# English 1A: College Reading and Composition

# Summer 2020

**Popular Culture and the World Around Us**

#

Instructor: Ms. Huertaz/Prof. Huertaz

Email: Jacqueline.huertaz@reedleycollege.edu

English 1A CRN: 52477

4 Units

Transfer to CSU and UC

Office Hours: Online by appointment only

Class time:M-TH

1. **Welcome to English 1A summer school edition!**

This is an expediated six-week course that will require a **total of 216 learning hours.** Be prepared to spend a vast amount of time completing assignments, responding to discussion forums, creating projects with groups, and working on your critical thinking skills. Since this is an online course you will need to prepare and orient yourself to Canvas in order to effectively post assignments. Please take the time to read through my syllabus carefully and closely. Be sure to take notes regarding late work, attendance polices, and how to communicate with me. In addition, be sure to read through the course overview and course objectives. So that you can succeed there will be an embedded tutor in our class named Hannah. Moreover, you can sign-up for additional assistance with the writing center online. All of this information is included below. After you have successfully read through my syllabus you will required to take the syllabus quiz and submit as an assignment.

1. **Course Overview**

Students will read, analyze, and compose college-level prose, with emphasis on the expository; study writing as a process; explore different composing structures and strategies; edit and revise their own writing; and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper and annotated bibliography. **Students will write a minimum of 6,000 words in formal academic language.** PREREQUISITE: English 132 or multiple measures' placement. (A, CSU-GE, UC, I) (C-ID ENGL 100)

1. **Course Content**

This course will focus on analyzing readings from the textbook, a longer work, and your own research. The course will be divided into three major writing projects and a final essay exam. There will also be lots of in-class activities; such as group work and projects. The focus for this course will be analysis of the rhetorical framework of both visuals and texts. Each final paper will be preceded by drafts, and all writing assignments must be completed to pass the class. You will be expected to participate in a workshop for each essay. Also, you will need to contribute to class discussions in the discussion board forum*.* Growth comes from practice; therefore, all assignments are used to calculate the final grade.

1. **Course Objectives**

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

1. Write a documented research paper 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 other mechanic problems
* Controlled and sophisticated word choice
* 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
1. Complete a timed essay independently in class
2. Summarize and comprehend college level prose (will include a full reading)
3. **What is this class about?**

The theme of this class is centered on **popular culture** and **the world around us**. We will discuss technology dependency and techno paranoia. We will discuss social media influencers and positive teen role models. We will discuss how hip-hop/rap artists use their art to discuss social injustices happening in the world around us, and how others use their music to degrade and objectify women. We will discuss social media likability as a form of currency. We will discuss how media is a public pedagogy and influences our ideas of toxic gender norms and gender expectation. We will discuss and examine how gender is a social construct and sex is biological. We will discuss toxic masculinity vs. regular masculinity in relation to media representation. We will discuss how POC are stereotyped, misrepresented, and underrepresented, in popular culture. We will discuss different LGBTQ texts. Most importantly, we will examine Dr. Roxane Gay’s concept of Bad Feminist and other feminist texts.

We will discuss weighted topics that will push your consciousness. If you’re uncomfortable engaging in these conversations please consider taking another course. I encourage you stay! However, in order for you to succeed and receive a passing grade, you must participate and more importantly have an open mind. 😊

1. **Required Texts/Materials:**

**Bullock, Richard, Goggin, Daly, Maureen, *The Norton Field Guide to Writing 4th edition* ISBN#**  **978-0393617375**

**Gay, Roxane *Bad Feminist* ISBN# 9780393264388**

**Optional: Hacker, Diana and Nancy Sommers. A Pocket Style Manual 7th. Edition. ISBN# 9781319083526**



* Access to Canvas (CV) and SCCCD email account.
* A **notebook/journal** for taking down lecture notes, taking quizzes, etc.
* Access to a home/library computer and printer.
1. **Where Do I Look for Assignments?**

All assignments for the week will be published and posted every Monday morning for the next six weeks. I will create and send out announcements every Monday morning for the week and check-in with you daily. **On Canvas click on Modules**—the modules are embedded with assignments. Complete the assignments in sequential order.

