

ENGLISH 102: COMPOSITION II

Section B (Monday & Wednesday, 9:30 to 10:50 am, Room #2963)
TRUMAN COLLEGE, FALL 2010

Instructor: Benjamin Ortiz, Assistant Professor
Office: Room #2737
Hours: Mon. 8:30-9:30 a.m. / Tu. & Th. Noon-1 p.m. /
Wed. 8:30-9:30 a.m. and 5-6 p.m.
(...also by appointment, per your request and teacher availability...)

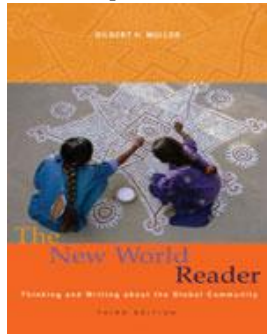
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→ Course Description and Objectives

Following English 101, Composition 102 continues to focus on the skills necessary for college writing assignments. Basic college and workplace communication requires critical analysis of texts (writing, media, situations, and people). Likewise, full participation in public society requires effective expression of coherent and convincing ideas. That's why English 102 builds on the mechanics of reading, thinking, discussing, and writing about texts. Also, English 102 students learn how to locate, evaluate, cite, and document sources for an academic research paper. Upon successful completion of this course, students will possess the fundamentals to research and write an argumentative paper of extended length and depth. Finally, this specific 102 section deals with current events and international issues. Every Truman College classroom is populated with students and stories from around the world, so this workshop-style course uses constantly updated content from texts, research, and life experience, about our international cultures, conflicts, and challenges.

→ Required Text for English 102-B



← **Muller, Gilbert H., ed. The New World Reader: Thinking and Writing About the Global Community. 3rd ed. Boston: Wadsworth, 2011.**

NOTE: Two copies are on reserve at the Truman library for brief on-site reading or photocopying — be sure to request the reserved text specifically for 102-B and Professor Ortiz.

ALSO: Students should prepare and keep an organized folder of handouts from this class, and everyone is strongly encouraged to purchase a college writer's handbook with grammar advice, research tips, and an MLA-style reference guide. If you did not use a college writer's handbook in 101 or do not have a copy, ask the teacher to recommend a good handbook to help with basic writing mechanics.

→ Summary of Learning Outcomes

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

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

102 STUDENT LEARNING OUTCOMES

Truman College Communications Dept.

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

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

CCC GENERAL EDUCATION GOALS

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

ULTIMATE GOAL: To develop the critical intellectual skills you need to move forward. Every single rule, expectation, assignment, and minute we spend in class pursues this goal.

→ **Attendance and Preparedness Policies**

Success in a writing class depends on consistent preparation, attendance, and participation. Simply put: You did not sign up for a web class, and so you must arrive on time and ready for class. (Truman will have parking problems this semester, and therefore it's up to you to travel earlier, so you can arrive on time with your homework complete.) Lateness and absence also disrupt your teacher and classmates, who have a right to a classroom free from distraction.

So, please come to class every time, on time. **(For record-keeping purposes, 10 or more minutes late or missing will constitute a full and unexcused absence.)**

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

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

Quizzes will be averaged and factor as 10 points toward your final grade, so if you miss or do poorly on them, then you are forfeiting another full letter grade in the final assessment.

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

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

→ **E-mail Communication and Reminders**

City Colleges of Chicago policy requires that all electronic communications about coursework between students and teachers should go through official **ccc.edu** addresses. Students are strongly encouraged to set up and check student e-mail accounts regularly. As a courtesy — *in addition* to reminders in class plus the full schedule that begins on page five of this document — Professor Ortiz will e-mail brief weekly notes to help review what has been covered and prepare for the upcoming week of instruction.

→ **Course Requirements**

(1) Full preparation of assigned readings: Read carefully, take notes, use a dictionary, look up terms in the library databases (e.g. encyclopedia), ask questions, consult a tutor, etc.

(2) Active participation — everyone is expected to speak up, take notes, and think in class — you will be graded on this, too. **(3)** Completion of writing assignments, research exercises, free-writing, quizzes, etc., both in and outside of class-instruction time.

