

# ENGLISH 102: COMPOSITION II

**Section G2** (Tuesday & Thursday, 9:30 to 10:50 am, Room #2961)

**TRUMAN COLLEGE, SPRING 2010**

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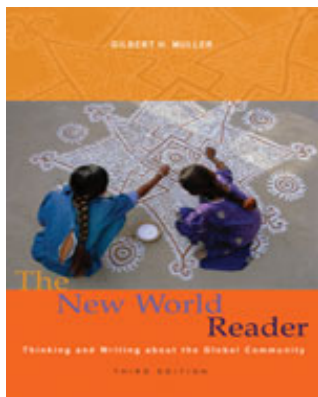
<b>Instructor:</b>	Benjamin Ortiz, Assistant Professor ( <a href="http://www.benortiz.com">http://www.benortiz.com</a> )
<b>Office:</b>	Room #2737
<b>Hours:</b>	Mon. & Wed. 12 to 1 p.m. / Tu. & Th. 8:30-9:30 a.m. / Th. 5-6 p.m. (...also by appointment, per your request and teacher availability...)
<b>Phone/E-mail/</b>	
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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 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-B2



Spurrier, Simon, and Tan Eng Huat. → **Silver Surfer: In Thy Name**. NY: Marvel, 2008. (NOTE: Cheap, used copies of this book are available through on-line booksellers, and two copies are 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**. 3rd ed. Boston: Wadsworth, 2011. (NOTE: Since this is a

new edition, Beck's might not have used texts, but two copies are on reserve at the Truman library for brief reading or photocopying on-site.)

**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 Learning 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, 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 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.***

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.

## → 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:

[YOUR NAME]

English 102-G2

SPRING 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. 3<sup>rd</sup> 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. Questions can be referred to phone #773.907.4891 or e-mail [iehl@ccc.edu](mailto:iehl@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 beginning of class on the day specified on the syllabus or by the teacher.

→ **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%
- Final Paper Draft* = 5%
- Final Presentation* = 2.5%
- Final Paper* = 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 – this refers to the Papers listed in the Grade Breakdown.
- 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 17, 2010, 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.

### DATES to REMEMBER for YOUR OWN Planning

2/15/10 (Monday): President’s Day Holiday (NO CLASS)  
3/17/10 (Wednesday): Spring 2010 Mid-Term Mark  
3/29/10 to 4/4/10 (Mon.-Sun.): Spring Break (NO CLASS)  
4/19/10 (Monday): Last day to withdraw from a course.  
5/15/10 (Saturday): Spring 2010 semester ends!  
6/7/10 (Monday): Summer 2010 classes begin.

## → 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](mailto: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 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 Spring 2010!  
—Benjamin Ortiz, Assistant Professor, Truman College

### 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

# COURSE 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 2010: Composition 102-G2" under "ARCHIVES" at:



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

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

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### WEEK ONE

- First day of class!*  
Tu 1/19
- 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) 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  
Th 1/21
- 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)

## WEEK TWO

Day One  
Tu 1/26

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 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  
Th 1/28

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.  
→ Recap of Group Work plus discussion of reading/research  
→ READING HOMEWORK FOR THE NEXT CLASS:  
Friedman (NWR 185-192) and Huntington (NWR 293-297)  
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 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.*

## WEEK THREE

Day One  
Tu 2/2

→ LIBRARY ORIENTATION (be ready with search terms from readings...)  
→ 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)

Day Two  
Tu 2/4

QUIZ or FREWRITE on READING  
→ 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!  
→ Discussion on research and then reading  
→ Closing Freewrite... / **PAPER #1** REVISION reminder (due in one week)  
→ READING HOMEWORK FOR THE NEXT CLASS: Rosen (NWR 336-340), and Lakoff (NWR 129-132)

## WEEK FOUR

Day Two  
Tu 2/9      OPTIONAL ONE-ON-ONE MEETING TO PREP FOR PAPER #1  
**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  
Th 2/11      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  
Tu 2/16      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  
Th 2/18      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  
Tu 2/23      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  
Th 2/25      → 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)

## WEEK SEVEN

- Day One  
Tu 3/2      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  
Th 3/4      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: Muñoz (NWR 110-117), Foran (132-136), and Frey (136-144)

## WEEK EIGHT

- Day One  
Tu 3/9      FREEWRITE or QUIZ ON READING HOMEWORK  
→ GROUP DISCUSSION: Reading homework  
→ CLASS DISCUSSION  
→ Language HANDOUT  
→ Language exercise  
→ READING HOMEWORK FOR NEXT CLASS: Armstrong (NWR 286-292)
- Day Two  
Th 3/11     HAND IN **MEDIA JOURNAL (Paper #2)**  
FREEWRITE or QUIZ + discussion  
→ Lit/Comics handout  
→ GROUP then CLASS DISCUSSION on READING  
Prep for Graphic Novel reading – introduction to ideas and handout  
→ READING HOMEWORK FOR NEXT CLASS: Silver Surfer graphic novel  
And Pinchbeck excerpt on 2012

## WEEK NINE:      MID-TERM MARK ON 3/17/10

- Day One  
Tu 3/16     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 at least one database source for **Paper #3**...
- Day Two  
Th 3/18     QUIZ ON DATABASE HOMEWORK  
→ GROUP THEN CLASS DISCUSSION OF HOMEWORK  
→ LIBRARY OR COMPUTER CENTER WORK ON ANOTHER SOURCE  
READING HOMEWORK: Carson (399-408), Diamond (416-420),  
and McKibben (420-426)



## WEEK TEN

- Day One  
Tu 3/23      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  
Th 3/25      → Works Cited practicum  
                 → Drafting & any final research in-class  
                 → HOMEWORK FOR NEXT CLASS: Bring a draft of **Paper #3** to class...

**\*\* SPRING BREAK: NO CLASS 3/29/10 THROUGH 4/4/10 \*\***

## WEEK ELEVEN

- Day One  
Tu 4/6        → In-class editing with HANDOUT guidelines...  
                 → FREEWRITE ON TOPICS OF INTEREST FOR A FINAL PAPER PROJECT  
                 → HOMEWORK: Finish **Paper #3**...
- Day Two  
Th 4/8        → **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  
Tu 4/13      FREEWRITE or QUIZ ON HOMEWORK  
                 → HANDOUT on Argumentative Structure  
                 → Review of Research & Argument HANDOUTS and in-class library work...  
                 → HOMEWORK: Final Paper Proposal due next class...
- Day Two  
Th 4/15      → **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 4/19/10)

- Day One  
Tu 4/20      → In-class research  
                 → RESEARCH/WRITING HOMEWORK:  
                 + Bring all sources so far to the next class...
- Day Two  
Th 4/22      → In-class work on W.C. page  
                 → Library/drafting work

## WEEK FOURTEEN

- Day One  
Tu 4/27      → Library/drafting  
                 → Work up draft
- Day Two  
Th 4/29      → **Final Paper Source Notes due**  
                 → Library/drafting  
                 → 3-page draft of Final Paper due in a week for review...

## **WEEK FIFTEEN**

Day One → Library/drafting work  
Tu 5/4 → Arrange one-on-one conference with teacher to review draft-in-progress.

Day Two → One-on-One conference with teacher to review draft.  
Th 5/6 NOTE: The individual conference counts toward attendance...

## **WEEK SIXTEEN**

Day One → Class meets in a Computer Lab for final drafting and editing  
Tu 5/11 → Final Presentation INSTRUCTIONS

Day Two → Final Presentations  
Th 5/13 → **FINAL RESEARCH PAPER IS DUE WITHIN THE FIRST 10 MINUTES OF CLASS...**

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