Harrisburg Area Community College
Freshman English 102, Summer 2016
Dr. Wesley Britton

Class Time and Place:

CRN 4048, MTWR 9:00 AM-10:30 AM, Arts 215

Please turn all cell-phones off or set them to vibrate during class hours. Please conduct your phone discussions in the hall and not the classroom. As we are meeting in a computer lab, please do not bring in food or drink.

Office: Arts 120G
Office phone: (717) 780-2300, extension 710567

(If you leave a message and are providing your phone number, please speak slowly—best to say it twice.)

Office hours: MTWR 1-0:30-11:30.

E-mail: spywise@verizon.net

Please do not use my HACC e-mail address as I check that infrequently. Papers not submitted to the Spywise address will not count. I will happily answer e-mail questions and concerns anytime you need help. However, I will not respond to inappropriate messages with a disrespectful tone or contain personal attacks.

Sample papers and most handouts will be posted at the HACC library website.

Delayed or Cancelled Classes: HACC will alert you to any classes that might be delayed or cancelled due to any weather or other emergencies. If we go to a delayed time, we will meet from 10:25-11:20.

Important note: please do not presume assignment dates will change unless they occur on a day when classes are cancelled. If you are expected to e-mail your paper, go ahead and submit your assignment as you would normally. I’ll collect any previously stamped drafts the next period. If we miss class on a day when a draft exchange was scheduled, we’ll simply drop that draft workshop.

The class schedule below is designed to coordinate with weekends, holidays, semester breaks, etc., so we’ll make every attempt to stay with the dates as listed here.

Prerequisites: ENGL 101 with a grade of C or higher and completion of ENGL 003 with a grade of C or higher, or its equivalent.

Catalog Description: Builds on English 101, connecting thinking, reading and writing. Research, interpretation, and argumentation emphasized.
Later this semester, we’ll be working with the film, *Bowling for Columbine* (2002). You need not purchase this film, but plan on watching it at home before we get to that unit.

Students should also come to class with thumb-drives or set up GoogleDocs accounts for lab work. You will need an e-mail address to submit papers and communicate with your group.

**Learning Outcomes**

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

- Read critically to identify and analyze an author's position, purpose, voice, audience, and writing style
- Recognize fallacious and/or misleading arguments
- Use an accepted academic format and documentation style
- Identify, gather, and evaluate information from a variety of primary and secondary sources, including electronic sources
- Summarize, analyze, and incorporate information and ideas from sources
- Write at a level of advanced complexity of thought, diction, and style
- Use audience-appropriate rhetorical strategies to organize and develop academic writing
- Present conclusions and judgments that are consistent with the preceding arguments and evidence

**Activities**

As my role in this class is far more coach than lecturer, much classroom time will be spent in workshop activities both in groups and individually. Group assignments will help prepare you for your individual papers, helping you understand the steps and goals of each assignment. You will be given reading assignments for classroom analysis, group writing projects to help you practice each assignment, and finally given time to edit and analyze each other's writing.

A key aspect of this class is the synthesis and evaluation of differing points of view on a number of contemporary issues. You will be probing your own values, exploring issues from differing angles, and delving deeper into these issues than you have before. This is not a class in Dr. Britton's philosophy of life, so it is appropriate that you learn from and work with a variety of sources, both written and oral.

**About Reading Assignments**

In English 102, you are likely to be doing much more reading than you did in 101 because much of what you will be writing about includes your analysis and evaluation of sources to create a well-researched, well thought out, and rather detailed discussion of issues that are much debated in our
society. With one exception, all your papers will need a minimum of five cited sources to be acceptable. Most reading will need to be done carefully, using a pen or highlighter so you can be prepared to discuss and use each author’s key points in your papers.

While a summer class moves quickly on a tight time schedule, by design I have attempted to pace your work so that you have adequate time to develop and craft group and individual projects based on my experiences in past classes. This means if you use class and home time effectively, you cannot help but succeed here. If you choose to use class time for socializing, well, remember what letter Fair-weather Friend begins with.

Attendance and Late Papers

Note: You should become intimately familiar with the policies and guidelines discussed here. Most, if not all, questions students ask regarding late papers, missed class periods, and group work are spelled out here in considerable detail. These are policies that have evolved in my classes over the past three decades, and many are strict for a variety of reasons. I regret many of these rules more than you. Please believe me—I take no pleasure in disappointing students. The bottom line—I decided on many of these rules in order to be fair to all students. I can’t grant you an exception from a policy if I can’t do it for all.

Regular and prompt attendance is key to your success, especially in a summer class. As many projects will depend on group participation, your attendance is required each day for not only yourself but also your classmates. If attendance becomes a problem, I may give quizzes either at the beginning or end of a class period.

There is NO late work accepted in this class without a valid written excuse verifying an emergency, so missing class, or coming late, may result in missing grades. If you miss periods where papers are due or group work is part of your grade, you can lose points. In addition, if your group works on a project when you are not here, they may drop your name from the assignment. Further, it is impossible to do makeup work for draft reviews as they are designed to be interactive.

