

IMPERIAL VALLEY COLLEGE, SUMMER 2020
ENGLISH 09 -- BASIC ENGLISH COMPOSITION II

Basic Course Information

Semester:	Summer 2020	Instructor Name:	Scott Simpson
Course Title & #:	Basic Composition II	Email:	scott . simpson @ imperial . edu
CRN #:	30144		
Classroom:	online	Office #:	2794
Class Dates:	June 22 to July 30 (6 weeks)	Office Hours	No summer office hours
Class Days:	online	Office Phone #:	760 355-6164 (best way to reach me is via email)
Class Times:	online	Emergency Contact:	English Department secretary
Units:	4		

Please note: This class is 100% online. There are no meeting dates.

We have a weekly schedule, and students do the assignments. Nothing is in real time because everyone has different schedules (work, other classes, other life commitments).

Log in to Canvas and complete the course by completing the activities/assignments found in the Weekly Activity schedule, which shows a view of a weekly calendar.

If you have problems with Canvas, call Canvas 24/7 at (855) 712-9777. Provide your name, name of college, and the course name/CRN.

Course Website: Login in via **Canvas** through the Student menu at www.imperial.edu or more directly here: <https://imperial.instructure.com/login/canvas>

Note: You need to log in by Friday at noon on June 26rd or you will be dropped. Furthermore, any student who does not complete the first mandatory activity of an online class on a timely basis will be dropped. After the first week, students are dropped if they do not complete any assignments over a 2-week period or miss two consecutive essays by their due dates. Do not enroll in an online course if you cannot keep track of assignments, or if you need someone in a classroom to remind you constantly to do assignments. If that describes you, stop reading this and drop the course now so

someone else can take it. However, if you are a self-starter and are self-motivated, wow-- online learning can work WELL for you!

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, ILO3, ILO4)

Course Objectives

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

1. Write multiple essays—including one mini-research paper and the common final—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 or 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. Compose multi-paragraph essays utilizing various rhetorical modes, such as comparison/contrast, definition, cause/

- effect, and argumentation;
7. 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);
 8. Utilize research strategies, such as advanced search engines and electronic databases, to identify and evaluate resources for a mini-research paper;
 9. Synthesize information from multiple sources to produce a mini research paper that is formatted and documented according to MLA guidelines;
 10. Demonstrate an understanding of the rules regarding plagiarism and academic ethics;
 11. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts;
 12. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone;
 13. Analyze the organization and other strategies an author uses to make and support a claim, including the use of fallacies, and
 14. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other text

Textbooks & Other Resources or Links

Required Books/Materials:

- 1) Writing Matters 2nd Edition, 2013, by Peter Beidler available electronically (Kindle version at Amazon) for \$6.95.

https://www.amazon.com/Writing-Matters-Peter-G-Beidler-ebook/dp/B00D8IPVU0/ref=mt_kindle?_encoding=UTF8&me=

Also available new and used as a paperback book for around ten dollars. Get whatever version is best for you. Many of our discussion topics (for points) will be based on concepts in this book.

ISBN-10: 9781603811743 **ISBN-13:** 978-1603811743

- 2) The National Football League and Brain Injuries by Richard G. Hamermesh and Matthew Preble (Harvard Business School Case Study) 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, so there is no urgency to purchase it at the beginning of the semester.

Recommended Books/Materials:

- 1) Recommended book (not necessary to purchase, but it connects to the theme of the Mini-Research paper (mass delusions), and you can also get extra credit for reading it):

Title of Book: When Prophecy Fails

Authors: Leon Festinger, Riecken, Schacter

Paperback version ISBN: 9781578988525

Electronic version ISBN: 1982998032

This book has been in print since the 1950's. There are many printed editions with different cover designs, yet the text is the same. Buy any version you wish whether printed on paper or an electronic version, new or used. Buying this book is not required; you have an extra credit opportunity with reading this book, and again you can use it as research materials for the Mini-Research paper (last 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.