1. Go to Canvas English 1A shell
2. Click on Modules in your navigation tool bar
3. Click on the different assignments embedded in the module and complete them in sequential order.
4. **Policy on Grading:**
* You have **48 hours to complete assignments**. If you submit an assignment after the **48 hour window your assignment will be docked by 50%**. If you turn in your assignment after the 72 hour window you will not receive credit. **Assignments are due at 11:59pm.**
* **Do not panic if you miss the window to submit due to technical problems—just email me your assignment.**
* **Do not submit assignments on the Canvas app on your phone. This is unreliable.**
* Since this is an expediated summer course I do not accept late work. However, in the past I have made some compromises based on your credibility with me as a student in my class. This means, if you are an exemplary student, and complete the work on time, participate in student discussions, communicate with me regularly, and an unforeseen situation occurs, depending on our class status, and your progress in my class, and the nature of your circumstance, I may grant you an extension. But do not rely on this.
1. **Policy on essays, projects, and other major writing assignments:**
* I do not accept late essays, projects, and other major writing assignments. This includes rough drafts for peer review.
* Rules for late Essays: I do not accept late papers. If I decide to accept your paper this will be determined by your credibility with me as a student and depending on your extenuating circumstance. If I decide to accept your paper, you have two days to turn your paper into me and you will receive a 20-point deduction on top of your determined grade. So if you turn in a C paper you will receive a 20 point deduction and it will drop to a D.
* **Do not panic if you miss the window to submit due to technical problems—just email me your assignment.**
* There are usually problems turning in your first major writing assignment. I do take into account that everyone is learning to become a student online, so if you turn in a major writing assignment or project a little late because of technical difficulties I will not penalize you the first time around. Do not panic if you encounter technical difficulties trying to upload a document to canvas please email me your essay or project before the deadline.
* **MLA required for all writing assignments** All writing projects must be formatted with one-inch margins with 12-point, Times New Roman font. The length of these writing projects will vary from 4 to 8 pages. Work will be turned in on Canvas and class.
* **A works cited page is mandatory** for all essays and an annotated bibliography will be required for the research essay. All writing must adhere to MLA guidelines. If your paper does not have a work cited page, it will be marked as incomplete and you will not receive credit.
1. **Tips for completing assignments in a timely matter:**
* Do not submit assignments right before they are due
* Read announcements promptly and at least three times to fully understand what I am asking you to complete. Then go to the assignment for a preview in case you might have questions
* Email me if you have questions from 9-3pm
1. **Breakdown of Assignments**

**Discussions 20%**

**Projects 10%**

**Reading Responses 30%**

**Essays 40%**

**=100 %**

**Grading Scale**

90-100% A

80-89% B

70-79% C

60-69% D

0 -59% F

1. **Attendance and Drop Policy:**

Since we are an online class consider attendance equal to participation and failure to participate in assignments, projects, and major writing assignments may result in your dismissal from my course. I will drop students after the first 48 hours of instruction if they do not complete the two first assignments. They will be considered a “No Show.”

1. Syllabus Test and Contract
2. Video/writing introductory

No exceptions for the first two assignments. If you do not complete the first two assignments you will be dropped. **(Note: simply logging into the course does not qualify as participation and will not be counted as meeting attendance requirement.)** If students complete the first two assignments but do not complete any of the other work for week 1 and 2 they will be dropped.

