

# ENGLISH 102: COMPOSITION II

Section H (Tuesday & Thursday, 11 a.m.-12:20 p.m., Room #2929)

TRUMAN COLLEGE, FALL 2017

[IAI TRANSFER #C1 901R]

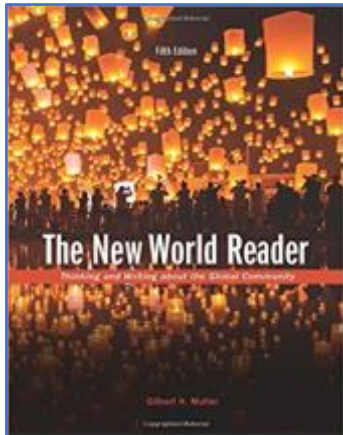
**Instructor:** Benjamin Ortiz, Assistant Professor  
**Office:** Office #2737  
**Open Hours:** Monday 8:20 to 9:20 a.m. and 1 to 2 p.m.  
Tuesday & Thursday 9:50 to 10:50 a.m. / Wednesday 8:20 to 9:20 a.m.  
(...also by appointment, per your request and teacher availability...)

**Phone/E-mail/**

**Mailbox:** 773.907-4376, [bortiz@ccc.edu](mailto:bortiz@ccc.edu), "Ortiz" mailbox in Room #2230

## → Course Description and Objectives

Following English 101, Composition 102 continues to focus on the skills necessary for college writing assignments. English 102 builds on the mechanics of reading, thinking, discussing, and writing about texts. Also, English 102 students learn how to locate, evaluate, document, and cite sources for an academic research paper. Upon successful completion of this course, students will possess the fundamentals to research and write an argumentative paper of extended length and depth. Finally, this specific 102 section deals with current events and international issues. Every Truman College classroom is populated by students with stories from around the world, and so this workshop-style course uses constantly updated content from texts, research, and life experiences, about our international cultures, conflicts, and challenges.



## → Required Text for English 102-H

← Muller, Gilbert H., ed.

**The New World Reader: Thinking and Writing about the Global Community. 5th ed. Boston: Wadsworth, 2017.**

**NOTE:** Six copies are on reserve at the Truman library for brief on-site reading or photocopying — be sure to request the reserved text specifically for ENG102-H and Professor Ortiz.

**ALSO:** Students should prepare and keep an organized folder of

handouts from this class, and everyone is strongly encouraged to purchase a college writer's handbook with grammar advice, research tips, and overall help on writing mechanics. If you did not use a writer's handbook in English 101 or do not currently have a copy, please ask Professor Ortiz to recommend a good handbook, to help with basic college writing skills.

## → Summary of Learning Outcomes

These are the areas you should have mastered upon successfully completing this course:

- (1) RESEARCH — Locate, evaluate, document, and cite sources correctly and effectively.
- (2) READING — Evaluate texts critically, identify elements of argument, articulate opposing viewpoints, and respond with compelling research and persuasive writing.
- (3) WRITING — Build on 101 accomplishments and ultimately compose an informed, argumentative research paper of advanced academic research and critical thought.

## 102 STUDENT LEARNING OUTCOMES

Drafted by the Truman College Communications Dept.

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

- a. state a manageable research question and thesis
- b. employ research strategies and library resources to find a variety of sources
- c. evaluate source material for currency, relevance, authority, accuracy, and purpose
- d. synthesize information from sources to find common ideas, differing points, and major themes on a topic
- e. integrate source material into their own writing using summaries, paraphrases, quotations, and MLA citation format
- f. employ a writing process for planning, outlining, drafting, revising, and proofreading a research essay
- g. construct a lengthy argument that uses sound reasoning, evidence, and analysis
- h. relate ideas to a college-level audience in an appropriate voice

**ULTIMATE GOAL:** To develop the critical intellectual skills you need to move forward.

### → Attendance and Preparedness Policies

Success in a writing class depends on consistent preparation, attendance, and participation, and so you should arrive on time and ready for every session. Lateness and absence also disrupt your teacher and classmates, who have a right to a classroom free from distraction.

And so, please come to class every time, on time. **(For record-keeping purposes, 10 or more minutes late or missing or leaving class early will constitute a full and unexcused absence — the instructor will keep track of absences, tardies, and any distractions or disruptions of class, which all subtract from the Participation grade.)**

You are allowed two absences for whatever comes up (sickness, personal business, etc.), but you will start losing 1 full point from your Participation grade for every absence thereafter — *six absences means an automatic zero for your Participation grade*. This grade is worth 10 points toward your final grade — thus, if you do not show up on time and contribute, then your final assessment for the whole semester drops a full letter grade.