Since this is an online class and we do not meet in the classroom each week, **be prepared to spend about 12 hours each week on English 9 online.** You should plan on logging on to Canvas and working on this class every day. Try to complete at least one task every time you log on to this class.

Course Grading Based on Course Objectives

Major Writing Assignments

- | | |
|--|------------|
| 1. Mindsets essay (Dweck) | 100 points |
| 2. Argument Essay (NFL & Brain Injuries/Hamermesh & Preble) | 200 points |
| *3. Final exam (essay usually written in class, but not this term) | 200 points |
| 4. Mini-Research paper (cause/effect mode/Mass Delusions) | 300 points |

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 accumulated.
No Mini-Research paper = no pass ! Writing this paper best prepares you for ENGL 110.

* The final exam is in general graded on a pass/fail basis, and there are three possible grades:
Fail: 0 points Pass: 150 points (75%) High Pass: 200 points (100%)

Other Assignments

- | | |
|----------------------------|--------------------------------------|
| Sentence writing exercises | Seven exercises (247 points total) |
| Discussions | Eight discussions (246 points total) |
| Answer questions | One assignment (46 points) |
| Course evaluation | (12 points) |

Grading Scale

1216 - 1351 = A

1081 - 1215 = B

946 - 1080 = C

811 - 945 = D

0 - 810 = F

- **Deadlines and late work:** Check upcoming deadlines regularly. All deadlines are posted there. A **short** grace period of one day for discussion boards and up to two days for essays and some other assignments can be requested if I am contacted **in advance** of the due date with a reasonable explanation for the request. Expect any late work to be docked points. **Don't expect work completed more than two days late to be awarded any points at all.**

- Note that **plagiarism** results in a **zero** for any assignment and could lead to discipline by the college which could not only mean **dismissal** from the class but also **permanent expulsion** from IVC. A zero especially on a major assignment also usually makes it **impossible** to pass the course. Yes, it's easy to cut and paste text from the internet. You should be very aware that due to technology, detecting plagiarism is **even easier for us**. We don't have to even look. The system alerts us. If there is any plagiarism, I give you a 100% guarantee that this technology shall find it, whether it's from text on any page on the internet or another student's paper. **Of course** there are **NO** do-overs for a plagiarized assignment. Most students would never plagiarize. But those few who might will very easily be caught and will suffer consequences.

(Note: If you are retaking this course, avoid self-plagiarism; that is, you will need to within reason hand in a substantially different essay even though it may be on the same topic as before. Any essay that is substantially the same as the student's own previous work will be graded zero.)

- There are no "do-overs" for any reason on any assignment. Everyone gets **one shot** to complete each assignment.

- Also note that the instructor reserves the right to assign a grade of zero to any assignments if the quality of writing is not similar to the quality of writing shown in the final exam or other assignments.

Advice on Grades • Success in Class

They say common sense isn't so common anymore, so here it goes! Absolutely do your utmost to **COMPLETE every assignment**. **Hand in ALL the essays**. And complete ALL of the other assignments as (1) those assignments **prepare** you to succeed in the weightier assignments and (2) **all those little points** that may not seem so much at first **definitely add up to a lot of points** by the semester's end!

I hope you have the same experience I have had with online learning. I have taken about twelve online courses. I loved each and every one of them! Keep track of assignments and knock them out one by one!

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. For online courses, students who fail to complete required activities the first week and thereafter for two consecutive weeks may be considered to have excessive absences and may be dropped. **If you do not consistently complete assignments, you will be dropped.** If you have questions about any assignments, contact me; I am very happy to help!
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Communication Policy

The best way to contact me is via email or message via Canvas. (My direct email address is scott.simpson@imperial.edu.)

Expect a response within 24 hours. Both phone messages and email can be unreliable, so please use the messaging system on Canvas. You may also come to see me on campus during my on-campus office. Even though my office hours are posted above, I may be available additional hours. Write me to make an appointment. I also have office hours online via Skype.

