

## Imperial Valley College Course Syllabus

**Basic Course Information**

Semester:	Winter 2018	Instructor Name:	Judy Cormier
Course Title & #:	English 201	Email:	judy.cormier@imperial.edu
CRNs #:	15028	Website:	Cormier, Judy
Classrooms:	2726	Office #:	2797
Class Dates:	Jan. 2- Feb. 2, 2018	Office Hours:	None in Winter
Class Days:	M-F	Office Phone #:	(760) 355-5709
Class Times:	12:30-2:40	Emergency Contact:	Use email
Units:	3		

**Course Description**

Emphasizes critical thinking in reading and writing beyond that achieved in ENGL 110 or ENGL 101. Written argumentation will focus on deduction and induction, an understanding of the fallacies of language and thought, the application of valid evidence, and refutation. (CSU, UC)

Before starting this class, it is expected that students will have a good mastery of sentence skills and punctuation. These subjects are dealt with extensively in English 08, 09, 10, 51 and 59. If you have serious problems with fragments, run-on sentences, comma splices, ESL errors, etc., you need to acquire these basic skills *before* starting English 201. However, if you need help with any specific sentence problems, I will be happy to work with you individually.

**Course prerequisite(s) and/or Corequisite(s)**

**Prerequisite:** ENGL 110 or ENGL 101 with a grade of "C" or better.

**Student Learning Outcomes**

Upon course completion, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to:

- Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness. (ILO1, ILO2)

- Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies. (ILO1, ILO2, ILO3)
- Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

## Course Objectives

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

1. Student will identify the structure of arguments, including the assertions/claims and the proof/support.
2. Student will analyze arguments critically, evaluating multiple arguments for validity and soundness, distinguishing fact from judgment and knowledge from opinion, and differentiating relevant from irrelevant support.
3. Student will analyze and construct both deductive and inductive arguments.
4. Student will write argumentative prose that defines, that analyzes casual relationships, that advocates solutions, that evaluates judgments, and that refutes other arguments.
5. Student will identify formal and informal fallacies in language and thought.
6. Student will recognize and apply the effects of denotation and connotation; emotive language; and various figures of speech, especially metaphor, within argumentative prose.
7. Student will revise written drafts and edit appropriately for an academic audience, observing conventions of coherence, unity, purpose, grammar, mechanics, and documentation.
8. Students will write essays and research papers, mostly argumentative and analytical, composing a total of at least 6,000 words of formal writing.

## Textbooks and Other Resources or Links

Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions* 11th. ed  
Bedford/St Martin's, 2017. ISBN: 978-1-319-07588-0.

**This book is required, so bring it to every class meeting. We will be using it extensively.**

There will be some copying expenses.

## Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement. (However, since summer and winter classes are on a condensed schedule, more hours of homework would be needed.)

## Course Grading Based on Course Objectives

### Homework and Late Work:

- ❖ **Essays require class conferencing and peer-editing credit. I do not score papers submitted without peer-editing credit. Bring two copies of typed papers.**
- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it will lose points (up to ½ grade.) Make-up work needs to be done in a timely manner. Make-up work is still considered late.
- I do not accept incomplete assignments.
- I usually do not accept late work during finals' week; however, I may make exceptions.
- Work that is unreasonably late may lose extra points (up to a full grade).
- I may add, change or eliminate assignments in the portfolio in order to better serve the needs of the class. **Changes may be made without advance notice.** Be careful not to miss any assignments. Late work loses points, and no late work will be accepted during finals week, except under special circumstances
- Please do *not* email late work to me. Hand it to me at the next class.
- **Keep all graded papers that are returned to you.** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is. I only keep unreturned tests and papers for a few months.
- Submit papers into Canvas and into the correct file on time.

### Essay Criteria and Scoring Rubric:

#### *Criteria for a high-quality ("A") paper*

#### ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement

or claim is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner.

#### DEVELOPMENT:

Internal points are fully developed and multiple specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

#### CRITICAL THINKING:

This paper avoids logical fallacies. It shows the student's ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if necessary. Good quality and helpful examples are used. This paper distinguishes between effective and ineffective research quotations and paraphrasing. The conclusion shows good critical thinking skills concerning the subject and avoids summary. Paper shows an understanding of the appropriate argumentative model. Paper avoids clichés like the plague.

#### RESEARCH:

This paper follows **MLA 8** format precisely. The works cited page is done correctly. Internal citations match the works cited page. The student demonstrates the ability to evaluate sources by using only good quality and responsible sources in the paper. The paper goes beyond obvious information and shows sound, thorough research. The student can defend his or her sources' credentials. Both quotations and paraphrasing are used in the paper, and both are cited correctly. The paper uses a variety of signal phrases and is clear about what information came from a source and what came from the student. There is no plagiarism in this paper.

