**English 3, Web**

**Section # 50403**

**Critical Reading and Writing**

**Monday, August 12- Sunday, December 8, 2013**

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**Syllabus for English 3, Web, Critical Thinking**

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# Contact Information

Mrs. Berg, Instructor Email: emily.berg@reedleycollege.edu

Office: Faculty Annex 6 (directly behind the SOC building) Phone: 638-3641, ext. 3150

Office Hours: Mondays and Wednesdays from 10am-12pm; Fridays from 11am-12pm. *Other times may be scheduled outside these hours as needed.*

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**Course Descript****ion**

A course designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A/1AH. The course will focus on the development of logical reasoning and analytical and argumentative writing skills based primarily on works of non-fiction in a variety of media.

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**Mandatory Orientation Sessions**

All students are required to attend one of the orientations listed in the class schedule. All students are required to attend one of the orientations listed in the class schedule. **Orientations are scheduled for: Thursday, August 8 from 3:30-5:30pm in CCI 203 OR Tuesday, August 13 from 2:00-4:00 in CCI 203**. After enrolling in the course, email your instructor to indicate which session you will attend. Failure to attend one of these sessions will result in being dropped from the class.

**Grading Policy**

Your grade is calculated by using the following traditional grading scale during the semester:

**Passing Grades: A=90-150%; B=80-89%; C=70-79% Failing Grades: D=60-69%; F=0-59%**

|  |  |  |
| --- | --- | --- |
| **Assignments and Their Due Dates** | **Approximate**  **Point Value** | **Your Grade** |
| **Essay #1**: Structure of an Argument (due week 4) | 150 |  |
| **Essay #2**: Rhetorical Analysis (due week 7) | 150 |  |
| **Midterm:** Rhetorical Analysis (Timed essay, week 9) | 100 |  |
| **Essay #3**: Rogerian Argument (due week 11) | 150 |  |
| **Annotated Bibliography** for Essay #4 (due week 14) | 150 |  |
| **Final/ Essay #4**: Argumentative Essay (due week 17) | 200 |  |
| **Discussion Boards** (2 questions per week, consisting of the original posts plus replies; will be graded every three weeks) | 100 |  |
| **APPROXIMATE TOTAL POINT VALUE:** | **1,000** |  |

Grades are promptly posted on Blackboard; please look on Blackboard for your current grade in the class. You are also always welcome to come discuss your progress in the class with me during my office hours.

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**Changes to the Syllabus/Calendar**

The instructor reserves the right to make changes as necessary for the benefit of the class to change policies on the syllabus or dates on the calendar. Not checking Blackboard or your email account is not an excuse for not being aware of any changes that are made to the calendar or the syllabus.

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**Required Texts and Materials**

*Please note that I have placed these on reserve at the Reedley College library.*

Kirszner, Laurie G. and Stephen R. Mandell. *Practical Argument: A Text and Anthology*. Boston: Bedford/St.

Martin’s, 2011. Print. ISBN: 978-0-312-57092-7

*Highly recommended (or any other handbook as long as it has 2009 MLA):* Kirszner, Laurie G. and Stephen R.

Mandell. *The Concise Wadsworth Handbook*. 4th Edition. Boston: Wadsworth Cengage Learning, 2013. Print. ISBN: 978-1-133-31033-4

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**Attendance Policies**

I will monitor your online contact through the Blackboard discussion board, essays, quizzes, and e-mail. You will need to make your presence known every few days by making substantive contributions to the discussions.

Failure to post to the discussion board for two weeks in a row (including weekends) or complete assignments without contacting me, means that you are no longer participating in the class, and you may be dropped from the class.

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**Weekly Schedule Overview**

To give you a feel of how the class will work, a typical week looks like this:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday**  A New Week’s Work Begins | **Tuesday** | **Wednesday** | **Thursday**  **To be Completed by Midnight:**  --all Textbook Reading from *Practical Argument*s  --all additional readings  --all original discussion board posts | **Friday** | **Saturday** |
| **Sunday**  **To be Completed by Midnight:**  --all discussion board replies  --final draft of essays due (if there is one due that week) | **Monday**  The Next Week’s Work Begins |  |  |  |  |  |

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**Course Objectives/Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Write a synthesized and documented, critical analysis of at least 1500 words which includes:
   * sophisticated introduction, multiple body paragraphs, and a conclusion
   * an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
   * supporting details that exhibit critical thinking and use credible, multiple secondary sources
   * researched and evaluated sources for use in the development of their own writing
   * correct usage of MLA format with correct use in-text citations and a works cited page
   * appropriate and purposeful use of quotations
   * causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
   * an annotated bibliography of multiple sources
   * correct citations (therefore avoiding plagiarism)
   * identification of logical fallacies in others’ writing and avoid them in their own writing
   * details related to main point and with complex analysis
   * evidence of self-editing for errors and revise compositions
   * use of third person/universal
   * awareness of writing for a scholarly audience
   * controlled and sophisticated word choice
   * sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
   * use of denotative and connotative aspects of language
2. Read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas
   * Distinguish between valid and sound arguments and invalid and unsound arguments
   * Recognize deductive and inductive language
   * Distinguish factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
   * Make logical inferences from information presented
   * Recognize denotative and connotative aspects of language
3. Discuss issues, supporting their comments with reference to texts

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**Computer Requirements**

Skills Needed for this class:

* Familiarity with computers (knowing where the power switch is located, for example)
* Know the basics of word processing (saving files, using spell check, moving text, using the help function, etc.).
* Know how to access the Internet and navigate the Internet (use a browser, utilize search engines, save and print from the Internet)
* Know how to send e-mail and e-mail with attachments.
* Have some familiarity with Blackboard. We will be using Blackboard as part of our classroom. Our Blackboard site contains documents, announcements and other information needed for our course; in addition, Blackboard allows for e-mailing and online discussions. There are various tabs to the left of the screen in Blackboard. These tabs lead you to necessary and supplementary documents, to all assignments and schedules, and more. You can access our Blackboard directly from the Reedley College Website (click on the “Blackboard” link found under the “Blackboard/WebAdvisor” link; or in the “Quick Links” pull-down menu).

Hardware Needed for this class:

* Pentium (PC) or Mac equivalent
* Home Internet access is desirable. You can use the computers on campus; however, they are not always available, so you will need to find out when each lab is open and available for drop-in use. You should also know if your local library has computers available with Internet access. If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a disk, flash drive, or other moveable source.

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# Discussion Board Details and Tips

Here are some hints to help you write quality original posts and responses:

1. Take the time to think about what you are writing so that your comments are well-written and complete.
2. When responding to others, don’t merely say “I agree.” Instead, explain why you agree or disagree. Try to carry on a discussion.
3. Remember that spelling and grammar count; please also watch your language and word choice. Cursing and inappropriate language are not acceptable. If this occurs, action will be taken as necessary per school policy. Make sure that you capitalize “I” and spell “you” correctly. Do not abbreviate words. Make sure you use academic English. “Stupid” is not very academic and doesn’t tell the reader much!

Each week, you will have the following due for your discussion board assignments:

* **Original Posts (due Thursdays at midnight).** I will post two original posts each week based on that week’s readings and on your essay writing (an outline or a draft)**; you will need to post a substantive post (of at least 350 words per post**) **for each original post**.
* **Replies (due Sundays at midnight).** **You** **will need to reply to at least one fellow student’s post for every original post**; each reply needs to be **at least 150 words**. Be sure to address the person by name that you are replying to, and make sure that you first try to reply to someone in the class who has not had any feedback on his post.

Also, does replying to another students’ work mean you can only agree with that student? Think about how discussions happen in traditional classes. Do students only agree with each other in real-time class conversations? If we did, it would certainly be a dull conversation, and we probably wouldn’t learn much. Think about how you would politely disagree with a student you are having a conversation with (by saying something like, “I appreciate your viewpoint, but have you considered...” “I think I understand what you are saying, but I wonder if you have thought about...”).

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**How Are Discussion Board Postings Graded?**

A thoughtful, well-written response that directly addresses all of the components of the question will earn full credit. The response should indicate that you reflected carefully upon the question; it also indicates that you took the time to edit your work prior to posting. A full-credit posting will have few grammatical errors, and you would need to include the word count (that is above the minimum requirement of the assignment).

**Some tips to earn full credit: Type your responses first in Word**, get the word count added to your post in Word, and then cut and paste the work into Blackboard. This is a good idea for several reasons—first, you can edit your work with the help of spell and grammar check. Also, so many students have told me that they have lost work when their computer crashes or Blackboard freezes. In the subject line of each post, **you will need to title each post** and reply with something catchy, creative, and informative. Think of your title as an advertisement for your thoughts, as you are trying to get students interested enough to read your post.

Points will be deducted for each of the following:

* not addressing all parts of all of the questions
* not having a depth of thought in the response (responding quickly just to get the work done)
* not including the word count or falling short of the word count
* having a large number of grammatical errors or spelling errors, including IM speak (“u” instead of “you”) or slang
* posting the original post but no replies, or posting the reply but no original post
* not creating an informative, creative title to both your original post and replies
* not addressing by name the person to whom you are replying
* choosing to reply to someone else’s post who already been replied to by another student when there are other students who have not had any replies to their posts
* posting your work late (before I grade the posts)

Please note that I do not accept late work for discussion board posts; once I have graded the discussion board posts (which I will do every three weeks), you cannot make up posts.

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**Cheating/Plagiarism**

***Bottom line***: do not copy someone else’s words or ideas without giving them credit. Do not use another student’s paper as your own. Do not use a paper you wrote from another class in this class. Do not have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized on your papers or on the discussion board) and a report will be filed with the administration for their review. Please be advised that you will submit your final drafts of your papers in Turnitin.com, so if you do plagiarize your papers, you will be caught.

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**E-Mail**

An e-mail address is essential for this class, and everyone in this class has a SCCCD email account. This email account has been assigned to you and is the one that Blackboard uses**, so you will need to check your SCCCD email account daily**. It is the only way I will be contacting you.

