

## College Composition I: ENG 101

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### A. REQUIRED TEXT AND MATERIALS

- Bullock, Richard, Michael Brody and Francine Weinberg. *The Little Seagull Handbook*, 2nd ed. New York: W.W. Norton & Co., 2014. Print.
- Graff, Gerald, Cathy Birkenstein, and Russel Durst, eds. *They Say/I Say: The Moves that Matter in Academic Writing (with readings)*, 3rd ed. New York: W.W. Norton & Co., 2015. Print.
- Flash drive.
- Stapler
- NOTE ON TEXTS: You may use Amazon or any third-party seller, but at your own risk, obviously; also consider the RENTAL program through RCBC's bookstores for lesser costs. If you prefer to work off of screens (not acquiring hardcopy texts), you can opt to buy e-versions of either the reader (for \$25) or the Handbook (for \$15) at <https://digital.wwnorton.com/theysayreadings3>; also review the They Say/I Say blog at <http://www.theysayiblog.com>

### B. COURSE OVERVIEW

The purpose of English 101 is to increase the student's skills both as a writer and as a critical thinker. The course combines several teaching techniques: lecture, seminar, verbal communication, research, student collaboration, and testing. It will incorporate reading and discussing texts and writing papers based on class discussions and exercises. Readings and written assignments will demonstrate specific rhetorical strategies, but all will require application of critical thought. Several approaches to the writing process will be discussed. The student should find the writing strategies that serve him or her best and apply them in a cross-curricular manner.

### C. LEARNING OBJECTIVES

**At the end of ENG 101, students should be able to:**

- Apply the writing process: invent, draft, revise and edit using the conventions of academic writing.
- Analyze and synthesize textual evidence to produce academic writing with attribution.
- Express thoughts logically, clearly and coherently in a variety of essays.
- Compose an argumentative research essay using MLA format.

**General education outcomes:**

- Students will logically and persuasively support their points of view or findings.
- Students will communicate meaningfully with a chosen audience while demonstrating critical thought.
- Students will conduct investigative research which demonstrates academic integrity, originality, depth of thought, and mastery of an approved style of source documentation.

**Societal/Cultural Awareness/Ethical Reasoning:**

- Students will demonstrate a general knowledge of political, social and economic concepts and systems and their effects on society.
- Students will be able to explain how communication and culture are interrelated.
- Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.

**Technological Competency:**

- Students will demonstrate competency in office productivity tools appropriate to continuing their education.
- Students will use critical thinking skills for computer-based access, analysis, and presentation of information.
- Students will exhibit competency in library online database tools appropriate to accessing information in reference publications, periodicals and bibliographies.
- Students will demonstrate the skills required to find, evaluate, and apply information to solve a problem.

#### D. COURSE EXPECTATIONS

**Attendance:** If the student is to profit from any course, he or she must attend class on a consistent basis. As per RCBC policy, **students must attend all classes for the full duration of each session.** Should you need to miss a class for observance of religious holidays, jury duty, military duty, bereavement, or illness, you must notify the instructor by e-mail within 48 hours after the class. Without notification, students will not have the right to make up missed work. Any student who is absent for more than 10% of classes will have his/her final grade reduced by one full grade. This grade reduction is in accordance with the RCBC attendance [policy](#).

**Academic Etiquette:** Students will respect themselves, their peers, and their instructors by abiding by the correct use of:

**Cell Phones** - must be kept on silent. No calls, texting, or game play will be tolerated during class. Use cell-phones, tablets and laptops in a way that benefits the class and doesn't interfere with anyone else's experience in the room. If you receive a phone call that must be taken, quietly leave the room to take the call. Any use of electronic devices during a quiz or test will result in a "0" for that quiz or test. Leaving for a phone call is to be done **on an emergency basis only.**

**Restrooms** - may be visited as needed. Do not interrupt the class to visit the restroom. Simply quietly leave and re-enter the room.

**Communication with Instructor:** Students are encouraged to communicate with the instructor as needed. Students may reach me through e-mail outside of class time. **Students must use their RCBC e-mail accounts for e-mail communication. All e-mails MUST include student name and ENG 101 in the subject line.** Students who do not receive a reply from an e-mail within 3 days should assume the e-mail was not received. Please re-send the e-mail.

