**English 1A, Web**

**Sections # 53568 & #53569**

**Reading and Composition**

**Monday, January 7- Tuesday, May 14, 2013**

**Table of Contents**

[**Syllabus**](#SYLLABUS)**…………………………………………page 2**

[**Weekly Assignment Sheets**](#WEEKLYASSIGN)**…………………….page 14**

[**Essay Prompts**](#ESSAYPROMPTS)**………………………………….page 32**

[**Reference Materials**](#REFERENCEMATERIALS)**…………………………….page 36****Syllabus for English 1A, Web, Reading and Composition**

**Table of Contents for this Syllabus**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| [Contact Information](#Contact) | [**Course Description**](#Contact) | [**Grading Policy**](#Gradingpolicy) | [**Changes to the Syllabus/ Calendar**](#changes) | [**Required Texts and Materials**](#requiredtext) | [**Weekly Schedule**](#weeklyschedule) |
| [Course Information/ Learning Outcomes](#courseobjectives) | [**Computer Requirements**](#computer) | [Discussion Board Details and Tips](#dbdetails) | [**How are Discussion Board Postings Graded?**](#dbgrading) | [**Attendance Policies**](#attendance) | [**E-Mail**](#email) |
| [**Grammar Exercises**](#grammar) | [**Word Processing Formats**](#wordformatting) | [**Essays—Getting the Work Done on Time**](#essaysontime) | [**Essays--Rewriting Policies**](#essayrewrite) | [**Essay Formatting**](#essayformatting) | [Quizzes/ Grammar Midterm and Final](#quizzes) |
| [**Cheating/ Plagiarism**](#cheating) | [**FAQs Regarding Blackboard**](#faqrebbd) | [**Reminders/ Tips for Success**](#reminders) | [Accommo-dations for Students with Disabilities](#accommodations) | [Tips for Emailing Mrs. Berg](#tipsforemailing) | [Getting Additional Help](#gettinghelp) |

# 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.*

[*(Return to Table of Contents)*](#_Table_of_Contents)

**Course Descript****ion**

Reading, analyzing, and composing college-level prose, with emphasis on the expository; studying writing as a process; exploring different composing structures and strategies; editing and revising one’s own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information,) culminating in a term research paper and annotated bibliography.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**Mandatory Orientation Sessions**

All students are required to attend one of the orientations listed in the class schedule. Orientations are scheduled for: Friday, January 4 from 1:00-3:00pm in CCI 203 OR Tuesday, January 8 from 2:30-4:30 in CCI 203. After enrolling in the course, email me 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=90-100%; 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**: Notions of Success (due week 4) | 100 |  |
| **Essay #2**: The Rogerian Argument (due week 8) | 150 |  |
| **Essay #3**: The American Dream (due week 12) | 150 |  |
| **Midterm** (exam on the grammar concepts  from weeks 1-9, taken week 10) | 25 |  |
| **Midterm** (Timed Essay, taken week 9) | 100 |  |
| **Annotated Bibliography** for Essay #4 (due week 14) | 100 |  |
| **Essay #4**: Role of Technology (due week 17) | 200 |  |
| **Final** (Test on the grammar concepts  from weeks 10-17, taken during finals week) | 25 |  |
| **Discussion Boards** (2-3 questions per week, consisting of the original posts plus replies; will be graded every three weeks) | 100 |  |
| **Grammar Quizzes** (1 taken every three weeks, 15 points each) | 50 |  |
| **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.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**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.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**Required Texts and Materials**

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

Kirszner, Laurie G. and Stephen R. Mandell. *The Blair Reader: Exploring Issues and Ideas*. 7th Edition. Boston:

Prentice Hall, 2011. Print. ISBN:978-0-205-72845-9

Kirszner, Laurie G. and Stephen R. Mandell. *The Concise Wadsworth Handbook*. 3rd Edition. Boston:

Wadsworth Cengage Learning, 2011. Print. ISBN: 978-1-4282-9192-8

Walls, Jeannette. *The Glass Castle*. New York: Scribner, 2005. Print. ISBN: 978-0-7432-4754-2

[*(Return to Table of Contents)*](#_Table_of_Contents)

**Weekly Schedule Overview**

In the assignment folders tab in our Blackboard website, you will find a detailed schedule of the due dates for the entire semester. 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 readings  --all videos and additional readings  --all original discussion board posts | **Friday** | **Saturday** |
| **Sunday**  **To be Completed by Midnight:**  --all discussion board replies  --all grammar exercises completed  --grammar quiz completed (if there is one assigned that week)  --final draft of essays due (if there is one due that week) | **Monday**  The Next Week’s Work Begins |  |  |  |  |  |

[*(Return to Table of Contents)*](#_Table_of_Contents)

**Course Objectives/Learning Outcomes**

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

1. Write a documented research paper of at least 1000 words that includes:
   * a sophisticated introduction, multiple body paragraphs, and conclusion
   * a clearly defined, arguable thesis sentence
   * supporting details that exhibit critical thinking and use credible secondary sources
   * correct usage of MLA format, including a works cited page
   * sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics
   * controlled and sophisticated word choice
   * writing in third person/universal
   * an avoidance of logical fallacies
   * demonstrating an awareness of purpose and audience
   * appropriate and purposeful use of quotations
   * correct in-text citations
   * an annotated bibliography of multiple sources
   * an avoidance of intentional and unintentional plagiarism
2. Complete a timed essay independently in class
3. Summarize and comprehend college level prose (will include a full reading)

[*(Return to Table of Contents)*](#_Table_of_Contents)

**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.). (See the “Word Processing Formats” section below).
* 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. (See the “E-mail” section below).
* 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.

[*(Return to Table of Contents)*](#_Table_of_Contents)

# 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 as 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 or three 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 300 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 100 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.

For your convenience, I have also put an ungraded **Question and Answer Forum** in the Discussion Board tab where you can post your general questions here regarding assignments, and check this forum frequently to answer your fellow students' questions, or to seek answers for your own questions.  **This forum is NOT an appropriate place to ask me specific questions about your grade, or to air out frustrations you have.** If you wish to speak with me, email me or call me personally.  This forum was created with the intent to have students helping each other out with assignments or questions about the class rather than having me respond to your questions like an email.  I will check this forum only occasionally, not daily like I do my own email account, so if you do post something and expect me to answer personally, it will take a while for me to find it.  If I find that students are not using the forum as it was intended for, I will remove it.

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...”).

[*(Return to Table of Contents)*](#_Table_of_Contents)

**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.

Some of my former students got into the habit of posting blank discussion board work.  Sometimes there was a legitimate reason--there seemed to be a computer glitch that occasionally occurs on some people's computers. Sometimes, however, students were trying to beat the system.  If you post something blank, it will time stamp that you did the work on time, but when you go back to edit your work (and actually post your work instead of blank space), Blackboard will mark your work as late.  I will notice, and I will dock you points.  Not only that, I will think that you were trying to cheat.  Remember, I will give a zero on an entire assignment for cheating.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**Grammar Exercises**

Each week focuses on a different grammar concept by providing you a chapter in the *Wadsworth Handbook* to read, an occasional supplemental video in which I review the concept, and some exercises to complete. In the video, I go over the answers to a few problems to help you understand the concept (for most of the weekly concepts); there is also an answer guide to selected exercises section on page 499 in the handbook. While I will not necessarily collect your completed grammar exercises, you need to work on and understand them as practice to prepare for the quizzes, the midterm, and final.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**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) and/or complete assignments, without contacting me, will mean that you are no longer participating in the class, and you may be dropped from the class.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**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**. 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 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.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**Word Processing Formats**

The most common word processing format is Microsoft Word 2007. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF). Guidelines for how to save in RTF are found under the **References** folder on Blackboard. *Do not use Microsoft Works or any other program that does not allow for easy conversion*. *Using WordPad is unacceptable. If you have WordPad, you must plan to visit a local library—public or school—to convert your work before sending it for review or as the final product.*

[*(Return to Table of Contents)*](#_Table_of_Contents)

**Essays—Getting the Work Done on Time**

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. If you need extra help, you are encouraged to sign up for English 272, the Writing Center’s tutorial class, and you are also welcome to come in (or call) during my office hours for individual feedback.