→ **Basic Rules for the Classroom**

(1) No cell phones or other forms of electronic interruption. **THIS MEANS:** No texting, no taking calls, no keeping your gadget on vibrate, no hiding your phone nearby to look at it or play with it in class — **TURN IT OFF, please.** **(2)** Classroom etiquette: Act with courtesy when class is underway; for example, if you're late, ask classmates **AFTER** the session for an update on what you missed; etc. **(3)** Civil discussion: No name-calling or any such viciousness over disagreements. **(4)** Food and drink are OK, but don't go overboard or disrupt with eating noises. **(5)** Dig into the class. Be enthusiastic if possible, or at least offer questions, comments, and even relevantly provocative statements when you have the floor.

→ Paper Details

(1) Students should prepare papers with a computer word-processing program and submit complete drafts in standard hardcopy format, stapled and thoroughly proofread.

(2) Paper layout follows the basic Modern Languages Association (MLA) style, as follows:

[LAST NAME] 1

[YOUR NAME]
English 102-B
FALL 2010 – [PAPER NUMBER/TOPIC]
Your Own Original Title for This Essay

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

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

[LAST NAME & PAGE #]

Works Cited

Muller, Gilbert H., ed. The New World Reader: Thinking and Writing About the Global Community. 3rd ed. Boston: Wadsworth, 2011.

Orwell, George. Down and Out in Paris and London. NY: Harvest, 1933.

(3) Acceptable formatting also requires double-spacing, 10- or 12-point typeface, and a one-inch margin on all sides. *PLEASE PRINT ON ONLY ONE SIDE OF EACH SHEET OF PAPER.*

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

(5) **When you turn in a revision, ALWAYS staple ALL prior drafts behind the revised draft.**

→ The Final Research Project

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

→ General Criteria for Evaluating Papers

Analysis, Research, Documentation, Critical Reading and Thinking, Correct English, Proper Manuscript Format, and Proper MLA style

The instructor will explicitly spell out which areas are emphasized in every assignment. **NOTE: (1)** Papers must be typewritten in standard, grammatical English. **(2)** Papers are due at the beginning of class on the day specified on the syllabus or by the teacher — within the first 10 minutes of class.

→ Grade Breakdown

Participation = 10%

Free-writes/Quizzes = 10%

Paper #1/ Orwell = 10%

Paper #2/ Media Journal = 10%

Paper #3 / Argument = 10%

THE FINAL RESEARCH PROJECT:

Final Paper Proposal = 2.5%

Final Paper Source Notes = 10%

Early Draft of Final Paper = 5%

Final Presentation = 2.5%

Final Draft of Final Paper = 30%

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

→ City Colleges "Active Pursuit" Policy

In order for students to remain in English 102, they must actively pursue the objectives for this course. At the Mid-Term date (October 20, 2010), any student who does not meet the following criteria for active pursuit will display a lack of interest in successfully completing the course and will therefore have to be administratively withdrawn from this class.

- A student must complete and turn in all major writing assignments *on time* (per specified deadlines) that are due before the Mid-Term date — this refers to the Papers listed in the Grade Breakdown, including each and every rough draft required toward building a successful final draft.
- A student must have Participation and Free-write/Quiz grades of 75% or higher.

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

→ Plagiarism

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

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

Using web resources and in-class writing to compare with multiple drafts, the instructor will check for plagiarism when necessary. Keep consistent by doing your own work on time every time, and be careful when using sources of any kind. **Careless work that plagiarizes unintentionally will result in failure of the assignment.**

→ Disclaimer

All assignments and scheduling are subject to changes per class progression and instructor choice. Also, specific readings/exercises might change if alternatives arise.

→ FINAL THOUGHTS

Overall, you are strongly urged to consult the teacher during office hours with any questions or requests for assistance that you cannot fit into class time. Moreover, resources exist throughout Truman to assist and enhance your education; for example, writing tutors are available at the Tutoring Center in L129 (contact ajohnston@ccc.edu, or find out more under "Student Services" on the Truman web site). The teacher will sometimes recommend or require tutoring sessions in order to bring a paper up to passing-grade. Also, consider your teacher a resource for tutoring, course advice, career counseling, and CCC information.

