it's important that the "Works Cited" page is part of the e-mailed 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!

And remember—hard-copy submissions are only back-up in case there's a problem with the e-mail submission. I may write the student who e-mailed the paper and ask for a re-submission if the text arrives in a strange format. Again, multiple submissions from different addresses is a very good idea.

Remember—the individual paper you're now working on must relate to an issue involving the First Amendment, but it can't be the same as your group topic. For example, if your group did flag-burning, you must find a different subject.

**Feb. 8.** Bring 1st draft of your individual paper for today's workshop. Make sure you get your draft stamped by the beginning of class to earn points. (25 pts.) Must bring hard-copy for students to read. Short outlines or one-page paragraphs will not count for points--must be a readable, typed paper for critique. Use the handout in your packet as your guide as you look over your peer's work. Mark them for content, flow, and organization using the checklist. Remember: I cannot give credit for late, unstamped drafts. Do not e-mail drafts as explained above. Wise students will have brought in typed copies of their draft with a computer disc to save time making corrections. Again, drafts are not outlines or one page handwritten beginnings of your project. For this period to be valuable, and for this workshop to benefit you, you must have a full typed draft other students can read. Stamped outlines will not earn the points.

Tips for Success: Be sure to review the handout material, "TIPS TO MAKE C (AND D) PAPERS BETTER" and "MOST FREQUENT PROBLEMS WITH CITATIONS" to make sure you don't lose points for these errors. Remember your papers should have at least five sources to earn passing grades.

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. In addition, you can add to this process by seeking tutorial help at the Writing Lab. I have noticed less serious students often ask one or two students to read their drafts and then try to leave class early. This defeats a major purpose of these sessions--if I see this happening, quizzes are likely.

And to clarify this point one more time--the 25 points for the drafts are NOT to verify you did your homework! The points, as explained earlier, are for participation in the workshops, both for having your draft read and your reading of peer drafts. So you CANNOT earn points for drafts not worked on in class! This is the policy for the entire semester, so take attendance on these days seriously. If I notice students are coming to class late, I may double-stamp drafts—once to verify you came to class on time, once to confirm you participated in the workshops. If this occurs, you'll need two stamps for your draft to count.

Let me add many students get angry when they come to class late and cannot get their drafts stamped. Please note we have over 1165 points for the semester so missing a draft or two is not going to affect your grade in any meaningful way. Missing a draft is not worth getting worked up about.

**Feb. 10.** Bring 2<sup>nd</sup> draft of your paper for peer review. Get draft stamped by beginning of class. (25 pts.) Ask students who didn't see your first draft to look over your paper for new perspectives on your progress. Today, proofread each other's papers for spelling, grammar, typos, etc. Today is the time to mark where citations need to be included and if they are MLA style or not. Is the "Works Cited" page correct?

Tip: After completing the second workshop, many students prefer to submit e-mail papers before the class deadline when they've completed their editing and proofreading. In many cases, I can return these papers with grades and markings before the next class. If this happens, you don't need to turn in hard-copy of your final draft in class--but do bring your stamped, marked drafts to get those points. If you've e-mailed your paper but not yet received your graded version, it's best to turn in hard-copy to be safe.

And be sure to look over the instructions listed earlier in this syllabus to avoid potential problems! For example, don't send attachments, have the time your class meets in your heading, etc.

**Feb. 13.** Individual paper due at beginning of class. (100 pts.) As with draft periods, the beginning of class means precisely that—you cannot come in five to ten minutes late and expect you can turn your paper and drafts in. Attach your two stamped, MARKED drafts to earn the total 50 points. Drafts cannot be identical to final paper to earn points. Final draft must be on top, and all three copies must be stapled together for total possible score of 150 points. Did you follow submission instructions explained above? You MUST e-mail final drafts for quicker response and detailed feedback. Don't simply turn in hard-copy or forget your "Works Cited"! If I only get hardcopy, you'll lose 10 points; the same is true if your "Works Cited" is missing.