When responding to your fellow students’ work, make sure to choose someone who has not had any feedback from other students. Give them specific feedback on at least two things they did well (two strengths) in their outline or their draft; then choose two specific areas they can improve upon (two weaknesses). For ideas on what to give feedback on, reference the English 1A rubric. Also, see pages 48-49 in *Wadsworth Handbook* for some excellent revision questions to guide your feedback.

All of your papers will be submitted on Blackboard, through Turnitin.com. 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). Save your file with your first and last name plus the essay number in it (e.g. the file should be called “John Smith Essay #1.docx”), and make sure you save this file as a **doc or .docx or .rtf** file (I do prefer .docx). To submit an essay, follow the detailed instructions in each essay’s folder, where the link to submit your paper is located.

**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).

**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). Remember, 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; I will see from the timestamp on your email that you got the essay done in time.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**Getting Additional Help**

The Writing Center is located in HUM 58 on the Reedley College campus. Stop by to enroll in English 272, a course designed to help you on any writing assignment from any class. Or take advantage of our walk-in or online tutorial. The Writing Center is open Monday - Thursday: 8 a.m. to 2 p.m.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**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’s the steps you will need to follow to rewrite your paper:

1. You are strongly encouraged to make an appointment to come into my office hours (or an appointment over the phone) 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. On the rewritten draft, **highlight exactly what you have changed in the document itself**.
3. Then, after the works cited page, include a **separate typed paragraph** explaining exactly what changes you have made and explaining how these changes improved your paper. I will only award a grade higher for papers with substantial, significant changes in them and for people who have followed these directions.
4. Email to me your rewritten copy with the highlighting and your explanation of what you changed.

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).

[*(Return to Table of Contents)*](#_Table_of_Contents)

**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
  + 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.”

[*(Return to Table of Contents)*](#_Table_of_Contents)

# Quizzes/ Midterm and Final

# You will have quizzes approximately every three weeks based on the grammar concepts, and the midterm and final will also be based on these grammar concepts. Go to our Blackboard website and find these quizzes and exams in the “Quizzes and Exams” tab. The quizzes, midterms, and final cannot be made up; once they close, I will not reopen them. For both the quizzes and the exams, you are encouraged to look up the answers to your questions by looking at the readings and the PowerPoint presentations.

[*(Return to Table of Contents)*](#_Table_of_Contents)

# 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.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**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.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**Reminders/Tips for Success**

1. When this class is taught face-to-face, students meet with an instructor and the class for four hours a week for this class. The average amount of homework for a 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 1A 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 ten to fifteen 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 occasionally 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, January 7**
   2. **MLK holiday: Monday, January 21**
   3. **Lincoln holiday: Friday, February 15**
   4. **Washington holiday: Monday, February 18**
   5. **Last day to drop the class without a “W” on your transcript: Friday, January 25**
   6. **Last day to drop the class (a letter grade will be assigned after this date): Friday, March 8**
   7. **Spring break (campus closed): March 25-29**
   8. **The final will close midnight on Tuesday, May 14.**

[*(Return to Table of Contents)*](#_Table_of_Contents)

**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 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, JANUARY 7-13](#WEEK1)**

[**WEEK TWO, JANUARY 14-20**](#WEEK2)

[**WEEK THREE, JANUARY 21-27**](#WEEK3)

[**WEEK FOUR, JANUARY 28-FEBRUARY 3**](#WEEK4)

[**WEEK FIVE, FEBRUARY 4-10**](#WEEK5)

**[WEEK SIX, FEBRUARY 11-17](#WEEK6)**

[**WEEK SEVEN, FEBRUARY 18-24**](#WEEK7)

[**WEEK EIGHT, FEBRUARY 25-MARCH 3**](#WEEK8)

[**WEEK NINE, MARCH 4-10**](#WEEK9)

[**WEEK TEN, MARCH 11-17**](#WEEK10)

[**WEEK ELEVEN, MARCH 18-24**](#WEEK11)

*Spring Break will be held from March 25-29*

[**WEEK TWELVE, APRIL 1**](#WEEK12)**-7**

[**WEEK THIRTEEN, APRIL 8-14**](#WEEK13)

[**WEEK FOURTEEN, APRIL 15-21**](#WEEK14)

[**WEEK FIFTEEN, APRIL 22-28**](#WEEK15)

[**WEEK SIXTEEN, APRIL 29-MAY 5**](#WEEK16A)

[**WEEK SEVENTEEN, MAY 6-12**](#WEEK17)

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***\*\*\*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, JANUARY 7-13**

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

* ***Blair Reader***: from Chapter 1, “Family.” Read the following essays: “My Grandmother’s Dumpling,” “No Name Woman,” “Beauty: When the Other Dancer is Self,” and “The Storyteller.” Chapter 3, “The Politics of Language,” “Mother Tongue.”
* ***Wadsworth Handbook***: Chapter 1, “Understanding Audience and Purpose,” and Chapter 2, “Planning an Essay.”

\_\_\_\_\_\_ **Other Readings/Videos** (Reading to be completed **by Thursday at midnight**)

* Attend one of the orientation sessions listed in the class schedule
* Print off the syllabus and class assignment sheet and read these very important documents 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.
* Read the articles (all are located in this week’s assignment folder):
  + “On-Line Learning: Pros and Cons”
  + “Skills for Success in On-line Learning”
  + Take the quiz “Is On-line Learning for Me?”

**\_\_\_\_\_\_ Discussion Board, posting #1: Online Classes and You**

**(Due Thursdays at midnight; this post must be at least 300 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 taking the online assessment quizzes, 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 1A 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: Online Classes and You**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Family**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

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

1. Regarding Cisneros’s essay, “The Storyteller,” what do you think is the source of conflict with her father? What does he want for her? What does she want for herself? Is the conflict ever resolved? Also, do you think the primary focus of this essay is on Cisneros’s life as a writer, her life as her father’s daughter, or her life as a woman? Explain.
2. Regarding Ma’s essay, “My Grandmother’s Dumpling,” what do you see as the true subject of this essay—family? Chinese New Year? Rituals? Tradition? Female roles? Something else? How do you know? What about Ma’s grandmother—how would you characterize her? What lessons, besides of course how to make dumplings, do you think she taught her children and grandchildren?

**\_\_\_\_\_\_ Discussion Board, reply #2: Family**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* In *The Concise Wadsworth Handbook*, read Chapter 20, “Using the Parts of Speech” pages 195-202.
* Watch the video in this week’s folder (and print out and study the PowerPoint presentation notes)

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK TWO, JANUARY 14-20**

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

* ***Blair Reader***: Chapter 6, “The American Dream.” “The Library Card,” “Becoming American,” “The Myth of the Latin Woman” and “Just Walk on By.”
* ***Wadsworth Handbook***: Chapter 3, “Using a Thesis to Shape Your Material.”