You should have multiple internet browsers on your computer: Chrome, Firefox, Safari, etc. as some websites function best with a particular browser. If you have difficulties accessing all the functions for Canvas, try another browser which will probably work perfectly.

Learning Units

Because we don't meet in class, students need to read information rather than receive information through the traditional lecture. Every week usually on Sunday mornings a new week's Module/Learning Unit will open up for you, so you can start early on the week's work. Work consistently through each weekly Module.

Each Module begins with an overview/schedule that lists the unit objectives, learning outcomes, and what you will do to successfully complete the Module. You may print out these overviews/schedules, and check off the activities as you complete them.

Home view in Canvas • Some activities in the Module may be informational, and others will require you to complete a task or assignment. Deadlines are seen in Home view and can also be seen when clicking on

the assignment in Home view. Stay in Home view when looking for assignments to do. You will definitely get lost if you start clicking randomly on other menu items on the left side (in Canvas). You will likely find assignments that are not for our course unless you stay on Home view.

Mini-Research Paper

A 3-5 page research paper will be due at the end of the semester. It will require at least four sources from the IVC databases that must be documented according to the Modern Language Association (MLA) guidelines. Around Week 12, we will discuss this in depth.

Canvas

This class will use Canvas for Announcements, Gradebook, and Discussions. Students will be expected to check Canvas regularly. If I need to contact a student, I will use the message function on Canvas.

If you have never logged into Canvas before, here are instructions:

Canvas website: [Login Instructions for Students](#)

Students can login by going to www.imperial.edu and in the Student Menu selecting Canvas.

For your username, you will use the first part of your student email address (e.g. jdoe2)

For your password, you will use your WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If you do not know your IVC email address, these two locations can help you find out that information:

- <https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)
- <https://my.imperial.edu/student-email> (This does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes.)

Essay Response Time Policy

Students should expect a reasonable response time to essays of approximately two weeks from the time of submission. Essays are graded with great care and attention, and understand that I may receive as many as 120 essays at a time. **Read through returned essays and use the comments to improve upon**

subsequent essays. There isn't much sense in repeating the same types of errors over and over again.

That would show no improvement or readiness for the next class level. Most students have one or two issues with their writing. Whatever your issue is, I guarantee that I will identify your issues by name [weak thesis, run-on sentences, lack of academic type support (research) in body paragraphs, etc], so you can focus on those and IMPROVE for the next essay. Understand... believe... **know as a fact** that I want you to **improve** your college writing, **succeed** in this class, take higher level courses, **succeed** in them and **graduate!** (See you at graduation!) It does take a lot of time to read and comment on your work.

Submissions are read in the order they are received. All essays are automatically and electronically put

through a plagiarism checker that works like a champ. Essays that are excessively late (a week or more after the assignment due date) with no prior communication about it from the student can be expected to result in the essay not being accepted. Late essays, even a day late, enter at the deep bottom of the tall stack, so they may be returned *much* later than if they had been turned in on time.

Online Netiquette for Our Discussion Boards

- 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 unless you're in a system that automatically does it for you, (2) include a subject line unless one is already provided for you, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) any copied text should be **cited** (state where it came from), (7) be concise, (8) use appropriate language, (9) use appropriate intensifiers to help convey meaning [THINK before using 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 always 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. (Note: If you are retaking this course, avoid self-plagiarism; that is, you will need to within reason hand in a substantially different essay even though it may be on the same topic as before. Any essay that is substantially the same as the student's own previous work will be graded zero.)
- 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.

- Note that the instructor reserves the right to grade assignments handed in electronically as zeroes if the quality of writing is not similar to the quality of writing shown in the final exam.

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

Week 1: Course Introduction, Preparation for Writing Essay Applying Dr. Dweck's Mindsets Concepts to Yourself

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

Week 1 Overview: You will be introduced to the course, college policies and procedures. You will check your readiness for online learning success. You will read a much-discussed article entitled "Brainology," discuss it online, and apply the concepts to yourself in preparation for writing a college-level sourced essay. You will explore the science behind Dweck's Mindsets concept. You will read some short chapters in our *Writing Matters* (Beidler) textbook and discuss them in an online discussion. You will practice combining two complete sentences into one using coordinating conjunctions, learning comma usage along the way.