**Note:** Again, all individual papers are due at the beginning of the period. You may not come to class late and expect your paper will be accepted. If you've forgotten your drafts, you may not submit them next period without a written excuse, even if stamped. So don't forget to bring all three drafts to class!

Discussion on exploring local issues and using varying approaches to evaluate sources. Bring "Guidelines for 102 Papers" handout as we'll be referring to it today.

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.

Before Wednesday, wise students will begin exploring current issues important in our state.

**Feb. 15.** Second library orientation.

**Feb. 17.** Before class, review sample student papers at my website. Groups: If you didn't decide last period, choose one issue important to Pennsylvanians you wish to develop into an argument paper using at least four approaches as described in class and on your "Guidelines" handout. (Very important instructions and tips are on this handout.)

Tips for Success: You are not obligated to work with your original group. Feel free to re-organize with other students or ask those who put in minimal work for your first group project to find a different group. Every group member should have assigned research areas to explore before next period.

In both your group and individual papers, be sure to pick topics that are controversial and debatable. For example, the history of famous Pennsylvania ground-hogs would not be a good subject.

**Feb. 20-22.** Continue work on group project. May check in and go to Blocker, the library, or any other workplace useful for you. But come to the classroom first—I will likely have materials to discuss throughout this unit. As before, if there are emergencies, it's up to individual students to let their group mates know about their circumstances and get assignments for what you are expected to contribute.

Reminder: If you're finding that some group mates are not contributing useable written passages more than a paragraph or two, please keep me informed. It's easier to deal with issues during the writing process than at the last minute.

**Feb. 24.** Complete first draft of group project by end of period. Print off 3 or four copies for draft exchange next week.

**Feb. 27.** As before, exchange drafts with other groups and follow same procedure as with previous drafts. Points may be assigned depending on class participation.

**Feb. 29.** Finish group project. Due at end of period. (100 pts.) You must e-mail copy for fast response and detailed feedback. **DON'T FORGET TO INCLUDE YOUR "WORKS CITED" IN YOUR SUBMISSION!** Make sure you include all group members' names, first and last, as well as the time your class meets. Again, make sure the member who submits the e-mail version is responsible and will quickly forward the graded paper to everyone in your group. As always, it's a good idea for more than one student to submit your paper in case of e-mail problems.

Tip for Success: Today would be a good time to talk with instructor about your individual topic. Students will sometimes want to work on subjects that aren't focused on Pennsylvania or an issue of importance locally. So it's a very good idea to ask me about your ideas to make sure you're on track.

**March 2.** Word choice, punctuation review.

**March 5-9.** Mid-term Break. No classes. A good time to watch the film, *Bowling for Columbine*.

**March 12.** Bring draft of individual local issue paper. (25 pts.) Get draft stamped by beginning of period. Critique each other for flow, organization, etc. Take care to look for adequate citations, number of sources, and proper use of MLA. Did the writer use four different approaches to the subject?

**March 14.** Bring 2<sup>nd</sup> draft of individual paper for final peer review. Get draft stamped by beginning of period. (25 pts.). Today, proofread for editorial problems and double-check number of and use of MLA citations.

**March 16.** Final paper due at beginning of period (100 pts.) Staple to your stamped, marked drafts (50 pts.) Again, unmarked, unstamped copies will not count. Discussion of analysis unit.

Very important: Last chance to watch film, *Bowling for Columbine*, before next period. If you have not seen it this semester, you will not be permitted to join a group next period and may have to forfeit this grade.

**March 19.** Before class, read "Logician's View: Deduction, Induction, Fallacies" on pages 349-381. Sometime this unit, expect a major (at least 40 points) quiz on logical fallacies—be prepared to define and give examples of the terms we covered in class and those discussed in your textbook. Groups: Begin thinking about organizing your analysis of the techniques in *Bowling for Columbine*. By end of period, turn in sheet with names of group members. As no research is expected in this project and there will be no draft exchange, you'll have less class time in this effort. So don't include group members who haven't recently seen the film as they cannot contribute to your work in any way!