\_\_\_\_\_\_ **Other Readings/Videos** (To be completed by Thursday at midnight)

* Watch the “What is a Well-Structured Essay?” video

**\_\_\_\_\_\_ Discussion Board, posting #1: Becoming American/The Library Card/Just Walk on By**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

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

1. In D’Souza’s essay, “Becoming American,” what do you think is the author’s purpose in telling the story of his own life? Does he achieve this purpose, do you think? Would this essay have the same impact without his personal story? Why, or why not?
2. In Wright’s essay, “The Library Card,” in what sense did access to books bring the author closer to achieving the American dream? What new obstacles did books introduce?
3. In Staples’s essay, “Just Walk on By,” how accurate is Staples’s observation concerning the “male romance with the power to intimidate”? What does he mean by this statement? Also, although Staples says he arouses fear in others, he also admits that he himself feels fearful. Why? Do you think he has reasons to be fearful? What does this sense of fear say about his access to the American Dream?

**\_\_\_\_\_\_ Discussion Board, reply #1: Becoming American/The Library Card/Just Walk on By**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Outline for Essay #1 (Due Thursdays at midnight; this post must be at least 300 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. See page 342 in *Wadsworth Handbook* for an example of a formal outline, and use the outline form provided in Essay #1’s folder. When you post your work, please cut and paste it into the post rather than attaching it.

**\_\_\_\_\_\_ Discussion Board, reply #2: Outline for Essay #1 (Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)** Reply to another student’s work, using the form in Essay #1’s 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 100 words. Include a word count.)** Reply to another student’s work, using the form in Essay #1’s folder. Please change the font color when you write your feedback in the form.

**\_\_\_\_\_\_ Discussion Board, reply #4: Outline for Essay #1 (Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)** Reply to another student’s work, using the form in Essay #1’s folder. Please change the font color when you write your feedback in the form.

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* In *The Concise Wadsworth Handbook*, read Chapter 14, “Building Sentences” pages 155-163 and complete the exercises, checking your answers in the “Answers to Selected Exercises” section starting on page 499.
* Watch the video in this week’s folder

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK THREE, JANUARY 21-27**

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

* ***Blair Reader***: Chapter 6, “The American Dream” continued. “On Dumpster Diving,” “Where Evil Dwells: Reflections on the Columbine School Massacre,” “The Declaration of Independence,” and “I Have a Dream.”
* ***Wadsworth Handbook***: Chapter 4, “Drafting and Revising” and Chapter 5, “Writing Paragraphs.”

\_\_\_\_\_\_ **Other Readings/Videos** (To be completed by Thursday at midnight)

* Watch the video called “Incorporating Quotations in Your Papers” in this week’s folder.
* Read the handout, “How to Write a Successful Body Paragraph.”
* Do the “Citing Information” Tutorial in this week’s folder.

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

**\_\_\_\_\_\_ Discussion Board, posting #1: American Dreams**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

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

1. Regarding Eighner’s essay, “Dumpster Diving,” how do you suppose the author would define the American Dream? What do you think he might have to say about its limits?
2. In paragraph 12 of Kunstler’s essay, “Where Evil Dwells,” the author calls the American Dream “a sort of a mega-lie,” a “collective hallucination” that Americans share. What exactly does he mean? What do you think of this?
3. Speaking as a representative of his fellow African-Americans, King tells his audience that African-Americans find themselves “in exile in [their] own land” (3). Do you believe that this is still true of African-Americans? Of members of other minority groups (not necessarily racially based)? Which groups, and why?
4. Rewrite five or six sentences from paragraphs 3-20 of the Declaration of Independence in modern English, substituting contemporary examples for the examples Jefferson enumerates.

**\_\_\_\_\_\_ Discussion Board, reply #1: American Dreams (Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Rough Draft of Essay #1 (Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)** When you post your work, please cut and paste it into the post rather than attaching it.

**\_\_\_\_\_\_ Discussion Board, reply #2: Rough Draft of Essay #1 (Due Sundays at midnight; these replies must be at least 100 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. Be sure to use the form in Essay #1’s folder to direct your reply, and change the color of the font when you fill in your feedback on the form.

**\_\_\_\_\_\_ Discussion Board, reply #3: Rough Draft of Essay #1 (Due Sundays at midnight; these replies must be at least 100 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. Be sure to use the form in Essay #1’s folder to direct your reply, and change the color of the font when you fill in your feedback on the form.

**\_\_\_\_\_\_ Discussion Board, reply #4: Rough Draft of Essay #1 (Due Sundays at midnight; these replies must be at least 100 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. Be sure to use the form in Essay #1’s folder to direct your reply, and change the color of the font when you fill in your feedback on the form.

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read Chapter 24 in *Wadsworth Handbook* “Revising Sentence Fragments” and complete the exercises, checking your answers in the “Answers to Selected Exercises” section starting on page 499.
* Watch the grammar video in this week’s folder
* **A short grammar quiz covering weeks 1-3’s concepts will be open until Sunday, January 27 for you to take**.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK FOUR, JANUARY 28-FEBRUARY 3**

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

* ***Blair Reader***: Chapter 4, “Media and Society.” The “Fakebook Generation,” “What Adolescents Miss When We Let Them Grow Up in Cyberspace,” “To Twitter or Not To Twitter,” and “Does Social Networking Really Connect You to Humanity?”
* ***Wadsworth Handbook***: Chapter 6, “Thinking Critically”

\_\_\_\_\_\_ **Other Readings/Videos (To be completed by Thursday at midnight)**

* Watch the video, “Formatting and Submitting Your Paper” and read the MLA Checklist in this week’s folder before turning in the final draft of your essay.
* Watch the video on “Logical Fallacies”
* In this week’s assignment folder, take the “Critical Thinking Multiple Choice Quiz” after reading the handbook and watching the related video. 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 as proof you have taken the quiz.

**\_\_\_\_\_\_ Discussion Board, posting #1: Young People’s Connectivity?**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

Respond to all of the following questions (numbering them in your post):

1. In paragraph 12, Mathias, author of “The Fakebook Generation,” says that “Facebook purports to be a place for human connectivity, but it’s made us more wary of human confrontation.” What does she mean? Can you think of examples (other than the one she supplies) to support or disprove her argument?
2. In paragraph 4, Staples, author of “What Adolescents Miss,” says that “teenagers nowadays are both more connected to the world at large than ever, and more cut off from the social encounters that have historically prepared young people for the move into adulthood.” What does he mean? Can you think of examples (other than the ones he listed) to support or disprove his argument? Do you think he is right?

**\_\_\_\_\_\_ Discussion Board, reply #1: Young People’s Connectivity?**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Connections, Please**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

Respond to all of the following questions (numbering them in your post):

1. What do you think Lucky, author of “To Twitter or Not to Twitter?”, means when he says that for young people, “The technology [of cyberspace] is transparent and almost irrelevant” (2)? Do you think he is correct?
2. One point Taylor, author of “Does Social Networking Really Connect You to Humanity?” makes in this essay is that social networking sites “need to let us differentiate between close friends and acquaintances and to rate the strength of our connection” (17). How do people you know make these distinctions in face-to-face communication? What might social networking sites do to make it easier for their members to make such distinctions?

**\_\_\_\_\_\_ Discussion Board, reply #2: Connections, Please**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Revising Run-ons” in *Wadsworth Handbook* Chapter 25 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.
* Watch the grammar video in this week’s folder.

**\_\_\_\_\_\_ Essay #1 Due Date (To be posted by Sunday, February 3 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). Save your file with your first and last name plus the essay number in it (e.g. the file should be called “John Smith Essay 1.docx”), and make sure you save this file as a **doc or .docx or .rtf** file.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK FIVE, FEBRUARY 4-10**

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

* ***Blair Reader***: Chapter 5, “Media and Society,” Part 2. “Television: The Plug-in Drug,” “Eminem is Right,” “Goodbye, Colorado,” “News You Can Endow.”
* ***Wadsworth Handbook***: Chapter 7, “Writing Argumentative Essays.”