**Make certain that your last name and "ENG 101" is posted in the Subject of the e-mail. Do not use the initial test e-mail to ask new questions.** These responses may get buried in the list of e-mails and go unnoticed by the instructor. For each new communication, begin a new stream of e-mails. Students who send attachments to e-mail must assure that the documents have one of the following extensions: DOC, TXT, DOCX, or RTF. The instructor is unable to open other formats. **Use of other formats will cause the assignment to be considered late. DO NOT send WPS documents.**

#### **Class Assignments:**

- All work written and submitted should utilize standard rules of grammar, sentence organization, paragraph organization, and diction;
- All formal papers must be **typed, double spaced, stapled, and carefully proofread.** Google Docs is the preferred method of submission for all journals, essays, and the research paper. However, if navigating Google Docs is difficult, students do have the option of turning in hard copies of these assignments in a timely manner. When turning in a hard copy, students must have papers stapled prior to arriving at class. The instructor does not have access to a stapler. Part of being prepared for class and turning the paper in on time includes having the paper stapled. Creative methods of connecting the paper, such as using paper clips or rolling the page edges, will not be accepted.
- All assignments are due at the specified time listed in the syllabus. If no time is provided, the homework is due for the NEXT class listed on the syllabus. Assignments turned in late will be penalized. Absence will not be an acceptable reason for late work. If a student is absent, he or she must submit the assignment via Google Docs on or before the date due unless prior arrangements have been made with the instructor.
- Please save all computer work twice (preferably on a hard drive and a flash drive) as excuses such as a crashed computer or a misplaced disk will not extend a due date. Google Docs simplifies this process.
- **Plagiarism** will not be tolerated under any circumstances. Be aware that plagiarism includes (but is not limited to) copying someone else's words without crediting the source; paraphrasing someone else's words without crediting the source; using someone else's ideas without crediting the source (even if rephrased in your own words); using facts not universally known which are obtained from a source without crediting the source; asking someone else to write your paper, either in whole or in part; or obtaining a paper or portion thereof by any means and submitting it as an original document. **The penalty for plagiarism is failure of the assignment and potentially**

**failure of the course** (at the instructor's discretion), and it may result in suspension or expulsion from Rowan College at Burlington County (at the discretion of the Student Affairs Committee). Please refer to the RCBC *Student Handbook* for additional information regarding College regulations and the handling of plagiarism.

**E. COLLEGE INFORMATION:**

**College Policies:** In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at <http://www.rcbc.edu/academic-resources>. Important policies and regulations include, but are not limited, to the following:

- **College Attendance Policy Grading Standards**
  - Withdraw (W) and Incomplete Grades (I & X)
  - Withdrawal date for this semester
  - Student Code of Conduct
  - Academic Dishonesty/Plagiarism and Civility
  - Use of Communication and Information Technology
- **Office of Student Support and Disability Services:** RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). To receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. For additional information, please contact the Office of Student Support at 609-894-9311, ext. 1208, [disabilityservices@rcbc.edu](mailto:disabilityservices@rcbc.edu), or <http://rcbc.edu/studentssupport/staff>.
- **Academic Integrity Policy: The following Board-approved Academic Integrity Policy will be enforced.** Board definitions of cheating, fabrication or other misconduct in research, plagiarism, and facilitating academic dishonesty will be determined according to the discretion of the instructor. Students found guilty of more than two offenses should expect to receive sanctions of disciplinary probation, suspension, or dismissal, depending upon severity of said offenses. Students have within five working days to appeal any sanction to the Chief Academic Officer of the College, or his/her appointed designee. The policy can be accessed at <http://rcbc.edu/files/PDFFiles/Human%20Resources/board-policies/Policy%20No%20903-C%20Academic%20Integrity%20061714.pdf>
- **Educational Technology Statement:** Rowan College at Burlington County (RCBC) advocates the use of technology to enhance instruction. Students should assume that classroom and online technology will be used throughout their coursework at RCBC, as it will most certainly be used in their future education and careers. The College provides on-campus facilities for the convenience of the RCBC community. Various college departments, including the Office of Information Technology and the Office of Distance Education, provide technology training and assistance to faculty and students.
- **Student Success Services:** RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at the following URLs.
  - Academic Advisement (<http://rcbc.edu/advising>)
  - Career Services (<http://rcbc.edu/careers>)
  - Educational Opportunity Fund (EOF) (<http://rcbc.edu/eof>)
  - Financial Aid (<http://rcbc.edu/financialaid>)
  - International Students Office (<http://rcbc.edu/international>)
  - Library/Integrated Learning Resource Center (ILRC) (<http://rcbc.edu/library>)
  - Office of Veteran Services (<http://rcbc.edu/vets>)
  - Student Support Counseling (<http://rcbc.edu/studentssupport/staff>)

