English 132-030: Research and Argument  
Spring Semester 2016  
TTH 2-3:15  
Ferguson 378  

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CATALOG DESCRIPTION: Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing and citing source information. Prerequisite: C in English 131. Must earn a C or higher to be admitted to any English 200-level course.

COURSE DESCRIPTION: Welcome to English 132: Research and Argument, the second part of the composition sequence at SFA. This class is intended to develop your critical thinking, reading, and writing skills through various types of assignments, including assignments that involve mediums other than the traditional essay, while exploring issues both current and meaningful.

COURSE OUTCOMES

General Education Core Curriculum Objectives:  
As part of the communication component area, in any given semester one or more of the following Core Curriculum Objectives for English 132 may be assessed:  
- Critical Thinking: creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.  
- Communication: effective development, interpretation, and expression of ideas through written, oral, and visual communication.  
- Teamwork: the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.  
- Personal Responsibility: the ability to connect choices, actions, and consequences to ethical decision-making.

English Program Learning Outcomes

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

English 132 Learning Outcomes

ENG 132 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:
1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in composition courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos); a research essay is the culminating writing of this course; students will learn appropriate research methodologies, how to evaluate secondary sources, and to synthesize the ideas of others in their arguments.

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including persuasive, analytical, and argumentative methodologies. Students will write several essays; the culminating assignment will be an argumentative, research-based essay, and rubrics will assess such concerns as development and exploration, mechanical clarity, interpretation or expression of ideas, and effective use of research methodologies.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.

Students entering English 132 should:

- be able to formulate a thesis statement.
- understand the meaning and relationship of claim, evidence, and analysis.
- know and apply the concepts of the rhetorical situation (speaker, audience, purpose, message, context) and the rhetorical appeals (ethos, pathos, logos).
- understand what makes a unified and coherent paragraph and be able to write one.
produce mechanically sound essays with only minor grammatical, punctuation, and spelling errors.

- understand what constitutes plagiarism.
- be proficient in MLA basics: page formatting, quotation, citation, and Works Cited lists.

**Required Text:** Additional readings are available as PDF files or links in the class D2L site.


**Required Assignments**

**15% Position, Evaluation, and Causal Microthemes** – Microthemes are short, focused arguments. In this class, students will write three microthemes, each on a specific issue, starting with the position microtheme on the NCAA and paying college athletes. These microthemes will be written in class, and guided by a specific prompt.

**12% Summary and Rhetorical Analysis** – The first writing assignment for this course is comprised of two parts: a 200-word annotation or summary of an article, and a 700-800 word rhetorical analysis of the same selected essay. The goal of the summary is to demonstrate strong close reading skills, to construct a concise, but comprehensive synopsis of the selected essay’s argument, and to begin developing proper attribution skills. The goal of the rhetorical analysis is to engage in critical thinking and analysis of someone else’s argument, looking specifically for strengths and weaknesses in relation to the rhetorical situation and the appeals of ethos, logos, and pathos. This assignment is also about developing careful reading skills in anticipation of the projects to follow, including the case study, annotated bibliography, and research project.

**13% Collaborative Case Study** – Students will work together in groups of four to examine a specific contemporary issue (this issue may be further explored in the individual research projects). The case study will be comprised of three parts, including a collaboratively written introduction and conclusion (each should be roughly 200-300 words), and individual analyses of editorials or op-eds about the issue (each group member will be responsible for contributing a 500-600 word analysis of the op-ed or editorial he/she has selected for his/her section of the case study). These case studies will be submitted to both the appropriate Dropbox and to the university assessment link on Live Text.

**15% Prezi Annotated Bibliography** – In preparation for your research project, you will conduct research and present annotations, with proper MLA citation, of six sources tied to your research topic. The prezi must include an opening “slide” that introduces the issue/problem and the closing “slide” should present an overview of the major agreements and disagreements between the sources featured in the annotation section. You will also submit a traditional version of the annotations and citations to the Dropbox.

**30% Research Project** – The research project is comprised of three parts: a two-page research proposal (worth roughly 17% of the project grade); an 8-10 page paper with a works cited page (not counted towards the minimum page length) and worth 50% of the
project grade; and an infographic of the argument geared towards a specific audience (and different from the target audience of the original essay). The infographic will be presented to the class during the final class meeting. Together the infographic and presentation are worth the remaining 33% of the project grade.

15% Daily Work – To get the most out of this class, students need to be more than just physically present when class meets: they need to get involved. This will be done through a series of regular in-class activities meant to reinforce certain concepts and skills that will help them in the various writing assignments of this course. This daily work grade also includes take home assignments, such as the MLA proofreading exercise, and the in-class quiz on the summary, paraphrase, and quote.