When you send an email, you must be specific in the message and always **sign your name and include the class name and section number in the title**. I do not read or respond to email if I don’t know the sender. In addition, remember, when you email an instructor, you are not text messaging or emailing a friend. You need to run spell check and think about the way you are writing; for example, do not use lower case i’s when using the first person pronoun “I”. I will not respond if I cannot read what you have written, and I certainly won’t respond if you are being disrespectful.

In terms of response time, please keep in mind that you need to give me at least twenty-four hours to respond during the work week only (meaning I will not typically be able to respond over the weekend). Do not send me multiple copies of the same email, thinking this will get me to respond faster. I do not text students, but I will respond to your email as soon as I can. That being said, if I have not responded during the workweek within twenty-four hours, give me a call or email me again to make sure I did get your first message.

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**Essay Formatting**

For all work you submit, follow MLA formatting:

* Font set for TIMES NEW ROMAN 12
* Entire essay is DOUBLE line spaced only—no more and no less ANYWHERE
* The margins are set to 1” on all sides.
* In the PARAGRAPH menu, SPACING **BEFORE** and **AFTER** is set for ZERO
* Page numbers have been INSERTED (not typed) into the upper right hand corner beginning with page one. This is formatted into the header, appearing ½ inch from the top of the page
* Student’s last name appears before the page number—AND there is a space between the name and page number.
* On page one ONLY, in the top left hand corner of the page, the following appears 1 inch below the top of the page.
  + Student’s Name
  + Instructor’s Name
  + Course and Section Number
  + Due Date for Essay
* The above information is double line spaced
* The essay has an appropriate title, which is centered—USING the computer’s function to center. The title is a creative one, not merely the assignment’s name. The title has every major word capitalized, and there are no quotation marks around the title. The title is the same size font, and it is not italicized or in all capital letters.
* The Work(s) Cited is the last page of the essay—INSERT NEW PAGE. The works cited page is the last formatted page of the essay, so it also follows all of the formatting details listed above.

**Please note:** Should I discover while reading your essay that you have not followed the above formatting expectations, run spell check, or sufficiently proofread and edited your work, I will discontinue reading and return the essay to you. You will then have until the following week to revise the paper and resubmit it with the first paper you submitted. The highest grade such a “returned” paper can receive is a “C.”

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**Essays—Getting Feedback and Additional Help**

For each essay we write in this class, you will create at least one outline and one rough draft before submitting your final draft of your paper. You will post your outline and your rough draft on our Discussion Board for some feedback from your classmates; at some point throughout the semester for at least one of your essay assignments, I will also give you feedback on one outline and one rough draft. Because of the large number of students in this class, I cannot give you feedback for each essay you write on the discussion board.

Please note that I will not be able to give students who send me an email with a draft attached feedback; **if you want feedback on your draft, send me a copy of the draft in an email and indicate when exactly during my office hours you will call to go over your draft with me.**

Another excellent source of help is The Reedley College Writing Center, located in HUM 58 on the Reedley College campus. You can enroll in English 272, a course designed to help you on any writing assignment from any class. You can also take advantage of their walk-in or online tutorial. The Writing Center is open Monday - Thursday: 8 a.m. to 2 p.m. If you live closer to another college in the district, you are entitled to seek help from that campus’s writing center as well.

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**Essays—Getting the Work Done on Time and Turned In**

**I will not accept late papers** unless you have contacted me at least forty-eight hours prior to the due date and I approve your request (which I have done rarely).

**To submit the final draft of your essays, follow these steps**:

1. Name the final draft of your essay with your last name, then your first, the essay number, then the section number. Save your final draft as an .docx, .doc, or .rtf file only. An example of a correctly named file would be: **Smith, Jill Essay 1 50403.docx**
2. Log into our Blackboard class, and go into that essay’s folder. Find the Turnitin.com symbol (usually the last item in the folder), and hit the “View/Complete” link.
3. The computer will walk you through the steps from that point forward.
4. Once you have turned in your paper, you will need to find out what your Turnitin.com originality score is and why you earned the score you did. To access your score, go back to that essay’s folder and once again, hit the “View/Complete” link to view your originality score. Click on the score to download a .pdf file that details which of your work is not your own wording. I've found a video that gives a step-by-step guide to how to find and understand your own originality report: <http://www.youtube.com/watch?v=oq52OAEj1oM&feature=related>
5. The next morning at 8am after a paper is due, you need to send me an email at emily.berg@reedleycollege.edu informing me of **what your originality report score is** (given as a percentage, i.e. what percent of your paper was not original work) as well as a few sentences (one or two) explaining **why you received the originality score you did**.  Once I finish grading your paper, I will reply to your email with the graded paper as an attachment. To give you an idea of what I am looking for in your email, here's an example:  
     
   "According to Turnitin.com, 19 % of my paper is not my own words because I used and cited a few quotations from the essays from *Practical Argument* in my paper to support my argument. I also provide a works cited page, so that the reader can see where I got my information from."

**Please remember that computer problems inevitably will occur when submitting your paper online**. I have found that when students wait until the last minute to upload their papers, they will usually end up having problems (such as having the computer crash). A paper turned in at 12:05am is considered late and therefore won’t be accepted! I will not be able to respond to a last minute, panicked email to have me clear a failed upload attempt. The smart student will take this warning into consideration and upload the paper several days in advance of the due date, allowing time to get help or make alternative arrangements should computer problems occur.

That being said, if something happens, simply email me your paper as an attachment, then call the next morning during office hours to see what you need to do for your paper to be accepted; at the very least, I will see from the timestamp on your email that you got the essay done in time, and you will still need to submit your paper to Turnitin.com at the earliest chance you can.

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**Essays--Rewriting Policies**

You are allowed to and encouraged to rewrite **one essay over the semester to try to earn up to one letter grade** **higher** than the final grade you received on the paper. Here are the steps you will need to follow:

1. You are welcome to come into my office hours or call in to discuss what you need to do to improve your paper should you have questions.
2. You have up to one week from when I return your essays to rewrite the paper.
3. On the rewritten document, first cut and paste the final graded draft with my comments, then paste your rewritten draft after, making sure to **highlight exactly what you have changed in the rewritten section**.
4. Then, send me an email with this one document attached. In the body of the email, explain exactly what changes you have made and how these changes improved your paper.

Other points to consider:

* You will not have the opportunity to rewrite Essay #4, as grades are due soon after you turn in that final paper.
* If you fail to follow these steps above exactly, I will not read your reconsider your essay’s grade.
* Higher grades will only be awarded for papers that were substantially improved, enough to change the essay’s overall grade (up to one letter grade higher only, even if the paper is of even higher quality than that).

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# Midterm Examination

# Go to our Blackboard website and your midterm examination in the “Exams” tab. The midterm cannot be made up; once it closes, I will not reopen it.

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# Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

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**Frequently Asked Questions Regarding Blackboard**

*What is the little exclamation in the grade book on the Blackboard (Bb) site?*

The exclamation point simply says that your quiz went through properly and is waiting to be graded. Some quizzes are automatically graded as they are multiple choice. If they are not, I will have to go in and grade them myself. This might take a week or so. After I grade them, you will be able to open them through the grade book function, and review the quiz. The correct answers will usually be available at that time.

*I have a question mark or a lock next in my grade book next to a quiz or exam. What does this mean?*

This means that for some reason the quiz or exam did not go through properly. This usually results from either you dropping off line, having a power failure, exiting the program before you have finished the quiz or exam or hitting the enter button instead of clicking on the submit button at the bottom of the page. If this happens, you must email me immediately to clear the lock. I check my email several times a day and can usually clear it within 24 hours or less.

*I can’t access Blackboard. What do I do?*

Wait and try again. If you keep having trouble accessing Blackboard, try all of the following in order before emailing me:

1. Clear out the cache in your Internet Browser, and turn off your computer entirely and unplug it. Let it sit for 5 minutes. Then plug it back in and try accessing the web site again.
2. Check the URL for the site and be sure you are entering it correctly. The URL you should use is http://blackboard.reedleycollege.edu .
3. Try accessing another website from your computer that you have not accessed recently. This will clarify if the problem is with Blackboard or with your own browser or internet service provider.
4. Hit the refresh button. Sometimes a “page not found” screen gets stuck in the browser’s cache. Refreshing the page will sometimes clear it.
5. Turn off any parental control or other content filters. Sometimes these filters, as valuable as they are, can filter out good content as well as bad.
6. Call 1-866-401-7784. This is the Bb help desk, which is open twenty-four hours a day, seven days a week.

*Can I call you if I need help with my computer?*

I am not a computer technician, nor is my job as an instructor to act as computer support. While I might be able to help with small issues here and there, you really need to know how to use your computer and get computer support elsewhere. Often, the Bb help desk will be able to help you.

