

ENGLISH 102: COMPOSITION II

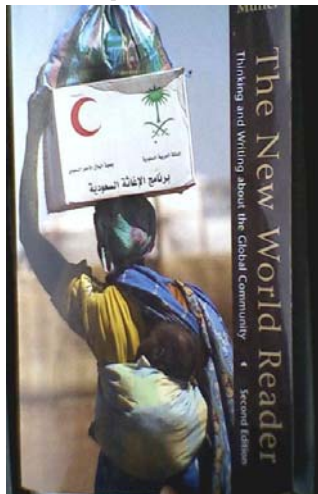
Section G (Tuesday and Thursday, 9:30 to 10:50 am, Room #2953)
TRUMAN COLLEGE, SPRING 2009

Instructor: Benjamin Ortiz, Assistant Professor (<http://www.benortiz.com>)
Office/Hours: Rm. #2737 — Tu.&Th. 8:30 to 9:30 am / Tu. 1 to 3 pm / Th. 5 to 6 pm
(...also by appointment, per your request and teacher availability...)
**Phone/E-mail/
Mailbox:** 773.907-4376, bortiz@ccc.edu, "Ortiz" in Room #2915

→ Course Description and Objectives

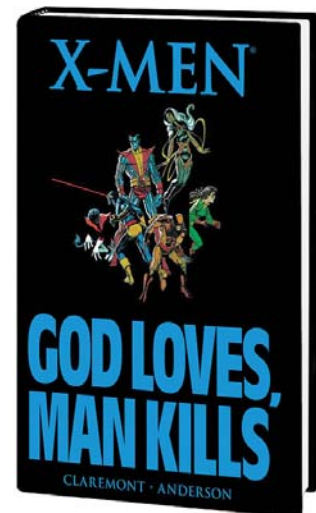
Following English 101, Composition 102 continues to focus on the skills necessary for college writing assignments. Basic college and workplace communication requires critical analysis of texts (writing, media, situations, and people). Likewise, full participation in public society requires effective 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 a 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 Texts for English 102-G



Claremont, Chris, and Brent Anderson. → **X-Men: God Loves, Man Kills**. NY: Marvel, 1982. (NOTE: Cheap, used copies and cheaper soft-cover editions of this book are available through on-line booksellers, and one copy is on reserve at the Truman College library for brief reading or photocopying on-site.)

← Muller, Gilbert H., ed. **The New World Reader: Thinking and Writing About the Global Community**. 2nd ed. Boston: Houghton Mifflin, 2008. (NOTE: Beck's should have used copies available, and one text is on reserve at the library for brief reading or photocopying on-site.)



X-MEN: GOD LOVES, MAN KILLS PREMIERE HC MARVEL.COM

ALSO: Students should prepare and keep an organized folder of handouts for 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.

→ Summary of Educational Outcomes

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

- (1) RESEARCH — Locate, evaluate, document, and cite sources relevantly and effectively.
- (2) READING — Evaluate texts critically, identify elements of argument, articulate opposing viewpoints, and respond effectively with research and writing.
- (3) WRITING — Build on 101 preparation and ultimately write an informed, argumentative research paper of advanced work and thought.

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.

→ City Colleges General Education Goals

English 102 feeds the following 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)*.

→ 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, more than 10 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 10 points from your Contributions grade for every absence thereafter – *six absences means an automatic zero for your Contributions 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.

ALSO: All assignments are due on the day specified on your syllabus 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 of class, even if you are absent.***

→ 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. (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:

→ **Paper Details** (continued...)

[LAST NAME] 1

[YOUR NAME]

English 102-G

SPRING 2009 – [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. 2nd ed. Boston: Houghton Mifflin, 2008.

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. Questions can be referred to phone #773.907.4891 or e-mail eiehl@ccc.edu. 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 your updated paper.*

→ **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 & Thinking, Correct English, Proper Manuscript Format

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 time specified on the syllabus and by the teacher.

→ **Grade Breakdown**

<i>Participation</i>	= 10%	
<i>Free-writes/Quizzes</i>	= 10%	
<i>Paper #1/Orwell</i>	= 10% (revision)	}
<i>Paper #2/ Media Journal</i>	= 10% (revision)	
<i>Paper #3 / Graphic Novel</i>	= 10% (revision)	} +Re-Revision of 1, 2, or 3
<i>Paper #4/Research Notes</i>	= 10%	
<i>Final Paper Proposal</i>	= 2.5%	
<i>Final Paper Draft</i>	= 5%	
<i>Final Presentation</i>	= 2.5%	
<i>Final Paper</i>	= 30%	

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

→ City Colleges “Active Pursuit” Policy

In order for students to remain in English 102, they must actively pursue the objectives for this course. At midterm, 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 that are due before midterm.
- A student must have Class Participation and Freewrite/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 March 18, 2009, 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 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, and career counseling.