- Tutoring Center (<http://rcbc.edu/tutoring> )
- Test Center (<http://rcbc.edu/testcenter> )
- Transfer Services (<http://rcbc.edu/transfer/fag> )

## F. ASSIGNMENTS

- **Journal Entries:** Students will be expected to respond in writing to specified reading assignments via Google Docs. Questions to guide the journal entries are listed under each class meeting. After reading specified assignments, write a **complete** response for at least one question listed in the journal entry (minimum 150 words). Students will be called on to share their responses in class at random (with an assigned code). Students unable to respond when called upon will lose points. Journal entries will be checked periodically during the course. The instructor will review these entries for length, effort, and quantity of entries supplied.
- **Quizzes on Assigned Readings:** Prior to class discussion, a short quiz may be given to evaluate reading comprehension. These quizzes will contain a combination of multiple choice, true/false, and short answer questions. If a student is late for class, he or she will not be able to take the quiz and will lose points. If a student has followed the rules for an excused absence, the student will be able to make up the missed quiz for full points.
- **Quiz on MLA Format:** proper MLA format for the paper set-up, parenthetical citations, and the Works Cited page.
- **Writing Assignments:** a departmental rubric for writing assignments is located at the end of this syllabus.

| SYNTHESIS PAPER             | THEME (GOVERNING TOPIC - MUST BE ADDRESSED IN PAPER) | READINGS (LISTED BY AUTHOR LAST NAME AND PAGE #)   | THESIS PROMPT (OPTIONAL - OTHER THESIS STATEMENTS TO BE REVIEWED BY INSTRUCTOR)                                   | DUE DATE           |
|-----------------------------|--|--|---|--------------------|
| #1: PROCESS ANALYSIS        | The American Dream (read overview page 539)          | Leonhardt (542), McClelland (549), Krugman (561), Becker and Murphy (581), Potts (591), King (610)       | When considering the American Dream, some experts propose that __, __, and ____ be done in order to ____.         | Sept. 23, Midnight |
| #2: COMPARISON AND CONTRAST | Gender (read overview page 639)                      | Sandberg (642), Hooks (659), Slaughter (676), Dorment (697), Mays (718), Kaplan (732)                    | These six readings examine _____ through the lenses of __, of __, and of ____.                                    | Sept. 30, Midnight |
| #3: CLASSIFICATION          | Eating/Food (read overview page 417)                 | Pollan (420), Shapin (428), Maxfield (442), Safran Foer (448), Zinzchenko (462), Balko (466), Moss (471) | A careful look at these seven readings finds _____ divided into the following three categories: __, __, and ____. | Oct. 8, Midnight   |
| #4: CAUSAL ANALYSIS         | College (read overview page 205)                     | Owen and Sawhill (208), Ungar (226), Murray (234), Addison (255), Hrabowski (259), Graff (264)           | Many authorities assert that __ leads to (or results from) __, to/from __, and to/from ____.                      | Oct. 18, Midnight  |

|                      |                                     |   |   |            |
|----------------------|-------------------------------------|---|---|------------|
| #5:<br>ARGUMENTATION | Technology (read overview page 297) | Kelly (299), Gladstone and Neufeld (330), Cullington (361), Turkle (373), Wortham (393), Gladwell (399) | Some authors depict _____ as __, __, and _____. | Final exam |
|----------------------|-------------------------------------|---|---|------------|