Grading Scale: The following grading scale is non-negotiable.

90%-100%: A
80%-89%: B
70%-79%: C
60%-69%: D
59% & below: F

Grading Rubric: While students can expect substantial comments on their drafts and/or in required and informal meetings that are designed to both explain the grade they have received as well as provide comments to aid in improving the student’s work, the grading rubric below offers additional information about the basic requirements of and differences between A, B, C, D, and F papers. Note: this rubric is used for grading papers ONLY.

An “A” paper is an exceptional paper that meets all of the requirements of the assignment as outlined by the assignment guidelines. Such a paper has a clearly stated and critically sophisticated thesis statement; supporting paragraphs are thoughtful and well-supported; transitions between paragraphs and ideas are smooth; a formal introduction and conclusion are provided and both paragraphs meet the expectations of introductions and conclusions as outlined by the instructor; and there are few to no grammatical errors.

A “B+” paper is a superior paper that meets all of the requirements of the assignment as outlined by the assignment guidelines; thesis statement is clear but lacks some of the critical sophistication of an “A” thesis statement; paragraphs are nicely developed and supported; transitions between paragraphs and ideas are generally smooth; the introduction and conclusion are for the most part formally constructed and follow most of the guidelines for introductions and conclusions as explained by the instructor; and has a few grammatical errors.

A “B” paper is a strong paper that meets most to all of the requirements of the assignment as outlined by the assignment guidelines; the thesis statement is identifiable but lacks the level of clarity and sophistication found in “A” and “B+” papers; paragraphs show attention to development, but not as consistently or as rigorously as “A” or “B+” papers; smooth transitions between paragraphs and ideas are present in
places, but not consistent; the introduction and conclusion lack some of the necessary formality and components as stipulated by the instructor; and there are several grammatical errors.

A “C+” is a good paper that meets a large number of the requirements of the assignment as outlined by the assignment guidelines; the thesis is identifiable, but may be awkwardly constructed and is somewhat lacking in critical depth; paragraphs are fairly developed, but could use more support and development; transitions are abrupt or in some places non-existent; the introduction and conclusion are too informal and are lacking in some of the components outlined by the instructor; and there are several grammatical errors.

A “C” paper is an average paper that meets most of the requirements of the assignment as outlined by the assignment guidelines; the thesis is identifiable, but its claim is vague, observational, or underdeveloped and is too informal in its construction and critical thinking; paragraphs show some development, but not as much as a “C+” paper; transitions are hard to find between paragraphs and ideas; the introduction and conclusion are too informal and have few of the components outlined by the instructor; and there are many grammatical errors.

A “D+” is a mediocre paper meets only one or two of the requirements of the assignment as outlined by the assignment guidelines; there is no discernible thesis statement; the paragraphs lack structure and critical development; transitions are absent; the introduction and conclusion are awkwardly constructed and do not provide adequate set-up or closure to the paper; and there are many grammatical errors.

A “D” paper is a poor paper that does not meet the requirements of the assignment; the thesis statement is not identifiable; supporting paragraphs are underdeveloped and unfocused; there are no transitions to move from idea to idea or paragraph to paragraph; the introduction and conclusion are hard to follow, have no clear purpose or direction, and do not meet any of the expectations as outlined by the instructor; and the paper has many errors on each page.

An “F” paper does not meet any of the requirements as a whole or those for the introduction and conclusion; the paper has no discernible main idea; paragraphs are short and underdeveloped; the paper does not meet the minimum page length; the paper lacks focus; and there are grammatical errors throughout the entire paper.

**Withheld Grades Semester Grades Policy (A-54):**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
General Course Policies

The syllabus for a course is like a contract between student and teacher. A contract, loosely defined, is an agreement between two or more parties in which the parties agree to follow certain behaviors and meet specific responsibilities. By being in this class, you agree to the conditions listed below, including the course policies which outline acceptable codes of behavior for this course, and the course schedule, which outlines the due dates for all assignments. Should you not meet the expectations outlined by the syllabus, you can expect in turn to incur the penalties described below. That means it is extremely important that you familiarize yourself with the syllabus as thoroughly as possible; if a policy does not make sense, make sure to ask me as soon as possible as I will not allow confusion to be an excuse for not completing an assignment as required or for not meeting class expectations as described below.