Objectives: By the end of this week, you will be able to:

- Assess your readiness for online learning; interpret the course syllabus; navigate the Canvas online learning environment;
- Understand the college's and instructor's add and drop policies, procedures and online learning requirements;
- Combine two complete sentences into one by using coordinating conjunctions with proper use of commas;
- Make worthy contributions to online college discussions; and show evidence of preparedness for writing the first essay.

Monday	Tuesday	Wednesday
<p>NOTE: Some activities show suggested completion dates while the ones with a due time are hard set due dates.</p> <ul style="list-style-type: none"> • Read: Week 1 schedule (this!) • Read: WELCOME to ENGL 09 & Course Overview syllabus & other introductory course materials/activities (online course readiness test, etc.-- see Canvas) 	<ul style="list-style-type: none"> • Read: <i>Writing Matters</i> (textbook by Peter Beidler, 2nd edition) Chapters 1 - 3 (This is on Canvas for you. Only these chapters will be available for free. Be sure to purchase the book very soon-- see syllabus for the book's ISBN.) • Discussion Board 1 (DB1a): Share Your Writing Challenges -- initial post due today by 11 PM (Note that each discussion board has an initial post and two response posts, and note that they have different due dates.) 	<ul style="list-style-type: none"> • Read: <i>Brainology</i>/Dweck article • Write: Your own answers to <i>Brainology</i> questions (Do not submit answers. • This creates a reference for yourself for writing the upcoming essay.) • Watch: The Science Behind Dweck's Mindsets Concept • Talk by Professor Laura Boyd • Key word: <i>Neuroplasticity</i> !
Thursday	Friday	Saturday
<ul style="list-style-type: none"> • Read: Answers to <i>Brainology</i> questions (check your own understanding) • Watch: Carol Dweck • The Growth Mindset • Talks at Google • Interview with Dr. Carol Dweck • Write: Answers to Carol Dweck at Google questions (Do not submit answers. • This creates a reference for yourself for writing the upcoming essay.) • DB1b: Share Your Writing Challenges -- two responses to any of your classmates post due by 11 PM (This is the 2nd part of Discussion 1) 	<ul style="list-style-type: none"> • Discussion Board 2 (DB2a): Your Mindset (Dweck) • your response to Dr. Dweck's <i>Brainology</i> article and her interview at Google -- initial post due today by 11 PM • Read: Connecting Simple Sentences with Coordinating Conjunctions • Write & Submit: Exercise 1 • Connecting Simple Sentences with Coordinating Conjunctions • Due by 11 PM 	<ul style="list-style-type: none"> • Read: "Mindsets" Essay Assignment Details (IMPORTANT!) • Watch: Requirements & Tips for Writing the First Essay
	Sunday	
	<ul style="list-style-type: none"> • DB2b: Your Mindset (Dweck) -- two response posts due today by 11 PM (This is the 2nd part of Discussion 2) • Write & Submit: Exercise 2 • Connecting Simple Sentences with Coordinating Conjunctions • Due by 11 PM 	

DB = Discussion Board

DB1 = Discussion Board assignment one, etc.
 "a" = one initial post; "b" = two response posts)
 • a & b have different due dates !

ENGL 09 Basic Composition II

Week 2: Further Preparation for Writing the First Essay, Paraphrasing, MLA Style & Submitting the Essay

(Note that major writing assignments are underlined)

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

Week 2 Overview: You will prepare further for writing the first essay by exploring concepts such as paraphrasing and writing an effective introduction. You will read some short chapters in our *Writing Matters* (Beidler) textbook that addresses how to write a thesis among other topics. You will read about the various elements of an essay. You will practice combining two complete sentences into one using subordinating conjunctions. You will practice citing a source using MLA style. You will write a college-level essay.