- **Verb Reports of Research Paper Sources.** These verb reports are meant to assure that students have thoroughly read the sources they intend to use for their research papers and to assure that the sources provide the information needed to prove points to be made in the papers. Verb reports will require the use of active verbs from this site: [http://www.myteacherpages.com/webpages/rspriggs/junior\\_research.cfm?subpage=769509](http://www.myteacherpages.com/webpages/rspriggs/junior_research.cfm?subpage=769509).
- **Argumentative Research Paper: NOTE – STUDENTS MUST SUBMIT AND PASS THE RESEARCH PAPER REQUIREMENT IN ORDER TO PASS THIS COURSE. THIS IS A DEPARTMENTAL REQUIREMENT.** A departmental rubric for this assignment is located at the end of this syllabus. Students will be required to submit a research paper on a topic of their choosing. The paper must be 1,000 to 1,250 words of text. The paper will expand the 5-paragraph essay while using a thesis statement that provides direction and previews the main points. In order to meet the length and depth requirement of this paper, each main point in the thesis will require at least two body paragraphs dedicated to that point. Therefore, the paper will be set up with a standard introductory paragraph, three big sections in the body, and a standard conclusion. The last sentence of your introduction should be your thesis statement. Students should take however many paragraphs they feel necessary for each point, but remember that a coordinate thesis statement will lend itself to requiring similar coverage for each point made. Students will be expected to use at least 4 outside sources that have been located on RCBC digital sources or directly from texts found in the RCBC library. At least 3 of the 4 sources must be digital. The paper must follow MLA guidelines, must include a Works Cited page, and must be correctly formatted. The paper must be written in present tense, must avoid second person, and may not depend upon more than 20% of the content from quotations. Note: students will accumulate 5 sources during the course, but will be required to use only 4 of these sources in the actual research paper.
- **Final Exam:** This exam will include reading other articles in *They Say/I Say* and writing an essay about these articles.

**G. GRADING POLICY AND ASSIGNMENT POINTS:** Grades are based upon 1,000 points.

| Points Earned                        | Letter Grade   |
|--------------------------------------|----------------|
| 410 - 450 points                     | A              |
| 383 – 409 points                     | B+             |
| 360 – 382 points                     | B              |
| 337 – 359 points                     | C+             |
| 315 – 336 points                     | C              |
| 292 - 314 points                     | D              |
| 291 or fewer points                  | F              |
| Assignment                           | Points Awarded |
| Journal Entries                      | 15             |
| Quizzes on <i>McGraw-Hill Reader</i> | 15             |
| Quiz on MLA Format                   | 15             |
| Process Analysis Paper               | 40             |
| Comparison/Contrast Paper            | 40             |
| Classification Paper                 | 40             |
| Causal Analysis                      | 40             |
| Multi-media Presentation             | 30             |

|                                 |     |
|---------------------------------|-----|
| Argumentation Paper             | 40  |
| Verb Reports for Research Paper | 40  |
| Argumentation Research Paper    | 100 |
| Final Exam                      | 20  |
| Attendance and Participation    | 15  |
| <b>Total:</b>                   | 450 |

## H. PROJECTED SCHEDULE OF ASSIGNMENTS

The instructor reserves the right to amend the following schedule at her discretion.

### Class Meeting 1: September 7

- Discuss syllabus, course expectations, and assignments.
- Insert dates and projected schedule.
- Discuss RCBC's Electronic Library Resources
- The Introductory Paragraph
- Writing a Thesis Statement: The Basics, Coordinate v. Subordinate, Broadness
- Homework:
  - //Send e-mail from your RCBC address to instructor's e-mail address.
    - Make sure to secure copies of the textbooks through print or electronic sources
    - Preview *The Little Seagull* pages 109 - 157(skim for content).
  - //Read "What's Up with the American Dream?: (539 - 41).
  - //Read Leonhardt (542 - 47) and McClelland (549 - 59).
    - Journal Entry #1: McClelland offers a lot of evidence for his own views, but he does not say much about any other viewpoints. What objections might be raised to what he says, and where would you introduce them in his essay? How would doing so improve his argument? OR Leonhardt discusses the views of French economist Thomas Piketty throughout this piece. Summarize Piketty's views as Leonhardt sees them.

Leonhardt discusses what he calls Piketty's First Law of Inequality. Piketty's idea is that people with a lot of wealth will always have the advantage of making investments that most people cannot afford. With the amount of capital that they are able to invest, their return on investment will continually progress the income inequality. There are only a few instances where that gap reduces being during wartime, depression, or any opportunity where an economy must rebuild. The reason this happens is because the wealthy people are not making as much on their investments which allows the less wealthy people to, in essence, catch up. Another way that Piketty explains that would reduce inequality is education. When the lower class invests in their education they have the opportunity to reach a new economic level.