Tips for Success: There are a number of pages devoted to this unit in your "Guidelines" packet. They are very handy, especially regarding your individual papers. Remember: This paper is not to critique the issue of gun control. Its purpose is to analyze persuasive techniques in the film, discussing what was effective or what was not.

**March 21.** Continue work on group paper. As all groups are working on the same topic, we won't be exchanging drafts with this paper. For the same reason, there are no model papers posted on this topic; however, there are sample papers to look at that will help with your individual papers and might give you ideas regarding this group paper. Wise students will begin researching ideas for their individual papers. And many of the textbook pages referred to on your handout packet can be very helpful.

**March 23.** Finish group project. Due by end of period. (100 pts.)

**March 26.** Discussion of individual analysis paper. Many points about your individual paper are on your handout packet and are detailed below. Be sure to look over this material as you work on your individual papers. If you haven't looked over the model papers at my website, this week would be the time. As this is a tricky assignment, I can't stress enough the value of the models or the guidelines on your handout packet. The assignment is discussed in great detail there.

While you are free to choose your own topic, bear in mind the following subjects are absolutely forbidden: abortion, using cell phones, smoking, or the drinking age. Drafts on these topics will not count. This is true for the rest of the semester.

### **Important Notes**

The primary purpose of this assignment is to work on analyzing the effectiveness (or lack thereof) of persuasive writing techniques. Remember--agreement or disagreement with the various writers' beliefs isn't analysis. Bear the following in mind:

You should summarize the four articles so the reader knows what you're analyzing. You can include phrases in your summaries that let the reader know what you find effective or not. Or you can critique the articles in paragraphs that follow the summary. Or you can do both. Help reader by identifying writer or article title when you begin your discussions. Make it easy for us to match your analysis with the "Works Cited."

Simple summaries are not analysis. You need to let the reader know what made the writing effective or not using the techniques discussed in class and in your text. Remember--you're not analyzing the topic itself, but rather how the writers were persuasive or not. Again, agreeing or disagreeing isn't analysis.

Remember to choose articles that have a persuasive purpose and are not simply informative news items. These don't have anything for you to critique. Editorials and articles can come from any source, but they must clearly have a persuasive point.

By this point in the semester, you should already know to avoid first and second person pronouns and to avoid informal expressions like "a lot." These will be heavily marked.

You should be citing your articles and include a "Works Cited" page.

If you think an article is ineffective, remember your "Logical Fallacies" handout might give you terms to use.

Remember article titles go inside quotation marks; titles of newspapers or magazines are italicized or underlined.

**March 28.** Bring to class draft of your individual analysis paper (25 pts.) Get draft stamped by beginning of class. Wise students will also bring along copies of the four articles they are analyzing so other students can read them and possibly add ideas that didn't occur to you. This can be an excellent day for your workshop to help you deepen this paper with the ideas of your classmates.

**Reminder:** Printers and computers are off limits after class begins in the 8:00 section. All other policies about drafts are still in effect.

**March 30.** Bring 2<sup>nd</sup> draft of individual paper for peer review. (25 pts.) As always, get your marked draft stamped at beginning of class. Today, ask students who didn't see your four articles to critique your paper. As you look over your classmate's work, pay careful attention to being clear on both the summary--is it detailed enough?--and the analysis--did it critique the persuasiveness or the issue instead?

**April 3.** Individual paper due at beginning of class. (100 pts. Attach marked copy of drafts.) E-mail final draft to instructor. Groups: May choose one topic you've not dealt with before not on the list of banned topics mentioned above. (These include abortion, smoking, the drinking age, and using cell phones). In this assignment, you will explore the topic, implementing all of the principles we've covered this semester. Begin organizing group project and assign areas of research. Turn in topic sheet with names of group members.

### **Important Notes**

When I say to use the various principles we've covered, this includes making your paper persuasive. Include a thesis and conclusion that demonstrates what you've written should convince a reader of one point or another.

You should look at your issue from at least four different approaches which you can explore in separate sections or intermingle depending on what works for your flow.