The teacher can also subtract for repeated tardiness/disappearance, so please carefully manage your own time. Consider also that most sessions will begin with a quiz right at the starting time listed on the schedule for this class, the time you signed up for at registration.

Quizzes and exercises will be averaged and factor as 10 points toward your final grade, so if you miss or do poorly on them, then you are forfeiting another full letter grade in the final assessment. There will be no Quiz make-ups, though you will have a few extra opportunities to improve. **NOTE:** Sometimes, in-class work will count toward your Quiz/Exercise Average.

**ALSO:** All assignments are due on the day specified on your syllabus and/or by the instructor. ***Late work will not be accepted for any reason, and you are required to turn in work on due dates, mostly at the beginning (first 10 mins.) of class, even if you are absent.***

These rules emphasize the fact that consistent preparation and attendance are the only way to acquire the instruction you need in order to reach the level of reading, writing, researching, and thinking that Truman College expects you to achieve in English 102.

### → E-mail Communication and Reminders

City Colleges of Chicago policy requires that all electronic communications between students and teachers should go through official **ccc.edu** addresses. Students are very strongly encouraged to set up and check student e-mail accounts regularly. As a courtesy — *in addition* to reminders in class plus the full schedule in this document (below) — Professor Ortiz will e-mail brief weekly notes to help review what has been covered and prepare for upcoming work. Also, expect prompt response to e-mail correspondence (within 24 hours).

### → Course Requirements

(1) Full preparation of assigned readings: Read carefully, take notes, use a dictionary, look up terms in the library databases (for example, Truman's online dictionaries and encyclopedias), ask questions, consult a tutor, etc. (2) Active participation — everyone is expected to speak up, ***take notes***, and think in class — you will be graded on this, too. (3) Completion of writing assignments, research exercises, free-writing, quizzes, etc., both in and outside of class-instruction time. (4) The teacher will sometimes recommend or require tutoring sessions in order to bring a paper up to passing-grade. (5) Don't zone out in class.

### → Basic Rules for the Classroom

(1) No cell phones or other forms of electronic interruption. **THIS MEANS:** No texting, no taking calls, no keeping your gadget on vibrate, no hiding your phone nearby to look at it or play with it in class — **TURN IT OFF, *please***. Electronic devices are to be used at the appropriate times for focused class work only. (2) Etiquette: Act with courtesy when class is underway. (3) Civil discussion: For example, no name-calling over disagreements. (4) Food and drink are OK, but don't disrupt with eating noises. (5) Please avoid heavy perfumes, colognes, etc. (6) Dig into the class: Be enthusiastic if possible, or at least offer questions, comments, and even relevantly provocative statements when you have the floor.

#### CCC GENERAL EDUCATION GOALS

English 102 supports the following City Colleges of Chicago General Education Goals: GOAL 1 (...communicate effectively in written and oral forms), GOAL 2 (...demonstrate the ability to gather, interpret, and analyze data), GOAL 3 (...demonstrate the ability to think critically, abstractly, and logically), and GOAL 6 (...learn independently).

## → Paper Details

- (1) Students should prepare papers with a computer word-processing program and submit thoroughly proofread drafts to TurnItIn.com through Blackboard, per instructions and guidelines provided in class.
- (2) Paper layout follows the basic Modern Languages Association (MLA) style, as in this example in gray that follows. Remember also that the Works Cited page always begins on its own separate page:

LAST NAME 1

YOUR NAME

English 102-H

FALL 2017 – PAPER NUMBER/TOPIC

Your Own Original Title for This Essay

Start each paragraph with a five-space indent. Cite your last name and page number in the upper right-hand corner of every page, as on the first. Every paper should also have a title. Write a paper that truly rocks. One really good paper can change the world! Etc. ...

-----page break-----

LAST NAME & PAGE #

Works Cited

Freeland, Chrystia. "The Rich Are Different from You and Me." The New World Reader: Thinking and Writing about the Global Community. Ed. Gilbert H. Muller. 5th ed. Boston: Wadsworth, 2017. Print.

John, Tara. "This Is Why Border Fences Don't Work: Border barriers work as powerful political symbols but fail to fulfil their intended purpose." Time 22 Oct. 2015. Web. 13 Jan. 2016.