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**Reminders/Tips for Success**

1. When this class is taught face-to-face, students meet with an instructor and the class for three hours a week for this class. The average amount of homework for an hour is two-three hours for each hour of class time. It is important to understand the time commitment necessary to be successful in this or any online class; you are expected to spend the same amount of time on this class as would any English 3 student—the benefit to you is that you get to decide when you work on the class, outside of the set due dates. **Plan now to spend at least nine hours a week on this class alone.**
2. It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means **you should check the Blackboard daily and your SCCCD e-mail account daily**.
3. If something happens to your computer and/or Internet and an assignment is due, ***call me or email me (of course using another computer)***. Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a moveable storage device (CD, flash drive, USB, etc.). Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!
4. In this class we will read, view, and discuss controversial subject matter. This is college, so adult topics should be expected. These could include issues such as race, sexuality, gender, and cultures different from your own. When you are faced with new ideas, ideas that are different than your own, or issues that make you uncomfortable, I expect you to keep an open mind and never to lower yourself into discriminating or using a mocking, harassing, or belittling tone to others.
5. If you choose to withdraw from the class, please keep in mind that **it is your responsibility to drop from the course before the final day to drop**. If you do not drop yourself and simply stop logging into the class, you will earn an F in the course.
6. Should you discover that you are unable to regularly attend class online for whatever reason, it is imperative that you discuss this with the instructor as soon as possible. Telling the instructor of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.
7. Be sure to keep all of your work during the semester. Accidents happen, teachers lose papers, gradebooks get stolen—protect yourself by keeping copies of your work, both hard copies and electronic copies.
8. Turning in the work is not enough: just doing the assignments does not warrant a passing grade. You need to be doing passing work to pass the class.
9. **Important dates** *(Please note that even though the campus has several holidays this semester, our online class doesn’t get a day off: regularly scheduled due dates still apply.):*
   1. **Semester begins: Monday, August 12**
   2. **Labor Day holiday: Monday, September 2**
   3. **Veterans’ Day holiday: Monday, November 11**
   4. **Thanksgiving holiday: Thursday, November 28-Friday, November 29**
   5. **Last day to drop the class without a “W” on your transcript: Friday, August 30**
   6. **Last day to drop the class (a letter grade will be assigned after this date): Friday, October 11**
   7. **The final essay is due midnight on Sunday, December 8.**

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**Tips for Emailing Mrs. Berg and Other Instructors**

***Mrs. Berg’s note*: Email tends to be the primary way that students contact me in an online or hybrid class, and there are some things I wish you would keep in mind when considering whether to contact me this way. I do welcome contact, but I want you to know that I get at least fifty emails a day. Responding to emails is a large part of what I do in an online class, and reading and following these tips will help me ensure I can help you more efficiently.**

1. **Email using your SCCCD account.**Your instructor does not know who “volfan2014” is, nor is he or she likely to open messages from unknown senders. Reedley College provides you with a professional email address that it expects you to maintain, so utilize it to ensure that you can be identified as a member of the university community.
2. **Always put the Course & Section Number in the subject line.**Many instructors will only accept emails from you in this format. Remember, your instructor has multiple sections of your course and may still be learning your name, so you need to identify yourself to help him or her to help you. A phrase such as “Question about paper” will be overlooked, whereas a professional subject line easily points to your identity as the instructor’s student.
3. **Know your instructor’s preferences and policy regarding email.**Make sure your instructor accepts email, and that email is the best way to talk about the particular subject. If your instructor doesn’t accept assignments via email, don’t send them! If it’s a complicated matter, or if it’s very urgent, a face-to-face meeting during office hours would probably be better.
4. **Format your email properly.**Always use a greeting, and write in complete sentences. Remember to indicate which class you’re writing about (course and section number in the subject line). End with a closing courtesy and signature. If you include an attachment, make sure the file name clearly identifies what the attachment is and who it’s from, so your instructor doesn’t have to guess (e.g. – “sjones-paper1prospectus.docx”). In addition, if you include an attachment, be very specific about what you want done with that document. Above all, proofread! Just because it’s an email doesn’t mean you don’t have to adhere to Standard English! Use capital letters where appropriate, punctuate properly, and avoid “text-talk” (u, thru, lol, etc.). Compose your emails first in a Word document to take advantage of spell- and grammar-check before sending.
5. **Be clear and specific.**If you have a question about an assignment, be sure to specify which assignment. If you’re responding to feedback or other communication from the instructor, make it clear in your email that you’ve read the instructor’s response and are continuing the conversation.
6. **Don’t email in anger.**If you’re dealing with a touchy subject, or you’re lodging a complaint, be careful! Once sent, an email cannot be retrieved. Try having someone else read your message to ensure that you’re not being offensive or inflammatory, and if you’re emotional when writing the email, wait at least an hour before sending it.
7. **Patiently wait for a reply.**If you send an email, check back for a response. Leave plenty of time for your instructor to respond to your email (about 24 hours during the work week), and don’t harass him or her. However, it is perfectly okay to politely follow up on email messages if more than 24 hours has passed during the work week. Sometimes messages get lost in a crowded inbox. But make sure that what you’re asking is reasonable. Don’t send a rough draft at 10:00p.m. the night before the paper is due and expect feedback. Also, keep in mind that a request that takes five minutes to type might take a while to fulfill. Remember, email is the most passive way to contact your instructors. If the matter is very urgent, important, or sensitive, you’re probably better off talking to your instructor face-to-face, or at least calling him or her.
8. **Choose your wording carefully.**If you missed class, don’t ask “if” you missed anything important. It’s a good bet that your instructor thinks everything he or she works hard to impart to you in class is important. Be diplomatic. Even if you feel completely in the right, be smart about how you phrase your message. Remember, your instructor is there to help you succeed and wants to help you succeed. As with most things in life, if you ask nicely, the instructor will be much more likely to try his or her best to help you. Don’t be demanding, and don’t tell your instructors what they “have” to do. Finally, be honest, but don’t over-share.
9. **Be sure that your instructor is the best person to ask before emailing.**If you ask a question that the instructor has already answered multiple times in class, or the information you need is on the syllabus, or you can get the material from a classmate, then your instructor will not look favorably on your email. Remember, if your question is about assignments or class policies, most likely the information you are looking for is available to you in Blackboard, in the syllabus, or in the assignment sheets. Take time to look carefully before asking, and if you don’t find the information, look again to be sure before contacting the instructor.

*Special thanks to the Student Success Center at University of Tennessee at Knoxville for most of the tips in this article.* [*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEKLY ASSIGNMENT SHEETS**

**[WEEK ONE, AUGUST 12-18](#WEEK1)**

[**WEEK TWO, AUGUST 19-25**](#WEEK2)

[**WEEK THREE, AUGUST 26-SEPTEMBER 1**](#WEEK3)

[**WEEK FOUR, SEPTEMBER 2-8**](#WEEK4)

[**WEEK FIVE, SEPTEMBER 9-15**](#WEEK5)

**[WEEK SIX, SEPTEMBER 16-22](#WEEK6)**

[**WEEK SEVEN, SEPTEMBER 23-29**](#WEEK7)

[**WEEK EIGHT, SEPTEMBER 30-OCTOBER 6**](#WEEK8)

[**WEEK NINE, OCTOBER 7-13**](#WEEK9)

[**WEEK TEN, OCTOBER 14-20**](#WEEK10)

[**WEEK ELEVEN, OCTOBER 21-27**](#WEEK11)

[**WEEK TWELVE, OCTOBER 28-**](#WEEK12)**NOVEMBER 3**

[**WEEK THIRTEEN, NOVEMBER 4-10**](#WEEK13)

[**WEEK FOURTEEN, NOVEMBER 11-17**](#WEEK14)

[**WEEK FIFTEEN, NOVEMBER 18-24**](#WEEK15)

[**WEEK SIXTEEN, NOVEMBER 25-DECEMBER 1**](#WEEK16A)

[**WEEK SEVENTEEN, DECEMBER**](#WEEK17) **2-8**

***C:\Users\eb009\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\NUI0BEJ5\MC900215317[1].wmf***

***\*\*\*Keep in mind that even though Reedley College may take several holidays throughout the semester,***

***the online assignment due dates still apply. In other words, there are no holidays in an online class.***

***Also note:*** *These assignments may be changed as necessary for the benefit of the class at the instructor’s will; any changes will be announced on the Announcements page on Blackboard. Not checking Blackboard or your email is not an excuse for being aware of any changes to the calendar.*

**WEEK ONE, AUGUST 12-18**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* The Introduction, “Understanding Argument,” pages 3-9
* Chapter 1, “Structure of Argument,” pages 11-29
* From Chapter 6, read the “Reading and Writing about an Issue” articles on the question, “Is Distance Learning as Good as Classroom Learning?” on pages 175-186

\_\_\_\_\_\_ **Other Readings and Assignments** (To be completed **by Thursday at midnight**)

* Attend one of the orientation sessions listed in the class schedule.
* Read the syllabus packet thoroughly.
* Spend time familiarizing yourself with the layout of the class. Open up all of the links and skim through the links to get a feeling for how the class is organized.
* On Purdue’s OWL (Online Writing Lab), read all sections of the article under Academic Writing link entitled, “Establishing Arguments”

**\_\_\_\_\_\_ Discussion Board, posting #1: Are Online Classes a Good Fit for You?**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to the following three questions, but only after you have read the articles and taken the sample quiz (included in this week’s assignments folder). **Be sure to number your responses**.

1. What did you learn from reading the articles about online learning, attending the mandatory orientation session, and reviewing the needed technology and skills? Refer to the articles by name.
2. What advantages are there for you taking English 3 as an online class?
3. What disadvantages or challenges do you foresee this semester? Please try to include specific information about yourself as you address this question, giving the class some personal information about yourself as an introduction.

**\_\_\_\_\_\_ Discussion Board, reply #1: Are Online Classes a Good Fit for You?**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Quality Online Education?**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to the following questions, **making sure to number your responses**.

1. According to Ceraulo in her essay, “Online Education Rivals ‘Chalk and Talk’ Variety,” what are the advantages of online education? Are there any she neglected to mention? If so, why do you think she did not bring these ideas up?
2. According to Kelly in her essay, “The Sensuous Classroom: Focusing on the Embodiment of Learning,” what does classroom learning provide that distance learning does not? Why does the author think that women’s studies courses are not suitable for distance learning? Do you think her point has merit? Explain why, or why not.
3. According to Karras in her article, “Calling a University ‘Virtual’ Creates an Actual Oxymoron,” what does she see as the difference between a university education and a virtual education? In paragraph 9, she says that the distinctions she is making is “not a matter of elitism” (180). Do you agree?