Submitting Drafts and Final Papers

Your writing assignments will be typed, double-spaced, with normal font and margins. (E-mail submissions don’t need to be double-spaced. Do put in an extra line between paragraphs.) Please use a simple heading including your full name and the time and days your section meets. You need your name and section in both hardcopy and e-mail submissions. No title page is required. ALL assignments should be stapled, clearly readable, and appropriate for the college classroom. Each assignment must have a title. Your heading must be at the top of the body of your paper, not as a subject line for your submission. Your subject line should only identify your paper as a student submission.

Very Important notes About Drafts and e-mail Submissions
All final projects must be submitted via e-mail. If you are unable to attend class, you will not lose the grade if your work is e-mailed. This applies to final drafts only and not working drafts. Please note these important conditions:

1. **DO NOT SEND PAPERS AS ATTACHMENTS! I DO NOT OPEN ATTACHMENTS!** One reason for this is the prevalence of viruses that come with attachments. Also, many programs students use do not translate well when opened for reading and grading. For your submission to even be looked at, it must be in the body of a normal message. It should have a heading and title like any assignment. If you submit a paper as an attachment, it will not count as a submission. Neither will be e-mails where you send a link to someplace online where you posted your paper.

2. Your e-mail paper MUST be received by the due time expected for all students. know I must receive the paper for it to count—simply telling me you e-mailed it won’t help. However, if you’ve turned in hard-copy on time on the due date, you can submit an e-mail version later.

3. Very important: remember that cutting and pasting from a word-processing program (such as MS Word or WordPerfect) into the body of an e-mail can result in a document filled with “nonsense” symbols. Some programs automatically convert all apostrophes and quotes into “smart quotes” or convert dashes and ellipses into other special characters. These hidden codes do not translate when copied into an e-mail document. Formatting codes such as bold or italic also transform into gibberish when copied, and the end result is annoying for anyone to read.

4. To avoid this problem, turn off special-character commands in your word-processing program before copying. Or on a PC you can use the Notepad text editor, which is found under your Accessories part of your computer. On a Mac you can use TextEdit. This is a simple text editor that doesn’t allow any special-formatting characters. You’ll need to double-space between paragraphs, as conversion from word processing to e-mail deletes all tabs. (If this seems confusing—don’t worry. Groupmates can be very helpful with these technological issues.)

5. Do not submit working drafts via e-mail! Drafts only earn points when they are stamped, marked, and clearly worked on in class. Only hard-copy drafts will earn points. You may submit your final paper via e-mail and turn in your drafts in class. Drafts must be turned in on the due date like all other documents. They may not be submitted late without an attached medical or other documented excuse.

6. **A very key point**—the purpose of giving points for stamped, marked drafts is not to certify you did your homework. They are awarded for your participating in class workshops where you both have your papers looked over while you do the same for classmates. These workshops are an integral part of this class where you’re practicing critical and analytical skills as you should be doing with the sources you’re using for your papers. So if you didn’t join in during the work on these days, you cannot earn points for work you didn’t do. I have no idea what comparable assignment to give you using these skills to make up points—sorry.
7. For this reason, outlines or short paragraphs do not count as drafts, even if stamped. They must be typed, double-spaced, and more than a one-page overview of your topic. Drafts should be enough of a full paper for fellow students to be able to read your work in progress. Handwritten drafts do not count.

8. Always turn in hardcopy of final individual papers as well as submit e-mail versions. This avoids issues in case there’s a glitch in the electronic net. However, if you submitted a paper early, received your grade before class, you need not bring in hardcopy of your final draft. You would only need turn in the stamped, marked drafts. Again, if you claim you e-mailed your paper and I don’t get it, I must rely on your hardcopy to verify your paper was submitted on time.

9. Do not submit hardcopy only! If I only get hardcopy, it might take some time for your paper to be returned as I have several classes of papers to grade. In order to keep up with my workload, I must move through hardcopy submissions as quickly as I can which means you’ll get back less feedback and fewer suggestions on how to improve future work. I can invest more time with e-mail submissions, so they will be the papers with the more detailed markings. By the same token, don’t simply submit e-mail unless you must miss class. But consider hard-copy of your final paper as backup only, not the only way you submit your work.

10. Very Important Note: I must assume your e-mail and hard-copy submissions are identical, so be sure your e-mail includes what is expected of all papers including your heading, the time your class meets, and a title. Be sure to include your "Works Cited" page with your e-mail and hardcopy submissions! Don’t send these pages as separate e-mail documents; I don’t have time to bounce back and forth between e-mails or e-mail vs. hard-copy versions and will not try to find "Works Cited" pages not included in your e-mail submission. If your submission does not have its "Works Cited" or heading, you’ll lose 10 points.

11. Be sure your first e-mail submission is the one you want graded. I’ve had students who sent in two versions of a paper and are disappointed I graded the first version instead of the one they considered their best draft. As stated before, I don’t have time to grade papers twice and assume the first paper I receive is the one to be graded.

Incomplete or Withdrawal Requests

Requests for a grade of "I" (Incomplete) will be honored only in the most extreme of circumstances. No more than two assignments can be missing and both must have been expected in the final weeks of the semester. A medical excuse is required to verify that an emergency precluded you from attending class during that period.