Students can be dropped if they:

1. Fail to complete the first two assignments in 48hours.
2. Fail to complete 2 consecutive weeks of work.
3. Fail to contact me regarding 1&2
* Ultimately, it’s the student’s job to drop the course by the drop deadline. Failure to do this could result in a failing grade on your transcript. If you need assistance on how to do this please contact records and admissions.
* Late work is not accepted, however in the past, I have made some exceptions due to the situation and your credibility with me as a student.
1. **Absences regarding unexpected illness or personal matter outside of class:**
* If you fall ill, death in the family, or a personal matter that takes you away from class, please consider dropping and taking the course at a later time. I understand life happens, but because this is an expedited course, we are limited on time, and there is no time to backtrack.
* **A doctor’s note or work note does not excuse you from class.**
1. **Writing Assignments and Projects**
2. **Book Critique:** You will write a 1-2 page critique on your leisure book. In the critique you will summarize, quote passages, and bring in multiple conversations that speaks to your larger conversation. **(tentative assignment)**
3. **Meme Project:** In groups you will create a satirical social commentary about gender expectations or technology dependency. This is a group collaborative effort.
4. **Reading responses/takeaways:** You will write takeaways and responses from your assigned readings and post to canvas. Reading responses are 10-15 points each and worth 30% of your final grade.
5. **Essays, rough drafts, lecture, and final**
6. **Essay One: Compare and Contrast**
7. **Essay two: Explorative Research Essay**
8. **Essay three: Argument Research Essay**
9. **Facilitating the conversation:** With a partner of your choice you will select an essay from Bad Feminist and facilitate a lecture to the entire class.
10. **Final:** Timed Essay on “Bad Feminist” Open Book. (Blue book)
11. **Peer Workshop: 50x3=150 points** Three times this summer session, you will bring a typed copy of a draft of your essay to peer review with your group. The draft must be a minimum of 2 pages. You will also read your group’s drafts and give them feedback. Learning how to ask for feedback and learning how to give feedback are essential tools for college writing, so participation in these workshops should be taken very seriously. You will receive 25 points for the draft and 25 points for participating. If you cannot make it to the workshop date, **you may give your group your paper prior to the workshop date. However, I will need to see the copies before they are distributed and you will not receive the participation points.**

(Quintana, Monique 2018).

1. **Communication Policy**
2. Jacqueline.huertaz@reedleycollege.edu (**M-TH 9-3pm)**

Inbox on Canvas **(M-TH 9-3pm)**

Announcements on Canvas **(M-TH Daily)**

Q&A Discussion Board on Canvas **(available to all students)**

Zoom **(M-TH 9-3pm by appointment only)**

Remind me App **(M-TH 9-3pm) Profile name: @phuertaz**

1. **I will be available from 9-3pm M-TTH via email, and canvas email to answer any questions about assignments and our class.** If you email me outside of this time please give me **24** hours to respond. However since this is a summer school class, most likely I will respond to your email the next morning. For the first week of instruction I am pretty laxed about answering emails as you are adjusting to Canvas but after the first week I will reinforce my communication policy.
2. **I am not available the days we don’t meet. So Friday—Sunday I will be unavailable.** If you email me over the weekend, I will not respond till Monday morning. In the past I have made myself super available to students, but this has taken time away from spending time with my family and not being present in creating memories with them. However, I do make exceptions if there is a major assignment due over the weekend.
3. Every Monday morning I will create our weekly announcement detailing everything that is due for that week. I will check-in with you everyone morning M-TH.

**17. A guide to emailing your professor**

* A successful student exhibits professionalism. Many of the answers to your questions can be found from this syllabus, Canvas, and your Student Success Groups. If you need further explanation, please feel free to email me. If you are going to be absent once or twice during the semester, than no email is necessary. If you will be absent more than this, due to an emergency or other circumstance, please keep in contact and keep me aware of your situation. **You will address me as Dear Ms. Huertaz, or Prof. Huertaz.**
* **You should include the following in the subject line of your email:**

 Full Name, Class Title, Section Number, Subject of Email.