Attendance / Lateness Policy: Students are allowed four unexcused absences without penalty. For each subsequent absence up to the seventh absence, students will lose half a grade from their final grade for the course; the seventh absence will result in an automatic failing grade for the course. This is in accordance with university policy, which stipulates that students who miss three weeks of class automatically fail. I do take attendance, and so should you; that is, you should keep a record of the days you miss class so that you know how many absences you have accumulated. While I will not be penalizing you for absences you accumulate up to three weeks of missed classes, you should be aware that every class you miss puts you behind, whether in the form of a missed quiz, discussion of writing assignments or discussion of assigned readings, preparation for quizzes and/or exams, and so on. As such, it is your responsibility, not mine, to catch up on material you missed due to an absence. In other words, I will not “re-teach” a class you have missed, thus it is important that you make contacts in the class should you miss a class and need notes. Furthermore, I follow the university's policy for excused absences; this policy only excuses absences for official university business, not illness, court dates, doctor appointments, funerals, etc. Keep in mind, too, that you can and will be marked absent if you fall asleep in class, and if you violate the terms of the technology contract. Finally, students should be aware that not only do I take attendance, but I keep records of tardiness; for every three classes a student is late to class (and I define being late very simply: if you’re not in class when class officially starts, then you are late), I will mark an absence.

Grievances and Concerns Policy: If you are having difficulties with this course, whether it is with a writing assignment, a particular reading, or with the course in general, please do not suffer in silence and/or wait until the end of the term to inform me of these problems or concerns in the evaluations. At that point, there is nothing I can do to address those concerns. Thus it would be best for you, me, and the class to be able to address your concerns while there is still time left in the term to do so. Please talk to me either via email, or in private to discuss any problems or concerns you have with the course and I will do my best to address them. Of course, at the end of the term, your feedback regarding this course is both welcome and appreciated when it comes time to fill out the class evaluations.
**Disability Services:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**AARC Policy:** Students are highly encouraged to use the AARC, located in the Steen Library, for help with their papers. Some rules/guidelines that students should follow with respect to the Writing Center: 1) set up an appointment (they last thirty minutes), either by signing up on the appointment sheet located at the AARC, or by setting up an appointment online; 2) As a general rule, DO NOT DROP IN – you can never be assured of help by doing this, so it is best to sign up for or set up an appointment; 3) Come in with a complete, TYPED, draft – a typed draft is easier for the writing consultant to read, and a complete draft gives them more to work with and respond to; 4) Come in with specific questions about your draft, or specific parts of the paper that you want the writing consultant to look at; 5) If available, bring the assignment sheet with you so that tutors can reference it if they need more information about the assignment; and 6) DO NOT EXPECT THE WRITING CONSULTANT TO PROOFREAD THE ESSAY FOR YOU (that means fixing spelling and punctuation errors for you) – THEY WON’T. They will, however, point out grammatical/mechanical errors to you, but it is your responsibility to fix them.

**Academic Integrity (A-9.1):**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Furthermore, if you turn in an essay that you wrote for another course for this class, or incorporate any
kind of outside work when outside research is not allowed for the writing assignment, you are engaging in plagiarism and academic dishonesty.

Please read the complete policy at: http://www.sfasu.edu/policies/academic_integrity.asp

These are the penalties for plagiarism in this course: for the first offense, you will receive a zero for the paper and be reported to the appropriate dean for this academic offense; and for the second offense, you will receive a failing grade for the course, and be reported to the appropriate dean of students for this academic offense.

**Late Work and Makeup Policy:** I define a paper as “late” if it is submitted an hour after the official deadline for the paper. A paper that is a full day late will be marked down a half letter grade (thus, if you receive a “B” on the paper, but it is late, its final grade will be a “C+”). A paper turned in two days late will be marked down a full letter grade (a “B” paper will become a “C”). A paper turned in three days late will automatically receive a “D.” If that paper shows poor work, additional deductions may occur. No papers will be accepted after four days.

THERE ARE NO MAKE-UPS IN THIS CLASS. **In-class writing tasks and quizzes CANNOT be made up outside of class. Students also cannot make-up formal writing assignments or exams.**

**Peer Review Policy:** Students who miss class on days that peer reviews are scheduled cannot make up those peer reviews, and will lose the points allotted to the peer review from that assignment’s final grade.