You may receive a "W" grade by filling out the appropriate document and bringing it to me or leaving it in my mailbox for my signature. Be sure to fill out all information including your section and student ID Numbers. Only leave blank the grade and line for my signature. Don’t simply e-mail or
phone me stating you wish to drop the class— it’s up to you to fill out the form, bring it to me, and
then take your signed form to the appropriate office.

**Important note:** College policy permits teachers to drop a student who misses 15% of our classes
and is no longer able to successfully pass the course. In this case, missing two papers and not
attending class for these projects easily meets the college’s policy. If you want a W for your grade,
it’s up to you to fill out the paperwork and ask me to sign the form. If it’s left to me to do the work,
you will get the grade you’ve earned to that point.

**Grade Policies**

Your grades will be determined by an accumulation of points averaged together at the end of the
semester, with a total possible score of at least 1175 points. Most group and individual papers are
worth 100 points. There will be four group papers, four individual papers, and one speech grade.
Along the way, you are expected to bring in drafts of your work for peer review; you will earn points
for having these marked, stamped drafts attached to your final papers when you turn them in.
Point values are indicated throughout your class schedule on the due dates for each assignment.
They include:

- **Group exchange draft:** 25 pts.
- **Group First Amendment, Argument/Counter-Argument Paper:** 100 pts.
- **1st and 2nd drafts for individual paper:** 50 pts.
- **Individual First Amendment, argument/Counter-Argument paper:** 100 pts.
- **Group exchange draft:** 25 pts. (possible)
- **Group Local Issues paper:** 100 pts.
- **1st and 2nd drafts for individual paper:** 50 pts.
- **Individual Local Issues paper:** 100 pts.
- **Group Bowling for Columbine paper:** 100 pts.
- **1st and 2nd draft for individual analysis paper:** 50 pts.
- **Individual Analysis paper:** 100 pts.
- **Group exchange draft:** 25 pts.
- **Group Term paper:** 100 pts.
- **1st and 2nd draft for individual paper:** 50 pts.
- **Final individual paper:** 100 pts.
- **Speech:** 100 pts.
- **Final Exam Group Revision:** extra credit

There may also be pop quizzes, group draft exchanges, or other short writing projects if I learn
students are not coming to class prepared or if attendance is a problem.

You can calculate your own semester grade by adding up the total number of points you’ve earned at
any given time in the semester and divide that by the number of total possible points we’ve covered
to that point. You’ll get a decimal score—.90 or above is an A, .80 to .89 a B, and so on.

**Important note:** Students are often distressed when they miss draft exchange periods and have no
means to make up the points for those days. Remember— these points are for both your reading
other student papers and having your drafts critiqued and evaluated, NOT FOR THE DRAFTS THEMSELVES! Since we have so many points for all the work this semester, missing a draft or two is NOT going to seriously impact your grade. This is only a major problem if you've missed a number of drafts over several projects. If you've done consistently good work, there's no need for alarm if you must miss a draft period or two.

Grading Criteria

A: This is a superior paper. The writer has chosen an original topic or has taken a fresh perspective on an already much discussed issue or common experience. It exceeds assignment guidelines and shows clear awareness of audience and purpose. The subject is superbly developed, and the major as well as minor points are presented in an organized manner. The paper is free from grammatical errors, especially errors attributable to carelessness in proofreading. The format of the paper adheres fully to MLA conventions. The paper reflects impressive work and requires no revision or only a minor one.

B: This is a good paper. It offers a clearly stated thesis statement; the main idea is supported well in the paper. The organization of the major and minor points is logical, and the author stays on topic throughout the paper. The paper is free from major errors and the format follows at least the main MLA conventions. Some revision might be needed, but there are no major problems.

C: This is an average paper. Some thesis is offered, but it is not fully developed. More information might be needed to express the points of the essay fully. Overall, the author stays on topic and shows some skills in organizing and developing an essay, thus meeting minimal expectations. More revising and editing is needed.

D: This is a passing paper. It offers a minimal thesis and minimal or no arguments in its support. There are problems with content, organization, and logic. The number and use of sources is inadequate. Also, the mastery of standard written English is poor. Serious, major revision would be required.

F: This is an unsatisfactory paper. It fails to meet requirements, shows inadequate command of standard written English, or lacks focus. Presented ideas are not developed sufficiently. A paper that is plagiarized or does not meet the length requirement will also be considered unsatisfactory.

A word to the wise: always keep copies of your work, especially graded papers. This is always important with your group papers, and I strongly recommend each member have copies of your submitted work as well as graded papers. If a group member disappears or drops out and has the only copy of your work, I can't help you if any problems arise with bookkeeping at semester's end. In addition, you have the opportunity to choose one group paper to revise for a grade change later in the semester. You will need the original graded paper to know what to work on and turn it in with your revision for possible extra credit. And please note quiz grades in your records so you'll know exactly what points you've earned—or missed.
Very Important Words about Group Work

As you look over our class schedule, you will see much of our class time will be spent in groups, primarily in peer-group reviews, critiques, and editing of your papers. Much time is also spent with working on group papers, which can be rewarding or torment, depending on YOU. Keep the following ideas in mind:

While your first group will likely be made up of students you are sitting close to or know from other classes, these are not permanently assigned groups. From time to time, I may assign groups but mostly I rely on you to determine the makeup of your chosen group. From time to time, different groups may be working on different issues, and you may decide to re-organize your groups to be involved with projects you are most interested in.