#### MECHANICS AND LANGUAGE:

As this is a post-English 110 class, it is expected that the paper will show an excellent command of grammar, spelling and punctuation. There should be few or no grammar or punctuation errors in this paper. No ESL errors will be found in this paper. Paper shows appropriate tone. Fluency is demonstrated by the appropriate use of transitional words and phrases. Paper is well-edited for typos and other typing errors.

The paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.

**The following is meant to help clarify what the scores mean. However, papers are evaluated on overall quality, which includes the subjects mentioned above. Any paper that shows**

**shaky basic writing skills will receive a low score, so edit grammar and punctuation carefully.**

### **Scoring Rubric:**

#### **5.8-6.0 (“A+”) Excellent**

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

#### **5.0-5.7 (“A”) Very good**

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

#### **4.0-4.9 (“B”) Commendable**

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

#### **3.2-3.9 (“C”) Acceptable**

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic grammar and punctuation skills are okay but still show occasional errors. The paper might be a little short or the points may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

#### **2.9-3.1 (“D+/C-”) Borderline**

This paper is on the edge and not really acceptable. It is written at an English 09 level. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent grammar and punctuation errors. Lack of effort, lack of preparation, or lack of editing may be showing.

#### **2.0-2.8 (“D”) Not acceptable : Below minimum standards**

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the readings. The paper might not follow proper MLA protocol.

#### **1.0-1.9 (“F”) Very poor**

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

#### **0 (“F”) Missing or not accepted for scoring**

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism. Paper was not submitted into the Canvas properly, if required. Peer-editing materials may be missing or incomplete.

## Assignments

This is a tentative portfolio. I may add, change or eliminate topics or assignments in order to serve the needs of the class. Changes may be made without advance notice. Be careful not to miss any assignments. Late work loses points, and late work may or may not be accepted during finals week at my discretion.

**Grading:** Assignments are scored on a 6 point scale and averaged to find the final score.

6.0-5.0=A    4.9-4.0=B    3.9-3.0=C    2.9-2.0=D    1.9-1.0=F

0=Missing, incomplete or unacceptable. Canvas submission for papers is missing

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### Assignments

- ❖ **Essays require class conferencing and peer-editing credit. I do not score papers submitted without peer-editing credit. Bring two copies of typed papers on editing days.**

Four essays 80%

Readings portfolio and group participation /attendance 20%

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In a student-centered discussion forum, preparation and participation are *very* important in order for the class to function properly. This is directly connected to the readings portfolio because much of the portfolio prep work will be done in group discussions. In order to get the full 20% you should

- Come *on time* to class and stay until the groups are dismissed
- Try not to exceed more than one absence for Winter and watch out for accumulating tardies. If you are not here, you cannot be participating and doing the group work (for obvious reasons).
- Engage in active and serious participation in the group discussion
  - Did you do the readings in advance so that you have had time to understand the material and can contribute intelligently to the group discussion?
  - Do you have notes on the material?
  - Do you have your book and note paper?

Your engagement with the class is both expected and valued.

## Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an "F" in the class.
- Come on time and stay until the class is dismissed. Don't forget to sign the roll sheet. If you forget, you will be marked absent. Don't let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.
- **Reminder: Excessive absences (more than one for Winter) will negatively affect your participation score. Multiple tardies will also be factored into this participation score.**

## Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. No soda cups with straws and no coffee cups. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).

- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- Try to be on time to class. Straggling in late (especially on a regular basis) is rude and distracting.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- In an *English* class all group discussions are conducted in English.
- Avoid vulgar or “street” language during discussions. Don’t assume *everyone* in your group uses that kind of language or approves of it. In other words, let’s show some *class* in this class! 😊

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

**Do your own reading summaries. Don’t merely copy from your team mates.**



## Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### *Resources:*

- The skeleton lecture notes can be found on my website and on Canvas. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.
- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics:  
<http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or [ww.roanestate.edu/owl](http://ww.roanestate.edu/owl)
- To access my website go to the IVC home page. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.
- To submit a paper into Canvas VeriCite: Go to our class Canvas site. Click on Assignments. Click on appropriate assignment. Click on submit assignment. Browse, find and open document. Click on “I certify that I have read . . .” Submit.
- CANVAS LMS. Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: **877-893-9853**.