 **Example:** Brent Staples, ENGL-1A-29864, Office Hours Appointment

* Remember that your approach to emails is a **reflection** on you as a student. Please use a **professional tone of voice** in your email and **proofread** before sending. I want to be able to fully understand what you are saying, so I can help you as best as I can. Keep in mind I will only respond to professionalism.
1. **Canvas Information and support**
* **If you’re not familiar with canvas, please make the time to familiarize yourself. If you’re having trouble and cannot view the course on canvas you will have to enable the class in the settings option. It is your responsibility to call canvas and fix this problem. Call Canvas or the SCCCD Helpdesk first before contacting me.**
* Reedley Canvas Support

(844) 629-6837

* [SCCCD Helpdesk](http://scccd.edu/studentlogin)

(559) 499-6070

1. **Student Resources and Services**
* **Disabled Students Programs & Services (DSP&S)** is designed to provide specialized services and accommodations that assist students with documented disabilities to reach their maximum potential while achieving their educational goals. DSP&S staff interact with all areas of the campus to eliminate physical, academic and attitudinal barriers.
* **Reedley College**: Phone (559) 638-0332

 TTY (559) 638-0382

## ONLINE COUNSELING DAYS AND HOURS

## CONTACT: Reedley College (559) 638-0337

**Monday** 8am – 5pm

**Tuesday** 8am – 8pm

**Wednesday** 8am – 8pm

**Thursday** 8am – 5pm

**Friday** 8am – 4pm

* The State Center Community College District, Clovis Community College (CCC), Fresno City College (FCC), and Reedley College (RC)/Madera Center (MC)/Oakhurst Center (OC), offers an Online Academic Counseling service during designated days and times.
* Engage in a live chat with a counselor by clicking on the “Live Help” button above
* Accessible during the days and times listed below (schedule subject to change without notice)
* Types of services: general academic counseling questions, links for major or general education sheets, campus services information
* We are unable to complete student educational plans (SEP) and evaluation of records

1. **Health Services**
* **Due to recent events, the Health and Psychological Services Office is closed.**
Health Services is available by phone or email.
* You can contact College Nurse **Kelly at kelly.murguia@reedleycollege.edu and Office Assistant Paula at****paula.ramos@reedleycollege.edu****or call (559) 638-0328.**
* Psychological Services is available by phone or email. **You can contact Psychological Intern Kimberly at****kimberly.saelee@reedleycollege.edu****or call (559) 638-0300 ext 3210.**

## [CORONAVIRUS (COVID-19)](https://www.reedleycollege.edu/covid-19/index.html)

## [HEALTH SERVICES](https://www.reedleycollege.edu/campus-life/health-services/health-services.html)

* Health Services is a nurse-run clinic available to currently enrolled students. The College Nurse Practitioner provides advanced nursing assessment and treatment for acute illnesses and injuries, preventative screening services, health education, and medical referrals to local health care providers. Health Services also offers TB risk assessments, and provides immunization health clearances required for campus programs.
* **Coordinator and College Nurse Practitioner: Kelly Murguia MSN, CNS, PNP-C**
* **Nurse Hours M-F 8:30-4pm**
* **Office Secretary: Paula Ramos**
* **Office Hours: M-F 8-5pm**
* **Contact Us:Phone:****559-638-0328** **Fax: 1-800-643-1067**Location:  Student Services Building #30
[Campus Map](https://www.reedleycollege.edu/about/campus-map.html)

## [PSYCHOLOGICAL SERVICES](https://www.reedleycollege.edu/campus-life/health-services/psychological-services.html)

* Psychological services is a program designed to meet mental health needs of the college community in Reedley. These services are available at no charge to students and assist in the promotion of healthy emotion and psychological responses. Psychological services include 4-6 confidential counseling sessions for college students. Care is provided by a clinical psychologist and supervised graduate interns.
* **Post-Doctoral: Dr. Jennifer Zizzo**
* **Pre-Doctoral: Ariana Quinonez**
* **Office Hours:  Monday, Tuesday, Wednesday & Friday, 8-4p.m., and Thursdays, 1-4p.m.**
* **Contact Us: Phone:****559-638-0328****Fax: 1-800-643-1067
Location:  Student Services**