### Class Meeting 2: September 12

- Sample quiz on *I Say/They Say* assignment.
- Introduction of Theme: The American Dream
- Discussion of Leonhardt and McClelland articles.
- Discussion of "MLA Style" (*Seagull* 109 - 157).
- Accessing Google Docs - Creation of Google Doc Journal
- Writing a Thesis Statement: Overlapping, Parallel Construction, Logical Order

- The Body of a 5-paragraph Essay
- Jigsaw Assignment: Small groups will read portions of “Writing” and will report out pertinent points to whole group (*Seagull* 2 - 52).
- Overview of Process Analysis Synthesis Essay
- In-class work on Process Analysis Essay
- Homework:
  - Read King (610 - 16), Potts (591 - 609), and Krugman (561 - 78).
  - Journal Entry #2: Brandon King argues that “supporting the richest sectors of the American economy will bring economic stability and a full recovery.” How might McClelland respond to King? What evidence might he provide to prove King wrong? OR regarding Potts, so what? Who cares? How does Potts show us why this topic matters? How might she make that point even more persuasively?

### **Class Meeting 3: September 14**

- Possible quiz on *I Say/They Say* assignment.
- Library Training (Tentative)
- The Concluding Paragraph
- Discussion of King’s essay and Potts’ essay.
- Logical Fallacy: Non Sequitur
- Discussion of research paper topics.
- Review of Google Docs.
- Possible Topics for Individual Argumentation Research Paper.
- Small group work: “Sentence Fragments” and “Comma Splices, Fused Sentences in *Seagull* (255 - 59).
- In class writing: Process Analysis
- Homework:
  - Read Krugman (561 - 78) and Becker and Murphy (581 - 89)
  - Journal Entry #3: In paragraph 4 Krugman quotes someone whose views he does not agree with, but then uses those views to support his own argument. How do you know he is quoting a view that he disagrees with?
  - **Extra Credit Writing:** Paul Krugman offers a different perspective on economic inequality (pp. 561-80). How might he respond to Becker and Murphy’s argument that earnings inequality should be considered “a favorable rather than unfavorable development”?

### **Class Meeting 4: September 19**

- Possible quiz on *I Say/They Say* assignments.
- **DUE: CHOICE FOR INDIVIDUAL RESEARCH PAPER TOPIC**
- Discuss articles by Krugman and Becker/Murphy.
- Logical Fallacy: False Cause or Post Hoc
- Integrating Quotations into Sentences
- In-Class writing Process Analysis.
- Homework: **Process Analysis Paper DUE MIDNIGHT SEPTEMBER 23 via Google Docs.**
- Read Sandberg (642), Kaplan (732 - 35), and Mays (718)
- Journal Entry #4: How do you think Sandberg might respond to Saul Kaplan’s argument in “The Plight of Young Males”?

- Journal Entry #5: Mays obviously cares a lot about this topic, but does he explain why we should care? If not, do it for him. Specifically, rewrite the conclusion, discussing explicitly why this topic matters and who should care. (See Chapter 7 for guidance.)

### **Class Meeting 5: September 21**

- Gender Theme Overview
- Discuss articles by Sandberg, Kaplan, and Mays
- Writing a Compare/Contrast Essay
- *Little Seagull*: “Doing Research” (80), “Evaluating Sources” (92), “Synthesizing Ideas” (95)
- Locate digital resource for research paper
- How to Complete a Verb Report
  - Homework:
  - Complete Verb Report #1 for digital resource
  - Read Hooks (659), Slaughter (676), and Dorment (697)
  - Journal Entry #5: Even as hooks quotes and summarizes Sandberg and others, she makes her own views clear. How does she signal when she’s asserting her own views and when she’s summarizing those of someone else? (See Chapter 5 for TSIS’s advice on distinguishing what you say from what others say.)
  - **Extra Credit Writing:** This article is in response to Anne-Marie Slaughter’s “Why Women Still Can’t Have It All” (pp. 676- 96), and Dorment summarizes and quotes from that piece extensively. How fairly do you think he represents Slaughter’s views? Cite specific examples from his article in your answer.

### **Class Meeting 6: September 26**

- Possible quiz on *They Say/I Say* assignments.
- Discuss articles by Hooks, Slaughter, and Dorment
- Logical Fallacy: Self-contradiction
- *The Little Seagull*
  - “Quotation Marks” (333)
  - “Shifts” (287)
  - “Mixed Constructions” (235)
  - “Integrating Sources” (97)
- Integrating Quotations into Sentences Review (as needed)
- In-class work on Comparison/Contrast Paper
- In-class location of research paper source #2
- Homework: **Comparison/Contrast Paper DUE MIDNIGHT SEPTEMBER 30 VIA GOOGLE DRIVE**
  - Read Pollan (420), Shapin (428), Maxfield (442), Foer (448)
  - Journal Entry #6: Safran Foer spends a lot of time talking about his relationship with his grandmother and the role that her cooking and her ideas about food had in the development of his own attitudes toward food. How do you think his grandmother influenced his eventual embrace of vegetarianism? Cite passages in his text to support your answer.
  - **Extra Credit Writing:** Read Jonathan Safran Foer’s article (pp. 448-61), and compare what he says with what Maxfield says. Which of them is more convincing and why?