**I do not recommend using GoogleDocs. It usually causes formatting problems. I suggest using Word.**

## Disabled Student Program and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

## Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

## Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760-355-5736 or 760-355-5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing

homelessness as defined by the McKinney-Vento Act. Contact: 760-355-5736  
Building 100.

## Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

## Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

## Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

## Anticipated Course Schedule / Calendar

I may add, change or eliminate topics or assignments in order to serve the needs of the class.

**Changes may be made without advance notice.**

Pages reference Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions* 11th. ed, Bedford/St Martin's, 2017.

*Assigned book chapters need to be outlined and placed in the portfolio, unless directed otherwise. Some of this work will be done in class, but the materials need to be typed before they are placed in the portfolio. If we run out of time to do a chapter in class, do it at home. Chapter outlines do not include any essays or articles that might be inside the chapter.*

*Assigned readings need to be summarized, evaluated and placed in the portfolio. (One page each.) Again, some of this work can be done in class groups, but the summary/evaluations need to be typed at home. Any readings that the group does not get around to discussing can be done at home.*

## January

Tu 2

DUE: **Survey**

TOPICS: Introduction to class. Survey

How to do detailed formal outlines

Writing summary/evaluations

Putting the readings portfolio together

Conferences

HW: Read *Working with Language* on Canvas

(Spend time on this. You will be using this background.)

- Establishing style, tone and voice
- Common rhetorical devices, descriptive language and figures of speech
- Using modifiers for description and clarity
- *Ethos, pathos* and *logos*

Print out handout package and bring it to class

Make at least 10 copies of the peer-editing conferencing chart in the handout package

Keep these copies in your folder

W 3

DUE: -----

TOPICS: Explanation of guide questions

Hallmarks of informality

HW: Read pp.47-56 on summarizing and paraphrasing

Th 4

DUE: -----

TOPICS: Finish hallmarks of informality  
Writing effective essay introductions

HW: Read Chapter 1 (“Critical Thinking”) pp. 3-30

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F 5

DUE: -----

TOPICS: Writing effective essay conclusions  
What is an argument?

HW: Read Chapter 9 (“A Logician’s View: Deduction, Inductions, Fallacies”) pp. 335-372

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M 8

DUE: -----

TOPICS: **Instructions for essay #1 (Evaluative essay)**  
Effectively developing points for point-centered college papers  
Introduction to argumentative vocabulary: Stasis theory, claims, theses and warrants

HW: Work on essay #1

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Tu 9

DUE: -----

TOPICS: Writing effective thesis statements and argument claims


HW: Work on essay #1  
Read Chapter 3 (“Critical Reading: Getting Deeper into Arguments” deduction, induction, definition) pp. 80-138

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W 10

DUE: -----

TOPICS: Inferential reasoning (pp. 346-347)  
Logical fallacies. (Exercise pp. 363-365)

HW: Work on essay #1  *Bring **two** copies of your typed essay for editing next class*  
Papers that do not have peer-editing credit will not be scored

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Th 11

DUE: **Essay #1 due for conferencing**

TOPICS: Conferencing and peer-editing of essay #1  
Group discussion and outlining of Chapter 3

HW: Final draft essay #1  
Read Chapter 8 (“A Philosopher’s View: The Toulmin Model”) pp. 325-334

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F 12

**DUE: Essay #1 final draft**

TOPICS: Definition vs description

Inductive reasoning and refutation

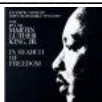
The Toulmin model of argument

**Instructions for essay #2** (Toulmin inductive definition essay)

HW: Work on essay #2

Read Chapter 6 (“Developing an Argument of Your Own”) pp. 221-267

Read “Just Take Away Their Guns” pp. 126-129



M 15 Martin Luther King Jr. Holiday

Tu 16

DUE: -----

TOPICS: Kinds of evidence

Group discussion and outlining of Chapters 6 & 8

Group discussion, summarizing and evaluating reading. Oral presentations

HW: Work on essay #2  *Bring two copies of typed essay next class*

Read “Military Women in Combat: Why Making it Official Matters” pp. 31-33

“Protecting Freedom of Expression on the Campus” pp. 75-77

“Being Green at Ben and Jerry’s” pp. 111-115

W 17

**DUE: Essay #2 due for conferencing**

TOPICS: Conferencing and peer-editing of essay #2

Group discussion, summarizing and evaluating readings. Oral presentations

HW: Final draft essay #2

Read Chapter 10 (“A Psychologist’s View: Rogerian Argument”) pp. 373-383

Read “Debate on Student Loan Debt Doesn’t Go Far Enough” pp. 422-424

“Forgive Student Loans? Worst Idea Ever” pp. 425-426

“Is Forgiving Student Loan Debt a Good Idea?” pp. 129-131

Th 18

DUE: -----

TOPICS: Group discussion, summarizing and evaluating readings. Oral presentations