**\_\_\_\_\_\_ Discussion Board, reply #2: Quality Online Education?**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

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**WEEK TWO, AUGUST 19-25**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 2, “Thinking and Reading Critically,” pages 33-51
* Chapter 3, “Decoding Visual Arguments,” pages 53-65

\_\_\_\_\_\_ **Other Readings and Assignments** (To be completed by Thursday at midnight)

* On Purdue’s OWL (Online Writing Lab), read all sections of the article under General Writing link entitled, “The Writing Process”
* On Purdue’s OWL (Online Writing Lab), read all sections of the article under Academic Writing link entitled, “Essay Writing,” focusing on the links for Essay Writing, Expository Essays, and Argumentative Essays
* On Purdue’s OWL (Online Writing Lab), read all sections of the article under Academic Writing link entitled, “Paragraphs and Paragraphing”

**\_\_\_\_\_\_ Discussion Board, posting #1: Critical Reading of “Violent Media”**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to **all**  of the following questions (from the Checklist: Questions for Critical Reading) in response to the essay by Jones entitled, “Violent Media is Good for Kids”:

1. What is the writer’s general subject?
2. What purpose does the writer have for presenting this argument?
3. What is the writer’s position?
4. Does the writer support ideas mainly with facts or with opinion?
5. What evidence does the writer present to support this position?
6. Is the evidence convincing? Is there enough evidence?
7. Does the writer present opposing ideas and refute them effectively?
8. What kind of audience does the writer seem to be addressing?
9. Does the writer see the audience as hostile, friendly, or neutral?
10. Does the writer establish himself as well-informed? As a fair and reasonable person?
11. Does the writer seem to exhibit bias? If so, how does this bias affect the argument?

**\_\_\_\_\_\_ Discussion Board, reply #1: Critical Reading of “Violent Media”**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Outline for Essay #1 (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Post your typed formal outline of Essay #1. Be sure to include your thesis as well as any cited sources that you use.

**\_\_\_\_\_\_ Discussion Board, reply #2: Outline for Essay #1 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, using your choice of the “Checklist: Does the Writer’s Argument Stand Up?” and/or the “Questions for Peer Review” form in Peer Review folder. Please change the font color when you write your feedback in the form.

**\_\_\_\_\_\_ Discussion Board, reply #3: Outline for Essay #1 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, using your choice of the “Checklist: Does the Writer’s Argument Stand Up?” and/or the “Questions for Peer Review” form in Peer Review folder. Please change the font color when you write your feedback in the form.

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**WEEK THREE, AUGUST 26-SEPTEMBER 1**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 4, “Writing a Rhetorical Argument,” pages 67-87

\_\_\_\_\_\_ **Other Readings and Assignments** (To be completed by Thursday at midnight)

* Do the “Citing Information” Tutorial in this week’s folder.
* On Purdue’s OWL (Online Writing Lab), read all sections of the article under MLA Guide link entitled, “MLA Formatting and Style Guide”

***Note*: Discussion boards from weeks 1-3 will be graded soon, so make up any missing posts for partial credit.**

**\_\_\_\_\_\_ Discussion Board, posting #1: Rhetorical Analysis of “Sweatshop Oppression”**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Read the essay “Sweatshop Oppression” by Rajeev Ravisankar. Then write a one paragraph rhetorical analysis of the essay. Follow the template below, filling in the blanks to create your own analysis. You are welcome to cut and paste the outline below:

Ravisankar begins his essay by \_\_\_\_\_\_\_\_\_\_. The problem he identifies is \_\_\_\_\_\_\_\_\_\_. He assumes his readers are \_\_\_\_\_\_\_\_\_\_. His purpose is to \_\_\_\_\_\_\_\_\_\_. In order to accomplish his purpose, he appeals mainly to \_\_\_\_\_\_\_\_\_\_. He also appeals to \_\_\_\_\_\_\_\_\_\_. In his essay, Ravisankar addresses the main argument against his thesis, the idea that \_\_\_\_\_\_\_\_\_\_. He refutes this argument by saying \_\_\_\_\_\_\_\_\_\_. Finally, he concludes by making the point that \_\_\_\_\_\_\_\_\_\_. Overall, the argument Ravisankar makes is **effective** / **ineffective** *[choose one]* because \_\_\_\_\_\_\_\_\_\_.

**\_\_\_\_\_\_ Discussion Board, reply #1: Rhetorical Analysis of “Sweatshop Oppression” (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Rough Draft of Essay #1 (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

**\_\_\_\_\_\_ Discussion Board, reply #2: Rough Draft of Essay #1 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, using your choice of the “Checklist: Does the Writer’s Argument Stand Up?” and/or the “Questions for Peer Review” form in Peer Review folder. Please change the font color when you write your feedback in the form.

**\_\_\_\_\_\_ Discussion Board, reply #3: Rough Draft of Essay #1 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, using your choice of the “Checklist: Does the Writer’s Argument Stand Up?” and/or the “Questions for Peer Review” form in Peer Review folder. Please change the font color when you write your feedback in the form.

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**WEEK FOUR, SEPTEMBER 2-8**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 5, “Understanding Logic and Recognizing Fallacies,” pages 89-126

\_\_\_\_\_\_ **Other Readings and Assignments (To be completed by Thursday at midnight)**

* Take the “Critical Thinking Multiple Choice Quiz.” When you have finished the quiz, be sure enter my email address (emily.berg@reedleycollege.edu) to have results of your quiz emailed to me.

**\_\_\_\_\_\_ Discussion Board, posting #1: Analyzing Deductive Arguments**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to all of the following questions (numbering them in your post) about Crystal Sanchez’s essay, “Higher Education for All”:

1. Paraphrase the essay’s thesis.
2. What arguments does the writer present as evidence to support her thesis? Which argument do you think is the strongest? The weakest?
3. What opposing arguments does the writer address? What other opposing arguments could she have addressed?
4. What points does the conclusion emphasize? Do you think any other points should be emphasized?
5. Construct a syllogism that expresses the essay’s argument. Then check your syllogism to make sure it is sound.

**\_\_\_\_\_\_ Discussion Board, reply #1: Analyzing Deductive Arguments**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Analyzing Inductive Arguments**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to all of the following questions (numbering them in your post) about William Saletan’s essay, “Please Do Not Feed the Humans”:

1. What is this the essay’s thesis? Restate it in your own words.
2. Why do you think Saletan places the thesis where he does?
3. What evidence does Saletan use to support his conclusion?
4. What inductive leap does Saletan make to reach his conclusion? DO you think he should have included evidence?
5. Overall, do you think Saletan’s inductive argument is relatively strong, or weak?

**\_\_\_\_\_\_ Discussion Board, reply #2: Analyzing Inductive Arguments**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Essay #1 Due Date (To be posted by Sunday, September 8 at midnight)**

Typed, full page final draft due of your essay. Before you upload the file, double check to make sure that you are submitting the correct draft of this assignment. Upload the file to the Blackboard site (find it in this essay’s details folder). Name the final draft of your essay with your last name, then your first, the essay number, then the section number. Save your final draft as an .docx, .doc, or .rtf file only. An example of a correctly named file would be: **Smith, Jill Essay 1 50403.doc.**

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**WEEK FIVE, SEPTEMBER 9-15**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 5, “Understanding Logic and Recognizing Fallacies,” “Reading and Writing about an Issue: Do Merit-Based Scholarships Make Sense?” pages 127-143
* Chapter 11, “Avoiding Plagiarism,” pages 281-312

\_\_\_\_\_\_ **Other Readings and Assignments** (To be completed by Thursday at midnight)

* On Purdue’s OWL (Online Writing Lab), read all sections of the article under Academic Writing link entitled, “Logic in Argumentative Writing”

**\_\_\_\_\_\_ Discussion Board, posting #1: Immigration Fallacies**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Read carefully over Buchanan’s essay, “Immigration Time-Out” from Chapter 5. Identify as many fallacies as you can in his argumentation. Make sure you identify each fallacy by name (underlining and bolding the term) and by location in the text (i.e. provide textual evidence to demonstrate the flaw), and explain the flaws in the writer’s arguments.

**\_\_\_\_\_\_ Discussion Board, reply #1: Immigration Fallacies**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Outline for Essay #2 (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** Post your typed formal outline of Essay #2. Be sure to include your thesis as well as any cited sources that you use.

**\_\_\_\_\_\_ Discussion Board, reply #2: Outline for Essay #2 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, giving some specific tips on what strengths he or she has so far and what he or she needs to work on before writing a draft. Make sure to use the feedback form entitled, “Responding to a Rhetorical Analysis” in the Peer Review folder, and change the color of the font when you fill in your feedback on the form.

**\_\_\_\_\_\_ Discussion Board, reply #3: Outline for Essay #2 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, giving some specific tips on what strengths he or she has so far and what he or she needs to work on before writing a draft. Make sure to use the feedback form entitled, “Responding to a Rhetorical Analysis” in the Peer Review folder, and change the color of the font when you fill in your feedback on the form.

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**WEEK SIX, SEPTEMBER 16-22**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 6, “Rogerian Argument, Toulmin Logic, and Oral Arguments,” pages 145-186

\_\_\_\_\_\_ **Other Readings and Assignments (To be completed by Thursday at midnight)**

* Read through at least fifteen letters to the editor in a local paper (i.e. *The Fresno Bee* or *Reedley Exponent),* looking carefully for logical fallacies the writers make*.* You can pick up a copy of these newspapers or access the letters to the editor online:
  + [**http://www.reedleyexponent.com/guestbook/**](http://www.reedleyexponent.com/guestbook/)
  + [**http://www.fresnobee.com/opinion/letters-to-the-editor/**](http://www.fresnobee.com/opinion/letters-to-the-editor/)

***Note*: Discussion boards from weeks 4-6 will be graded soon, so catch up on any missing posts for partial credit.**

**\_\_\_\_\_\_ Discussion Board, posting #1: Local Fallacies**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Choose one letter from your search this week through a local paper. Each student needs to post a different letter, so make sure the letter you want to write about has not already been chosen before beginning your post. Copy and paste the letter in your post (keeping in mind that this letter does not count toward your minimum word count), and be sure to provide the name of the letter writer, the newspaper in which it appeared, and the date it was published. After providing and citing your source, begin your post by analyzing the author’s flawed logic. Identify as many fallacies as you can in the writer’s argumentation. Make sure you identify each fallacy by name (underlining and bolding the term) and by location in the text, and explain the flaws in the writer’s arguments.

**\_\_\_\_\_\_ Discussion Board, reply #1: Local Fallacies**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, original post #2: Rough Draft of Essay #2 (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** When you post your work, please cut and paste your work into the post (rather than attaching it).