\_\_\_\_\_\_ **Other Readings/Videos** (To be completed by Thursday at midnight)

* Watch the “Rogerian Argument” video
* Read Essay #2’s topic and begin to brainstorm for this assignment.

**\_\_\_\_\_\_ Discussion Board, posting #1: Television and Music: Hazards Ahead**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

Respond to all of the following questions (numbering them in your post):

1. Considering Winn’s article, “Television: The Plug-In Drug,” do you consider any other item—your cell phone, iPod, or your computer, for example—to be a “plug-in drug” for you? Do you see any danger in your dependence on this object, or do you consider it just a routine part of your life?
2. Eberstadt’s focus in “Eminem is Right” is not on the effects of music on adolescents but on what it reveals about them. In paragraph 3, she asks, “What is it about today’s music, violent and disgusting as it may be, that resonates with so many American kids?” How does she answer this question? How would you answer it?

**\_\_\_\_\_\_ Discussion Board, reply #1: Television and Music: Hazards Ahead**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: The Death of Newspapers**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

Respond to all of the following questions (numbering them in your post):

1. In “Goodbye, Colorado,” the editors say in the conclusion, “We are confident that you will…find new ways to tell your story.” What “new ways” are there to tell this story? Do you think these “new ways” are as good as (or even better) than the old ways? Explain.
2. Why do Swensen and Schmidt in “News You Can Endow” believe that “newspapers must be saved” (2)? According to the authors, why isn’t the Internet a satisfactory substitute for newspapers? Do you agree?

**\_\_\_\_\_\_ Discussion Board, reply #2: The Death of Newspapers**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Revising Agreement Errors” in *Wadsworth Handbook* Chapter 26 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.
* Watch the grammar video in this week’s folder.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK SIX, FEBRUARY 11-17**

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

* ***Blair Reader***: Chapter 2, “Issues in Education,” Part 1. “The Sanctuary of School,” “School is Bad for Children,” “Graduation,” and “The Good Immigrant Student.”
* ***Wadsworth Handbook***: Chapter 9, “Reading to Write.”

\_\_\_\_\_\_ **Other Readings/Videos (To be completed by Thursday at midnight)**

* Watch the video “MLA 2009 Formatting and Style Guide”

***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: Expectations and Failures in Education**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

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

1. In paragraph 22 of Barry’s article, “The Sanctuary of School,” the author asks two questions. Why doesn’t she answer them? What do you think the answers to those questions might be? Also, her essay ends on a cynical note. How effective is this conclusion? What does she gain (or lose) with this concluding strategy?
2. In what ways does Holt believe in “School is Bad for Children” that schools have failed children? In paragraph 13, Holt says, “Let’s get rid of all of this nonsense of grades, exams, marks.” Do you agree? What would be the advantages and disadvantages of this course of action?
3. Angelou’s graduation (in her essay by the same title) took place in 1940. What expectations did educators have for her and her classmates? How were these expectations different from the expectations that she and her fellow students have? Do you think that this essay’s theme is dated, or do experiences like Angelou’s still happen today?
4. What is the “Good Immigration Student,” according to Nguyen’s article? How did Nguyen’s education reinforce this stereotype? How did it help her move beyond it?

**\_\_\_\_\_\_ Discussion Board, reply #1: Expectations and Failures in Education**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Outline for Essay #2 (Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)** Post your typed formal outline of Essay #2, 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 #2 (Due Sundays at midnight; these replies must be at least 100 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 provided in Essay #2’s 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 100 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 provided in Essay #2’s folder, and change the color of the font when you fill in your feedback on the form.

**\_\_\_\_\_\_ Discussion Board, reply #4: Outline for Essay #2 (Due Sundays at midnight; these replies must be at least 100 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 provided in Essay #2’s folder, and change the color of the font when you fill in your feedback on the form.

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Using Parallelism” in *Wadsworth Handbook* Chapter 18 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.
* Watch the grammar video in this week’s folder
* **A short grammar quiz covering weeks 4-6’s concepts will be open until Sunday, February 17 for you to take.**

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK SEVEN, FEBRUARY 18-24**

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

* ***Blair Reader***: Chapter 2, “Issues in Education,” Part 2. “Should the Obama Generation Drop Out?” and “Is College Worth the Money?”
* ***The Glass Castle***: pages 3-101
* ***Wadsworth Handbook***: Chapter 8, “Writing Essays about Literature” and Chapter 46, “Avoiding Plagiarism.”

\_\_\_\_\_\_ **Other Readings/Videos** (To be completed by Thursday at midnight)

* Watch the “Avoiding Plagiarism” video
* Do the Tutorial on “Citing Information” (the link is in this week’s folder)

**\_\_\_\_\_\_ Discussion Board, posting #1: Glass Castle Part 1**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

Respond to all of the following questions (numbering them in your post):

1. The first story Walls tells of her childhood is that of her burning herself severely at age three, and her father dramatically takes her from the hospital, saying, “You’re safe now” (14). Why do you think she opens with that story, and how does it set the stage (and tone) for the rest of the memoir?
2. Discuss the figure of Rose Mary Walls. What do you think about her description of herself as an “excitement addict” (93)?

**\_\_\_\_\_\_ Discussion Board, reply #1: Glass Castle Part 1 (Due Sundays at midnight; these replies must be at least 100 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 300 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 100 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. Be sure to use the form in Essay #2’s folder to direct your reply, 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 100 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. Be sure to use the form in Essay #2’s folder to direct your reply, and change the color of the font when you fill in your feedback on the form.

**\_\_\_\_\_\_ Discussion Board, reply #4: Rough Draft of Essay #2 (Due Sundays at midnight; these replies must be at least 100 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. Be sure to use the form in Essay #2’s folder to direct your reply, and change the color of the font when you fill in your feedback on the form.

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Choosing Words” in *Wadsworth Handbook* Chapter 19 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK EIGHT, FEBRUARY 25-MARCH 3**

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

* ***Blair Reader***: Chapter 5, “Gender and Identity,” Part 1. “Gardenland, Sacramento, California” and“Why I Want a Wife”
* ***The Glass Castle***: pages 102-205
* ***Wadsworth Handbook***: Chapter 10, “Writing Essay Exams.”

\_\_\_\_\_\_ **Other Readings/Videos** (To be completed by Thursday at midnight)

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

**\_\_\_\_\_\_ Discussion Board, posting #1: Identities**

**(Due Thursdays at midnight; this post must be at least 300 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, “Gardenland, Sacramento, California,” what did Nava learn in Gardenland that prepared him for the outside world? Did his experiences ultimately help or hurt him?
2. Is Brady’s 1972 characterization of a wife still accurate today in her article, “Why I Want a Wife” ? Which of the characteristics she describes have remained the same? Which have changed? Why?

**\_\_\_\_\_\_ Discussion Board, reply #1: Identities**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Glass Castle Part 2**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

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

1. For many readers and reviewers, the most extraordinary thing about *Glass Castle* is that, despite everything, Jeannette Walls refuses to condemn her parents? Are you able to be equally nonjudgmental?
2. Though *Glass Castle* is brimming with unforgettable stories, which scenes so far were the most memorable for you? Which were the most shocking, the most inspiring, the funniest?

**\_\_\_\_\_\_ Discussion Board, reply #2: Glass Castle Part 2**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Using Verbs” in *Wadsworth Handbook* Chapter 22 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.
* Watch the grammar video in this week’s folder
* **Begin to review Weeks 1-9 topics, as the grammar midterm will close soon**.