# Reading and Writing Center

* The RC Reading and Writing Center is located in HUM 58. Stop by to enroll in English 272, weekly small group tutoring which is designed to help you on any writing assignment from any class. Walk-in appointments are available on the hour, and online tutorial consultations are available Monday through mid-day Friday.
* **Hours: Monday - Thursday: 8 a.m. - 4 p.m.
Friday: 8 a.m. - 12p.m.
Phone: 559-638-0300 x3619
Email:****rc.writingcenter@reedleycollege.edu**
1. **A Guide for Student Success**
2. Don’t be a Jerk



* A successful student is a respectful student. You need to be respectful to myself and to your fellow classmates. In the discussion board be mindful of your tone and sensitive to your peers. Passive aggressive behavior such as negative comments will not be tolerated. Intimidation and creating a hostile environment because you disagree with a larger conversation or with your peers’ personal experience will not be tolerated. Be sensitive with your responses and professional.
* Lastly, you are to act professional in my classroom. If you do not follow these rules, you are in breach of my syllabus contract and I will remove you from my course. In addition, if any students feel uncomfortable and are having problems with other students, please see me immediately so we can access the situation. We can speak before or after class. Remember I’m here for you and ultimately my job is to see you succeed at the end of the day.
* Be aware. Be mindful. Be courteous. Be professional.
1. Have an Open Mind



* A successful student has an open mind. As I stated previously we will be reading, discussing, analyzing, and deconstructing texts that are weighted—meaning the larger conservations of a story, poem, news article, advertisement or contemporary issue may disagree with your personal and social political beliefs. For example: we will discuss feminism, racism, rape culture, gender expectation, sexism, misogyny, sexual assault, and marginalized communities (to name a few). In order to thoroughly analyze a text we must discuss these larger conversations and how they are connected. In addition, this is how you will begin to think critically about a text. Which is one of the main goals for this course. I encourage you to have an **open mind** and to enter into these discussions with an unbiased viewpoint. Remember this is a college course and I expect everyone to have an open mind, even if you do not agree, **leave your prejudices at home.** **Leave your ego at the door.** You are **students of academia** now, and I expect you to act accordingly. If you fail to comply, you will be removed from this course.
1. Create Community



* A successful student is a helpful human in the classroom. As students of academia your job is to cultivate community in the classroom. What I mean by cultivate community is to be the best version of yourself. To ask question, to listen to your peers, to be helpful and kind. More importantly, just be aware and kind, and think of ways to bring peace and solidarity to our classroom.

1. This is a Safe Space



* In my classroom you are students of academia. You are community builders. You are the best version of yourself. I want to express, and more importantly emphasize, that our classroom is a **safe space for learning.** Our classroom is a safe space for innovation, ideas, and inquiries. Our classroom is a safe haven and a peaceful environment. Anyone that disrupts our peace and creates unsafe spaces for students will be removed from this course. If anyone is disrespectful to his or her peers or myself, I will drop you from my course. If our larger conversations challenges your belief systems, and ideologies, in way, where you can’t be open minded, and sensitive to the community around you, this class may not be the class for you. I encourage all students to stay, but remember in order for you to succeed, you must engage with the conversation. Failure to do so will affect your participation grade.
1. Your Education—Your responsibility



