

Basic Course Information

Semester:	Spring 2019	Instructor Name:	Scott Simpson
Course Title & #:	Basic Composition II	Email:	scott.simpson@imperial.edu
CRN #:	20226		
Classroom:	3600	Office # & hours:	• Rm 2794 7 - 8 AM
Class Dates:	Feb 11 to April 3		
Class Days:	M & W	Office Phone #:	760 355-6164
Class Times:	8 AM - 12:30 PM	Emergency Contact:	English Department secretary
Units:	4		

Course Description

Preparation for ENGL 110. The course seeks to facilitate the student's mastery of the short essay at the college level. The course follows in sequence from ENGL 008 (ENGL 098). (Nontransferable, nondegree applicable)

Course Prerequisite(s) and/or Corequisite(s)

ENGL 008 with a grade of "C" or better or appropriate placement.

Student Learning Outcomes

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

1. Develop an essay that contains a thesis statement, provides adequate support, and employs a clear organizational structure. (ILO1, ILO2, ILO4)
2. Develop an essay that avoids sentence-level and grammatical errors. (ILO1, ILO2, ILO3, ILO4)
3. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)
4. Demonstrate an ability to comprehend and interpret college-level texts, including arguments, without relying on outside sources for assistance. (ILO1, ILO2, ILO4, ILO5)

Course Objectives

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

1. Write multiple essays—including one mini-research paper and the final exam—that, together, add up to 4,000 words of formal writing
2. Demonstrate an understanding of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose multi-paragraph essays that respond to essay prompts with clear thesis statements or topic sentences
4. Compose multi-paragraph essays that use correctly formed sentences with few to no sentence-level or

grammar errors

5. Compose multi-paragraph essays with clear organizational structure and adequate support
6. Develop essays that minimize grammatical or usage errors in verbs, word choice, word order, punctuation, and ESL interference
7. Compose multi-paragraph essays utilizing various rhetorical modes, such as comparison/contrast, definition, cause/effect, and argumentation
8. Demonstrate an ability to write for an academic audience and to adapt writing strategies for the requirements of the writing situation (particularly in-class writing)
9. Utilize research strategies, such as advanced search engines and electronic databases, to identify and evaluate resources for a mini research paper
10. Synthesize information from multiple sources to produce a mini research paper that is formatted and documented according to MLA guidelines
11. Demonstrate an understanding of the rules regarding plagiarism and academic ethics
12. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
13. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
14. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

Textbooks & Other Resources or Links

1) Writing Matters 2nd edition by Peter Beidler (**ISBN-10:** 1603811745; **ISBN-13:** 978-1603811743) available electronically for immediate purchase (Kindle edition: https://www.amazon.com/Writing-Matters-Peter-G-Beidler-ebook/dp/B00D8IPVU0/ref=mt_kindle?_encoding=UTF8&me=) for \$6.95 Get this immediately as we will be using it Week One.

2) The National Football League and Brain Injuries by Richard G. Hamermesh and Matthew Preble only available for purchase online at

<https://hbr.org/product/the-national-football-league-and-brain-injuries/815071-PDF-ENG>

The National Football League and Brain Injuries case study will be needed for our third essay.

Course Requirements and Instructional Methods

Over the course of this term, students will read, examine, analyze, and evaluate readings, video lectures and a 20-page case study. Students will participate in online discussion threads. Students will learn basic college composition skills, focusing on writing essays, leading to a mini-research paper.

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.

Course Grading Based on Course Objectives

Major Writing Assignments

1. Brainology paragraph (Dweck) 5%
2. Definition Mode Essay (Dweck/Zimbardo) 10%
3. Compare/Contrast Essay (Carl Jung/American Dream) 15%
4. Argument Essay (NFL & Brain Injuries) 15%
- *5. Final exam (essay written in class) 20%
6. Mini-Research paper (cause/effect mode/Mass Delusions) 20%
7. Other Assignments: Essay Outlines • Sentence Writing Exercises • Quiz • Online Discussions (15% total)

* The final exam is basically graded on a pass/fail basis, and there are three possible grades: Fail: 0% Pass: 75% High Pass: 100%

Note: If the Mini-Research paper is not handed in, there will be no opportunity to pass the course. Period. This is not an optional assignment, regardless of the number of points you will have accumulated.

No Mini-Research paper = no pass !