→ **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. Likewise, I will do my best to be a resource for your success. This course will be challenging, but I am here to help. It’s my goal to see every student complete the semester successfully. I look forward to working with you to produce your best writing, and I hope you enjoy Spring 2009!
—Benjamin Ortiz, Assistant Professor, Truman College

DATES to REMEMBER for YOUR OWN Planning

2/16/09 (Monday): President’s Day Holiday (NO CLASS)
3/18/09 (Wednesday): Spring 2009 Mid-Term Mark
4/6/09 thru 4/12/09: SPRING BREAK (NO CLASS)
4/20/09 (Monday): Last day to withdraw from a course.
5/16/09 (Saturday): Spring 2009 semester ends!
6/1/09 (Monday): Summer 2009 classes begin.

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

→ CALENDAR: Dates, Topics, Assignments, & Schedule

NOTES: (1) A complete schedule 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 (to be updated weekly), visit the instructor's web site — just click on "SPRING 2009: Composition 102-G" under "ARCHIVES" at:



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

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

WEEK ONE

First day of class!
1/20

- Question #1: Should you be in Comp 102? (*PREREQUISITE=ENGLISH 101*)
- Questionnaire and Class Roll Call (Review syllabus pages 1-4)
- 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) *NWR* 1-5 (through "Narration...") and 22-26 (...on writing/reading...)

THE NEXT SESSION WILL MEET IN THE CLASSROOM AND THEN MOVE TO THE WAC- COMPUTER LAB (2nd floor lab) – 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
1/22

- WAC-LAB Instruction on Basic Paper Format & **Paper #1:**
IN COMPARISON *or* CONTRAST TO ORWELL, WRITE 1 to 2 PAGES on
A SIGNIFICANT JOB, RESIDENCE, TASK, or SITUATION FROM YOUR LIFE:

TIPS FOR PAPER #1 –

- ¶1-2: Fully summarize the Orwell reading.
- Then, in the next paragraph transition to your own experience and establish a thesis regarding your ultimate opinion on the reading and your relevant job/residence/task/or situation.
- Explain the thesis to your reader with at least two more paragraphs of development.
- Finish the essay with a concluding paragraph.
- Be descriptive throughout, and back up your thesis. Draft and complete this assignment in class.
- **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 NEXT CLASS: Kristof (*NWR* 11-17), Bordo (18-25), and Talwar (413-417)

WEEK TWO

- Day One
1/27
- FREWRITE OR QUIZ ON READING HOMEWORK (Kristof, Bordo, Talwar)
- 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: Granitsas ([NWR 77-81](#))
 - 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 listed sites. When you find an article of interest, read the piece and bring your ideas and a print-out of the article to class.
- Day Two
1/29
- 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 A WEEK 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.
 - Recap of Group Work plus discussion of reading/research
 - READING HOMEWORK FOR THE NEXT CLASS: Friedman ([NWR 215-222](#))
REMEMBER THE FOUR ITEMS TO IDENTIFY WHEN READING AN ESSAY, and BE SURE TO HIGHLIGHT KEY TERMS FROM THE READING ASSIGNMENT!
NOTE: *The next class meets outside of the library, in the basement...*

WEEK THREE

- Day One
2/3
- FINAL DRAFT OF **PAPER #1** IS DUE NO LATER THAN THE NEXT CLASS, WITH DRAFTS ATTACHED...
- Meet outside of the library for roll call...
 - LIBRARY ORIENTATION (be ready with search terms from Friedman)
 - 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 minutes to do this in the library.)
PLEASE BRING PRINT-OUTS OF WHAT YOU FIND TO THE NEXT CLASS!
 - READING HOMEWORK: Re-review the Friedman essay (215-222)...

WEEK THREE (continued...)

- Day Two
2/5
- HAND IN **PAPER #1**
- FREWRITE or QUIZ ON READING/RESEARCH
- GROUP WORK: Research then reading...
 - CLASS DISCUSSION
 - Introduction to Media Criticism: (1) Discussion of sources (2) HANDOUT
 - Daily Show interview on the media
 - Excerpts from Daily Show and Colbert Report
 - 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 NEXT CLASS:
Rosen (NWR 391-395) and Huntington (NWR 335-339)

WEEK FOUR

- Day One
2/10
- FREWRITE 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: Sen (NWR 345-348) and Contreras (47-51)
- Day Two
2/12
- FREWRITE 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...
 - CLASS DISCUSSION OF READING HOMEWORK
 - READING HOMEWORK: Mukherjee (NWR 52-58) and Abramsky (109-116)

WEEK FIVE

- Day One
2/17
- FREWRITE or QUIZ ON READING
- GROUP WORK: Discuss reading
 - CLASS DISCUSSION OF READING
 - 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
2/19
- GROUP WORK: Media discussion
 - More on documentation + Q&A about how to cite different sources
 - Group citation 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 SEVEN.
 - READING HOMEWORK: Norberg (NWR 231-234) and Ehrenreich (205-214)