**\_\_\_\_\_\_ Essay #2 Due Date (To be posted by Sunday, March 3 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). Save your file with your first and last name plus the essay number in it (e.g. the file should be called “John Smith Essay 2.docx”), and make sure you save this file as a **doc or .docx or .rtf** file.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK NINE, MARCH 4-10**

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

* ***Blair Reader***: Chapter 5, “Gender and Identity,” Part 2. “What is the Triple Bind?” and “The War Against Boys.”
* ***The Glass Castle***: pages 206-288
* ***Wadsworth Handbook***: Chapter 41, “Writing a Research Paper.”

\_\_\_\_\_\_ **Other Readings/Videos** (To be completed by Thursday at midnight)

* Do the “Evaluating Articles” Tutorial in this week’s folder
* Watch the “Organizing Sources within a Research Paper” video in this week’s folder
* Read the prompt for Essay #3 to begin to brainstorm

***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: Boys and Girls**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

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

1. What exactly is the “Triple Bind” according to the author Hinshaw? In what sense is the triple bind “the greatest current threat to our daughters’ health and well-being” (3)? Hinshaw also points out that at one time girls used to be able to escape from the narrow demands of femininity. How, according to the author, has this situation changed? How does he account for this change?
2. Sommers, in her essay, “The War Against Boys,” states her thesis: “That girls are treated as the second sex in school and consequently suffer, that boys are accorded privileges and consequently benefit—these are things everyone is presumed to know. But they are not true.” Do you agree that the supposed privileged position of boys is something “everyone is presumed to know”?

**\_\_\_\_\_\_ Discussion Board, reply #1: Boys and Girls**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Glass Castle Part 3**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

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

1. Discuss the metaphor of a glass castle and its significance to Jeannette and her father. Why is it important that, just before leaving for New York, Jeannette tells her father that she doesn’t believe he will ever build it (238)?
2. What do you think that this novel has to say about the effects of parental expectations on their children? About the American Dream?
3. What character traits—both good and bad—do you think that Jeannette inherited from her parents? How do you think these traits shaped her life?

**\_\_\_\_\_\_ Discussion Board, reply #2: Glass Castle Part 3**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Using Semicolons” in *Wadsworth Handbook* Chapter 31 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.
* **A short grammar quiz covering weeks 7-9’s concepts will be open until Sunday, March 10 for you to take.**
* **Review the grammar concepts for weeks 1-9, as the grammar midterm will close soon.**

\_\_\_\_\_\_ **Timed Essay Midterm (take before midnight on Sunday, March 10 )**

This will be a timed, two-hour exam that you can take at any point until Sunday at midnight. Find the exam in the Quizzes and Exams tab in Blackboard. The question will be a compare and contrast question, asking you to compare an aspect of The Glass Castle to your choice of an essay (from a limited selection) of our readings from one of the assigned chapters. You may certainly can use either text, as you will be asked to provide specific evidence from both *The Blair Reader* selected essay and *The Glass Castle*. This essay is a force-quit, meaning once you begin taking the exam, you must finish it.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK TEN, MARCH 11-17**

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

* ***Blair Reader***: Chapter 7, “Why We Work,” Part 1. “Why We Work,” “One Last Time,” “The Second Shift,” and “Behind the Counter”
* ***Wadsworth Handbook***: Chapter 42, “Using and Evaluating Library Sources.”

\_\_\_\_\_\_ **Other Readings/Videos (To be completed by Thursday at midnight)**

* Watch the “Writing an Annotated Bibliography” video
* Do the “Evaluating Websites” tutorial

**\_\_\_\_\_\_ Discussion Board, posting #1: Working Hard (Due Thursdays at midnight; this post must be at least 300 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. Why is it that “work dominates Americans’ lives as never before,” (3) according to Curry in “Why We Work”? What toll does this situation take on American workers, according to the author? Why does he feel that workers today are unfulfilled?
2. What do you think Soto learned about work by picking grapes and cotton, as shared in his essay, “One Last Time”? What did he learn about his mother? About himself? About Mexicans?
3. According to Hochschild in her essay, “The Second Shift,” women *think* that they are “under more strain than men” (14), even when their husbands do their share of housework and childcare. How does she account for this impression? Also, beginning with paragraph 18, the author recommends changes that she believes will ease the strain on working families because, as she says, “public strategies are linked to private ones” (24). Given what she has said about the basic differences in men’s and women’s approaches to family roles, do you believe that government and corporations can solve the problems she identifies?
4. Why are teenagers the ideal candidates for working in the fast-food work force, according to Schlosser in “Behind the Counter”? What other types of workers does this industry employ? Have you (or anyone else you have known) worked in a fast-food restaurant? Do your experiences (or theirs) support the author’s conclusions about the industry?

**\_\_\_\_\_\_ Discussion Board, reply #1: Working Hard (Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Outline for Essay #3 (Due Thursdays at midnight; this post must be at least 300 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 100 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 provided in Essay #3’s folder, 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 100 words. Include a word count.)** Reply to another student’s work, making sure to use the feedback form provided in Essay #3’s folder and to change the color of the font when you fill in your feedback on the form.

**\_\_\_\_\_\_ Discussion Board, reply #4: Outline for Essay #3 (Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)** Reply to another student’s work, making sure to use the feedback form provided in Essay #3’s folder and to change the color of the font when you fill in your feedback on the form.

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Writing Concise Sentences” in *Wadsworth Handbook* Chapter 17 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.

\_\_\_\_\_\_ **Grammar Midterm** **(available until midnight on Sunday, March 17)**

In the Quizzes and Exams tab, you will find the Grammar midterm, which covers topics from week 1 to week 9. There are 25 multiple choice and fill in the blank questions.  You are welcome to use as many materials as would be helpful to you for this exam, but keep in mind that it is timed (you have one hour and thirty minutes to complete it).  You must finish the test once you start, and you cannot go back to previous questions once you begin.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK ELEVEN, MARCH 18-24**

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

* ***Blair Reader***: Chapter 7, “Why We Work,” Part 2. “Selling in Minnesota,” “Don’t Blame Wal-Mart,” “Delusions of Grandeur,” and “A&P.”
* ***Wadsworth Handbook***: Chapter 43, “Using and Evaluating Internet Sources”

\_\_\_\_\_\_ **Other Readings/Videos (To be completed by Thursday at midnight)**

* Do the “Evaluating Books” Tutorial.

**\_\_\_\_\_\_ Discussion Board, posting #1: Corporate and Educational Failures**

**(Due Thursdays at midnight; this post must be at least 300 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. How would you describe Ehrenreich’s attitude toward the orientation process that she describes in “Selling in Minnesota”? Toward Wal-Mart? Toward her co-workers? What words or phrases in the essay convey these attitudes?
2. According to Reich in “Don’t Blame Wal-Mart,” why do some people oppose Wal-Mart? What does he mean when he says that Wal-Mart is “really being punished for our sins” (2)? What does Reich think should be done to address the problem he identifies?
3. What does Gates mean when he says, “The failure of our public schools to educate athletes is part and parcel of the schools’ failure to educate almost everyone” in his essay, “Delusions of Grandeur”? Do you agree? In addition to the public schools, who or what else could be responsible for the situation Gates describes?

**\_\_\_\_\_\_ Discussion Board, reply #1: Corporate and Educational Failures**

**(Due Sundays at midnight; these replies must be at least 100 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 300 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 100 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. Be sure to use the form in Essay #3’s folder to direct your reply, 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 100 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. Be sure to use the form in Essay #3’s folder to direct your reply, and change the color of the font when you fill in your feedback on the form.

**\_\_\_\_\_\_ Discussion Board, reply #4: Rough Draft of Essay #3 (Due Sundays at midnight; these replies must be at least 100 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. Be sure to use the form in Essay #3’s folder to direct your reply, and change the color of the font when you fill in your feedback on the form.