(3) Acceptable formatting also requires consistent and exact double-spacing (no extra spacing), 10- or 12-point typeface, and a one- or 1.25-inch margin on all sides. (Plus a paper title!)

(4) The Computerized Tutoring Center is available in Room L112 in the basement (of the main building) for orientation, e-mail set-up, technical assistance, and basic instruction. It's up to you to take care of the technical details, though the teacher can help and will refer you to help.

## → The Final Research Project

The final project will challenge students to mix critical thinking and writing skills, grounded in solid research. Class exercises will progressively introduce the citing and documenting of sources through the MLA system. Students will eventually choose a final argumentative topic relevant to the course theme of current events and international issues.

## → General Criteria for Evaluating Papers

*Analysis, Research, Documentation, Critical Reading and Thinking, Correct English, Basic Composition Mechanics, Proper Manuscript Format, and Proper MLA style*

The instructor will explicitly spell out which areas are emphasized in every assignment.

**NOTE:** (1) Papers must be typewritten in standard, grammatical English. (2) Papers are due on the day and at the time specified on the syllabus and/or by the teacher. Students should keep up with class in order to keep up with deadlines — work late by any amount of time is unacceptable.

## → Grade Breakdown

|                                     |        |
|-------------------------------------|--------|
| <i>Participation</i>                | = 10%  |
| <i>Exercises/Quizzes etc.</i>       | = 10%  |
| <i>Paper #1/ Walls Argument</i>     | = 10%  |
| <i>Paper #2/ News Media Journal</i> | = 10%  |
| <i>Paper #3 / Research Argument</i> | = 10%  |
| <b>THE FINAL RESEARCH PROJECT:</b>  |        |
| <i>Final Paper Proposal</i>         | = 2.5% |
| <i>Final Paper Source Notes</i>     | = 10%  |
| <i>Early Draft of Final Paper</i>   | = 5%   |
| <i>Final Presentation</i>           | = 2.5% |
| <i>Final Draft of Final Paper</i>   | = 30%  |

**GRADE APPEALS POLICY:** A student who wishes to appeal a final grade must start this appeal within 30 calendar days after the student's final grade has been posted in the student system by submitting a Grade Appeal Form to the teacher with copies to the Communications Department chairperson. Forms are available in the Communications Department office in Room 2230. For more info, see the Student Policy Manual available on the Student Policies web page at <http://www.ccc.edu/menu/Pages/Policies.aspx>.

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|              |               |   |                                    |
|--------------|---------------|---|------------------------------------|
| <i>Scale</i> | <i>90-100</i> | = | <i>A (Exceptional Work)</i>        |
|              | <i>80-89</i>  | = | <i>B (Good Work)</i>               |
|              | <i>70-79</i>  | = | <i>C (Acceptable/Passing Work)</i> |
|              | <i>60-69</i>  | = | <i>D</i>                           |
|              | <i>BELOW</i>  | = | <i>F</i>                           |

### → City Colleges "Active Pursuit" Policy

In order for students to remain in English 102, they must actively pursue the objectives for this course. On October 19, 2017, just before the Mid-Term date, any student who does not meet the following criteria for active pursuit will display a lack of interest in successfully completing the course and will therefore be administratively withdrawn from this class.

- A student must complete and turn in all major writing assignments *on time* (per specified deadlines) that are due before the Mid-Term date — this refers to the Papers listed in the Grade Breakdown, including each and every rough draft required toward building a successful final draft.
- A student must have Participation and Exercises/Quizzes grades of 70% or higher.

If any student fails to do the above, then it is his or her responsibility to contact the instructor prior to October 19, 2017, and indicate his or her serious intent to pursue the course by explaining any unusual circumstances. The teacher will then be able to determine whether the student can continue. Being issued an ADW will have consequences on your grades, financial aid, and other aspects of attending Truman. Simply attending classes but not producing work and/or participating does not constitute active pursuit.

### → Plagiarism

According to The St. Martin's Guide to Writing, "Plagiarism is the act of using the words and ideas of others as if they were your own." An *intentional act of plagiarism* involves the attempt by a student to dodge all or some of a writing assignment by trying to pass off someone else's words as one's own. ***This will result in automatic failure of the course.***

On the other hand, *unintentional plagiarism* involves the use of others' text(s) by accidental or careless drafting, without acknowledging the source(s). To avoid plagiarism: Whenever using a source word-for-word, always be sure to quote carefully and appropriately. And whenever using others' ideas in general, be sure to cite your source. Overall, the great majority of the writing in a paper should be your own original thought and wording.