WEEK SIX

- Day One
2/24 FREEWRITE or QUIZ ON READING HOMEWORK
→ GROUP WORK: Discuss reading
→ CLASS DISCUSSION + HANDOUT on “The iPhone Girl”
→ 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
2/26 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 FOR NEXT CLASS: Blume (NWR 130-134), Foran (134-138), and Frey (146-154)

WEEK SEVEN

- Day One
3/3 FREEWRITE or QUIZ ON READING HOMEWORK
→ GROUP DISCUSSION: Reading homework
→ CLASS DISCUSSION
→ Language HANDOUT
→ Language exercise
READING HOMEWORK: Fukuyama (NWR 474-479)
- Day Two
3/5 HAND IN **MEDIA JOURNAL (Paper #2)**
FREEWRITE or QUIZ on READING
→ GROUP then CLASS DISCUSSION on READING
Prep for Graphic Novel reading – introduction to ideas and handout
→ READING HOMEWORK FOR NEXT CLASS:
X-Men book and re-review Fukuyama

WEEK EIGHT

- Day One
3/10 FREEWRITE or QUIZ on READING
→ GROUP then CLASS DISCUSSION
→ CHARTING OF IDEAS AND TOPICS BROUGHT UP
→ HANDOUT ON **PAPER #3** & Criteria (due Week 11)
→ RESEARCH HOMEWORK: Find one database source per paper info...
- Day Two
3/12 QUIZ ON DATABASE HOMEWORK
→ GROUP THEN CLASS DISCUSSION OF HOMEWORK
→ LIBRARY OR COMPUTER CENTER WORK ON ANOTHER SOURCE
READING HOMEWORK: Diamond (455-459), McKibben (459-463, and Zakaria (417-420)

WEEK NINE: MID-TERM MARK ON 3/18/09

- Day One
3/17 FREEWRITE or QUIZ ON READING
 → GROUP THEN CLASS DISCUSSION OF READING
 → In-class pursuit of final database source.
 → FOR THE NEXT CLASS: BRING YOUR SOURCES FOR **PAPER #3**
- Day Two
3/19 → Works Cited practicum
 → Drafting & any final research in-class
 → HOMEWORK FOR NEXT CLASS: Bring a draft of **Paper #3** to class...

WEEK TEN

- Day One
3/24 → In-class editing with HANDOUT guidelines...
 → FREEWRITE ON TOPICS OF INTEREST FOR A FINAL PAPER PROJECT
 → HOMEWORK: Bring an updated draft for more editing in class
- Day Two
3/26 → In-class editing with HANDOUT guidelines
 → Discussion of **Final Paper Project** and HANDOUT on possible topics
 → Another FREEWRITE on Final Paper ideas...
 → READING HOMEWORK NEXT: Annan (166-170) and Katz (433-442)

WEEK ELEVEN

- Day One
3/31 FREEWRITE or QUIZ ON READING
 → GROUP then CLASS DISCUSSION ON READING
 → HANDOUT on Final Paper Research
 → HANDOUT on Argumentative Structure
- Day Two
4/2 **Paper #3 due**
 → Beginning research for final paper – review of textbook resources on
 building a research thesis and the drafting checklist
 + Get topic approved by teacher in class or via e-mail before next session

***** SPRING BREAK: NO CLASS 4/6/09 THROUGH 4/12/09 *****

WEEK TWELVE

- Day One
4/14 → Review of Research & Argument HANDOUTS and in-class library work...
 → ANNOTED WORKS CITED LIST (**Paper #4**) HANDOUT
 → **Paper #4** due WEEK 14
 → PLUS OPTIONAL RE-REVISION OF 1, 2, or 3
- Day Two
4/16 → In-class research
 → RESEARCH/WRITING HOMEWORK:
 Develop a Final Project proposal (HANDOUT)
 + Bring all sources so far to the next class...

WEEK THIRTEEN (Last day to withdraw from a course on 4/20/09)

- Day One
4/21 → In-class work on W.C. page
 → Editing of Final Project Proposal (due next class)
 → Library/drafting work
- Day Two
4/23 → Review proposal and outline
 → Work up draft

WEEK FOURTEEN

- Day One
4/28 → Hand in **Paper #4**
 → Library/drafting work...
- Day Two
4/30 → One-on-One conference with teacher to review research and project.
 → HOMEWORK: Drafting – Develop a 3 page draft within a week...

WEEK FIFTEEN

Day One → Library work/drafting
5/5

Day Two → One-on-one conference to review draft
5/7

WEEK SIXTEEN

Day One → Class meets in WAC-Lab for final drafting and editing
5/12 → Final Presentation HANDOUT

Day Two → Final Presentations
5/14 → **FINAL RESEARCH PAPER IS DUE WITHIN THE FIRST 10 MINUTES OF CLASS...**

*****END OF CLASS! ENJOY THE SUMMER!!!*****