Groups may be of three or four members, no more, no less. You are well-advised to keep an eye on your fellow students to see who comes to class prepared, and then make sure you hook up with such folks. If you find yourself with members who are not prepared or are not contributing to class discussions, you may choose to leave that group and join another or ask unprepared students to leave your group. I am assuming I am dealing with adults so I do not plan to administer group structure unless I have to.

You may not substitute an individual paper for a group assignment without an explicit authorization from the instructor. And these will be very rare and granted only to students who discover they are writing these papers with minimal help from their peers. Doing individual work defeats the purpose of these projects, so if you miss periods when groups organize, work on the project, or if your group is unhappy with your participation, you may lose points.

Most problems for students begin when someone misses the days on which groups organize and have no place to go. To avoid this, be sure to keep in contact with previous group members in case of an emergency. While groups are working on a paper, they sometimes have a member who either misses periods or does not come to class prepared and contributes little to the discussions. Remember--groups may elect to drop members not carrying their weight or may elect to have members receive only partial credit if they feel a zero is not warranted, but half-credit might be a fairer assessment. All groups should keep me posted on any problems.

When groups are reviewing individual papers, your job is not to merely proofread for grammar and spelling problems. Through each draft of each paper, you will be helping groupmates by analyzing the strengths and weaknesses of their work, which, in turn, will help you analyze your own work. This is a major activity of this class—by reading and improving your fellow students’ papers, you will be learning important skills about writing in a variety of ways. In addition, writing group papers will help you work with a variety of points of view, help you learn organizational and developmental skills, and practice incorporating differing viewpoints into your essays, a very important skill.

For each group project, the group with the highest grade earns extra credit, assuming the grade is at least an “A.” Other conditions may apply, depending on what I see going on in various groups. For example, if it’s clear a group is keeping a member who is not attending or carrying their weight in the project, I’m not going to reward a group when only one or two people wrote the paper.
Let me reinforce that point—many times, out of friendship or worry that someone will fail a grade despite the fact they contributed nothing to a paper, students will sometimes allow their peers to share the grade. This is dishonesty, not helping a friend. Think of this as letting another student copy off your test in another class—it makes both of you cheaters. Ponder this.

If you're feeling nervous about group work, Colorado State University published a very useful discussion that might help you clarify and understand your possibilities. You can explore their suggestions on group structure and dealing with any fears you might have at:

http://writing.colostate.edu/guides/processes/group/index.cfm

**Academic Dishonesty**

Academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work. It includes plagiarism—the offering of someone else's work, words, or idea as one's own or using material from another source without acknowledgement.

Penalties for this class begin with your receiving a grade of F for the semester once plagiarism or similar dishonesty is confirmed. I will allow students to drop the class with a grade of W in most cases.

In this course, the most frequent and serious offense is plagiarism, especially turning in papers in whole or in part that are copied from other sources. This is reckless behavior which is often easy for me to discover. Should I find you've plagiarized a paper in either group or individual work in whole or in part, you will automatically fail the course and your paper along with the evidence of the dishonesty will be forwarded to the appropriate office to keep in your record. Further action will be determined by the circumstances of my investigation—often students choose to drop the class rather than face more severe consequences the college may deem appropriate.

Over the past few years, I've noticed a rise in portions of group projects being plagiarized. So I will make every attempt to determine who is responsible for this so honest group mates are not penalized. Wise students will keep a watchful eye on what their fellow group members contribute—you are, after all, supposed to be synthesizing and integrating passages together, not simply cutting-and-pasting blocks of text.

Consider this essential information—experienced teachers are well-acquainted with the sources and means students use to submit plagiarized papers, so the odds of your getting away with this type of dishonesty are stacked against you. In English 102, we'll be working all semester on the ways you can avoid inadvertent plagiarism and properly credit sources and this is a key element of this course. Improper citations will result in lower grades—what's being discussed here is deliberate theft of another's work. In addition, as discussed elsewhere, including the names of group members on these projects who did not contribute to your work can be considered dishonesty. It's not worth it, and such behavior is not appropriate in the classroom or in the workplace. Ethics and character are more important than a mere paper grade.
To avoid unintentional plagiarism, remember statistics, general facts, and information you did not experience first-hand should always be cited. You cannot use word-for-word sentences or passages from another writer and simply plug in a citation—either paraphrase or use quote marks to avoid suspicion. We will be discussing this much in class, but it will help to learn to use phrases such as “According to,” “Smith claims,” “Smith believes,” or says, asserts, notes, stated etc. to insure ideas from other writers are not plagiarized. You don’t need to directly quote all the time, paraphrasing is often the better way, but always, always let the reader know where you got your information. We will be discussing this throughout the semester, and don’t be afraid to ask about this subject any time. I presume you dealt with the MLA citation style in Freshman English 101, so I expect you to know and use the skills you learned when you took that class.

STUDENTS IN NEED OF ACCOMMODATIONS:

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below.

EEOC POLICY 005:

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (“PHRAct”) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www.phrc.state.pa.us.
CLASS SCHEDULE (subject to change)

Be sure to be aware of what is expected of you on due dates and during group projects. We’ll make every effort to stick to the schedule outlined here.