Using web resources (TurnItIn.com), teacher and students will check for plagiarism to avoid *unintentional plagiarism* and assignment penalties. Be careful when using sources: Repeated "unintentional" plagiarism no longer counts as an accident — it's carelessness. ***Careless work that repeatedly plagiarizes sources "unintentionally" will result in point penalties for Source Use and/or full failure of the assignment, at the teacher's discretion.***

### → More Information on Truman College

MISSION: Our Mission dedicates us to deliver high-quality, innovative, affordable, and accessible educational opportunities and services that prepare students for a rapidly changing and diverse global economy.

#### GENERAL EDUCATION GOALS:

This course meets the following Truman General Education Goals:

- The student exhibits social and ethical responsibility and is aware of her or his place in the global community.
- The student communicates effectively in both written and oral formats.
- The student demonstrates the ability to think critically, abstractly, and logically.
- The student gathers, interprets, and analyzes data.

#### ACADEMIC SUPPORT SERVICES:

Please see the "Campus Resources" list, to be distributed separately but also part of the syllabus and your resources for success at Truman.

#### GradesFirst

GradesFirst is a student support system that will be used by faculty, advisors, and tutors to help students achieve success in their classes. Use GradesFirst to schedule tutoring or advising appointments, or to see communications about your course progress generated by me or your other professors. Log in to GradesFirst at [ccc.gradesfirst.com](http://ccc.gradesfirst.com) using your CCC username and password. This is the same username and password you would use for Blackboard and email.

### → Truman FERPA Compliance

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of student educational records: [www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Faculty cannot reveal information about students, or discuss student records over the phone or unsecure e-mail. CCC student e-mail meets FERPA requirements. Students should set up and use CCC email for all course communications.

### → Cell-Phone Reminder

Before entering class, please turn your mobile phone off and store it away from where it might distract someone. Per City Colleges of Chicago policy, repeated cell-phone noise and other such disruptions or electronic distractions will be referred to the Dean of Students.

#### **DATES to Remember for Your Planning**

**9/4/17 (Monday):** Labor Day Holiday (NO CLASS)  
**10/25/17 (Wednesday):** Fall 2017 Mid-Term Mark  
**11/20/17 (Monday):** Last day to withdraw from a course  
**11/23/17 to 11/24/17:** Thanksgiving Holiday (NO CLASS)  
**12/16/17 (Saturday):** Fall 2017 semester ends

### → Disclaimer

All assignments and scheduling/deadlines are subject to change per class progression and instructor choice. Also, specific readings/exercises might change if alternatives arise. We will mostly keep to the schedule below, but you must also keep up with in-class and e-mail updates — check your student email regularly, and attend class consistently to be fully updated every week. Keeping up-to-date with class is entirely the student's responsibility.

### → FINAL THOUGHTS

Overall, you are strongly urged to consult the teacher during office hours with any questions or requests for assistance that you cannot fit into class time. Moreover, resources exist throughout Truman to assist and enhance your education; for example, writing tutors are available at the Writing Center, etc. Also, consider your teacher a resource for tutoring, course advice, career counseling, and CCC information.

### → A Personal Statement:

I know your life includes employment, family, and many other pursuits beyond this class, but please do your best to commit the time and effort required to succeed in this and all of the other classes for which you have chosen to register this semester. Likewise, I will do my best to be a resource for your success. This course will be challenging, but I am here to help — I welcome you to drop by office hours with questions and ideas, to review your reading and writing. Do not hesitate to request a meeting outside of my regular office hours if you cannot attend during those hours. It's my goal to see every student complete the semester successfully, and so you are always welcome to talk with me about how you can improve, and to tell me how I can improve as your teacher. I look forward to working with you to achieve your goals, and I hope you enjoy the Fall 2017 semester!

—Benjamin Ortiz, Assistant Professor, Truman College

# COURSE CALENDAR

## Dates, Topics, Assignments, and Schedule

**NOTES:** (1) A complete schedule of every 102-H session for this semester follows, and so you are expected to prepare your work fully and know what's coming up, even if you miss class. (2) Each class-date entry listed below shows both what we cover that day *and* the homework for the following session coming up next. (3) For an on-line archive of course handouts and assignments (updated weekly), visit the instructor's web site:

→ CLICK on "FALL 2017: Composition 102-H" under "STUDENT ZONE" at ←



<http://www.benortiz.com/classes>

(...feel free to post your questions and comments...)