You should analyze and critique both the arguments and counter-arguments using the skills you practiced in the last assignment. However, this time you're not critiquing the techniques of the writers but rather the effectiveness of the claims put forward from your sources. In other words, look at the evidence and logic to determine the strengths and weaknesses of all claims.

**April 5-9.** Spring Break. No classes.

**April 10-14.** Continue group project.

Note: As these papers are to demonstrate what you've learned this semester, they should be clean of any editing or proofreading issues. Informal expressions ("a lot"), use of second person, comma splices etc. should be completely weeded out from your drafts. There should be no problems with in-text citations or the "Works Cited" page. If you haven't reviewed your handout packet with the "Tips for Improving C (and D) Papers" and "Most Common Problems with Citations" in a while, this would be a good week to compare your drafts with the

points discussed there. By this point in the semester, these matters will be graded more severely—as they should be.

**April 16.** Finish draft of group project. As before, print off several copies to exchange next period.

**April 18.** As before, exchange drafts of your group project with other classmates. Points may be awarded at teacher's discretion.

**April 20.** Finish group project (100 pts.) Due by end of period. E-mail copy to instructor following same guidelines as with previous assignments.

**April 23.** 1st draft of your individual paper due. (25 pts.) Get draft stamped. Invest today by getting as much feedback and proofreading as you can. This draft should be typed, as complete as possible. This is the day to ask classmates if you've included persuasive skills, good use of analysis, and good use of logical reasoning.

**April 25.** 2<sup>nd</sup> draft due (25 pts.) Last chance to catch problems with citations etc.

Note: For this paper, expect there will be minimal markings as this is your last written project so suggestions for improving future work won't be helpful. If you don't e-mail this paper, the odds are you won't know what your grade is for this paper until I begin calculating your semester grade.

**April 27.** Term paper due at beginning of period (100 pts.) Attach stamped, MARKED drafts. E-mail final copy to instructor. Oral reports discussed. NOTE: NO LATE TERM PAPERS ARE ACCEPTED FOR ANY REASON! Papers will not be accepted after the beginning of class today. Keep a copy of your term paper as this will be the subject of your oral report. However--bear in mind reading your paper aloud will result in low grades. You're expected to present your subject in a different way than simply reading from your paper.

Tip for Success: If you plan to use visual aids or any technology in your oral presentation, please arrange this before class. Plan to set up your materials before class as we won't have class time to give you more than a very few minutes to get prepared. We'll need to move from speech to speech quickly, so please keep your preparation time short after class begins.

**April 30.** Oral reports begin. (100 pts.) We will begin with volunteers. If you plan to use audio-visual aids, prepare them in advance so class time will not be lost while you set up. If we run out of volunteers, we will begin working our way through the alphabet. I'll set up speeches at the beginning of class. If the letter for your last name is called and you are not present or ready, you forfeit the grade. You may not skip class to stall giving your report. In addition, if you come to class late and we've gone past the letter of your name, you've forfeited the grade.

Important note: In order to be considerate to fellow students, if you do come to class late, PLEASE DO NOT WALK IN WHILE ANOTHER STUDENT IS DOING THEIR PRESENTATION! The door will likely be closed, so it's rude to disturb someone already giving their speech. Of course, if the door is closed, that's a signal you likely won't be doing your speech on that date, if at all.

**May 2.** Oral reports continue. Again, volunteers may go first before continuing through the alphabet, so long as these volunteers' last names begin with a letter we've not completed.

**May 4.** Oral reports conclude. If we run out of time and there are more reports to do, this may spill over into the final exam period and affect the group revision project.

**May 5-9.** Finals Week. May choose a group project and revise for grade change; grade must have been less than an "A" to be eligible.

**Very important note:** should we lose class days for bad weather, we might get backed up and forced to use the finals period to complete oral reports. If this happens, we may lose the revision opportunity.

### Rules

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.

Be sure to attach the graded original essay below your revision so I can compare the original grade with your revision work.

Include original grade in your heading. If it's not there, I won't consider the revision.

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!**