**May 23.** Welcome and introduction to class. Begin becoming familiar with class policies and rules explained on this syllabus. Discussion of effective writing style and differences between 101 and 102 papers.

**May 24.** Introduction to class continues. Discussion of critical thinking. Before class, read the two student papers in handout packet 1 titled “Legalized Gambling - The Best Way for Pennsylvania” and “Where Are the Young Voters.” Discussion of student papers.

**May 25.** Before class, read carefully pages 34-42. Possible (likely) quiz on reading. Also, find out what the First Amendment to the Constitution says. The quiz may ask you about this as we’ll also begin discussion of First Amendment issues. (This information is on your “Guidelines for 102 Papers” handout.) Discussion of argument/counter-argument format. May have time to assemble into groups.

**Very Useful Tip:** A former student wrote me about a website she found. It’s a very helpful discussion on how to create your group structure, how to plan your work schedule, how to handle group members not meeting their deadlines, and, most importantly, addresses many common fears students have about working in groups. The student told me that, had she known about this site during our class, her work would have been much easier. I agree. So I encourage you to explore the material at:

http://writing.colostate.edu/guides/processes/group/index.cfm

I’d suggest doing so before your first group assembles and you begin making your preliminary plans.

**May 26.** Library orientation. After presentation, organize into groups and begin work on group First Amendment paper. Exchange phone numbers and e-mail addresses. May choose a free speech or Separation of Church and State topic discussed in your text or another of interest to your group. Discuss topic with instructor. By the end of class, turn in topic sheet with names of all group members. Between now and next class period, each member should be researching your topic.

**Tips:** Should you be interested in one topic but your group has another in mind, you can use your choice for your individual paper.
Remember—do not use Wikipedia! This will not count as a source! You're looking for opinions and various perspectives on your topic so you can show which claims are strong, which are less credible. Some groups like to create private GoogleDocs or Dropbox accounts that only group members can access. There, you can post your research or the sections you will be writing. This way, should you miss a class, your group will still have all your material and won't lose time trying to blend in your contributions.

**May 30.** Memorial Day. No classes.

**May 31. Very Important Note:** Before class, look over models posted at the library website to get an idea of what you’re working toward. Today, exchange your research and plan out your organization of ideas. You must have at least five sources for these papers, and that’s a minimum. If you know you cannot make class or will come late, please inform the rest of your group so they know what is happening and they can let you know what they’ve accomplished so far—and what you need to contribute for next period.

**Tip:** If you assign different members to begin drafting sections of your paper, be sure to come to class with these drafts on both hard and electronic versions. You can avoid much re-typing if you do this and spend class time revising, editing, and integrating passages together.

**June 1.** By end of class, finish first draft of group paper so everyone can print off copies for tomorrow. Important Tip for Success: Remember: don’t ever allow one or two members to be responsible for this grade—this is the major trouble area in group work. It is not acceptable for irresponsible, procrastinating students to ask to turn in their work at the last minute and force group mates to wait for their contributions. It is also not fair for students to provide only research or a short paragraph or two and expect to share the grade. Each member must be involved in the writing process equally. If group members are not coming to class or are not investing time and energy, you may elect to ask them to leave or arrange for them to earn partial credit after clearing this with me. Keep me informed of such problems. If there are emergencies or health issues, I can help students with these difficulties; normally, such students e-mail their contributions to keep on track with their group obligations. Every member should go home after every class period with copies of the progress so far so not to lose class time in case a group member misses a day. If you have a GoogleDocs or DropBox account, perhaps you can have all your material in one place everyone can access during and in between classes.

Let me reinforce this point—the Number One complaint from students is discovering only a few members are doing the work and feel forced to share their grade with others who are not carrying their weight. It’s your job to let me know about such problems before a paper is due and not wait to complain after the project is done.

**Major Tip:** Many, many points will be lost this semester for students who didn’t look over the suggestions and instructions in your first handout packet. In particular, as you begin proofreading and editing your group and individual papers, look over the sections "TIPS TO MAKE C (AND D) PAPERS BETTER" and "MOST FREQUENT PROBLEMS WITH CITATIONS." Being familiar with this material will dramatically affect your grades. If you don’t have hard-copy handy, this is posted at the library website.
Before you finish this draft, very important sections to review in your textbook are on pages 290-294; MLA formatting on 296-301. These discussions on using sources can be critical.

**More Tips for Success:** **Remember**—using spell-checks is O.K., but they don’t catch misspellings of many common words. For example, I’ve read many papers about the “Untied States of America.” In addition, these checkers are often dead-wrong about comma use. So they can be helpful, but don’t rely on them as a final aid!

When you look over your citations, remember the name or title inside the parentheses should be the first words a reader would find on the “Works Cited” page. Do not use the names of publications or websites, and do not use web addresses. Alphabetize your sources on the “Works Cited” page. See other notes on your handout packet.

Remember: Every group member must have a copy of your paper for the workshop. Points are awarded for each individual member—indicate your name on the draft you will be submitting with your final draft.

Never assign one member to print off drafts at home before class—if they fail to attend, come late, or only print off one draft, then other group members may lose points.