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Revising Misplaced and Dangling Modifiers” in *Wadsworth Handbook* Chapter 27 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.
* Watch the grammar video in this week’s folder

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK TWELVE, APRIL 1-7**

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

* ***Blair Reader***: Chapter 3, “The Politics of Language,” Part 1. “Aria,” “Learning to Read and Write,” “The Human Cost of an Illiterate Society,” and “Sexism in English: Embodiment and Language.”
* ***Wadsworth Handbook***: Chapter 44, “Summarizing, Paraphrasing, and Quoting Sources.”

\_\_\_\_\_\_ **Other Readings/Videos (To be completed by Thursday at midnight)**

* Read all of the links for the “What is Plagiarism?” article on the “Plagiarism Prevention for Students” website.
* Look at Essay #4’s prompt to begin to brainstorm.

***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: Englishes**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

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

1. What distinction does Rodriguez make between public and private languages in his essay, “Aria”? What point does this distinction help him make? What does Rodriguez say he gains by speaking English? What does he lose? Do you agree with his assessment?
2. Look carefully at Douglass’s essay, “Learning to Read and Write.” Does this essay, written over 150 years ago, have relevance today? Explain your answer.

**\_\_\_\_\_\_ Discussion Board, reply #1: Englishes**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Problems with Language**

**(Due Thursdays at midnight; this post must be at least 300 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 “Sexism in English: Embodiment and Language,” what point is author Nilsen making about American culture? Does your own experience support or disprove her conclusions?
2. According to Kozol in “The Human Cost of an Illiterate Society,” how does illiteracy undermine democracy in the United States? Do you agree with him? Kozol also concludes his essay by asking whether we as a nation have “the character and courage to address” illiteracy (44). He does not, however, offer any solutions for doing so. What are some solutions you can think of?

**\_\_\_\_\_\_ Discussion Board, reply #2: Problems with Language**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Writing Varied Sentences” in *Wadsworth Handbook* Chapter 15 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.
* Watch the grammar video in this week’s folder
* **A short grammar quiz covering weeks 10-12’s concepts will be open until Sunday, April 7 for you to take.**

**\_\_\_\_\_\_ Essay #3 Due Date (To be posted by Sunday, April 7 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). Save your file with your first and last name plus the essay number in it (e.g. the file should be called “John Smith Essay 3.docx”), and make sure you save this file as a **doc or .docx or .rtf** file.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK THIRTEEN, APRIL 8-14**

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

* ***Blair Reader***: Chapter 3, “The Politics of Language,” Part 2. “Politics and the English Language.” “I h8 txt msgs: How Texting is Wrecking Our Language,” “2b or not 2b?” and “Thumbspeak: Is Texting Here to Stay?”
* ***Wadsworth Handbook***: Chapter 45, “Synthesizing Sources.”

\_\_\_\_\_\_ **Other Readings/Videos (To be completed by Thursday at midnight)**

* Read all of the articles in Essay #4’s folder and begin to find your own sources.
* Read the “Annotated Bibliography” article, and download and read the rubric for the Annotated Bibliography.
* Read all of the links for the “How to Avoid It [Plagiarism]” article on the “Plagiarism Prevention for Students” website.

**\_\_\_\_\_\_ Discussion Board, posting #1: The Power of Words**

**(Due Thursdays at midnight; this post must be at least 300 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. In “Politics and the English Language,” what is the relationship between politics and the English language, according to author Orwell?
2. According to Humphrys in “I h8 Txt Msgs,” what are the dangers of “Text-speak”? Do you think he makes a valid point, or do you think he is over-reacting?
3. According to Crystal in “2b or Not 2b” why does he think that popular conceptions about the effect of texting on the English language are wrong? What examples does he use to support his position? Do you agree or disagree with him?
4. According to Menand in “Thumbspeak,” why is texting a “giant leap backward in the science of communication” (2)?

**\_\_\_\_\_\_ Discussion Board, reply #1: The Power of Words**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Informal Outline for Essay #4 (Due Thursdays at midnight; this post must be at least 300 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 100 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. Look carefully at the student’s thesis: does the student have an argument?

**\_\_\_\_\_\_ Discussion Board, reply #3: Informal Outline for Essay #4 (Due Sundays at midnight; these replies must be at least 100 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. Look carefully at the student’s thesis: does the student have an argument?

**\_\_\_\_\_\_ Discussion Board, reply #4: Informal Outline for Essay #4 (Due Sundays at midnight; these replies must be at least 100 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. Look carefully at the student’s thesis: does the student have an argument?

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Writing Emphatic Sentences” in *Wadsworth Handbook* Chapter 16 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK FOURTEEN, APRIL 15-21**

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

* ***Blair Reader***: Chapter 10, “Choices.” “Shooting an Elephant,” “Letter from Birmingham Jail,” “The Perils of Obedience,” and “Commencement Speech.”
* ***Wadsworth Handbook***: Chapter 47, “MLA Documentation Style.”

\_\_\_\_\_\_ **Other Readings/Videos (To be completed by Thursday at midnight)**

* Read all of the links for the “How to Credit Sources” article on the “Plagiarism Prevention for Students” website.
* Find and read a few more of your own sources for Essay #4.

**\_\_\_\_\_\_ Discussion Board, posting #1: Obedience (Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)** Respond to **at least two** of the following questions, numbering your answers:

1. In paragraph 30 of MLK’s “Letter from Birmingham Jail,” King says, “Oppressed people cannot remain oppressed forever.” Do you think world events of the last few years confirm or contradict this statement?
2. According to Milgram in “The Perils of Obedience,” what is the “dilemma inherent in submission to authority” (2)? How do his experiments illustrate this dilemma? Why do you suppose virtually no one predicted that the subjects would continue to obey the orders of the experimenter?
3. In paragraph 3 of Wallace’s “Commencement Speech,” the author recommends that the students in the audience try to move beyond their natural self-centeredness. What choices does he suggest students will face? Do you think that the author takes an especially optimistic or pessimistic view of his audience’s future?

**\_\_\_\_\_\_ Discussion Board, reply #1: Obedience (Due Sundays at midnight)**

**\_\_\_\_\_\_ Discussion Board, original post #2: Annotated Bibliography of Essay #4 (Due Thursdays at midnight; this post must be at least 300 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). It is okay to post annotations for four sources for this assignment (though, of course, when you turn in the final draft, you will be required to have all six sources with annotations).

**\_\_\_\_\_\_ Discussion Board, reply #2: Annotated Bibliography of Essay #4 (Due Sundays at midnight; these replies must be at least 100 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 of an 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.

**\_\_\_\_\_\_ Discussion Board, reply #3: Annotated Bibliography of Essay #4 (Due Sundays at midnight; these replies must be at least 100 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 of an annotation.

**\_\_\_\_\_\_ Discussion Board, reply #4: Annotated Bibliography of Essay #4 (Due Sundays at midnight; these replies must be at least 100 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 of an annotation.

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Using Nouns and Pronouns” in *Wadsworth Handbook* Chapter 21 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.

**\_\_\_\_\_\_ Annotated Bibliography for Essay #4 Due Date (To be posted by Sunday, April 21 at midnight)**

Typed, full page final draft of your annotated bibliography due. 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). Save your file with your first and last name plus the essay number in it (e.g. the file should be called “John Smith Essay #4 Annotated Bibliography.docx”), and make sure you save this file as a **doc or .docx or .rtf** file.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK FIFTEEN, APRIL 22-28**

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

* ***Blair Reader***: Chapter 9, “Religion.” “Salvation,” “Kicking the Secularist Habit,” “Turning Faith into Elevator Music,” “Muslim in America.”
* ***Wadsworth Handbook***: No assigned readings this week. Review past concepts as needed.