### **Class Meeting 7: September 28**

- Theme: Eating/Food
- Review articles by Pollan, Shapin, Maxfield, ,and Foer

- Overview of Classification Essay
- Logical Fallacy: Circular Reasoning
- Group work on *The Little Seagull*:
  - Review MLA Works Cited Page (129)
  - “Parallel Constructions” (241)
  - “Appropriate Language” (258)
  - “Sentence Fragments” (280)
- In-class completion of Verb Report #2
- Homework:
  - Read Zinzchenko (462), Balko (466), and Moss (471)
  - Journal Entry #7: Moss is able to present complex technical information so that nonscientists can understand it. One way he does this is by using colloquial language to explain technical terms such as “product optimization,” “bliss point,” and “sensory-specific satiety.” This technique helps us understand his topic, but how also does it make his argument interesting—and persuasive?
  - Journal Entry #8: How does the story Zinzchenko tells about his own experience in paragraphs 3 and 4 support or fail to support his argument? How could the same story be used to support an argument opposed to Zinzchenko’s?

### **Class Meeting 8: October 3**

- Discuss articles by Zinzchenko, Balko, and Moss.
- Possible quiz on *They Say/I Say* assignments.
- Logical Fallacy: Begging the Question
- Theme: College
- Overview of Causal Analysis Paper
- Locate Source #3 for research paper
- In-class reading: Read Ungar (226) and Murray (234)
- Journal Entry #9: On what specific points do you think Ungar would agree with Charles Murray (pp. 234-54)? On what points would he be likely to disagree?
- Homework:
  - Read Owen and Sawhill (208), Addison (255), Hrabowski (259), and Graff (264).
  - Journal Entry #10: Owen and Sawhill’s analysis seems to favor baccalaureate degree programs as conferring the greatest advantages upon students. How might essayist Liz Addison, whose essay respond to their argument?

### **Class Meeting 9: October 5**

- Possible quiz on *The McGraw-Hill Reader* assignments.
- Discuss articles by Owen and Sawhill, Addison, Hrabowski, and Graff.
- Logical Fallacy: Hasty Generalizations
- The MLA Works Cited Page.
- Write Verb Report #3 in class.
- Homework: **Causal Analysis Paper DUE MIDNIGHT OCT. 8 VIA GOOGLE DRIVE**
  - Read Kelly (299), Gladstone and Neufeld (330), and Cullington (361).
  - Journal Entry #11: Kevin Kelly argues that machines will eventually take over many of the jobs that we now perform. This scenario may seem dire, yet he doesn’t appear at all worried. To the contrary, in fact. Why not? Find statements in the article that explain his attitude.

- o Journal Entry #12: Cullington focuses on how texting affects writing, whereas Sherry Turkle is concerned with the way it affects communication more broadly (pp. 373-92). How do you think Cullington would respond to Turkle’s concerns?

**Class Meeting 10: October 10**

- Logical Fallacies: Sweeping Generalization, Either/Or
- Theme: Technology
- Overview of Argumentation Paper
- Locate 4th source for individual research paper
- Prepare Individual Multi-Media Presentations
- Homework:
  - o Read Turkle (373), Wortham (393), and Gladwell (399).
  - o Journal Entry #13: Sherry Turkle writes (pp. 373-92) that young women often “prefer to deal with strong feelings from the safe haven of the Net” and that doing so provides “an alternative to processing emotions in real time.” What do you think Wortham would say to that?
  - o Journal Entry #14: What is Gladwell’s view of the relationship between social media and social change? What are the main arguments he presents to support his position? How does his discussion of the Woolworth’s lunch counter sit-in of 1960, which he threads through his article, fit into his argument?