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### **WEEK ONE: Be proactive in class — take notes, and review your notes and the text when class is in session and you have time to do so.**

*First day of class...* → Question #1: Should you be in Comp 102? (*PREREQUISITE=ENGLISH 101*)  
*Tues. 8/29* → Questionnaire and Class Roll Call (Review syllabus pages 1-5)  
→ Teacher introduction  
→ Response to questionnaires  
→ Overview of Syllabus, Texts, and Topics + Q&A  
→ **READING HOMEWORK FOR THE VERY NEXT CLASS –**

(1) Tara John on "This Is Why Border Fences Don't Work" (HANDOUT).

**NOTE:** Please read this article thoroughly and be ready to spend the next session drafting your first writing assignment for the class on computer...**IF YOU DO NOT PREPARE THE READING, YOU CANNOT SUCCESSFULLY COMPLETE THE FIRST WRITING ASSIGNMENT, which will put you behind on Active Pursuit of course goals, a requirement to stay in the class.**

(2) "What Is Plagiarism?" (HANDOUT)

(3) New World Reader (NWR) textbook, pages 1-4, 12-16, and 21-25 (...all on critical thinking...) — remember that the library has copies on reserve for you to access and do the reading...

**THE NEXT SESSION WILL MEET IN THE CLASSROOM AND THEN MOVE TO A COMPUTER LAB (LOCATION TBA). IMPORTANT: If you have not set up your personal MyCCC account online (for email and Blackboard access), please check in with Room #3921 in the main building to do so before our next class.**

*Day Two* → Computer LAB Instruction: Basic Paper Format & **First Writing Assignment**  
*Thur. 8/31* → **READING HOMEWORK FOR THE FOLLOWING CLASS:** Kristof (NWR 10-12), Bordo (NWR 17-21), and Cose (NWR 30-32, 33)  
**PLEASE READ THOROUGHLY/CAREFULLY AND PREPARE FOR A QUIZ...**

### **WEEK TWO: Be proactive in class — take notes, and review your notes and the text when class is in session and you have time to do so.**

*Day One* QUIZ ON READING HOMEWORK (Kristof, Bordo, Cose)  
*Tues. 9/5* WRITING TUTOR VISIT  
→ **INTRODUCTORY IDEAS: CURRENT EVENTS & INTERNATIONAL ISSUES**  
→ Review of readings on critical thinking (NWR 1-4, 12-16, and 21-25)



**(WEEK TWO, Day One continued...)**

- TIPS ON READING: Four items to identify when reading an essay:
  1. THESIS (main point and overall argument)
  2. RHETORIC (tone, style, organization, category of essay, etc.)
  3. PROOF (evidence, research, reasoning)
  4. KEY PHRASES (particularly good examples of important quotes)
- GROUP-THEN-CLASS DISCUSSION OF HOMEWORK ESSAYS
- WRITING HOMEWORK: Paraphrasing/Quoting/Citing exercise based on the reading homework from today (Kristof, Bordo, Cose), due at the very beginning of the very next class...

Day Two  
Thur. 9/7

- TURN IN WRITING EXERCISE
- Return, Q/A, and discussion of **First Writing Assignment** and instructions on how to turn your rough draft into a full Paper #1 for a grade (*DUE AT THE END OF WEEK FOUR, FOR GRADING*) + Tips/HANDOUTS:  
General writing instruction and advice  
MLA citation of the Tara John article and your research for **Paper #1**.  
Student sample paper & How to use your TurnItIn "Originality Report"
  - RESEARCH HOMEWORK **FOR NEXT CLASS**: See links on the instructor's web site for a list of international English-language news sites. First, pick a term or terms from the Tara John essay in order to find more information on the text's main topic(s), and search for this term on one of the sites. When you find a recent (no older than 2005) article of interest, read the piece and bring your ideas and a print-out of the article (and/or good notes) to class.  
QUESTIONS TO GUIDE YOUR RESEARCH: Can you find a news article that confirms or denies John's claims? Can you find an article that adds more information than John includes, and how does this information affect your thinking about John's article? Using your research, can you start to develop an argument in favor of or against John's claims and thesis? What would be your thesis in response to John? How does your research strengthen your own argument?
  - Videos on open borders and Republican Presidential primary debate 1980
  - READING HOMEWORK **FOR THE VERY NEXT CLASS**: "The Challenge of Globalization" (NWR 154-156), Friedman (NWR 156-161), and Freeland (NWR 25-27)