→ **A Personal Statement:** I know your life includes employment, family, and many other pursuits beyond this class, but please do your best to commit the time and effort required to succeed. Likewise, I will do my best to be a resource for your success. This course will be challenging, but I am here to help – I welcome you to drop by office hours with questions and ideas. It's my goal to see every student complete the semester successfully. I look forward to working with you to achieve your goals, and I hope you enjoy the Fall 2010 semester!

—Benjamin Ortiz, Assistant Professor, Truman College

DATES to REMEMBER for YOUR OWN Planning

9/6/10 (Monday): Labor Day Holiday (NO CLASS)
10/20/10 (Wednesday): Fall 2010 Mid-Term Mark
11/15/10 (Monday): Last day to withdraw from a course.
11/25/10 to 11/26/10 (Thurs.-Fri.): Thanksgiving (NO CLASS)
12/12/10 (Sunday): Fall 2010 semester ends!
1/18/11 (Tuesday): Spring 2011 classes begin.

COURSE CALENDAR

Dates, Topics, Assignments, & Schedule

NOTES: (1) A complete schedule of every 102-B session for this semester follows, and so you are expected to complete your work and know what's coming up, even if you miss class. (2) For an on-line archive of course handouts and assignments (updated weekly), visit the instructor's web site: Click on "FALL 2010: Composition 102-B" under "ARCHIVES" at:



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

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

WEEK ONE

First day of class! → Question #1: Should you be in Comp 102? (*PREREQUISITE=ENGLISH 101*)
→ Questionnaire and Class Roll Call (Review syllabus pages 1-4)

Mon. 8/23 → Teacher introduction
→ Response to questionnaires
→ Overview of Syllabus, Texts, and Topics + Q&A
→ READING HOMEWORK FOR THE NEXT CLASS –
(1) HANDOUT-excerpt from George Orwell:
Down and Out in Paris and London. NY: Harcourt, 1933.
(2) "What Is Plagiarism?" (HANDOUT)
(3) *New World Reader* (NWR) textbook, pages 1-5 (through
"Narration...") plus 13-16 & 22-25 (...on writing/reading...)

THE NEXT SESSION WILL MEET IN THE CLASSROOM AND THEN MOVE TO A COMPUTER LAB (LOCATION TBA) – PLEASE READ THOROUGHLY AND BE READY TO SPEND THE NEXT SESSION DRAFTING YOUR FIRST PAPER ON COMPUTER...IF YOU DO NOT PREPARE THE READING, YOU CANNOT SUCCESSFULLY COMPLETE THE FIRST PAPER DRAFT.

Day Two
Wed. 8/25 → Computer LAB Instruction on Basic Paper Format & **Paper #1:**
IN RESPONSE TO ORWELL, WRITE 1 to 2 PAGES ON A SIGNIFICANT JOB, RESIDENCE, TASK, or SITUATION FROM YOUR LIFE:

TIPS FOR PAPER #1 – SEE HANDOUT

• IF YOU DO NOT FINISH, DON'T WORRY! YOU WILL HAVE A CHANCE TO REVISE YOUR DRAFT NEXT WEEK FOR A GRADE, SO JUST DO YOUR BEST!

→ READING HOMEWORK FOR THE FOLLOWING CLASS: Kristof (*NWR* 10-13), Bordo (17-21), and Hopkins (*NWR* 45-49)
PLEASE READ THOROUGHLY/CAREFULLY AND PREPARE FOR A QUIZ...

Help is on the way!...

Basic Resources for Success

1. Tutors (sign-up in L129)
2. Grammar web sites & computer programs
3. Office hours with the teacher
4. A college writing handbook