* The final exam is basically graded on a pass/fail basis, and there are three possible grades:
Fail: 0% Pass: 75% High Pass: 100%

- *Note that plagiarism results in a zero for any assignment and could lead to discipline by the college which could not only dismissal from the class but also permanent expulsion from IVC.*
- *Also note that the instructor reserves the right to assign a grade of zero to any assignments if the quality of writing throughout the semester is not similar to the quality of writing shown in the final exam.*

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 on a timely basis 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.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

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. 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](#). Unauthorized cellphone use in class is an example of disruptive behavior, as is being rude and argumentative to the point that learning in the classroom is being affected.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

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.

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.

- **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.
- **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.

Disabled Student Programs and Services (DSPS)

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 provide 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.

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.

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 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 Class Schedule/Calendar

ENGL 09 Basic Composition II

NOTE: Our weekly schedule typically starts on Mondays and ends on the following Sunday.

Week 1 (Module 1 of 8): Welcome/Introduction/Dweck's *Brainology*/Writing Matters (major writing assignments are underlined)

<p>Week 1 Overview: You will be introduced to the course and IVC policies and procedures. You will read a much-discussed article entitled "Brainology," write a paragraph on it and discuss it in an online discussion. You will read some short chapters in our <i>Writing Matters</i> textbook and discuss them in an online discussion.</p>			
Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> • Read: Week 1 schedule (this!) • Read: WELCOME to ENGL 09 & Course Overview • Read: ENGL 09 syllabus • Read: <i>Brainology</i>/Dweck article • Write: Answers to Brainology questions & discuss 		<ul style="list-style-type: none"> • Read: <u>Brainology Paragraph Assignment Details</u> • Read: <i>Writing Matters</i> (textbook) Chapters 1 - 3 • Watch: Interview with Carol Dweck at Google 	<ul style="list-style-type: none"> • DB1a: Response to Dweck's <i>Brainology</i> article -- initial post due by 11 PM • DB2a: Share (A) Your Writing Challenges -- initial post due by 11 PM
	Friday	Saturday	Sunday
		<ul style="list-style-type: none"> • DB1b: Response to Dweck's <i>Brainology</i> article -- two response posts due by 11 PM • DB2b: Two response posts due by 11 PM 	<ul style="list-style-type: none"> • Brainology paragraph assignment is due Monday at beginning of class and must be submitted electronically via Canvas link by 5 PM also on Monday

**DB = Discussion Board (DB1 = Discussion Board assignment one, etc.
 "a" = initial post; "b" = two response posts)**

ENGL 09 Basic Composition II

Week 2 (Module 2/8) Elements of College Essays/Dr. Zimbardo's Time Perspective Inventory/ The Definition Essay (major writing assignments are underlined)

<p>Week 2 Overview: You will be introduced to the elements of a college essay. You will build background knowledge on Dr. Zimbardo's Time Perspective Inventory and write an essay that applies your knowledge of the topic to yourself. You will discuss your time profile in an online discussion. You will also read some short chapters in our <i>Writing Matters</i> textbook and discuss them in an online discussion.</p>			
<p>*Monday (if it's a holiday, work is due the next class meeting)</p>	<p>Tuesday</p>	<p>Wednesday</p>	<p>Thursday</p>
<p>• Brainology paragraph assignment is due today at beginning of class and must be submitted electronically via Canvas link by 5 PM also on Monday</p> <p>• Read: Elements of an Essay</p> <p>• Read: The Definition Mode Essay • Jacumba Hot Springs</p> <p>• Complete: Exercises 1 & 2 • Connecting Simple Sentences with Coordinating Conjunctions</p> <p>• Complete: Link to Time Perspective Inventory (a survey on the web) • Keep your scores</p>	<p>• Watch: Zimbardo lecture "The Secret Powers of Time"</p> <p>• Read: Zimbardo Time Perspective Score Explanation</p> <p>• Watch: How to Select Parts of Your Time Profile for Your Essay</p> <p>• Complete: Exercise 1 • Combining Sentences with Subordinating Conjunctions</p> <p>• DB3a: Share Your Time Perspective Inventory Results & Concrete Detail -- initial post due by 11 PM</p>	<p>• Read: Writing Matters chapter 5, 10, 13, 24 & 25</p> <p>• Read: Essay 1 Assignment Details (Definition Mode / Zimbardo)</p> <p>• Review: Exercise 1 • Combining Sentences with Subordinating Conjunctions</p> <p>• Complete: Exercise 2 • Sentence Writing in Essay Context</p> <p>• Write: Outline of your essay (I - V) • Just five sentences</p>	<p>• Read: Definition Essay Grading Rubric</p> <p>• DB3b: Share Your Time Perspective Inventory Results... two response posts due by 11 PM</p> <p>• DB4a: Share Your Personal Writing Process -- initial post due by 11 PM</p> <p style="color: red;">• Make Progress on your essay</p>
	<p>Friday</p>	<p>Saturday</p>	<p>Sunday</p>
	<p style="color: red;">• Make Progress on your essay</p>	<p>• DB4b: Your Personal Writing Process -- Two response posts due by 11 PM</p> <p style="color: red;">• Make Progress on your essay</p>	<p>• Finish Writing & Submit: <u>Definition Essay (Zimbardo)</u> by 11 PM</p>