**WEEK THREE: Be proactive in class — take notes, and review your notes and the text when class is in session and you have time to do so.**

- Day One  
Tues. 9/12
- QUIZ ON READING (Globalization/Friedman/Freeland)
  - GROUP-THEN-CLASS DISCUSSION OF HOMEWORK ESSAYS
  - Class discussion / Open borders video
  - Research homework exercise & discussion
  - More on Paper #1: research, MLA citation, questions, and library databases  
+ Student sample paper
  - READING HOMEWORK **FOR THE VERY NEXT CLASS**:  
"Argument and Persuasion" (NWR 7-10)

**\*\*\*NOTE:** *The next session on 9/14/17 (Thursday) features library orientation, with crucial focus on database research – if you miss this class, you must seek orientation on your own on how to use Internet research databases in the Truman library system.\*\*\**

**(WEEK THREE, continued...)**

- Day Two → LIBRARY ORIENTATION (be ready with search terms from readings...)  
Thur. 9/14 → RESEARCH CHALLENGE: Find a library-database journalism article (from a newspaper/magazine/online/broadcast media source no older than 2005, whether the piece is straightforward news or argument/opinion) relevant to your own argument in Paper #1.  
→ READING HOMEWORK FOR THE NEXT CLASS: Armstrong (NWR 242-248)  
→ **PAPER #1** is due at the end of Week Four: Bring a rough draft to work on in the next class.

**WEEK FOUR: Active Pursuit Reminder**

- Day One QUIZ ON READING & RESEARCH  
Tues. 9/19 10 quiz/exercise points for bringing a draft to work on in class this week  
→ Discussion of research  
→ Peer review of **Paper #1** rough draft in preparation for the Final Draft  
→ Discussion of reading  
→ Video on correct quoting (John Oliver)  
→ HANDOUTS: Common problems, plagiarism penalties, quick MLA tips  
**FINAL DRAFT OF PAPER #1 IS DUE THIS WEEK.**

- Day Two Final review of **PAPER #1**...  
Thur. 9/21 → Introduction to News Media Criticism: Discussion of sources + HANDOUT  
→ News media excerpts (VIDEOS) / HANDOUT from the New York Post  
→ RESEARCH HOMEWORK FOR NEXT CLASS: Watch, read, and/or listen to the news before the next class. Take notes, and bring your ideas to class. **NOTE:** Pick current sources of the day — do NOT research the news AFTER the fact, and look for actual news-reporting sources (not blogs or re-prints, not posts from friends on social media, and not satire/comedy programs or publications).  
→ READING HOMEWORK **FOR THE VERY NEXT CLASS:** "The Clash of Civilizations" (NWR 222-224), Huntington (HANDOUT), and Sen (NWR 248-251), and review "Argument and Persuasion (NWR 7-10)  
PLUS: Paraphrasing/Quoting/Citing exercise (due next class)  
...and helpful Quoting/Citing error tip sheet HANDOUT...

**WEEK FIVE: Active Pursuit Reminder**

- Day One EXERCISE/QUIZ ON READING  
Tues. 9/26 → GROUP WORK: Discuss reading/research...  
→ CLASS DISCUSSION  
→ More Daily Show (CNN investigation) and other news media videos (Hungarian journalist and migrant video, etc.)  
+ HANDOUTS (on Fox News, MSNBC, journalism fatalities, etc.)  
→ The Elements of Journalism and Chicago media coverage  
→ RESEARCH HOMEWORK: More news, just like last time...  
→ READING HOMEWORK FOR THE NEXT CLASS: Martínez (NWR 59-67) and HANDOUT on "Science Denial" & Critical Thinking  
PLUS: Paraphrasing/Quoting/Citing exercise (due next class)  
→ OPTIONAL Extra-credit exercise (to improve Exercises/Quizzes grade)