**June2.** For first 30 minutes of class, exchange drafts of your 1st draft with members of other groups. (25 pts.) Be sure you get your personal draft stamped by the beginning of class! Each group member must have their own copy to trade, and not just one member. You may not arrive to class late and expect your drafts will be stamped. Review the drafts by using the questionnaire on the first page of your handout packet. Trade ideas and suggestions—don’t merely proofread for spelling and punctuation errors. Did the group both present a convincing case for their position of the argument as well as effectively refute the claims of the other side? Did they use at least five sources?

**Note:** To reinforce this point, drafts must be printed off before the beginning of the period to earn any points for this workshop. Once I have put the stamp away, late students will not be permitted to get their draft stamped. All groups should be ready to exchange drafts as soon as class begins. This is the policy all semester.

After workshop, finish group paper. (100 pts.) Due by end of class. Each member with a stamped draft must turn these in today with their name clearly indicated so I know which student earned these points.

On your e-mail final drafts, include names of all group members in your heading—listing names in your subject line for your e-mail submission does not count as a heading. Do not simply list first names. Be sure to include the time and class days your class meets in your heading. You must have a title. You MUST e-mail a copy for faster response and more detailed feedback.

INCLUDE YOUR "WORKS CITED" PAGE! If this is not included in your submissions, you’ll lose 10 points. Do not submit this page as a separate document as this won’t count toward your grade. This
is true of all papers this semester. And don’t submit as an attachment! See other instructions about proper submissions discussed earlier in this syllabus.

**Important Tip:** When choosing the member who will e-mail your group paper, make sure this individual is responsible and will quickly forward copies of the graded paper to every member who has an e-mail address. One purpose for this assignment is so everyone can see if you’re on track with the format, content, etc. for your individual papers. If group members don’t see the marked version until later in the process, they can lose time preparing their individual work. In addition, all members will need copies in case this is the paper you’ll want to revise for a grade change at semester’s end. Again, if you have a Facebook or Dropbox account, perhaps you can post the graded version there so all group members can access the corrections, markings, and suggestions.

At this point in the semester, it’s a very wise idea for several students to send in submissions in case one member has a problem with their e-mail. If one student sends in the paper but I don’t get it, there’s not much I can do. So multiple submissions are a very wise way to go.

FYI: Students often wonder why it’s important that the “Works Cited” page is part of the e-mailed paper submission and not accepted separately. Simply stated, as I grade a paper, I check and double-check to see if all citations properly line up with your bibliography and are cited correctly. I can’t do this if the document isn’t complete. I can’t go back and forth between e-mails nor e-mail and hard-copy versions to do this. So be sure the e-mail you’re sending is complete!

Remember—the individual paper you’re now working on must relate to an issue involving the First Amendment, but it can’t be the same as your group topic. For example, if your group did flag-burning, you must find a different subject.

**June 6.** Bring 1st draft of your individual paper for today’s workshop. Make sure you get your draft stamped by the beginning of class to earn points. (25 pts.) You can’t come in after I’ve started talking, put the folder away, and expect I’ll stamp your draft.

Must bring hard-copy for students to read. Short outlines or one-page paragraphs will not count for points--must be a readable, typed paper for critique. Use the handout in your packet as your guide as you look over your peer’s work. Mark them for content, flow, and organization using the checklist. Remember: I cannot give credit for late, unstamped drafts. Do not e-mail drafts as explained above. Wise students will have brought in typed copies of their draft with a computer disc to save time making corrections. Again, drafts are not outlines or one page handwritten beginnings of your project. For this period to be valuable, and for this workshop to benefit you, you must have a full typed draft other students can read. Stamped outlines will not earn the points.

Tips for Success: Be sure to review the handout material, "TIPS TO MAKE C (AND D) PAPERS BETTER" and "MOST FREQUENT PROBLEMS WITH CITATIONS" to make sure you don’t lose points for these errors. Remember your papers should have at least five sources to earn passing grades.

Important note: Serious students sometimes find themselves working with less concerned peers who are not helpful in this process. Should you find fellow students are not giving you useful
feedback, you should move around the classroom and ask members of other groups to look at your
draft and to clarify this point one more time—the 25 points for the drafts are NOT to verify you
did your homework! The points, as explained earlier, are for participation in the workshops, both for
having your draft read and your reading of peer drafts. So you CANNOT earn points for drafts not
worked on in class! This is the policy for the entire semester, so take attendance on these days
seriously.

Let me add many students get angry when they come to class late and cannot get their drafts
stamped. Missing a draft or two is not going to affect your grade in any meaningful way. Missing a
draft is not worth getting worked up about. The name of the game is to be in your seat and ready to
go by the time class begins.

After workshop, discussion on exploring local issues and using varying approaches to evaluate
sources. Bring "Guidelines for 102 Papers" handout as we’ll be referring to it today.

**June 7.** Bring 2nd draft of your paper for peer review; class policies remain the same as before.
Get draft stamped by beginning of class. (25 pts.) Ask students who didn’t see your first draft to
look over your paper for new perspectives on your progress. Today, proofread each other's papers
for spelling, grammar, typos, etc. Today is the time to mark where citations need to be included and
if they are MLA style or not. Is the "Works Cited" page correct? Did your peer use at least 5
sources?