**\_\_\_\_\_\_ Discussion Board, reply #2: Rough Draft of Essay #2 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, giving some specific tips on what strengths he or she has so far and what he or she needs to work on before turning in a final draft. Make sure to use the feedback form entitled, “Responding to a Rhetorical Analysis” in the Peer Review folder, and change the color of the font when you fill in your feedback on the form.

**\_\_\_\_\_\_ Discussion Board, reply #3: Rough Draft of Essay #2 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, giving some specific tips on what strengths he or she has so far and what he or she needs to work on before turning in a final draft. Make sure to use the feedback form entitled, “Responding to a Rhetorical Analysis” in the Peer Review folder, and change the color of the font when you fill in your feedback on the form.

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**WEEK SEVEN, SEPTEMBER 23-29**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 26, “Casebook: Should Every American Go to College?” pages 623-637

\_\_\_\_\_\_ **Other Readings and Assignments** (To be completed by Thursday at midnight)

* On Purdue’s OWL (Online Writing Lab), read all sections of the article under Research and Citation link entitled, “Using Research”
* Read through at least fifteen letters to the editor in a local paper (i.e. *The Fresno Bee* or *Reedley Exponent),* looking carefully for logical fallacies the writers make*.*

**\_\_\_\_\_\_ Discussion Board, posting #1: Additional Local Fallacies**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Choose one more letter from your search this week through a local paper. Each student needs to post a different letter, so make sure the letter you want to write about has not already been chosen before beginning your post. Copy and paste the letter in your post (keeping in mind that this letter does not count toward your minimum word count), and be sure to provide the name of the letter writer, the newspaper in which it appeared, and the date it was published. After providing and citing your source, begin your post by analyzing the author’s flawed logic. Identify as many fallacies as you can in the writer’s argumentation. Make sure you identify each fallacy by name (underlining and bolding the term) and by location in the text, and explain the flaws in the writer’s arguments.

**\_\_\_\_\_\_ Discussion Board, reply #1: Additional Local Fallacies (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #1: To Attend, or Not To Attend?**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to your choice of **at least three** of the following questions (numbering them in your post):

1. In paragraph 4 of his article, “On ‘Real Education,’” author Perry refers to the demands of a “knowledge-based” (626) economy—what does he mean? Also, why does he believe that higher education benefits people of all backgrounds? What about for the average citizens, in his opinion?
2. In paragraph 4 of her article, “The Privileges of the Parents,” author Miller cites the correlation between parental education and children’s grades. How does she use these statistics to support her argument? Also, she states that the United States is “becoming as caste-bound a society as any in the Old World? (629). What does she mean? How does she support this statement?
3. In his article, “What’s Wrong with Vocational School?” Murray claims that too many people are going to four-year colleges. What causal arguments does he use to support his claim? How do these arguments support his position on the issue? Also, more than once, Murray notes that the “intellectually unqualified” probably do not want to attend a four-year college, and he implies that if given a chance, they would choose not to. Do you agree? Do you believe Murray’s emphasis on personal choice strengthens his argument?
4. In Pharinet’s article, “Is College for Everyone?” the writer claims that there is “no doubt that every person has the right to an education,” but also asserts that “not every person should attend college” (636). Why is that distinction important to her argument? Is it in any sense a contradiction?

**\_\_\_\_\_\_ Discussion Board, reply #1: To Attend, or Not To Attend? (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Essay #2 Due Date (To be posted by Sunday, September 29 at midnight)**

Typed, full page final draft due of your essay. Before you upload the file, double check to make sure that you are submitting the correct draft of this assignment. Upload the file to the Blackboard site (find it in this essay’s details folder). Name the final draft of your essay with your last name, then your first, the essay number, then the section number. Save your final draft as an .docx, .doc, or .rtf file only. An example of a correctly named file would be: **Smith, Jill Essay 2 50403.doc.**

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**WEEK EIGHT, SEPTEMBER 30-OCTOBER 6**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 7, “Planning, Drafting, and Revising an Argumentative Essay,” pages 189-216
* Chapter 23, “Casebook: Should the United States Permit Drilling for Oil in Environmentally Sensitive Area?” pages 573-585

\_\_\_\_\_\_ **Other Readings and Assignments** (To be completed by Thursday at midnight)

* Do the “Plagiarism Tutorial” (the link is in this week’s folder)

**\_\_\_\_\_\_ Discussion Board, posting #1: Drill, Baby, Drill!**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to all of the following questions, numbering each of your answers:

1. In his essay, “Drill, Baby, Drill,” what advantages does author Du Pont see in allowing more domestic drilling? Where in his essay does he address opposing arguments? Does he refute them persuasively, do you think?
2. According to author Alexander in his article, “To Drill or…” what effects do rising gasoline and natural gas prices have on Americans? Also, what elements of Rogerian argument does Alexander use in his essay? How does this Rogerian argument influence the structure and tone of his essay?

**\_\_\_\_\_\_ Discussion Board, reply #1: Drill, Baby, Drill!**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Stopping the Drill Before It Starts**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to all of the following questions, numbering each of your answers:

1. Markey in his article, “…Not to Drill,” begins by referring to America’s “ravenous appetite for oil.” How does his support this characterization? Why is this idea significant to his argument? Also, in paragraph 3, the author cites figures from the George W. Bush administration’s Department of Energy. Why does he use this source in particular for his information? How effectively does it support his argument?
2. In the article written by staff from the Natural Resources Defense Council entitled, “Arctic National Wildlife Refuge,” what is the thesis? How would you state the article’s thesis in your own words? Also, where does this article take opposing viewpoints into consideration? How do the writers address these opposing viewpoints? Do they refute them effectively and convincingly?

**\_\_\_\_\_\_ Discussion Board, reply #2: Stopping the Drill Before It Starts**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

\_\_\_\_\_\_ **Timed Essay Midterm (take before midnight on Sunday, October 6 )**

This will be a timed, two-hour exam that you can take at any point until Sunday at midnight. Find the exam in the Exams tab in Blackboard. This essay is a force-quit, meaning once you begin taking the exam, you must finish it. The midterm will ask you to write a rhetorical analysis of an article you will be given access to once you begin the exam.

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**WEEK NINE, OCTOBER 7-13**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 8, “Evaluating Sources,” pages 219-247
* Chapter 24, “Casebook: Should Felons Permanently Forfeit Their Right to Vote?” pages 587-603

\_\_\_\_\_\_ **Other Readings and Assignments** (To be completed by Thursday at midnight)

* Do the “Evaluating Articles” Tutorial in this week’s folder

***Note*: Discussion boards from weeks 7-9 will be graded soon, so catch up on any missing posts for partial credit.**

**\_\_\_\_\_\_ Discussion Board, posting #1: Voting Felons?**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to at least three of the following questions, numbering each of your answers:

1. In his introductory paragraph, author McCollum in his article “Felons Don’t Merit Automatic Rights,” notes that some states “have enacted laws to take away certain rights of those who commit crimes, reasoning that a person who breaks the law should not make the law” (589). Is this statement reasonable? Is it self-evident? Also, according to the author, what is the central issue in the debate about whether or not to restore voting rights to convicted felons?
2. According to Edward Feser in his article, “Should Felons Vote?” some supporters of restoring voting rights to felons engage in arguments that “fail to persuade” (591). What are these arguments he is referring to? Do you agree with his assessment of them? Why, or why not? Can you identify any fallacies in his reasoning?
3. In her article, “The Last Disenfranchised Class,” author Perl states that in the U.S. how many states allow prisoners to vote in elections? Why is this information important to her argument? Also, where does the author consider arguments against her position? How does she address them?
4. The *New York Times* writers of the article, “Felons and the Right to Vote,” cite several statistics in their introduction. How do these statistics introduce and support their main argument? What other strategies to opening their article would have been more effective, and why? Also, the editorial criticizes current policies on the issue of felon disenfranchisement. What alternate policies, if any, do the writers propose?

**\_\_\_\_\_\_ Discussion Board, reply #1: Voting Felons?**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Outline for Essay #3 (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** Post your typed formal outline of Essay #3, following the outline form given to you in this essay’s folder. Be sure to include your thesis as well as any cited sources that you use.

**\_\_\_\_\_\_ Discussion Board, reply #2: Outline for Essay #3 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, giving some specific tips on what strengths he or she has so far and what he or she needs to work on before writing a draft. Make sure to use the feedback form entitled, “Feedback for a Rogerian Argument,” and change the color of the font when you fill in your feedback on the form.

**\_\_\_\_\_\_ Discussion Board, reply #3: Outline for Essay #3 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, giving some specific tips on what strengths he or she has so far and what he or she needs to work on before writing a draft. Make sure to use the feedback form entitled, “Feedback for a Rogerian Argument,” and change the color of the font when you fill in your feedback on the form.

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**WEEK TEN, OCTOBER 14-20**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 9, “Summarizing, Paraphrasing, Quoting, and Synthesizing Sources,” pages 249-262
* Chapter 25, “Casebook: Should Openly Gay Men and Women Be Permitted to Serve in the Military?” pages 605-621

\_\_\_\_\_\_ **Other Readings and Assignments (To be completed by Thursday at midnight)**

* Do the “Evaluating Websites” tutorial

**\_\_\_\_\_\_ Discussion Board, posting #1: Don’t Ask, Don’t Tell? (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** Respond to **at least two** of the following questions, numbering each of your answers:

1. Daniel L. Davis in his article, “Homosexuals in the Military,” argues that a “singular imperative” should be used by political leaders to determine policies in armed forces—“to create the most effective combat unit possible” (615). Do you agree with this statement, or do you think there should be other considerations or imperatives?
2. John M. Shalikashvili in his article, “Second Thoughts on Gays in the Military,” notes that the idea of gays serving in the military has been a contentious issue and resolving it “could heal the divisions that cleave our country” (608). What are these divisions? Do you think he is correct, or do you think he is overstating the importance of resolving the issue? Why do you think the debate over gays in the military has been so divisive and controversial?
3. Vance Coleman in his “Statement to the Subcommittee on Military Personnel,” compares the current debate about gays in the armed forces to the desegregation of the military. Do you think this is a valid comparison? How are the issues similar? How are they different?