\_\_\_\_\_\_ **Other Readings/Videos** (To be completed by Sunday at midnight)

* No new videos this week. Review past videos and concepts as needed.
* Continue to find sources for Essay #4, if needed.

**\_\_\_\_\_\_ Discussion Board, posting #1: Having Faith?**

**(Due Thursdays at midnight; this post must be at least 300 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. Do you think Langston Hughes’s motivation for accepting salvation is any different from Westley’s in “Salvation?” Explain. Also, the young Langston Hughes cries because he believes he has lied and “deceived everybody in the church” (15). Do you think he is being too hard on himself, or do you think he really has committed a sin?
2. Summarize Brooks’s six steps in the recovery program, as outlined in “Kicking the Secularist Habit.” What does Brooks mean when he calls himself a “recovering secularist” (1)? What exactly is the habit he is trying to kick? Why?
3. “Muslim in America” appeared in a news magazine just a few weeks after the 9/11 attacks. What do you suppose the authors’ purpose was? How can you tell? What do you think it would take to make Muslims truly feel “at home in America” (10)?

**\_\_\_\_\_\_ Discussion Board, reply #1: Having Faith?**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Formal Outline for Essay #4 (Due Thursdays at midnight; this post must be at least 300 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 100 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. What would you like to see expanded? What other ideas could be added? Does the student have an argument for his thesis, rather than a fact? Is there any sources the student still needs to include to meet the minimum requirements for this assignment?

**\_\_\_\_\_\_ Discussion Board, reply #3: Formal Outline for Essay #4 (Due Sundays at midnight; these replies must be at least 100 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.

**\_\_\_\_\_\_ Discussion Board, reply #4: Formal Outline for Essay #4 (Due Sundays at midnight; these replies must be at least 100 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.

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Using Commas” in *Wadsworth Handbook* Chapter 30 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK SIXTEEN, APRIL 29-MAY 5**

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

* ***Blair Reader***: Chapter 8, “Saving the Planet,” Part 1. “The American Forests,” “Being Kind to the Land,” “The Obligation to Endure,” “The Consequence of Garbage.”
* ***Wadsworth Handbook***: No assigned readings this week. Review past concepts as needed.

\_\_\_\_\_\_ **Other Readings/Videos** (To be completed by Sunday at midnight)

* No new videos this week. Review past videos and concepts as needed.
* Continue to find sources for Essay #4, if needed.

**\_\_\_\_\_\_ Discussion Board, posting #1: Our Natural Resources**

**(Due Thursdays at midnight; this post must be at least 300 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. Muir wrote his essay, “The American Forests” in 1897. Is it still relevant? Is it perhaps even *more* relevant? Explain your reasoning.
2. Do you see Berry’s definition of “good farming” in his essay, “Being Kind to the Land,” as being realistic? Do you think it is possible to farm in a way that is compatible with nature and still manage to feed over 300 million people?
3. Since Carson wrote her book *Silent Spring* from which the essay “The Obligation to Endure” is taken, DDT has been banned. Recently, however, some scientists have said that it should be reintroduced on a limited basis because some insects have developed resistance to safer insecticides. Do you think this information strengthens or weakens Carson’s position?
4. Why does the United States produce so much garbage, according to Rogers in “The Consequence of Garbage”? What does Rogers imply could be done to reduce the amount of garbage we produce? What does she mean when she says, “waste and destruction are the necessary analogues of consumer society” (5)?

**\_\_\_\_\_\_ Discussion Board, reply #1: Our Natural Resources**

**(Due Sundays at midnight; these replies must be at least 100 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 300 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 100 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. See the chart “Questions for Peer Review” (page 42 in *Wadsworth Handbook*) for a helpful list of questions you can respond to; remember, though, that revision, or giving feedback on ideas and organization, is different from editing, giving feedback on grammar. If you see a grammar error repeatedly, give brief feedback, but your focus should be on their ideas and organization.

**\_\_\_\_\_\_ Discussion Board, reply #3: Rough Draft of Essay #4 (Due Sundays at midnight; these replies must be at least 100 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.

**\_\_\_\_\_\_ Discussion Board, reply #4: Rough Draft of Essay #4 (Due Sundays at midnight; these replies must be at least 100 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.

\_\_\_\_\_\_ **Grammar Assignments** (To be completed by Sunday at midnight)

* Read “Revising Awkward or Confusing Sentences” in *Wadsworth Handbook* Chapter 28 and complete the exercises in this chapter, checking your answers in the “Answers to Selected Exercises” section starting on page 499.
* **A short grammar quiz covering weeks 13-16’s concepts will be open until Sunday, May 5 for you to take.**
* **Review Weeks 10-16 grammar topics, as the grammar final will close Tuesday, May 14 at midnight.**

[*(Return to Table of Contents)*](#_Table_of_Contents)

**WEEK SEVENTEEN, MAY 6-13**

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

* ***Blair Reader***: Chapter 8, “Saving the Planet,” Part 2. “Built to Last,” “The Challenge to Environmentalism,” “Green, Greener, Greenest,” and “Why Bother?”
* ***Wadsworth Handbook***: No assigned readings this week. Review past concepts as needed.

\_\_\_\_\_\_ **Other Readings/Videos** (To be completed by Sunday at midnight)

* No new videos this week. Review past videos and concepts 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: Birds and Buildings**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

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

1. Why is Weisman concerned with how architectural structures will break down, in “Built to Last”? What problem is created when we “design infrastructure to endure forever” (5)?
2. McKibben in his article, “The Challenge to Environmentalism,” compares the effect the atomic bomb had on warfare to the effect climate change has had on our understanding of the plant. Do you think this comparison is justified? What does McKibben mean when he says, “the imperative to build windmills now outranks the imperative to protect birds from their blades” (9)? Do you agree with this statement?

**\_\_\_\_\_\_ Discussion Board, reply #1: Birds and Buildings (Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Discussion Board, posting #2: Green and Gardens**

**(Due Thursdays at midnight; this post must be at least 300 words. Put your word count at the end of each posting.)**

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

1. What problems do colleges have defining “greenness” and “sustainability” as explained by Zernike in “Green, Greener, Greenest”? What are carbon “offsets” (14)? What special problems do offsets pose for environmental sustainability?
2. What makes Pollan think people are not serious about the climate change crisis? Why does he think that “laws and money and grand schemes” will not be enough to get us out of our environmental crisis (9)?
3. Look around your campus. What steps is Reedley College (or whichever college you attend) taking to create a “green” campus? Do you think this is enough? What else could be done?

**\_\_\_\_\_\_ Discussion Board, reply #2: Green and Gardens**

**(Due Sundays at midnight; these replies must be at least 100 words. Include a word count.)**

**\_\_\_\_\_\_ Essay #4 Due Date (To be posted by THURSDAY, MAY 9 at midnight \*\*\**Notice the change of date*\*\*\*)**

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). Save your file with your first and last name plus the essay number in it (e.g. the file should be called “John Smith Essay #4.docx”), and make sure you save this file as a **doc or .docx or .rtf** file.

\_\_\_\_\_\_ **Grammar Final** **(To be completed by TUESDAY, MAY 14 at midnight)**

Take this exam when you have completed the exercises and watched the videos for all of the grammar concepts from weeks 10-16.  This test is a force completion test which means it must be completed the first time you launch it.  Make sure you are ready to take it before you begin.  You are welcome to use notes from the PowerPoint lectures and your textbook.  You will have 1 hour to complete the exam.