Tip: After completing the second workshop, many students prefer to submit e-mail papers before
the class deadline when they've completed their editing and proofreading. In many cases, I can
return these papers with grades and markings before the next class. If this happens, you don’t
need to turn in hard-copy of your final draft in class--but do bring your stamped, marked drafts to
get those points. If you’ve e-mailed your paper but not yet received your graded version, it’s best
to turn in hard-copy to be safe.

And be sure to look over the instructions listed earlier in this syllabus to avoid potential problems!
For example, don’t send attachments, have the time your class meets in your heading, etc.

After workshop, begin work on second group paper. Before class, review sample student papers at
library website. Choose one issue important to Pennsylvanians you wish to develop into an argument
paper using at least four approaches as described in class and on your "Guidelines" handout.

Tips for Success: You are not obligated to work with your original group. Feel free to re-organize
with other students or ask those who put in minimal work for your first group project to find a
different group. Every group member should have assigned research areas to explore before next
period.

In both your group and individual papers, be sure to pick topics that are controversial and
debatable. For example, the history of famous Pennsylvania ground-hogs would not be a good
subject. Again, you will need at least five sources.
June 8. Individual paper due by beginning of class. (100 pts.) As with draft periods, the beginning of class means precisely that—you cannot come in one to ten minutes late and expect you can turn your paper and drafts in. Attach your two stamped, MARKED drafts to earn the total 50 points. Drafts cannot be identical to final paper to earn points. Final draft must be on top, and all three copies must be stapled together for total possible score of 150 points. Did you follow submission instructions explained above? You MUST e-mail final drafts for quicker response and detailed feedback. Don’t simply turn in hard-copy or forget your “Works Cited”! If I only get hardcopy, you’ll lose 10 points; the same is true if your “Works Cited” is missing.

Remember: Do not submit your paper as an attachment! I do not accept attachments!

Note: Again, all individual papers are due by the beginning of the period. You may not come to class late and expect your paper will be accepted. If you’ve forgotten your drafts, you may not submit them next period without a written excuse, even if stamped. So don’t forget to bring all three drafts to class!

Tip: When you get back your graded papers, make sure you look over all the markings before you decide the grade is not what you think it could be. In most discussions I have with students disappointed by a grade, they point to some of the markings but ignore others. For example, I might have said good things about your content but marked a number of punctuation errors. Good material can be brought low by inadequate proofreading. This is but one example--just bear in mind that you should review all markings before deciding a grade was unfair. Of course, if you only submit hard-copy, you’ll see fewer corrections and suggestions so you’ll simply have less feedback to work with.

Continue work on group project.

June 9. Finish first draft of second group paper. Be sure everyone is prepared for the next draft exchange on Monday.

Tip for Success: Today would be a good time to talk with instructor about your individual topic. Students will sometimes want to work on subjects that aren’t focused on Pennsylvania or an issue of importance locally. So it’s a very good idea to ask me about your ideas to make sure you’re on track.

Important note: This would be an excellent weekend to watch the movie, Bowling for Columbine. If you haven’t watched it by Wednesday, you won’t be able to join a group for the next group project.

June 13. As before, exchange drafts with members of other groups (25 pts.) Follow same policies as with first group exchange.

After workshop, finish group project. Due by end of period. (100 pts.) You must e-mail copy for fast response and detailed feedback. DON’T FORGET TO INCLUDE YOUR “WORKS CITED” IN YOUR SUBMISSION! Make sure you include all group members’ names, first and last, as well as the time your class meets. Again, make sure the member who submits the e-mail version is responsible and will quickly forward the graded paper to everyone in your group. As always, it’s a good idea for more than one student to submit your paper in case of e-mail problems. And don’t forget to turn in your stamped drafts!
June 14. Bring first draft of individual local issue paper. (25 pts.) Get draft stamped by beginning of period as always. Critique each other for flow, organization, etc. Take care to look for adequate citations, number of sources, and proper use of MLA. Did the writer use four different approaches to the subject? Are there at least five sources?

Reminder: If you have not watched Bowling for Columbine this semester before today, you will forfeit this group grade. There is no way you can discuss a film with your group without having seen it.

After workshop, discussion of analysis unit.

June 15. Bring 2nd draft of individual paper for final peer review. Get draft stamped by beginning of period. (25 pts.). Today, proofread for editorial problems and double-check number of and use of MLA citations.

Groups: If we didn’t do this last period, begin thinking about organizing your analysis of the techniques in Bowling for Columbine. By end of period, turn in sheet with names of group members. As no research is expected in this project and there will be no draft exchange, you’ll have less class time in this effort. So don’t include group members who haven’t recently seen the film as they cannot contribute to your work in any way!

Tips for Success: There are a number of pages devoted to this unit in your “Guidelines” packet. They are very handy, especially regarding your individual papers. Remember: This paper is not to critique the issue of gun control. Its purpose is to analyze persuasive techniques in the film, discussing what was effective or what was not.

June 16. Final local issues paper due by beginning of class (100 pts.) Staple to your stamped, marked drafts (50 pts.) Again, unmarked, unstamped copies will not count.

Use period to work on Bowling for Columbine paper. As all groups are working on the same topic, we won’t be exchanging drafts with this paper. For the same reason, there are no model papers posted on this topic; however, there are sample papers to look at that will help with your individual papers and might give you ideas regarding this group paper.