**\_\_\_\_\_\_ Discussion Board, reply #1: Don’t Ask, Don’t Tell? (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, original post #2: Rough Draft of Essay #3 (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** When you post your work, please cut and paste your work into the post (rather than attaching it).

**\_\_\_\_\_\_ Discussion Board, reply #2: Rough Draft of Essay #3 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, giving some specific tips on what strengths he or she has so far and what he or she needs to work on before turning in a final draft. Make sure to use the feedback form entitled, “Feedback for a Rogerian Argument,” and change the color of the font when you fill in your feedback on the form.

**\_\_\_\_\_\_ Discussion Board, reply #3: Rough Draft of Essay #3 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, giving some specific tips on what strengths he or she has so far and what he or she needs to work on before turning in a final draft. Make sure to use the feedback form entitled, “Feedback for a Rogerian Argument,” and change the color of the font when you fill in your feedback on the form.

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**WEEK ELEVEN, OCTOBER 21-27**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 10, “Documenting Sources: MLA,” pages 265-279
* Chapter 27, “Casebook: Do We Still Need Unions?” pages 639-655

\_\_\_\_\_\_ **Other Readings and Assignments (To be completed by Thursday at midnight)**

* Do the “Evaluating Books” Tutorial.

**\_\_\_\_\_\_ Discussion Board, posting #1: Unions Irrelevant?**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to **at least one** of the following questions, numbering each of your answers:

1. Fielding Poe in his article, “Watch Out for Stereotypes of Labor Unions,” writes that “hard work, intelligence, and education are no guarantee of success” (650). How much control do you think the average person has over his or her career, earning power, and opportunities for financial success? To what degree do you think these things are controlled by external factors?
2. After looking back at John L. Lewis’s 1937 speech, “Labor and the Nation,” as well as the more recent arguments, do you think that the role and the goals of labor unions are essentially the same as they always have been? Or, do you think that they have changed? How have changes in our economy, society, and politics affected our need for unions?

**\_\_\_\_\_\_ Discussion Board, reply #1: Unions Irrelevant?**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Success and Politics**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to **at least one** of the following questions, numbering each of your answers:

1. James Sherk in his article, “Do Americans Today Still Need Labor Unions?” argues that “knowledge economy,” personal economic success depends on individual initiative, creativity, and skill (652). In contrast, Fielding Poe in his article, “Watch Out for Stereotypes of Labor Unions,” suggests that these factors are “no guarantee of success” (650) and that most “self-described individualists” (650) participate in some sort of collective enterprise. Which writer is more persuasive on this point? Do you think this discussion is useful for assessing the need for unions today? Why, or why not?
2. Writing in the 1930s, John L. Lewis in his speech, “Labor and the Nation,” claims that the goals of the labor movement are “not political in a partisan sense” (649), even as he welcomes “the increased influence of labor in our democracy” (648). However, contemporary writer James Sherk in his article, “Do Americans Today Still Need Labor Unions?” chides labor unions for their “excessive political activism” (653). What connections do you see between the labor movement and politics? Are such comparisons useful? Inevitable?

**\_\_\_\_\_\_ Discussion Board, reply #1: Success and Politics**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Essay #3 Due Date (To be posted by Sunday, October 27 at midnight)**

Typed, full page final draft due of your essay. Before you upload the file, double check to make sure that you are submitting the correct draft of this assignment. Upload the file to the Blackboard site (find it in this essay’s details folder). Name the final draft of your essay with your last name, then your first, the essay number, then the section number. Save your final draft as an .docx, .doc, or .rtf file only. An example of a correctly named file would be: **Smith, Jill Essay 3 50403.doc.**

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**WEEK TWELVE, OCTOBER 28-NOVEMBER 3**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 12, “Argument by Definition,” pages 315-351

\_\_\_\_\_\_ **Other Readings and Assignments (To be completed by Thursday at midnight)**

* Read all of the links for the “What is Plagiarism?” and “How to Avoid It [Plagiarism]” articles on the “Plagiarism Prevention for Students” website.

***Note*: Discussion boards from weeks 10-12 will be graded soon, so catch up on any missing posts for partial credit.**

**\_\_\_\_\_\_ Discussion Board, posting #1: Your Argument by Definition**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to **one** of the following questions, numbering each of your answers:

1. On most campuses, instructors have the right to pursue, teach, and discuss subjects without restrictions—a principal called **academic freedom**. Do you think that instructors should have academic freedom, or should this principal be restricted? For example, are there any subjects or ideas an instructor should not be allowed to discuss? Create an argument by definition in which you define academic freedom and take a position on this issue.
2. Many college campuses require students to perform community service before they graduate. Do you think that college students should have to do community service? Before you begin this argument, find a definition of the term **community service**. Be sure your argument focuses on the definition of this term.

**\_\_\_\_\_\_ Discussion Board, reply #1: Your Argument by Definition**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Informal Outline for Essay #4 (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** Post your typed outline of Essay #4. Be sure to include your thesis that contains an argument, not a fact—you do not need to cite textual evidence at this point.

**\_\_\_\_\_\_ Discussion Board, reply #2: Informal Outline for Essay #4 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, using your choice of the “Checklist: Does the Writer’s Argument Stand Up?” and/or the “Questions for Peer Review” form in Peer Review folder. Please change the font color when you write your feedback in the form.

**\_\_\_\_\_\_ Discussion Board, reply #3: Informal Outline for Essay #4 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, using your choice of the “Checklist: Does the Writer’s Argument Stand Up?” and/or the “Questions for Peer Review” form in Peer Review folder. Please change the font color when you write your feedback in the form.

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**WEEK THIRTEEN, NOVEMBER 4-10**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 13, “Casual Argument,” pages 353-383

\_\_\_\_\_\_ **Other Readings and Assignments (To be completed by Thursday at midnight)**

* Read the “Annotated Bibliography” article.

**\_\_\_\_\_\_ Discussion Board, posting #1: Your Casual Argument**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to **one** of the following questions, numbering each of your answers:

1. What could Reedley College (or whichever campus you affiliate with in the district) do to encourage students to adopt healthier lifestyles? Write an editorial to your college newspaper in the form of a casual argument, taking one of these two positions: one, if the university takes steps to encourage healthier lifestyles, students will greatly benefit; OR two, if the university does not take steps to encourage students to adopt healthier lifestyles, the consequences could be serious.
2. In recent years, young children’s lives have become increasingly structured. Instead of free play that their parents enjoyed, many of today’s elementary-school children are busy with scheduled sports, lessons, and play dates. Write a post structured as a casual chain that traces the probable causes of this change as well as its likely effects on children and their families. Make sure you indicate whether you consider the effects to be positive or negative.

**\_\_\_\_\_\_ Discussion Board, reply #1: Your Casual Argument**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, original post #2: Annotated Bibliography of Essay #4 (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** When you post your work, please cut and paste your work into the post (rather than attaching it).

**\_\_\_\_\_\_ Discussion Board, reply #2: Annotated Bibliography of Essay #4 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, paying particular attention to whether or not the student has all of the required elements for each annotation: the MLA citation; the author’s main idea; the details the author provides to support the main idea; and a discussion of how this student will use this source in his or her research paper. Is anything unclear or confusing? What is the annotated bibliography’s greatest strength? What is the annotated bibliography’s greatest weakness?

**\_\_\_\_\_\_ Discussion Board, reply #3: Annotated Bibliography of Essay #4 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, paying particular attention to whether or not the student has all of the required elements for each annotation: the MLA citation; the author’s main idea; the details the author provides to support the main idea; and a discussion of how this student will use this source in his or her research paper. Is anything unclear or confusing? What is the annotated bibliography’s greatest strength? What is the annotated bibliography’s greatest weakness?

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**WEEK FOURTEEN, NOVEMBER 11-17**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 14, “Evaluation Arguments,” pages 385-415

\_\_\_\_\_\_ **Other Readings and Assignments (To be completed by Thursday at midnight)**

* Read all of the links for the “How to Credit Sources” articles on the “Plagiarism Prevention for Students” website.

**\_\_\_\_\_\_ Discussion Board, posting #1: Evaluating Products or Services (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** Write an evaluation argument challenging a popular position on the quality of a product or service you know or use. For example, you can defend a campus service that most students criticize or criticize a popular restaurant or film. Be sure you establish your criteria for evaluation before you begin.

**\_\_\_\_\_\_ Discussion Board, reply #1: Evaluating Products or Services Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Your Comparative Evaluation (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** Write a comparative evaluation—a post in which you argue that one thing is superior to another. You can compare two services, two stores, two cell phones, two advertisements, two career choices, or any other subject you feel confident enough to write about. Make sure you take a position that one of your two subjects is superior to the other. As you would with any evaluation, begin by deciding on the criteria you will use.

**\_\_\_\_\_\_ Discussion Board, reply #1: Your Comparative Evaluation Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Annotated Bibliography for Essay #4 Due Date (To be posted by Sunday, November 17 at midnight)**

Typed, full page final draft due of your essay. Before you upload the file, double check to make sure that you are submitting the correct draft of this assignment. Upload the file to the Blackboard site (find it in this essay’s details folder). Name the final draft of your essay with your last name, then your first, the essay number, then the section number. Save your final draft as an .docx, .doc, or .rtf file only. An example of a correctly named file would be: **Smith, Jill Anno Biblio 50403.doc.**

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**WEEK FIFTEEN, NOVEMBER 18-24**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 15, “Proposal Arguments,” pages 417-451

\_\_\_\_\_\_ **Other Readings and Assignments** (To be completed by Sunday at midnight)

* On Purdue’s OWL (Online Writing Lab), read all sections of the article under Research and Citation link entitled, “Conducting Research”

**\_\_\_\_\_\_ Discussion Board, posting #1: Your Proposal Argument**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to **one** of the following questions, numbering each of your answers:

1. Look around your respective campus within the district, and find a service you think should be improved. It could be the financial aid office, the bookstore, student health services, or the tutorial center, for example. Then, write a post in which you identify the problem (or problems) and suggest a solution. If you wish, interview some of your friends to get some information that you can use to support your position.
2. Assume that Reedley College (or your respective campus within the district) has just received a large donation, and the college has decided to accept proposals from both students and faculty on the ways to spend the money. Write a proposal to the president of the college in which you identify a good use of this windfall. Make sure you identify a problem, present a solution, and discuss the advantages of your proposal. Address at least argument against your proposal—for example, that the money could be put to better use somewhere else.