DB = Discussion Board (DB1 = Discussion Board assignment one, etc. "a" = initial post; "b" = two response posts)

Week 3 (Module 3/8): Submit Definition Essay (Zimbardo) • Preparation for Contrast Mode Essay • American Dream Topic

Week 3 Overview: You will hand in the Definition Essay (Zimbardo). You will read about a variety of college writing issues in our textbook. You will build background knowledge of <i>potential drawbacks of the American Dream</i> (the theme of our 2nd essay) from the perspectives of 1st hand accounts via a documentary and Yale economist Robert Shiller, and share insights via discussions.		
Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Submit: Definition Essay (Zimbardo) -- printed out at beginning of class <u>and</u> also submitted electronically via Canvas course link by 5PM • Watch: Video "The End of the American Dream" • Read: <i>The Transformation of the American Dream</i> • Read: <i>Writing Matters</i> (textbook) Chapters 4, 6, 11 & 12 		<ul style="list-style-type: none"> • Read: Conjunctive Adverbs • very academic in tone • Read: Run On Sentences & Comma Splices
Thursday	Friday	Saturday
<ul style="list-style-type: none"> • DB5a: Connecting Concepts: Documentary & Essay on the American Dream • Initial post due by 11 PM 		<ul style="list-style-type: none"> • DB5b: Two response posts due by 11 PM

Week 4 (Module 4/8): Further Preparation for Contrast Mode Essay • American Dream Topic

<p>Week 4 Overview: You will read about a variety of college writing issues in our textbook. You will gain background knowledge of <i>potential drawbacks of the American dream</i> (the theme of our 2nd essay) from the perspective of world renowned psychologist Carl Jung, make connections to last week's concepts, and share insights via discussions. You will write complex sentences on the essay topic. You will outline the American Dream/Contrast essay.</p>		
Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Watch: Short Carl Jung videos • Read: Carl Jung interview "Americans Must Say No" & Answer the questions • Read: Example: The Compare-Contrast Essay • Read: American Dream-Contrast Essay Details • Read: Grading Rubric for American Dream Contrast Essay • Read: <i>Writing Matters</i> (textbook) Chapters 4, 6, 11 & 12 	<ul style="list-style-type: none"> • Make Progress on your essay 	<ul style="list-style-type: none"> • Write: Conjunctive Adverb exercise 2 • Read: Carl Jung <i>Americans Must Say No</i> -- Answers to Questions • Write: Outline for American Dream/Contrast Essay <li style="text-align: center;">• Make Progress on your essay
Thursday	Friday	Saturday
<ul style="list-style-type: none"> • DB6a: Connecting "Americans Must Say No" with "The End of the American Dream" documentary • Initial post due by 11 PM <li style="text-align: center;">• Make Progress on your essay 	<ul style="list-style-type: none"> • PURCHASE: The NFL & Brain Injuries by Hamermesh & Preble online -- see direct link to purchase on syllabus <li style="text-align: center;">• Make Progress on your essay 	<ul style="list-style-type: none"> • DB6b: Two response posts due by 11 PM • Work on American Dream/Contrast Essay-- Due Monday at beginning of class

Week 5 (Module 5/8): Submit American Dream/Contrast Essay/Preparation for Argument Essay: The NFL & Brain Injuries