* A successful student is a responsible student. Lastly, I want to emphasize that this is your education, thus your responsibility. I am the facilitator of information, your mentor, instructor, and guide guru through this course. It is up to you, to check announcements, to do the work, turn it in on time, take notes, ask questions, and be punctual and aware throughout the duration of this course. You are responsible for your grade, not me.
1. **College Policies**
2. **Plagiarism**
* By enrolling in this course, you join a community requiring academic integrity. When you write your name on an assignment, you take credit for the work contained, whether that be an entire text or only a sentence. Plagiarism, cheating, and other forms of academic dishonesty demonstrate a disrespect of the community and will not be tolerated.
* Remember to always quote and cite your sources appropriately, even if they are unpublished or from friends or classmates. An unacknowledged paraphrase, a patchwork from several sources, as well as the submission of someone else’s work (published or not), all constitute plagiarism in the eyes of the college, and **will result in a** **failure of this course**. Please ask questions if you’re ever unsure BEFORE you turn in work. **Ignorance IS NOT an acceptable excuse.** Scholars would agree that “plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source” (excerpt from CSUF’s Policies). You will automatically receive zero points on the assignment and the incident will be noted on your academic record if you are caught plagiarizing.
1. **Authority and Disciplinary Actions**
2. Instructors shall be in charge of their classes and students are under obligation to respect the authority of each instructor. Reedley College seeks to develop responsible, democratic citizenship among the students enrolled. Students are responsible for their conduct. Failure to adhere to the college’s standards will result in disciplinary action. The college reserves the right to exclude at any time a student who violates student conduct standards and/or is not taking proper advantage of the opportunities offered. (See Student Right to Know on page 10). Reedley College reserves the right to exclude at any time a student who, in the judgment of the administration, is not taking proper advantage of the opportunities offered.
3. In accordance with student conduct policy, if you are disruptive, and disrespectful, to myself, and to the atmosphere of my class, I will ask you to leave and not return for the following class session. **Your removal from class will count as absences against you. I will fill out a disruptive behavior report and recommend suspension or removal of my class depending on the severity of the situation. If you are caught cheating such as plagiarizing information on a paper I will fill out an academic dishonesty grievance against you. The end result may be removal, fail from class, or expulsion from school depending on the severity of what occurred.**
4. **Accommodation:**
* 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.



**A respectful student is a successful student.**

1. **Syllabus is subject to change at my discretion.**
2. English 1A Reading and Composition, Summer School, 6 weeks, 06/22-08/31

Theme of course: Popular Culture and the World Around Us

**How summer school works:**

**1 unit per week, two sub-units per week, assignments are due every two days.**

**Week 1 Unit 1 Introduction to Online learning**

**Unit I. Welcome to Online Learning**

Syllabus Test and Contract

Introductory Activity: What text has shaped your identity in a positive way?

Setting up course assignments and expectations

**Unit I. How to Create Reading Responses and mini lecture series**

How to Create a takeaway

What is a text? (lecture)

The text-to-self/world critical thinking model (lecture and practice activity)

Why Popular Culture? (tedtalk and activity)

 NFGW Readings: Academic Literacies (3-44)

**Unit Overview:** The first week of class will focus on introductions, course expectations, orienting students with online learning, and setting up course expectations for students.

**Week 2 Unit 2 The Compare and Contrast Essay**

**Unit II. Critical thinking skills and introduction to media unit**

Hot Topic:

What is annotation (lecture) and annotation activity (low-to-high stake) Read and annotate *What Work Is* by Phil Levine and *Design* by Robert Frost

Rhetorical Strategies (lecture and activity)

Annotation Activity: Annotate the lyrics to your favorite song

Academic Habits of the Minds Reading Recap

Writing and Reading in Academic Contexts Reading Recap

NFGW Readings: *Writing as an Inquiry* (281-284) *Generating Ideas and Texts* (289-297) Comparing and Contrasting (380-387)

**Unit II. Summarizing and Responding**

Hot topic

Compare and Contrast activity

Summarizing and Responding (lecture and activity)

Prompt for first major writing assignment

Free write activity

Reading Recap

NFGW Readings: *Beginning and Ending* (331-334), *Guiding Your Reading* (344-349), *Finding Sources* (445-468), *Evaluating Sources* (469)

**Unit Overview:** This unit will focus on developing critical thinking skills, strategies for student success, and explore different writing tools to analyze and synthesize information.