Tip: Over the weekend, wise students will start work on the next individual paper by looking for four editorials on any subject other than the banned topics described below.

June 20. For first half-hour of period, discussion of individual analysis paper. Many points about your individual paper are on your handout packet and are detailed below. Be sure to look over this material as you work on your individual papers. If you haven’t looked over the model papers at the library website, now is the time. As this is a tricky assignment, I can’t stress enough the value of the models or the guidelines on your handout packet. The assignment is discussed in great detail there.
While you are free to choose your own topic, bear in mind the following subjects are absolutely forbidden: abortion, using cell phones, smoking, or the drinking age. Drafts on these topics will not count. This is true for the rest of the semester.

**Important Notes**

The primary purpose of this assignment is to work on analyzing the effectiveness (or lack thereof) of persuasive writing techniques. Remember—agreement or disagreement with the various writers’ beliefs isn’t analysis. Bear the following in mind:

You should summarize the four articles so the reader knows what you’re analyzing. You can include phrases in your summaries that let the reader know what you find effective or not. Or you can critique the articles in paragraphs that follow the summary. Or you can do both. Help reader by identifying writer or article title when you begin your discussions. Make it easy for us to match your analysis with the "Works Cited."

Simple summaries are not analysis. You need to let the reader know what made the writing effective or not using the techniques discussed in class and in your text. Remember—you’re not analyzing the topic itself, but rather how the writers were persuasive or not. Again, agreeing or disagreeing isn’t analysis.

Remember to choose articles that have a persuasive purpose and are not simply informative news items. These don’t have anything for you to critique. Editorials and articles can come from any source, but they must clearly have a persuasive point.

By this point in the semester, you should already know to avoid first and second person pronouns and to avoid informal expressions like "a lot." These will be heavily marked.

You should be citing your articles and include a "Works Cited" page.

If you think an article is ineffective, remember your "Logical Fallacies" handout might give you terms to use.

Remember article titles go inside quotation marks; titles of newspapers or magazines are italicized or underlined.

After discussion, use rest of class to complete group paper. Due by end of period (100 pts.). Submission policies are the same as before.

June 21. Bring to class first draft of your individual analysis paper (25 pts.) Get draft stamped by beginning of class. Also bring along copies of the four articles you are analyzing so other students can read them and possibly add ideas that didn’t occur to you. This can be an excellent day for your workshop to help you deepen this paper with the ideas of your classmates.

After workshop, can use rest of period to work on paper.
June 22. Bring 2nd draft of individual paper for peer review. (25 pts.) As always, get your marked draft stamped by beginning of class. Today, ask students who didn’t see your four articles to critique your paper. As you look over your classmate’s work, pay careful attention to being clear on both the summary—is it detailed enough?—and the analysis—did it critique the persuasiveness or the issue instead?

Discussion of final unit.

Groups: May choose one topic you’ve not dealt with before not on the list of banned topics mentioned above. (These include abortion, smoking, the drinking age, and using cell phones). In this assignment, you will explore the topic, implementing all of the principles we’ve covered this semester. Begin organizing group project and assign areas of research. Turn in topic sheet with names of group members.

Important Notes

When I say to use the various principles we’ve covered, this includes making your paper persuasive. Include a thesis and conclusion that demonstrates what you’ve written should convince a reader of one point or another.

You should look at your issue from at least four different approaches which you can explore in separate sections or intermingle depending on what works for your flow.

You should analyze and critique both the arguments and counter-arguments using the skills you practiced in the last assignment. However, this time you’re not critiquing four articles or the techniques of the writers but rather the effectiveness of the claims put forward from your sources. In other words, look at the evidence and logic to determine the strengths and weaknesses of all claims.

June 23. Individual paper due by beginning of class. (100 pts. Attach marked copy of drafts.) E-mail final draft to instructor.

Finish draft of group project.

Important Note: Wise students will begin work on their last individual papers over the weekend.

June 27. Exchange drafts of last group paper with other students using same procedures as before (25 pts.) After workshop, finish group paper. Due by end of period (100 pts.)

June 28. Bring to class the first draft of last individual paper (25 pts.) As usual, exchange with other students. After workshop, may use period to work on paper.

June 29. Bring second draft of individual paper (25 pts.) After workshop, finish individual paper (100 pts.) Due by end of period.
June 30. May choose a group project and revise for grade change; grade must have been less than an "A" to be eligible.

Note: If we are forced to lose a class day due to weather or another emergency, we may lose this opportunity.

Rules

Must use original group members, but must only list names of those who participate in this project for grade change. Submit only one revision per group.

Be sure to attach the graded original essay below your revision so I can compare the original grade with your revision work.

Include original grade in your heading. If it’s not there, I won’t consider the revision.

E-mail for faster grading--no hard-copy submissions will be considered.

Tip: As some groups like to begin on this project before the finals period, it’s a good idea to get in touch with your group before the assigned time. This can be very helpful if you want to work with a group with whom you haven’t worked in some time. Groups are not obligated to work with old members they feel didn’t contribute to the original paper, so you may have to determine just which project you’ll be able to work on.

Congratulations! You made it!