[*(Return to Table of Contents)*](#_Table_of_Contents)

ESSAY PROMPTS

**Essay #1**

**Write an essay in which you examine how your parents’ (or those in parental roles to you) notions of success have influenced your own experiences**. In forming your ideas about this topic, you should begin by comparing your own experiences to those essays we’ve read that focus on this idea from Chapter 1, “Family,” Chapter 3, “Mother Tongue,” and Chapter 6, “The American Dream.”

The final draft of this essay will be a **minimum of three full typed pages, in addition to a works cited page**. You should compare your own experiences to at least one other essay in the chapters listed above and cite this essay in your own essay.

**Introduction**:

In your introduction, begin with a statement of what the paper is about, trying not to announce your intentions (e.g. “In this paper, I will…”). Then, in a few sentences, provide background on the essay you’ve chosen as well as your own experience. Include a clear thesis as your last sentence that responds fully to the prompt of this essay.

**Body Paragraphs:**

In each of your body paragraphs, describe a different way that your parents’ notions of success have influenced you, or a different expectation that your parents had of your own success and its influence on you. You should provide a few quotations from the essay you’ve chosen in most of the body paragraphs. Remember, this essay describes the different ways/topics in which your parents’ notions of success have influenced you—*it is not a timeline of events.* In other words, do not tell the reader the chronological story of your life—that would be off-topic, which would result in a failing paper.

**Conclusion:**

In the conclusion, tie in your experiences with the article once again to bring closure to the essay. Discuss the significance of these influences on you today—and in your goals.

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**Essay #2**

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The Rogerian Argument begins with a question (eg. "Does Social Networking Connect Us or Keep Us Apart?") and ends with a compromise which takes into consideration the needs, fears and concerns of both sides.

**Introduction:**

As you summarize each side in your **introduction**, attribute each argument and example to its source (Taylor 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 could be broken down into separate paragraphs per article, for a total of four body paragraphs. Make sure, for however many paragraphs you have, you need to have a topic sentence for each that accurately represents what you will discuss in that body paragraph.

In the analysis section, you're **looking for bias, appeals, fallacies, vested interests, omissions** (see *The Wadsworth Handbook* Chapter 6, "Critical Thinking" for **terms and definitions** to include in your analysis--you will need to use at least one of these terms for logical fallacies in your analysis of each side, since you are pointing out the flaws in their argument. When you use these terms, make sure you put the term in bold and underlined text in your paper).   Remember, you job in this paper is to point out the flaws of the two opposing arguments, and, since these two opposing arguments are flawed, propose a compromise between the two positions.

**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.

**Works Cited Page with Annotations**

Include a Works Cited page with annotations for each article that address the following questions: the source citation and the credentials of the author; a one-sentence summary of the author's main idea; a few sentences detailing the supporting details that the author uses to prove his main idea; a few sentences discussing how you used this article in your Rogerian argument.

**Additional Minimum Requirements:**

**Your final draft of the paper will be at the very least three full pages, in addition to an annotated bibliography.** The two essays for this paper must come from your *Blair Reader* textbook from Chapter 4, "Media and Society," using the essays that focus on the question, "Does Social Networking Connect Us or Keep Us Apart?"   You may also choose from one of the three articles included in this Essay #2's folder (the .pdf files are attached), but **keep in mind that at least one of the articles must come from your Reader.  No outside articles can be used, except the ones I have listed above.** Finally, **because this paper requires a very specific organizational structure (as described above), you are required to use the attached outline included here to help you organize this paper.**

**Essay #3**

D’Souza, in his essay, “Becoming American” says in paragraph 21, “In America,…you get to write the script of your own life.” **Write an essay in which you support or disprove his observation based on a few of your readings from this semester**.

In your analysis of this issue, be sure to use the following texts to support your position (paraphrase examples and/or include textual evidence at least **two** times for each of these sources):

· Jeannette Wall’s *The Glass Castle (*because this is the longest text, you should have the majority of your paper focused on this one).

· At least one essay from “The American Dream” chapter from *The Blair Reader*

· At least one essay from “Issues in Education” chapter from *The Blair Reader*

In your **introduction**, be sure to provide a context: identify the quotation. Summarize briefly the texts that you will use, and get into your thesis, a direct answer to the essay’s question.

In your **body paragraphs**, give specific evidence from the texts to support your thesis. Make sure that you have more than one body paragraph from most of your source, particularly the Wall’s text, and that your body paragraphs have informative topic sentences that accurately tell what that body paragraph is about.

In your **conclusion**, make sure you summarize your main points you brought up in your essay, and, more importantly, discuss the significance of the issue. What overall is important about the fact that so many readings support or disprove D’Souza’s essay?

Your final draft of your essay needs to be **a minimum of four full typed pages, in addition to a works cited page**.

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**Annotated Bibliography and Essay #4**

For this assignment, you get to construct your own argument based on a combination of your own research and some assigned sources. You will need to cite as evidence to support your thesis **these sources:**

* At least one essay from *The Blair Reader* Chapter 6, "The American Dream"
* At least one book: Jeannette Walls, *The Glass Castle*
* At least two additional scholarly articles from the RC databases (found on RC's library homepage)
* Web articles included in Essay #4's folder.   Choose from at least **two** from the following (one of which needs to be the first one listed, the *Time* article):
  + “What Ever Happened to Upward Mobility?”, *Time*
  + "Food Banks Are Not Just for the Poor These Days," *Fresno Bee*
  + "Among the Wealthiest 1%, There Are Many Variations," *NY Times*
  + "Census Shows 1 in 2 People are Poor," *USA Today*
  + "New Generation Half as Important as the Last?" *Fresno Bee*
  + “Conflicts Between Rich and Poor Strongest in 24 Years,” *Fresno Bee*
  + “Survey Finds Rising Perceptions of Class Tensions,” *NY Times*
  + “Seven CEOs Pulling in Outsized Paychecks,” *MSN Money.com*
  + “Educational Gap Widens Between the Rich and the Poor,” *NY Times*

You are welcome to bring in other sources (such as additional articles, documentaries or interviews), but you need to make sure that whatever sources you do bring in are scholarly in nature (see pages 360-361 in *The Wadsworth Handbook* for an excellent discussion of "Evaluating the Library's Print and Electronic Sources").

**The final draft of this research paper will need to be at least seven 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 project due for this assignment):**

One of the first steps in writing your research paper is to write an annotated bibliography of all of the sources you will reference in your writing (listed above).   Included in Essay #4’s folder are several important references to help you on this assignment, including a rubric for annotated bibliographies, samples of student annotated bibliographies, and notes to remind you of what an annotated bibliography is and does.

Besides the works cited entry for each of the sources listed above, 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**.

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**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 1A Essay Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Content** | **Organization** | **Conventions** |
| **A** | * Strong, 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 * Demonstrates a complex, sophisticated treatment of the topic | * 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 paragraph’s 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 * Quotations are always chosen effectively and integrated into the essay correctly and smoothly * Textual evidence has strong signal phrases * Sources are of collegiate level |
| **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 * Clearly and logically addresses the essay prompt with some degree of depth * Meets the essay’s requirements | * 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 * 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 * Sources are of collegiate level |
| **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 * Adequately addresses the essay prompt * Meets the essay’s requirements | * 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 * 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 * Sources are of collegiate level |
| **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 * Attempts to address the essay prompt, but may be incomplete and/or demonstrate lack of understanding of the prompt * Does not meet most of the essay’s requirements | * 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 * 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 * Non-collegiate material used |
| **F** | * No thesis * No specific evidence provided or most of the example, reasons, and details are very weak and/or off topic * Essay is incomplete or doesn’t address the prompt | * 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 * Lack of citations or major mistakes * No signal phrases used before quotations (or no textual evidence provided) * 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 |

-10