### (WEEK FIVE, continued...)

- Day Two EXERCISE/QUIZ ON READING  
Thur. 9/28 → GROUP WORK: Discuss reading and news media work  
→ CLASS DISCUSSION OF MEDIA WORK  
→ RESEARCH/WRITING HOMEWORK: Start a **News Media Journal (Paper #2, to be due at the end of WEEK EIGHT)**, and watch or read the news, and decide on one source, program, writer, or story to follow over the next two weeks. Write at least four entries (two per week); each entry should have at least one paragraph of summary and one paragraph of response. The response section should focus on analytical and critical thoughts about how the media cover what they cover. Finish the project with at least two paragraphs explaining what you learned from observing the media critically in this assignment overall. REMEMBER TO TAKE CAREFUL NOTES SO YOU CAN EVENTUALLY DOCUMENT SOURCES ON A WORKS CITED PAGE! + review of MLA guide in textbook (362-368) + TIPS  
(...also, plagiarism reminder plus HANDOUT...)  
→ CLASS DISCUSSION OF READING HOMEWORK  
→ Video: John Oliver on science data and news reporting  
→ **OPTIONAL REVISION** of Paper #1 (due one week from today)  
→ READING HOMEWORK: "The Age of Terror" (NWR 252-254), "No more of the same, please" (HANDOUT), and Lakoff (NWR 115-117)  
PLUS: Paraphrasing/Quoting/Citing exercise (due next class)

### WEEK SIX: Active Pursuit Reminder

- Day One EXERCISE/QUIZ ON READING HOMEWORK  
Tues. 10/3 → GROUP then CLASS DISCUSSION  
→ **Media Journal** TIPS handout, criteria, and student sample paper  
→ News media discussion and videos  
→ HOMEWORK: Watch, read, or listen to the news and be ready to discuss
- Day Two EXERCISE/QUIZ ON MEDIA  
Thur. 10/5 → GROUP then CLASS DISCUSSION  
→ News media discussion & Associated Press HANDOUT  
→ DOCUMENTATION: MORE on MLA citation  
→ RESEARCH/WRITING HOMEWORK: Keep working on your **News Media Journal**, which will be due at the end of WEEK EIGHT. Bring complete info and a starting draft for one entry in your media journal. Also, refer to the MLA cite guide in your textbook (400-407), and try to cite the source on your own Works Cited page...  
→ READING HOMEWORK: Norberg (NWR 173-176), Ceaser (NWR 140-144), and Ehrenreich and Fuentes (NWR 145-153)  
PLUS: Paraphrasing/Quoting/Citing exercise (due next class)

### WEEK SEVEN: Active Pursuit Reminder

- Day One EXERCISE/QUIZ ON READING HOMEWORK  
Tues. 10/10 → GROUP WORK: Discuss reading  
→ CLASS DISCUSSION + HANDOUT on "The iPhone Girl" (+ videos on iPhone worker conditions), and Yes Men video  
→ CRITICAL THINKING: Evaluating web sites (HANDOUT)  
→ RESEARCH HOMEWORK FOR NEXT CLASS: Look up a corporate web site, explore, take notes, and bring print-outs. Do you find the site useful? Believable? What is the site's visual and interactive strategy? Is it a credible source for its factual claims? Check these claims with a database news article.  
→ More on documentation / Q&A about how to cite sources + Group cite work  
→ OPTIONAL: More database extra-credit work  
→ READING HOMEWORK: "Speaking in Tongues" (NWR 91-93), Menéndez (NWR 102-107), and Sciolino (NWR 135-140)

**(WEEK SEVEN, continued...)**

- Day Two EXERCISE/QUIZ ON RESEARCH/WRITING HOMEWORK  
Thur. 10/12 → GROUP then CLASS DISCUSSION of **News Media Journal** ideas & cites  
→ News media discussion  
→ CRITICAL THINKING: Logical Fallacies HANDOUT and exercise  
→ ALSO: BRING A DRAFT OF YOUR **News Media Journal** in progress for in-class editing work.  
→ READING HOMEWORK: "Legalize It All" (HANDOUT)

**WEEK EIGHT: Active Pursuit Mid-Term Assessment**

- Day One EXERCISE/QUIZ ON HOMEWORK  
Tues. 10/17 → GROUP WORK: Discuss research homework and the **Media Journal (Paper #2, due this week)** in progress. Using a handout, evaluate classmates' **Media Journals** in progress.  
→ READING HOMEWORK FOR NEXT CLASS: "Culture Wars" (NWR 186-188) and Nye (NWR 181-185)
- Day Two **TURN IN MEDIA JOURNAL (Paper #2)**  
Thur. 10/19 EXERCISE/QUIZ ON READING HOMEWORK  
→ GROUP DISCUSSION: Reading homework  
→ CLASS DISCUSSION  
→ HANDOUT on **Paper #3: Research Argument** in Response to Reading  
→ READING HOMEWORK: "The Fate of the Earth" (NWR 313-315), Klein (NWR 320-326), McKibben (NWR 335-341), and Osterholm (299-302)  
PLUS: Paraphrasing/Quoting/Citing exercise (due next class)