**Conference Policy:** Students are encouraged to meet with me to discuss writing assignments, receive help on drafts of papers, to discuss quizzes and / or assigned readings, and general concerns with the course. My scheduled office hours represent the best times to meet with me, and it is a good idea, in order to assure that you will receive my full attention, to schedule a time during my office hours should you wish to talk to me. Should you miss a scheduled meeting with me, I will allow you to set up a makeup meeting, but only if you alert me to being unable to come to the meeting at least two hours before the scheduled meeting. I reserve the right to not meet with a student who has missed a conference, and particularly if s/he habitually misses conferences. My time is precious, too, and I will not devote time to a student who regularly misses meetings when other students need help / guidance. Finally, please be aware that you cannot be guaranteed of my time if you drop in during my office hours, as I may be meeting with another student, so again, if you can, schedule a meeting with me to insure that you get to work with me when you need / want to.

**If you miss an official conference, that is, one assigned for a particular paper and scheduled in the course calendar, you will receive an absence, as these conferences take the place of regularly scheduled classes. Thus, missing a conference on one of these days is the same as not coming to class.**
**Dropbox Policy:** All papers for this course are REQUIRED to be submitted to the appropriate Dropbox folder on the D2L site for this course. Each Dropbox folder will be titled according to the paper (e.g., “Summary and Rhetorical Analysis”) and will automatically shut down twenty-four hours after the start of class on the paper’s due date. It is your responsibility to remember to submit your papers to the appropriate folder AND to alert me to any difficulties uploading the paper within that twenty-four hour window. Failure to submit a paper to turnitin.com results in an automatic ten point deduction from the paper’s final grade. A paper that scores a 25% or higher on turnitin.com for potential plagiarism / academic dishonesty will be especially scrutinized. Furthermore, such a score could result in serious penalties, including full grade deductions, a zero for the paper, and in worst case scenarios, being reported to the appropriate academic dean for plagiarism / academic dishonesty.

**Email Policy:** All official email from me will go to your email accounts in D2L. I also expect emails regarding this course to be professional. What I mean by that is the following: in the subject line type in the specific concern of the email, provide a formal salutation (“Dr. Hoagland,” not “Mrs. Hoagland” – I’m not married to my dad), and a message that involves complete sentences and appropriate grammar. I don’t answer emails that are casual or familiar, so referring to me as “hey” or “dude,” using “text-speak” and spelling, and avoiding proper punctuation guarantees that I will not answer your email, no matter how urgent the matter discussed in the email might be.

**Textbook Policy:** I expect students to come to each class having completed the assigned reading for that particular class meeting, whether the reading is from the textbook or a PDF reading from the class’s D2L site. For those D2L readings, you are EXPECTED to bring a printout of that material to class in order to follow and participate in class discussion, just as you are EXPECTED to bring the textbook with you to EVERY CLASS MEETING. If you come to class unprepared, that is, without the reading, you will automatically lose TEN points from your final grade for the course every time you fail to bring the required reading material to class.

**Technology Policy and Contract:** Technology, specifically laptops, tablets and iPads, ARE NOT ALLOWED in this class UNLESS you sign a technology contract. This contract stipulates that you will use your device only for class purposes, and will not do work for another class while you are in our class, nor will you go on social media, surf the internet, engage in online gaming, or other non-related class activities. If you do so, you will receive a warning for the first offense AND be marked absent for the day. If you violate the contract a second time, you will once again be marked absent for the day AND your technology privilege will be revoked.

**Additional Policies (aka other stuff you need to know):**

1. Cell phones, ipods, iphones, and any and all electronic devices that beep, ring, play music, buzz, vibrate, and essentially cause distractions should be turned off and stowed in the dark, deep recesses of your bags. I don’t want to see them, and I absolutely don’t want to hear them. If some emergency warrants having your
phone handy, you must talk to me first. If I see one of those things out after class starts, you’ll be marked absent for the day.
2. If you fall asleep in class, you will be marked absent for the day. So have some coffee or other caffeinated beverage with you if need be.
3. Don’t interrupt when someone has the floor – it’s disruptive and disrespectful. Furthermore, don’t use this class as a place to do work for another class or to visit with your neighbors/friends; again, this is disrespectful behavior.
4. You can bring snacks to class, just don’t get too elaborate. If your food involves utensils or rotisseries, it’s probably not a good idea to bring it to class.
5. If you have any questions or concerns with the class, don’t suffer in silence: come see me during my office hours or set up an appointment. In general, it is a good idea to keep lines of communication open: I am far more likely to be flexible if you talk to me.

**CONCISE COURSE SCHEDULE**

The following schedule is subject to change, based on course needs and instructor prerogative. The expanded, weekly schedule is available on D2L; below is a concise, at-a-glance, schedule for the course. Due dates are indicated in bold. Readings, also indicated in bold, are available as PDF documents on the course D2L site.