<p>Week 5 Overview: You will build background information on the NFL & Brain Injuries topic in preparation for writing an argument/persuasive essay. You will share prior knowledge on the topic. You will practice recognition and repair of sentence fragments.</p>		
Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Submit: American Dream/ Contrast Essay -- printed out at beginning of class <u>and</u> also submitted electronically via Canvas course link by 5PM • Watch: Various short videos listed on the the document The NFL & Brain Injuries Web Mini-Documentary Links • Read: <i>The NFL & Brain Injuries case study</i> by Hamermesh & Preble • Read: <i>Writing Matters</i> (textbook) Chapters 18, 19 & 20 		<ul style="list-style-type: none"> • Read: <i>Argument Essay Two Topic Choices</i> • Read: <i>Sentence Fragments for ENGL 09</i> • Listen or Read: Transcript NFL & Brain Injuries with Hamermesh
Thursday	Friday	Saturday
<ul style="list-style-type: none"> • DB7a: Prior Knowledge/New Knowledge & Argument Essay Thesis Statements on the NFL & Brain Injury Topics • Initial post due by 11 PM • DB8a: Find & Summarize an Interesting Article on the NFL & Brain Injury Topic • Initial post due by 11 PM 		<ul style="list-style-type: none"> • DB7b: Two response posts due by 11 PM • DB8b: Two response posts due by 11 PM

Week 6 (Module 6/8): Further Preparation for NFL & Brain Injury Argument Essay

<p>Week 6 Overview: You will read about a variety of college writing issues in our textbook. You will gain further background knowledge of the NFL & Brain Injuries topic. You will write complex sentences on the essay topic. You will outline the NFL & Brain Injuries Argument essay</p>		
Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Read: Argument Essay • Bringing in a Viewpoint That Contradicts Yours & More Assignment Details • Read: Grading rubric for NFL & Brain Injuries argument essay • Read: <i>Writing Matters</i> (textbook) Chapters 15, 16, 21 & 22 		<ul style="list-style-type: none"> • Write: Sentences with Conjunctive Adverbs & Subordinating Conjunctions on essay topic • Write: Outline of NFL & Brain Injuries essay
Thursday	Friday	Saturday
<ul style="list-style-type: none"> • Make Progress on your essay 	<ul style="list-style-type: none"> • Make Progress on your essay 	<ul style="list-style-type: none"> • Make Progress on your essay

Week 7 (Module 7/8): Preparation for the Mini-Research Paper • Significant Historical and Contemporary Mass Delusions

Week 7 Overview: You will submit the NFL & Brain Injuries essay. You will build background knowledge on the topic of mass delusions. You will access the academic databases in order to conduct scholarly research for a short paper.		
Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Submit: The NFL & Brain Injuries Argument Essay -- printed out at beginning of class <u>and</u> also submitted electronically via Canvas course link by 5PM • Read: <i>Mini-Research Paper topic</i> • Read: <i>Suggested Mini-Research Paper Structure</i> • Watch: Three Videos-- Build Background Knowledge on Mass Delusions • Read: <i>How to Incorporate Research into Your Essay</i> • Read: <i>Writing Matters</i> (textbook) Chapter 23 & skim through section "Editing Matters, pp. 166 - 211 		<ul style="list-style-type: none"> • Watch: How to Search the Academic Databases and Information on Mini-Research Paper topic • Read: Accessing the Academic Databases • Read: MLA Citations & Citing Sources • Read: <i>How to Avoid Plagiarism</i> • Read: <i>Works Cited Page example</i> • Read: Grading Rubric-- Mini-Research Paper • Read & Watch: Media Manipulation of the Masses (links to a few short videos)
Thursday	Friday	Saturday
<ul style="list-style-type: none"> • DB9a: Discussion-- Historical Mass Delusion & Contemporary Mass Delusion • Initial post due by 11 PM 		<ul style="list-style-type: none"> • DB9b: Two response posts due by 11 PM

Week 8 (Module 8/8): Final Exam • Continued Preparation for the Mini-Research Paper • Significant Historical and Contemporary Mass Delusions

Week 8 Overview: You will take the final exam in class. You will complete the Mini-Research paper and assess the course.		
Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • FINAL EXAM (write an essay • topic given when you arrive) • Read: <i>Writing Matters</i> (textbook) Chapter 26 (It's a nice end to the book and our course!) • Write: <i>Sentences on Mini-Research Paper topic with Subordinating Conjunctions & Conjunctive Adverbs</i> <p style="text-align: center;">• Make Progress on your Mini-Research Paper</p>	<p>• Make Progress on your Mini-Research Paper</p>	<p style="text-align: center;">• <u>Your Mini-Research Paper</u></p> <p style="text-align: center;"><u>Is Due Today at the Beginning of Class</u></p> <p style="text-align: center;"><u>and Also via Canvas Link by 5 PM Today!!!</u></p> <p>• <u>Complete Course Evaluation on Canvas</u> (see <u>Week 8 Link</u>)</p>
Thursday	Friday	Saturday
(course is over)	(course is over)	(course is over)

Tentative, subject to change without prior notice