WEEK TWO

- Day One
Mon. 8/30
- FREWRITE OR QUIZ ON READING HOMEWORK (Kristof, Bordo, Hopkins)
→ INTRODUCTORY IDEAS: CURRENT EVENTS & INTERNATIONAL ISSUES
→ GROUP WORK: Purpose, tips, and reporting back (presenter, recorder, etc.)
→ TIPS ON READING: Four items to identify when reading an essay:
1. THESIS (main point and overall argument)
2. RHETORIC (tone, style, organization, category of essay, etc.)
3. PROOF (evidence, research, reasoning)
4. KEY PHRASES (particularly good examples of important quotes)
→ GROUP-THEN-CLASS DISCUSSION OF HOMEWORK ESSAYS
→ Slums HANDOUT
→ READING HOMEWORK FOR NEXT CLASS: Bowden (NWR 60-68)
→ RESEARCH HOMEWORK FOR NEXT CLASS: The instructor will e-mail a link for a list of international English-language news sites on his web site. First, pick a term or terms from the essays we've read so far — for example, "globalization" — and search for this term on one of the sites. When you find an article of interest, read the piece and bring your ideas and a print-out of the article (and/or good notes) to class.
- Day Two
Wed. 9/1
- FREWRITE OR QUIZ ON READING AND RESEARCH HOMEWORK
→ GROUP WORK: Discuss reading (4 items) and research
KEYS for RESEARCH DISCUSSION: 1. Process. 2. Content. 3. Reaction.
→ Writing Tutor Visit
→ Return, Q/A, and discussion of **Paper #1** / Criteria + Tips (HANDOUTS)
REVISION OF PAPER #1 DUE 2 WEEKS FROM TODAY FOR GRADING.
→ Writing Instruction
(1) How do you write an essay? (Word→Sentence→Paragraph→Essay)
(2) Sample Paragraph HANDOUT (3) Thesis HANDOUT (4) Student sample paper (5) Plagiarism article review/warning.
→ Recap of Group Work plus discussion of reading/research
+ "Borderlines" article (photocopy from The New Yorker)
→ READING HOMEWORK FOR THE NEXT CLASS: Friedman (NWR 185-192), Huntington (NWR 293-297), and "Borderlines"
REMEMBER THE FOUR ITEMS TO IDENTIFY WHEN READING AN ESSAY, and BE SURE TO HIGHLIGHT KEY TERMS FROM THE READING ASSIGNMENT!
NOTE: *The next session features library orientation with crucial focus on database research – if you miss this class, you must seek orientation on your own on how to use Internet research databases in the Truman library system. Location of session TO BE ANNOUNCED...*

WEEK THREE

- Day One
Mon. 9/6
- LABOR DAY HOLIDAY – NO CLASS TODAY...**
- Day Two
Wed. 9/8
- QUIZ or FREWRITE on READING
→ LIBRARY ORIENTATION (be ready with search terms from readings...)
→ RESEARCH CHALLENGE: Choose a country from a list provided – one that you have never visited – and using library resources find (1) a general reference source with basic info, (2) an atlas entry with maps and global situation, (3) a recent news piece relating to this country, (4) a scholarly article relevant to this country. (TAKE 20-30 minutes to do this.) PLEASE BRING PRINT-OUTS OF WHAT YOU FIND TO CLASS!
→ READING HOMEWORK for THE NEXT CLASS: Re-review Friedman (185-192) and Huntington (293-297), plus read Sen (NWR 297-300) and Zakaria (NWR 198-203)
→ **PAPER #1** REVISION is due in one week: Bring a draft to the next class.

WEEK FOUR

Day Two
Mon. 9/13 QUIZ/FREEWRITE ON READING & RESEARCH
→ Discussion on research and then reading
→ Review of Paper #1 draft in preparation for Final Draft.
→ READING HOMEWORK FOR THE NEXT CLASS: Rosen (NWR 336-340), and Lakoff (NWR 129-132)

FINAL DRAFT OF PAPER #1 IS DUE NO LATER THAN THE NEXT CLASS, WITHIN THE FIRST 10 MINUTES, WITH ALL PRIOR DRAFTS STAPLED.

Day One
Wed. 9/15 TURN IN **PAPER #1**...
FREEWRITE or QUIZ ON READING
→ GROUP WORK: reading / → CLASS DISCUSSION
→ Introduction to Media Criticism: (1) Discussion of sources (2) HANDOUT
→ Excerpts from Daily Show / Colbert Report (+interview on media)
→ RESEARCH HOMEWORK FOR NEXT CLASS: Watch, read, and/or listen to the news before the next class. Take notes, and bring your ideas to class.
NOTE: Pick current sources of the day – do NOT research the news AFTER the fact, and try to use primary sources (not news collectors or search engines).
→ READING HOMEWORK FOR THE NEXT CLASS: Ajami (NWR 76-79) and Aslan (323-325)