Group discussion and outlining of Chapter 10. Oral presentations

HW: Final draft essay #2

Read “Executions Should be Televised” pp. 62-63

“The Victim Will Not Get Equal Time” (article in handout package)

“A First Amendment Junkie” pp. 57-61

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F 19

DUE: **Essay #2 final draft**

TOPICS: **Instructions for essay #3** (Rogerian deductive causal analysis essay)

Group discussion, summarizing and evaluating readings. Oral presentations

HW: Work on essay #3

Read “Are We Slaves to Our Online Selves?” pp. 530-532

“Cyberslacking in Shanghai: What My Students Taught Me” pp. 430-434

“How Social Media is Having a Positive Impact on Our Culture” pp. 554-556

“Why Asking for a Job Applicant’s Facebook Password is Fair Game” pp. 132-134

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M 22

DUE: -----

TOPICS: Group discussion, summarizing and evaluating readings. Oral presentations

HW: Work on essay #3

Read Chapter 5 (“Writing an Analysis of an Argument”) pp. 181-187

Read “Communication: Its Blocking and Its Facilitation” pp. 375-380

“The One-Sided Culture War against Children” pp. 444-448

“Breaking Bad: America has used Walter White Logic Since 9/11” pp. 603-608

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Tu 23

DUE: -----

TOPICS: Group discussion and outlining of Chapter 5

Group discussion, summarizing and evaluating readings. Oral presentations

HW: Work on essay #3  *Bring two copies of typed essay next class*

Read “We Have No ‘Right to Happiness’” pp. 747-751

“In Pursuit of Unhappiness” pp. 737-739

“Does Fatherhood Make You Happy?” pp. 731-732

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W 24

DUE: **Essay #3 due for conferencing**

TOPICS: Conferencing and peer-editing of essay #3

Group discussion, summarizing and evaluating readings. Oral presentations

HW: Work on essay #3

Read “A College Education: What is Its Purpose?” pp. 463-467

“We Don’t Need More Humanities Majors” pp. 469-471

“We Need More Humanities Majors” pp. 471-474

“No, It Doesn’t Matter What You Majored In” pp. 467-469

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Th 25

DUE: -----

TOPICS: Group discussion, summarizing and evaluating of readings. Oral presentations

HW: Final draft essay #3

Review Chapter 7 (“Using Sources”) pp. 261-308

***You do not have to outline chapter 7, but review any areas of research paper writing that you are weak in, especially MLA 8.***

F 26

DUE: **Essay #3 final draft**

TOPICS: **Instructions for essay #4** (argument of fact problem/solution research essay)  
(5 pages + works cited)

Formatting MLA 8 research papers review. Avoiding plagiarism

HW: Work on essay #4

Read “The Cradle to Prison Pipeline” pp. 587-590

“Race and Policing: An Agenda for Action” 504-516

“Bring Back Flogging” pp. 196-198

“On Racist Speech” pp. 71-74

M 29

DUE: -----

TOPICS: Group discussion, summarizing and evaluating of readings. Oral presentations

HW: Work on essay #4

Read “Is Facebook Making Us Lonely?” pp. 545-555

“I Know What You Think of Me” pp. 536-538

“Eat, Pray, Post” pp. 533-535

“The Flight from Conversation” pp. 135-138

Tu 30

DUE: -----

TOPICS: Group discussion, summarizing and evaluating of readings. Oral presentations

HW: Work on essay #4

 ***Bring two copies of typed essay and the articles you used to next class. Bring works cited page!***

W 31

DUE: **Essay #4 (including works cited) and articles due for conferencing**

TOPICS: Conferencing and peer-editing of essay #4. Walk-through class editing.

HW: Work on essay #4

Read “Why I Teach Plato to Plumbers” pp. 474-477

“The Education-Technology Revolution Is Coming” pp. 427-429

“Should Government Tax Unhealthy Food and Drinks?” pp. 524-525

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**February**

Th 1

DUE: -----

TOPICS: Group discussion, summarizing and evaluating of readings. Oral presentations

HW: Final draft essay #4 (5 pages + works cited)

★ *Finish typing up portfolio and put it (3-hole-punched and organized) in a folder.*

Read Chapter 11 (“A Literary Critic’s View: Arguing about Literature”) pp. 384-408

*You do not have to outline chapter 11*

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F 2DUE: **Essay #4. Portfolio**

TOPICS: How to work with literature. “To His Coy Mistress” (pp. 397-399)

Last day!



Have a great break!