**Upon completion of this unit students will able to:**

* Demonstrate an awareness of purpose and audience
* Summarize and comprehend college level prose
* Study writing as a process
* Explore different composing structures and strategies

**Week 3 Unit 3 Compare and Contrast Essay Continued…**

**Unit III. How to Create a Working Thesis Statement**

Introduce textbook: *Bad Feminist*

Hot Topic: *Bad Feminist* and *We Should All Be Feminists* tedtalks

Bad Feminist Project Prompt and signup

How to Create a Working Thesis Statement (worksheet and activity)

Thesis Statement workshop (activity, group work, and peer review)

Locating key words in your thesis statement

Topic sentences activity

How to research sources in the Reedley data bases (lecture and activity)

NFGW Readings *Drafting* (298-301), *Quoting Paraphrasing and Summarizing* (478-490) *Acknowledging Sources and Avoiding Plagiarism* (491-495), *Getting Response and Revising* (306-312), and *Assessing Your Own Writing* (301-305).

**Unit III. Quoting and documentation**

Hot topic

Introducing quotes and quotation Sandwich (lecture)

MLA format the basics: Hoonuit videos and quiz

How to Create a works cited page and in-text Citations

Peer Review Practice: Locate grammatical errors in a sample essay

Reading Recap

Peer Review due

Final Essay due

Reflective Letter

NFGW readings: *Reporting Information* (129-155) and *Developing a Research Plan* (435-444)

**Week 3 Unit 3 Course Objectives and Learning Outcomes**

* 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
* Appropriate and purposeful use of quotations
* Correct in-text citations
* An avoidance of intentional and unintentional plagiarism
* Sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and other mechanic problems

**Week 4 Unit 4 Exploratory Research Paper**

**Unit IV. Creating and Exploratory Research Paper**

Hot topic

Bad Feminist projects due

Lecture on “What is an Exploratory Research Paper?”

Prompt for research paper

Free write

How to create a working thesis statement recap and activity

Thesis statement workshop activity (group work, and peer review)

Researching sources recap and activity

NFGW readings: *Annotated Bibliographies* (188-196), *Synthesizing Ideas* (473-478), and Analyzing Texts (94-128)

**Unit IV. Creating an Annotating Bibliography**

Hot Topic

Bad Feminist Projects due

How to Create an Annotated Bibliography

Analyzing and Synthesizing Information

Annotated Bibliography due

MLA documentation recap

Peer Review

Final Essay Due

Reflective Letter

*NFGW readings: Arguing* (355-373) *and Arguing a Position* (156-182)

**Week 4 Unit 4 Course Objectives and Learning Outcomes**

* An annotated bibliography of multiple sources
* Controlled and sophisticated word choice
* Supporting details that exhibit critical thinking and use credible secondary sources
* A clearly defined, arguable thesis sentence

**Week 5 Unit 5:** **The Argumentative Research Paper**

**Unit V. Creating and Argumentative Research Paper**

Hot Topic

Bad Feminist Presentations

Meme Project Prompt

How to write an argumentative paper lecture

Argumentative Research Prompt

Free write

Working thesis statement activity and workshop

Research Sources recap

Annotated Bibliography due

NFGW readings: *Our Blind Spots About Guns* (161-164) and *Black Friday Consumerism*…(164-168)

 **Unit V. Counterarguments and Avoiding Logical Fallacies**

Bad Feminist Presentations

Avoiding Bias and developing counterarguments

Avoiding logical fallacies

Incorporating argumentative appeals

Creating a plausible solution

Work on Rough Drafts

Owl Purdue Readings and selected readings

**Week 5 Unit 5 course objectives and learning outcomes**:

* An avoidance of logical fallacies
* A clearly defined, arguable thesis sentence

**Week 6 Unit 6 Final week and Prepare for the final**

**Unit VI. Final week**

Bad Feminist Projects due

Peer Review due

Meme Projects due

**Unit V1. Final Paper due and Prepare for the final**

Final Paper due

Reflective Letter due

Final timed essay

**Week 6 Unit 6 course objectives and learning outcomes**:

**\***Complete a timed essay independently in-class

\*Summarize and comprehend college level prose (will include a full reading)

\*Complete 6,000 words of formal academic writing