WEEK FIVE

Day One
Mon. 9/20 FREEWRITE or QUIZ ON READING/RESEARCH
→ GROUP WORK: Discuss reading/research...
→ CLASS DISCUSSION
→ More Daily Show and HANDOUTS
→ RESEARCH HOMEWORK: More news, just like last time...
→ READING HOMEWORK FOR THE NEXT CLASS: Rosenbaum (NWR 326-328)

Day Two
Wed. 9/22 FREEWRITE or QUIZ ON READING
→ GROUP WORK: Discuss reading and media work...
→ CLASS DISCUSSION OF MEDIA WORK
→ RESEARCH/WRITING HOMEWORK: Start a **Media Journal (Paper #2)** – watch or read the news, and decide on one source, program, writer, or story to follow over the next two weeks. Write at least four entries (two per week); each entry should have at least one paragraph of summary and one paragraph of response. The response section should focus on analytical and critical thoughts about how the media cover what they cover. Finish the project with at least two paragraphs summarizing what you learned from observing the media critically in this assignment overall. REMEMBER TO TAKE CAREFUL NOTES SO YOU CAN EVENTUALLY DOCUMENT SOURCES ON A WORKS CITED PAGE! + review of MLA guide in textbook (452-459)
→ CLASS DISCUSSION OF READING HOMEWORK
→ READING HOMEWORK: Mukherjee (NWR 49-56) and Hulbert (NWR 72-75)

WEEK SIX

- Day One
Mon. 9/27 FREEWRITE or QUIZ ON READING
→ GROUP then CLASS DISCUSSION (+ "Assimilation key" HANDOUT)
→ DOCUMENTATION: Intro to MLA citation (HANDOUT)
→ RESEARCH/WRITING HOMEWORK: Bring complete info and a starting draft for one entry in your media journal. Also, refer to the MLA cite guide in your textbook and try to cite the source on a Works Cited page...
- Day Two
Wed. 9/29 → GROUP WORK: Media discussion
→ More on documentation / Q&A about how to cite sources + Group cite work
→ **Media Journal** criteria & student sample paper
→ CRITICAL THINKING: Logical Fallacies HANDOUT and exercise
→ RESEARCH/WRITING HOMEWORK: Keep working on your **Media Journal**, which will be due at the end of WEEK EIGHT.
→ READING HOMEWORK: Norberg (NWR 204-207), Ehrenreich/F. (175-184), and Ceaser (170-174)

WEEK SEVEN

- Day One
Mon. 10/4 FREEWRITE or QUIZ ON READING HOMEWORK
→ GROUP WORK: Discuss reading
→ CLASS DISCUSSION
+ HANDOUT on "The iPhone Girl" (+ CNN video on iPhone worker conditions)
→ CRITICAL THINKING: Evaluating web sites (HANDOUT)
→ Yes Men video
→ RESEARCH HOMEWORK FOR NEXT CLASS: Look up a corporate web site, explore, take notes, and bring print-outs. Do you find the site useful? Believable? What is the site's visual and interactive strategy? Is it a credible source for its factual claims?
→ ALSO: BRING A DRAFT OF YOUR **Media Journal** in progress for in-class editing work.
- Day Two
Wed. 10/6 FREEWRITE or QUIZ ON RESEARCH HOMEWORK
→ GROUP WORK: Discuss research homework and the **Media Journal** in progress...
→ CLASS DISCUSSION of research homework and **Media Journal**
→ EDITING WORK: Using a handout, evaluate classmates' **Media Journal** in progress...
REMINDER: The **Media Journal (Paper #2)** is due a week from today!
READING HOMEWORK: Carson (399-408), Diamond (416-420), and McKibben (420-426)

WEEK EIGHT

- Day One
Mon. 10/11 FREEWRITE or QUIZ ON READING HOMEWORK
→ GROUP DISCUSSION: Reading homework
→ CLASS DISCUSSION
→ READING HOMEWORK FOR NEXT CLASS: Nye (NWR 208-211)
- Day Two
Wed. 10/13 HAND IN **MEDIA JOURNAL (Paper #2)**
FREEWRITE or QUIZ + discussion
→ Individual and then group work on personal pick of favorite essay
→ Class discussion of essays read and discussed thus far
→ HANDOUT on **Paper #3: Research Argument** in Response to Reading
→ HOMEWORK: Decide on the essay you will use, and begin research.