**\_\_\_\_\_\_ Discussion Board, reply #1: Your Proposal Argument**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Formal Outline for Essay #4 (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** Post your formal outline of Essay #4. Be sure to include your thesis as well as all cited sources that you use.

**\_\_\_\_\_\_ Discussion Board, reply #2: Formal Outline for Essay #4 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, using your choice of the “Checklist: Does the Writer’s Argument Stand Up?” and/or the “Questions for Peer Review” form in Peer Review folder. Please change the font color when you write your feedback in the form.

**\_\_\_\_\_\_ Discussion Board, reply #3: Formal Outline for Essay #4 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, using your choice of the “Checklist: Does the Writer’s Argument Stand Up?” and/or the “Questions for Peer Review” form in Peer Review folder. Please change the font color when you write your feedback in the form.

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**WEEK SIXTEEN, NOVEMBER 25-DECEMBER 1**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 16, “Argument by Analogy,” pages 453-479

\_\_\_\_\_\_ **Other Readings and Assignments** (To be completed by Sunday at midnight)

* Review previous articles and links as needed.

**\_\_\_\_\_\_ Discussion Board, posting #1: Your Argument by Analogy**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to **one** of the following questions, numbering each of your answers:

1. Many college campuses now are smoke-free, but some people argue that the laws forbidding smoking on campus are too strict. Write an argument by analogy in which you take a position on the issue of whether or not smoking should be permitted on the Reedley College campus.
2. Should college administrators be able to censor their students’ school newspapers or publications? If so, under what conditions? If not, why not? Establish an analogy between the newspaper and another campus service (or another media outlet), and use this analogy to help you develop your argument.

**\_\_\_\_\_\_ Discussion Board, reply #1: Your Argument by Analogy**

**(Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, original post #2: Rough Draft of Essay #4 (Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)** When you post your work, please cut and paste your work into the post (rather than attaching it).

**\_\_\_\_\_\_ Discussion Board, reply #2: Rough Draft of Essay #4 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, using your choice of the “Checklist: Does the Writer’s Argument Stand Up?” and/or the “Questions for Peer Review” form in Peer Review folder. Please change the font color when you write your feedback in the form.

**\_\_\_\_\_\_ Discussion Board, reply #3: Rough Draft of Essay #4 (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)** Reply to another student’s work, using your choice of the “Checklist: Does the Writer’s Argument Stand Up?” and/or the “Questions for Peer Review” form in Peer Review folder. Please change the font color when you write your feedback in the form.

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**WEEK SEVENTEEN, DECEMBER 2-8**

**\_\_\_\_\_\_ Textbook Reading from *Practical Argument*:** (To be completed **by Thursday at midnight**)

* Chapter 17, “Ethical Arguments,” pages 481-518

\_\_\_\_\_\_ **Other Readings and Assignments** (To be completed by Sunday at midnight)

* Review previous articles and links as needed.

***Note*: Discussion boards from weeks 13-17 will be graded soon, so catch up on any missing posts for partial credit.**

**\_\_\_\_\_\_ Discussion Board, posting #1: Your Ethical Argument**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to **one** of the following questions, numbering each of your answers:

1. Write an ethical argument in which you discuss whether hate groups have the right to distribute material on campus. Be sure to explain the ethical principle you are applying and to include several arguments in support of your position, and don’t forget to address arguments against your position.
2. Many people think that celebrities have an ethical obligation to set positive examples for young people. Assume that you are a celebrity, and write an opinion piece in which you support or dispute this idea. Be sure to identify the ethical principle on which you base your argument.

**\_\_\_\_\_\_ Discussion Board, reply #1: Your Ethical Argument (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Safety on Campus**

**(Due Thursdays at midnight; this post must be at least 350 words. Put your word count at the end of each posting.)**

Respond to **at least three** of the following questions, numbering each of your answers:

1. According to Chapman in his essay, “Openness vs. Security on Campus,” why is the tragedy at Virginia Tech especially upsetting? Also, in what sense, if any, is his essay an ethical argument? Explain.
2. In his article, “How Not to Respond to Virginia Tech,” how does Sokolow propose to make campuses safer? Do you agree with his suggestions? Why, or why not? Also, is his argument a refutation? If so, what arguments is he refuting?
3. In his article, “Guns Don’t Belong in the Hands of Administrators, Professors, or Students,” author Villahermosa present a series of bulleted questions. What does he want his list to accomplish? Is he successful? Also, do you think the author is making an ethical argument here? If so, on what ethical principle does he base his argument?
4. In his article, “There’s a Reason They Choose Schools,” why, according to author Wheeler, do college administrators and bureaucrats continue to ignore the answer to the problem of violence on campus? How does he refute their objections? Do you find his argument convincing? What, if anything, do you think he could have done to strengthen his argument?

**\_\_\_\_\_\_ Discussion Board, reply #2: Safety on Campus (Due Sundays at midnight; these replies must be at least 150 words. Include a word count.)**

**\_\_\_\_\_\_ Essay #4 Due Date (To be posted by SUNDAY, DECEMBER 8 at midnight)**

Typed, full page final draft due of your essay. Before you upload the file, double check to make sure that you are submitting the correct draft of this assignment. Upload the file to the Blackboard site (find it in this essay’s details folder). Name the final draft of your essay with your last name, then your first, the essay number, then the section number. Save your final draft as an .docx, .doc, or .rtf file only. An example of a correctly named file would be: **Smith, Jill Essay 4 50403.doc.**

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ESSAY PROMPTS

Essay #1:

The Structure of an Argument

Write an argumentative essay on the topic, “Is Distance Learning as Good as Classroom Learning?” Use the principals outlined in Chapter 1, “Understanding Argument,” to structure your essay. Find textual evidence and cite sources from among the four articles in the “Reading and Writing About the Issue” section in Chapter 6 (on pages 175-183), and be sure to document the sources you use and include a works cited page.

Make sure that you follow the checklist on page 14 for the required elements of a strong argument:

* Do you have an argumentative thesis?
* Do you include solid, convincing evidence to support your thesis?
* Do you include a refutation of arguments against your position?
* Do you include a strong concluding statement?

The final draft of the paper must refer to at least three of the four essays from Chapter 6, follow MLA formatting, and be at least three full pages of text, in addition to a works cited page.

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**Essay #2:** Rhetorical Analysis

The core question of rhetorical analysis is: How **effective** is the argument presented in an article, considering the **purpose** and the **audience**? (Note: analysis does not deal with your opinion on the issue.) The article you are asked to write a rhetorical analysis of is Rajeev Ravisankar’s essay, “Sweatshop Oppression.” The final draft of this essay should be at least three pages in length, in addition to a works cited page.

First, you must read, carefully reread, and understand the argument, the purpose, and the audience of this article. Write a summary (including all essential elements of his article) and the purpose and the audience. This will be the primary content of your introductory paragraph.

Now, try this method: read the essay word by word, sentence by sentence, paragraph by paragraph. Determine how effective each is. Do his methods work? Look for fallacies (scrutinize every analogy, comparison, assumption, appeal), strokes of brilliance (what works, and why?), omissions, how the author has dealt with the opposition. Take notes in the text or in a notebook. **Always remember that it is almost irrelevant whether or not you agree with the author’s thesis—you are analyzing how well the argument is constructed**.

Take a look back at the textbook’s “Checklist: Preparing to Write a Rhetorical Analysis” to guide your reading.

Use these questions to help you categorize your observations of his article: e.g. there are these types of assumptions he makes, this is how he inadequately addresses the opposition’s position, these statistics are from a reputable source, he contradicts himself here, etc.

Choose a color for each category, and go back over the text with colored highlighters or pencils. Each of these categories will become a body paragraph (e.g. green=assumptions; blue=omissions; yellow=faulty use of authority, or statistics, etc.) The topic sentence for each body paragraph should clearly reveal the category you are tackling in the paragraph and should relate to your overall thesis.

At this point, ask yourself the core question (“How **effective** is the argument presented in this article, considering the **purpose** and the **audience**?”); answer it, and explain why in a single statement. This statement is **your thesis** for your rhetorical analysis (not to be confused with the author’s thesis which will be present in the summary along with the title, source, method, etc.).

The paper’s organization should now fall into place:

* an introduction that provides summary of the article, ending with your thesis
* complete analysis of the article, including thesis and method; purpose, audience, etc. Make sure to include examples and quotations from his article with in-text citations. Each paragraph should begin with a topic sentence which relates to your thesis.
* conclusion: go beyond just merely restating what points you brought up in the article.

**Essay #3:** Rogerian Argument

The Rogerian Argument begins with a question (e.g. " Should Every American Go to College?") and ends with a compromise which takes into consideration the needs, fears and concerns of both sides.   You will select at least one article from *Practical Argument* textbook from Casebook Chapter 26, "Should Every American Go to College?" You are welcome to use RC Library’s Research Database to find another article to represent the opposing viewpoint, if you wish. The final draft of this paper will be **at least three full pages, in addition to a works cited page**.

**Introduction:**

In your introduction, begin with an overview of what the paper is about, trying not to announce your intentions (e.g. do not say, “In this paper, I will…”). As you summarize each opposing article in your **introduction**, attribute each argument and example to its source, the author (Miller argues…According to…).  Your **thesis** will restate both positions you are analyzing and will hint at the conclusion you will reach at the end of your paper.

**Body Paragraphs:**

In your **body paragraphs**, begin with a summary of each position as stated in the article, and then include an analysis of each argument afterwards.  These ideas would most effectively be broken down into separate paragraphs per article, resulting in at least four body paragraphs. Make sure, for however many paragraphs you have, to have a topic sentence for each that accurately represents what you will discuss in that body paragraph, and of course, you will need transitions between each body paragraph.