**WEEK NINE: MID-TERM MARK on 10/25/17**

- Day One EXERCISE/QUIZ + discussion  
Tues. 10/24 → Individual and then group work on personal pick of favorite essay  
→ Class discussion of essays read and discussed thus far  
→ HANDOUT on **Paper #3: Research Argument** (DUE WEEK 12)  
→ HOMEWORK: Decide on the essay you will use, and begin research.  
→ READING HOMEWORK: Mittal (NWR 309-312) and Miller (NWR 167-173)  
→ Mid-Term Extra Credit work
- Day Two EXERCISE/QUIZ on RESEARCH/READING  
Thur. 10/26 → GROUP then CLASS DISCUSSION  
→ **PAPER #3** Criteria and Student Sample Paper (HANDOUT)  
→ MLA handouts / research tips and rules for in-class work  
→ RESEARCH HOMEWORK: Find at least 2 database sources for **Paper #3...** (and HANDOUT)  
→ READING HOMEWORK FOR NEXT CLASS: Clarke (NWR 93-96) and HANDOUT article on social media and democracy

**WEEK TEN**

- Day One EXERCISE/QUIZ on READING & DATABASE HOMEWORK  
Tues. 10/31 → GROUP THEN CLASS DISCUSSION OF HOMEWORK  
→ RESEARCH PRACTICE: Database searching & keywords (and TIPS)  
→ Outline Worksheets  
→ LIBRARY/COMPUTER WORK ON ANOTHER SOURCE
- Day Two EXERCISE/QUIZ ON READING  
Thur. 11/2 → GROUP THEN CLASS DISCUSSION OF READING  
→ RESEARCH PRACTICE: Database searching & keywords  
→ In-class pursuit of final database sources for **Paper #3**.  
→ FOR THE NEXT CLASS: BRING YOUR SOURCES/NOTES FOR **PAPER #3**

## WEEK ELEVEN

- Day One → Works Cited practice  
Tues. 11/7 → Drafting AT LAB & any final research in-class (...and plagiarism reminder...)  
→ HOMEWORK FOR NEXT CLASS: Bring a draft of **Paper #3** to class...
- Day Two → In-class editing with HANDOUT guidelines... / LAB WORK  
Thur. 11/9 → FREEWRITE ON TOPICS OF INTEREST FOR A FINAL PAPER PROJECT  
→ Finalize **Paper #3, DUE END OF WEEK 12**

## WEEK TWELVE

- Day One → Discussion of **Final Paper Project**  
Tues. 11/14 → HANDOUT on Final Paper Research / Review of text resources  
→ HANDOUT on Argumentative Structure  
+ Get topic approved by teacher in class  
→ Beginning research for final paper...  
→ HOMEWORK: Final Paper Proposal worksheet due next class
- Day Two → **Final Paper Source Notes** HANDOUT: Due WEEK 14 (...plagiarism reminder...)  
Thur. 11/16 → PLUS **OPTIONAL** RE-REVISION OF Paper #1 or Paper #2 (due Week 13)  
→ Library work & review of Final Paper Proposal

## WEEK THIRTEEN (Last day to withdraw from a course on 11/20/17)

- Day One → RESEARCH PRACTICE and In-class research  
Tues. 11/21 → RESEARCH/WRITING HOMEWORK  
→ In-class review of Works Cited page
- Day Two **THANKSGIVING HOLIDAY — NO CLASSES 11/23/17 to 11/24/17**  
Thur. 11/23

## WEEK FOURTEEN

- Day One → Library/drafting AT LAB  
Tues. 11/28 → Work up draft
- Day Two → Drafting AT LAB  
Thur. 11/30 → Work up draft  
→ 3-page draft of Final Paper due next week for one-on-one review...  
→ **Final Paper Source Notes due**

## WEEK FIFTEEN

- Day One → Library/drafting work AT LAB  
Tues. 12/5 → Arrange one-on-one conference with teacher to review draft-in-progress.
- Day Two → One-on-One conference with teacher to review draft.  
Thur. 12/7 **NOTE:** The individual conference counts toward attendance...

## WEEK SIXTEEN

- Day One → Final drafting and editing AT LAB  
Tues. 12/12 → Final Presentation INSTRUCTIONS
- Day Two → Final Presentations  
Thur. 12/14 → **FINAL RESEARCH PAPER IS DUE BY CLASS TIME...**

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**\*\*\* END of CLASS! ENJOY the WINTER BREAK!!! \*\*\***