Objectives: By the end of this unit, you will be able to:

- Identify the structural elements of an essay;
- Utilize an effective strategy for writing an introductory paragraph for a college essay;
- Write an MLA style in-text and Works Cited citation;
- Combine two complete sentences into one by using coordinating conjunctions with the proper use of punctuation; and
- Write a college-level essay on Dweck's Mindsets concept, applying her ideas to yourself.

Monday	Tuesday	Wednesday
<p>NOTE: Some activities show <i>suggested</i> completion dates while the ones with a due time are <i>hard set due dates</i>.</p> <ul style="list-style-type: none"> • Read: Week 2 schedule (this!) • Re-Read: "Mindsets" Essay Assignment Details (We had this earlier.) • Read: "Mindsets" Essay Grading Rubric • Read: <i>Writing Matters</i> (textbook) Chapters 4, 5, 6, 7, 8, 9 & 10 (Ch 4 is about thesis statements) • Read: Elements of an Essay 	<ul style="list-style-type: none"> • Read: Strategies for Writing an Essay Introduction • Read &/or Watch: How to Successfully Paraphrase • Read: Connecting Sentences with Subordinating Conjunctions • Write & Submit: Exercise 1 • Combining Sentences with Subordinating Conjunctions • Due by 11 PM • Review the "MLA Center" section of Canvas (near the top) to see technically how to bring in sources of information into your essays. Use this information to cite Dweck (1. the article <i>Brainology</i> and 2. her interview at Google) and any other sources you may use in your essay like Dr. Boyd's lecture. 	<ul style="list-style-type: none"> • Discussion Board 3 (DB3a): "Paraphrasing <i>Brainology</i> & Using MLA Style to Cite an In-Text Source" -- initial post due today by 11 PM
Thursday	Friday	Saturday
<ul style="list-style-type: none"> • Write & Submit: Exercise 2 • Combining Sentences with Subordinating Conjunctions • Due by 11 PM 	<ul style="list-style-type: none"> • DB3b: "Paraphrasing <i>Brainology</i> & Using MLA Style to Cite an In-Text Source" -- one <i>response post this time</i> due by 11 PM (This is the 2nd part of Discussion 3) 	<ul style="list-style-type: none"> • Purchase online: "The NFL & Brain Injuries" (case study) See course syllabus for how to purchase online now! This is for our next essay.
Sunday		
	<ul style="list-style-type: none"> • Submit: <u>"Mindsets" (Dweck) essay assignment</u> • due via Canvas link by 11 PM 	

Week 3: Gaining Background Knowledge for NFL & Brain Injuries Argument Essay • Introduction to Conjunctive Adverbs

Week 3 Overview: You will read about a variety of college writing issues in our textbook, *Writing Matters*. You will gain background knowledge of brain injuries in the NFL & related concepts, and share insights. You will find and share articles related to our essay topic. You will practice writing sentences with conjunctive adverbs and review coordinating and subordinating conjunctions.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Read: Week 3 schedule (this!) • Watch: The NFL & Brain Injuries Web Mini-Documentary Links including all 9 parts of the Frontline documentary • Especially note 32:12 to 37:44 of the Frontline documentary about the creation of the Mild Traumatic Brain Injury Committee (MTBIC) by the NFL and their work as our next essay will be about that! Make your own schedule to watch the other videos. • Read: <i>The National Football League & Brain Injuries</i> case study by Hamermesh & Preble -- make your own schedule & finish reading by Wednesday. • Especially note the part of the text that addresses the creation of the Mild Traumatic Brain Injury Committee (MTBIC) by the NFL and their work as our next essay will be about that and another example of questionable research ! 	<ul style="list-style-type: none"> • Read: <i>Writing Matters</i> (textbook) Chapters 11, 12, 13, 15, 16 & 18 • Lots of important information about writing a college essay is presented here by an experienced college professor in a fun and interesting style. (Yes, we will skip chapters 14 & 17 this time.) 	<ul style="list-style-type: none"> • Finish Reading: <i>The National Football League & Brain Injuries</i> case study by Hamermesh & Preble • Submit Answers: <i>Questions • The National Football League & Brain Injuries</i> case study • DB4a: Paraphrasing "The NFL & Brain Injuries" & Using MLA Style to Cite an In-Text Source • Initial post due by 11 PM
Thursday	Friday	Saturday
<p align="center">Budget Time for This One !</p> <ul style="list-style-type: none"> • DB5a: Find & Summarize Two Articles • Initial post due by 11 PM 	<ul style="list-style-type: none"> • Read: Conjunctive Adverbs • Very Academic in Tone • Write & Submit: Conjunctive Adverbs • Exercise 1 • DB4b: Paraphrasing "The NFL & Brain Injuries" & Using MLA Style to Cite an In-Text Source • One response post due by 11 PM 	<ul style="list-style-type: none"> • Read: <i>Sentence Fragments (web link)</i> • This has excellent information on this sentence structure issue! • Complete: Online Sentence Fragment Practice • Exercises 1, 2 & 3 • Check your own answers. See links on Canvas. Test your knowledge! • DB5b: Find & Summarize Two Articles • Two response posts due by 11 PM
	Sunday	
	<ul style="list-style-type: none"> • Write & Submit: Conjunctive Adverbs • Exercise 2 	