For your **summary** section for each article, make sure that you, after having a topic sentence with a transition, provide enough summary to represent accurately the author’s main idea and most important supporting details. Provide at least one textual evidence from each article. Remember that the emphasis here should be on the fact that these ideas are the author’s, so every sentence should emphasize this point (e.g. Murray writes…The author argues…).

In the **analysis** section, you are **flaws in the author’s argumentation**. You will need to identify at least two logical fallacies in your analysis of each article. Bold and underline these terms in your paper; make sure, too, that you define the terms in your own words. Most importantly, show evidence of this flaw from the article and then explain through careful analysis how your evidence shows that this author has committed this fallacy.

**Conclusion:**

The **conclusion** is your compromise which takes into consideration the needs, fears, and concerns of both sides. Since you have established the flaws in both arguments, you get to come up with a "solution," your compromise between the two positions.   You may delve into research to back up your compromise (although it is not a requirement), but if you refer to ideas others have come up with, attribute the idea to that source.

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**Annotated Bibliography and Essay #4, An Argumentative Essay**

**Essay #4, a Source-based Argumentative Essay:**

For this assignment, you need to construct your argument based on a combination of your own research and one of the topics from the Casebooks (except chapter 26, which you used for Essay #3).

You will need to cite as evidence to support your thesis **these sources:**

* At least three essays from *Practical Argument*  from one of the Casebooks
  + Chapter 23: “Should the United States Permit Drilling for Oil in Environmentally Sensitive Area?”
  + Chapter 24: “Should Felons Permanently Forfeit Their Right to Vote?”
  + Chapter 25: “Should Openly Gay Men and Women Be Permitted to Serve in the Military?”
  + Chapter 27: “Do We Still Need Unions?”
* At least one scholarly text from the any SCCCD library
* At least three additional scholarly articles from the RC databases (found on RC's library homepage)

You are welcome to bring in other sources (such as additional articles, documentaries, or interviews) in addition to the seven required sources above, but you need to make sure that whatever sources you do bring in are scholarly in nature (see Chapter 8, “Evaluating Sources” in *Practical Argument* for help).

**The final draft of this research paper will need to be at least nine full typed pages, in addition to a works cited page**.   You do not need to turn in the annotated bibliography again with the final draft, but of course, you will need a works cited page with the final draft.

**Annotated Bibliography (The first step in this assignment):**

One of the first steps in writing your research paper is gathering together the sources you will use to prove your argument and reflecting on how you will use them. To help you to that end, you are asked to write an annotated bibliography.

Besides the works cited entry for each of your required sources listed, each source will need to have four important pieces of information:

1.   The source citation (MLA works cited entry) and the credentials of the author

2.   The content (a one-sentence summary of the source’s main idea/thesis)

3.   A brief explanation of how the author supports his or her main idea.

4.   A brief explanation of how it will be used in your research paper.

The annotated bibliography needs to be **at least three pages in length**.

**REFERENCE MATERIALS**

Informal Outline for Compositions

Essay’s Prompt: *(Find what the essay is about. If there is a couple of sentences, find the most important sentence, or combine the ideas into one sentence).*

Essay’s Question: *(Take the essay’s prompt, if it is written as a statement, and turn it into a question. Be sure to write the question as accurately as possible—use the exact words that the teacher has given you to ensure accuracy.)*

Your answer—the Thesis: *(Answer the essay’s questions, and include the reasons why the question is true, a.k.a. the “plan of development”, into your thesis as well).*

Body paragraphs: *(Each one of your reasons why your thesis is true--the plan of development--will have at least one entire paragraph for you to explain with examples. You do not need to write complete sentences at this point.)*

Reason #1 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #2 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #3 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #4 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

**Reedley College, English 3 Essay Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Content** | **Organization** | **Conventions** |
| **A** | * Sophisticated, original, and arguable thesis statement * Strong topic sentences in all body paragraphs * Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced which support the thesis * Each example is developed fully * Thoughtfully, critically, and logically addresses the essay prompt and source material * Demonstrates a complex, sophisticated treatment of the topic * Strong causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation * Free of logical fallacies | * Strong essay structure with informative introduction, body paragraphs, and conclusion * Strong paragraph structure * Strong use of transitions within the paragraphs and between paragraphs * A strong sense of logic in the organization | * Sophisticated, varied sentence structure * Excellent control of sentence structure * Sophisticated choice of vocabulary and appropriate level of formality * Few if any surface errors (spelling, mechanics, punctuation) that do not interfere with understanding * Accurate, precise word choice * MLA formatting followed correctly for parenthetical source citations and Works Cited/Annotated Bibliography * Quotations are always chosen effectively and integrated into the essay correctly and smoothly * Textual evidence has strong signal phrases * Use of academic/3rd person point of view |
| **B** | * Clear, arguable thesis statement * Clear topic sentences in all body paragraphs * Clear examples/details/reasons that are mostly well-chosen, original, and balanced and support the thesis * Each example is developed equally * Clearly and logically addresses the essay prompt and source material with some degree of depth * Meets most of the essay’s requirements * Good causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation * Free of logical fallacies | * Good essay structure, with a clear introduction, body paragraphs, and conclusion * Good paragraph structure * Good use of transitions within the paragraphs and between paragraphs * Good sense of logic in organization | * Complex and varied sentence structure * Good control of sentence structure * Appropriate choice of vocabulary and level of formality * Few surface errors that do not hinder understanding * MLA formatting followed correctly or nearly correctly for parenthetical source citations and Works Cited/Annotated Bibliography * Quotations are often chosen effectively and integrated into the essay correctly and smoothly * Textual evidence has signal phrases prior to quotations and correct parenthetical citations with slight errors * Use of academic/3rd person point of view |
| **C** | * Clearly-defined but simplistic arguable thesis statement * Adequate topic sentences in most paragraphs * Adequate supporting examples/details/reasons that support the thesis * Each example is developed equally * Adequately addresses the essay prompt and source material * Meets many of the essay’s requirements * Adequate causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation * May contain a few logical fallacies | * Adequate introduction, body paragraphs, and a conclusion * Adequate paragraph structure * Some use of transitions within the paragraphs and between paragraphs * A basic sense of organization, perhaps with some discrepancies in logic | * Attempts made at times to vary sentence structure * Adequate control of sentence structure, although there may be errors * Simple vocabulary and adequate level of formality * Some surface errors that do not hinder understanding * Some word choice errors that do not hinder understanding * MLA formatting followed adequately for parenthetical source citations and Works Cited/Annotated Bibliography * Quotations are often (though not always) chosen effectively and integrated into the essay correctly and smoothly * Most of the textual evidence have signal phrases prior to quotations and parenthetical citations with errors * May have a few shifts in point of view |
| **D** | * Unclear or confused thesis statement * Missing or unclear topic sentences * Supporting examples/details/reasons present, but are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalanced * Examples are not developed equally * Attempts to address the essay prompt and source material, but may be incomplete and/or demonstrate lack of understanding * Does not meet most of the essay’s requirements * Inadequate causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation * Contains logical fallacies | * Weak essay organization * Weakly organized paragraph structure * Few or improperly used transitions * Little sense of organization, with major discrepancies in logic | * Simplistic sentence structure * Limited control over sentence structure * Simple or inappropriate vocabulary * Significant surface errors that may hinder meaning * Significant word choice errors that may hinder meaning * MLA formatting followed inadequately for parenthetical source citations and Works Cited/Annotated Bibliography * Quotations are seldom chosen effectively or integrated into the essay correctly and smoothly * Errors in following citation rules * Most of the textual evidence used are missing signal phrases * Contains shifts in point of view |
| **F** | * No thesis * No specific evidence provided or most of the examples, reasons, and details are very weak and/or off topic * Essay is incomplete or doesn’t address the prompt and source material * Missing causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation * Contains logical fallacies | * No sense of organization * Major errors in essay and/or paragraph organization * No use of transitions | * Lack of control over sentence structure * Major problems with surface errors that obscure meaning * Frequently inappropriate * Numerous and significant word choice errors that obscure meaning * No MLA formatting * Lacks parenthetical source citations, Works Cited/Annotated Bibliography * No signal phrases used before quotations (or no textual evidence provided) * Inconsistent point of view * Plagiarized |

**Reedley College Annotated Bibliography Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **F** |
| Correct MLA citation | Correct MLA citation | Correct MLA citation | Citation errors | Citation errors |
| Signal phrase and **author’s thesis** in first sentence(s) of summary | Signal phrase and author’s thesis in first sentence(s) of summary | Signal phrase and author’s thesis in first sentence(s) of summary | First sentence(s) of summary does not include signal phrase or author’s thesis | First sentence(s) of summary does not include signal phrase and author’s thesis |
| Plagiarism is avoided | Plagiarism is avoided | Plagiarism is avoided | A suggestion of plagiarism | A suggestion of plagiarism |
| Sophisticated word choice, free of grammatical and punctuation errors | Intelligible word choices with minor grammatical and punctuation errors | Sufficient word choice with few grammatical and punctuation errors | Inappropriate word choice and frequent grammatical and punctuation errors | Word choice and convention errors which impede understanding |
| Summary contains essential details and is an accurate representation of source | Summary is an accurate representation of source. | Adequate choice of summary details**--**gist of article is understood | Insufficient summary details | Incomplete or incorrect summary details |
| A sophisticated assessment of   * audience, * purpose, * credentials, * reliability of source, * method of support, * how the text will be used in the student’s paper | A clear assessment of   * audience, * purpose, * credentials, * reliability of source, * method of support, * how the text will be used in the student’s paper | An adequate assessment of   * audience, * purpose, * credentials, * reliability of source, * method of support, * how the text will be used in the student’s paper | An insufficient assessment of   * audience, * purpose, * credentials, * reliability of source, * method of support, * how the text will be used in the student’s paper | An incomplete assessment of   * audience, * purpose, * credentials, reliability of * source, * method of support, * how the text will be used in the student’s paper |