WEEK NINE: MID-TERM MARK ON 10/20/10

- Day One
Mon. 10/18 FREEWRITE or QUIZ on RESEARCH
 → GROUP then CLASS DISCUSSION
 → CHARTING OF IDEAS AND TOPICS BROUGHT UP
 → **PAPER #3** Criteria (due Week 11)
 → RESEARCH HOMEWORK: Find at least 2 database sources for **Paper #3...**
- Day Two
Wed. 10/20 QUIZ ON DATABASE HOMEWORK
 → GROUP THEN CLASS DISCUSSION OF HOMEWORK
 → LIBRARY OR COMPUTER CENTER WORK ON ANOTHER SOURCE
 → READING HOMEWORK FOR NEXT CLASS: Muñoz (NWR 110-117), Foran (132-136), and Frey (136-144)

WEEK TEN

- Day One
Mon. 10/25 FREEWRITE or QUIZ ON READING
 → GROUP THEN CLASS DISCUSSION OF READING
 → In-class pursuit of final database sources for **Paper #3**.
 → FOR THE NEXT CLASS: BRING YOUR SOURCES FOR **PAPER #3**
- Day Two
Wed. 10/27 → Works Cited practicum
 → Drafting & any final research in-class
 → HOMEWORK FOR NEXT CLASS: Bring a draft of **Paper #3** to class...

WEEK ELEVEN

- Day One
Mon. 11/1 → In-class editing with HANDOUT guidelines...
 → FREEWRITE ON TOPICS OF INTEREST FOR A FINAL PAPER PROJECT
 → HOMEWORK: Finish **Paper #3...**
- Day Two
Wed. 11/3 → **Hand in Paper #3**
 → Discussion of **Final Paper Project** and HANDOUT on possible topics
 → HANDOUT on Final Paper Research / Review of text resources (438-452)
 → Beginning research for final paper...
 → Another FREEWRITE on Final Paper ideas...
 + Get topic approved by teacher in class or via e-mail before next session

WEEK TWELVE

- Day One
Mon. 11/8 FREEWRITE or QUIZ ON HOMEWORK
 → HANDOUT on Argumentative Structure and review of AJAMI article
 → Review of Research & Argument HANDOUTS and in-class library work...
 → HOMEWORK: Final Paper Proposal due next class...
- Day Two
Wed. 11/10 → **Final Paper Source Notes** HANDOUT
 → **Final Paper Source Notes** due WEEK 14
 → PLUS **OPTIONAL** RE-REVISION OF 1, 2, or 3 (due in one week)
 → In-class library work and review of Final Paper Proposal

WEEK THIRTEEN (Last day to withdraw from a course on 11/15/10)

- Day One
Mon. 11/15 → In-class research
 → RESEARCH/WRITING HOMEWORK:
 + Bring all sources so far to the next class...
- Day Two
Wed. 11/17 → In-class work on W.C. page
 → Library/drafting work

WEEK FOURTEEN

Day One → Library/drafting
Mon. 11/22 → Work up draft

Day Two → **Final Paper Source Notes due**
Wed. 11/24 → Library/drafting
→ 3-page draft of Final Paper due in a week for review...

THANKSGIVING HOLIDAY:

NO CLASSES ON THURSDAY (11/25) AND FRIDAY (11/26)...

WEEK FIFTEEN

Day One → Library/drafting work
Mon. 11/29 → Arrange one-on-one conference with teacher to review draft-in-progress.

Day Two → One-on-One conference with teacher to review draft.
Wed. 12/1 **NOTE:** The individual conference counts toward attendance...

WEEK SIXTEEN

Day One → Class meets in a Computer Lab for final drafting and editing
Mon. 12/6 → Final Presentation INSTRUCTIONS

Day Two → Final Presentations
Wed. 12/8 → **FINAL RESEARCH PAPER IS DUE WITHIN THE FIRST 10 MINUTES OF CLASS...**

*****END OF CLASS! ENJOY THE WINTER BREAK!!!*****