Week 4: Final Preparation for "Examples of Questionable Research" Argument Essay • Grammar Review • Submitting the Essay • Start New Essay Topic

Week 4 Overview: You will read about a variety of college writing issues in our textbook, *Writing Matters*. You will gain further background knowledge of how the NFL may have used the MTBIC to conduct fake research. You will write and submit your college-level, research-based argument essay. You will build up background knowledge on **mass delusions** in preparation for writing the Mini-Research Paper.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Read: Week 4 schedule (this!) • Read: Examples of Questionable Research • Argument Essay Assignment Details (NFL, etc.) • Read: Grading Rubric • Examples of Questionable Research • Argument Essay (NFL, etc.) • Optional Reading: <i>Tide of Lies: Researcher at the center of an epic fraud...</i> • Complete: The various reading/quiz-oriented online activities on fragments, clauses and run-on sentences-- the links are all in Canvas. The website will check your answers. This should be educational and fun ! 	<ul style="list-style-type: none"> • Complete: Paraphrase & Summary Exercises (Purdue Online Writing Lab) • Check your own work. • Complete: Exercise: Basic level paraphrase & Summary Writing (Purdue Online Writing Lab) • Check your own work. • Read: <i>Writing Matters</i> (textbook) Chapters 4, 19, & 20 • Excellent information about writing a college essay is presented here by an experienced college professor in a fun and interesting style. 	<ul style="list-style-type: none"> • Submit Argument Essay: <i>Examples of Questionable Research (NFL, etc.)</i> • due by 11 PM
Thursday	Friday	Saturday
<p style="text-align: center;">HERE WE ARE STARTING A NEW TOPIC: MASS DELUSIONS</p> <ul style="list-style-type: none"> • Watch: "Media Manipulation of the Masses" • Links to Short Videos • Topic: Mass Delusions • Watch: "Nayirah Kuwaiti girl testimony" • Browse: "Contents" of online book: (Memoirs of) Popular Delusions & the Madness of Crowds 	<ul style="list-style-type: none"> • DB6a: Media Manipulation Discussion • Initial post due by 11 PM 	<ul style="list-style-type: none"> Optional: Watch "Vaxxed" • A documentary about the MMR vaccine.
Sunday		
	<ul style="list-style-type: none"> • DB6b: Media Manipulation Discussion • Two response posts due by 11 PM 	

Week 5: Gaining Background Knowledge for Mini-Research Paper on Mass Delusions • Final Exam/Essay Is This Week

Week 5 Overview: You will build background information on the Mini-Research (due week six) paper topic in preparation for writing an essay on Mass Delusions. You will write and submit a college-level essay for the final exam (topic to be announced).