**Class Meeting 11: October 12**

- Possible quiz on *They Say/I Say* assignments.
- Discuss articles by Turkle, Wortham, and Gladwell.
- Complete Verb Report #4
- Work on research paper and/or Argumentation Essay
- Homework:
  - o Rough draft of introductory paragraph (with thesis) and 2 body paragraphs for research paper

**Class Meeting 12: October 17**

- **Writer’s Workshop: Research Paper**
- Homework: **Argumentation Essay DUE MIDNIGHT OCTOBER 18 VIA GOOGLE DRIVE**

**Class Meeting 13: October 19**

- **Multi-Media Presentations for Class**
- Writer’s Workshop on Research Paper
- **RESEARCH PAPER DUE MIDNIGHT OCTOBER 21 VIA GOOGLE DRIVE** (note: if working on being exempt from final, Research Paper is due by noon, October 18).

**FINAL EXAM: October 24, 2016**

**Rubric to Evaluate Student Writing**

|  | <b>UNSATISFACTORY (0-5 points/category)</b>  | <b>SATISFACTORY (6-8 points/category)</b>   | <b>SUPERIOR/EXCELLENT (9-10 points/category)</b>   |
|--|--|---|--|
| <b>A. CONTENT: Includes thesis statement and both quantity and quality of supporting details</b> | The thesis is lacking or is only implied, confused, or not supported with appropriate detail. The writing is thin, with few concrete examples or | Thesis is apparent but perhaps too general or commonplace. It is supported with some proof, but it may be sketchy or occasionally | It has a significant thesis, clearly defined and supported with substantial and relevant information. The essay includes a wealth of |

|   |   |  |   |
|---|---|--|---|
|   | illustrations to support the generalizations.   | irrelevant. The content may be thin, although some generalizations may be supported with examples.   | relevant details, examples, or imagery  |
| <b>B. ORGANIZATION: Includes paragraph development and arrangement of body paragraphs, as well as coherence (introduction, body, conclusion)</b>  | The plan and purpose of the essay are not apparent. It is not developed or is developed with some irrelevancy or redundancy. The paragraphs are incoherent or undeveloped. Transitions are weak or lacking. | The plan of development is apparent but not consistently followed. The writing lacks clarity or is repetitious. The paragraphs are generally effective, but transitions may be weak or mechanical.   | It is planned logically and progresses in clearly ordered and necessary steps. It is developed with originality and attention to proportion and emphasis. The paragraphs are logically and effectively developed. The transitions between paragraphs are effective. |
| <b>C. DICTION AND MECHANICS: Includes conventions of grammar, usage, and punctuation, as well as appropriate diction</b>  | Often, sentences are not grammatically correct. The vocabulary is elementary, not college level. Words are used incorrectly. There are persistent usage, spelling, or punctuation problems.                 | The sentences are correctly constructed but lack distinction, creativity, or style. Words are generally used correctly, and the vocabulary is adequate. There may be some lapses in grammar, punctuation, or spelling.   | The sentences are skillfully constructed, effective, and varied. Words used are vivid, accurate, and original. The writing is without serious flaws in grammar or mechanics. A personal style is evident.   |
| <b>D. RESEARCH AND DOCUMENTATION: Includes documentation Sources are lacking or inappropriate. Information from Sources used are too general, lacking in authority, or Sources used are relevant, substantial, and authoritative. Information is introduced and and incorporation of appropriate co</b> | Sources are lacking or inappropriate. Information from sources is not adequately incorporated into the body of the essay. Documentation is missing, inadequate, or contains major errors.                   | Sources used are too general, lacking in authority, or occasionally irrelevant. Information is occasionally incorporated without introductory phrases or is weakly connected to the content of the essay. In-text citations and References or Works Cited page are generally correct, but may contain some minor errors. | Sources used are relevant, substantial, and authoritative. Information is introduced and incorporated smoothly and appropriately. Documentation is clear, correct, and adequate.  |

Points will be doubled for the research paper, and the following category will be added:

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| <b>E. POWER VERBS</b> | The text of the body paragraph does not include any present-tense verbs to describe what | One or both of the verbs appear, though with unclear connections to the article. The verbs may | The text of the body paragraph utilizes at least two power verbs identified here: |
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|  | s/he thinks the article DOES. | or may not be in present tense. | <a href="http://www.myteacherpages.com/webpages/rsprigs/junior_research.cfm?subpage=769509">http://www.myteacherpages.com/webpages/rsprigs/junior_research.cfm?subpage=769509</a> Each verb should be explaining WHAT the student objectively thinks the article DOES. There is no reference to first or second person. |
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