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Read: Week 5 schedule (this!) • Watch: "Indictment: The McMartin Trial" film and the short videos linked on Canvas. This will build up background knowledge on mass delusions/mass hysteria. Our Mini-Research paper, due at the end of Week Six, will be on mass delusions. You will write about three examples of mass delusions: (1) one example before the year 1900; (2) the McMartin Trials; and (3) one case happening now. • Read: <i>The Trial That Unleashed Hysteria Over Child Abuse</i> (The McMartin Trials/Case) 	<ul style="list-style-type: none"> • Read: The Trial That Unleashed Hysteria Over Child Abuse (The McMartin Trials/Case) • Read: They Found the Tunnels So the rest MUST be true • Listen: Interview of Barbara Dury with Chris Riback • Retro Report audio • The McMartin Case • DB7a: Reaction to "Indictment: The McMartin Trial" film • Initial post due by 11 PM 	<ul style="list-style-type: none"> • Read: <i>Writing Matters</i> (textbook) Chapters 21, 22 & 23 (about "good writing") Optional: See these materials: "For a Deeper Understanding of The McMartin Case • Important Background Information"
Thursday	Friday	Saturday
<ul style="list-style-type: none"> • DB7b: Reaction to "Indictment: The McMartin Trial" film • Two response posts due by 11 PM 	<ul style="list-style-type: none"> • The Final Exam will be made available on Canvas today, through Sunday until 11 PM. It is an essay. The topic will be announced today (possibly a bit early). Detailed directions will be provided on Canvas. You can write this final exam/essay and submit it Friday (today), Saturday or Sunday. Yes, we have another week of instruction next week; this week is Week 5, but the term is 6 weeks long. Next week the Mini-Research paper on mass delusions will be due. * Note: This is NOT the Mini-Research paper on mass delusions. 	<p>Final Exam essay still available</p>
	Sunday	
	<p style="text-align: center;">LAST DAY to write and submit the Final Exam essay</p> <ul style="list-style-type: none"> * Note: This is NOT the Mini-Research paper on mass delusions. 	

Week 6: Continued Preparation for and Submission of the Mini-Research Paper on Significant Historical and Contemporary Mass Delusions

Week 6 Overview: You will complete the Mini-Research paper and assess the course.

You will discuss what you believe is an example of a mass delusion happening now.

You will practice writing complex sentences using conjunctions.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Read: All of the helpful materials posted this week, including Mini-Research Paper topic, Suggested Mini-Research Paper Structure, Grading Rubric for Mini-Research Paper and the ones about citing sources and conducting research. • Watch: How to Access the Academic Databases at IVC Online • DB8a: Discussion: Historical Mass Delusion & Contemporary Mass Delusion <ul style="list-style-type: none"> • Initial post due by 11 PM <p style="text-align: center; color: #c00000;">• Make Progress on your Mini-Research Paper !</p>	<ul style="list-style-type: none"> • Read: Eternal Words of Wisdom • <i>My Graduation Speech</i> by Neil Postman • Write & Submit: <i>Mini-Research Paper Sentence Writing Exercise</i> <p style="text-align: center; color: #c00000;">• Make Progress on your Mini-Research Paper !</p>	<ul style="list-style-type: none"> • Read: <i>Writing Matters</i> (textbook) Chapters 24, 25 & 26 (It's a nice end to the book and our course!) • DB8b: Discussion: Historical Mass Delusion & Contemporary Mass Delusion <ul style="list-style-type: none"> • Two response posts due by 11 PM <p style="text-align: center; color: #c00000;">• Make Progress on your Mini-Research Paper !</p>
Thursday	Friday	Saturday
<p style="text-align: center; color: #c00000;">• <u>Your Mini-Research Paper is due by 11 PM</u></p> <ul style="list-style-type: none"> • Complete <i>Course Evaluation</i> (survey) on Canvas (see Week 6 Link) 	<p style="color: #c00000;">The course is over. Enjoy the rest of your summer !</p>	<p style="color: #c00000;">The course is over. Enjoy the rest of your summer !</p>