**Week One: January 19th – January 21st**

**Tuesday:** Introduction to class; view and discuss “Last Week Tonight with John Oliver: The NCAA;” overview on in-class position microtheme

**Thursday:** In-Class Position Microtheme; Lecture: From Summarizing to Paraphrasing to Quoting

**Week Two: January 26th – January 28th**

**Tuesday:** Summary, Paraphrase, Quote Quiz; review Rhetorical Appeals

**Thursday:** Discuss “Hero Inflation” and summary strategies

**Week Three: February 2nd – February 4th**

**Tuesday:** Introduce Summary and Rhetorical Analysis assignment; discuss “Placing Texts in a Rhetorical Context,” “STAR Criteria,” and “Analyzing Arguments Rhetorically;” Lecture: Global and Local Revisions; discuss Peer Workshops

**Thursday:** Full class workshop on sample rhetorical analyses “There’s No Reason to Care” and “No More Grave Desecration” (pgs. 80-85 of Lumberjacks Write!); read “Last Rites for Indian Dead;” MLA Review

**Week Four: February 9th – February 11th**

**Tuesday:** Discuss “Lessons Taught, and Learned, in Phnom Penh” and “Where Have the Good Men Gone;” introduce Collaborative Case Study project and discuss research strategies for op-eds/editorials
Thursday: Small Groups Workshop on Summary and Rhetorical Analysis essay rough drafts

**Summary and Rhetorical Analysis Papers DUE**
Friday, February 12th to the Dropbox by 5 p.m.

**Week Five: February 16th – February 18th**

**Tuesday: MLA Exercises Due:** Group Work on Collaborative Case Study: bring annotated editorials/op-eds to discuss with group; work on drafts of individual contributions to the case study

**Thursday:** Group Work on Collaborative Case Study: work on drafts of case study introductions and conclusions

**Week Six: February 23rd – February 25th**

**Tuesday:** Internal group workshop of op-ed/editorial analyses

**Thursday:** Full Class Workshop of Introduction and Conclusion Drafts

**Week Seven: March 1st – March 3rd**

**ALL COLLABORATIVE CASE STUDIES DUE TO THE DROPBOX BY NOON, MARCH 1ST**

**Tuesday:** NO CLASS

**Thursday:** NO CLASS

**Week Eight: March 8th – March 10th**

**Tuesday:** Lesson: Evaluation Arguments (read “Evaluations” from Everything’s an Argument); Lecture: The Annotated Bibliography and Research Papers (read “Preparing an Annotated Bibliography” from Writing Research Papers: A Complete Guide)

**Thursday:** In-Class Evaluation Microtheme; Lecture: Working with Sources, Part One: Attribution and Plagiarism (read “Understanding and Avoiding Plagiarism” from Writing Research Papers: A Complete Guide)

**Week Nine: March 14th – March 18th**

**NO CLASS: SPRING BREAK**

**Week Ten: March 22nd – March 24th**


**Thursday:** NO CLASS – EASTER HOLIDAY BEGINS
Week Eleven: March 29th – March 31st

Tuesday: In-Class Causal Microtheme; discuss “Evaluating Sources” from Writing Research Papers: A Complete Guide and “Find Varied Sources” and “Find Quality Sources” from The Curious Researcher

Thursday: Research Proposal Due; Working with Sources, Part Two: Distinguishing Plagiarism from Attribution in Context; in-class work on Prezi Annotated Bibliographies

Week Twelve: April 5th – April 7th

Tuesday: Full Class Workshop on Annotated Bibliography Introductions; in-class work on annotated bibliographies

Thursday: Full Class Workshop on Annotated Bibliography Conclusions; in-class work on annotated bibliographies

Week Thirteen: April 12th – April 14th

Tuesday: Prezi Annotated Bibliographies Due; discuss “Writing an Argumentative Research Paper” from Academic Research and Writing and Research Paper guidelines; Full Class Workshop on “Addiction: A Choice or a Disease?” and “Food, Friends and Fun” (read pgs. 114-127 of Lumberjacks Write)

Thursday: Lesson: Constructing a Clear Thesis Statement for a Research Paper; in-class work on research paper

Week Fourteen: April 19th – April 21st

Tuesday: Full Class Workshop on Research Paper Thesis Statements; in-class work on research paper

Thursday: Lesson: Writing for an Audience; discuss the Research Project Infographic; in-class work on research paper

Week Fifteen: April 26th – April 28th

Tuesday: NO CLASS – INSTRUCTOR CONFERENCES ON RESEARCH PAPERS

Thursday: NO CLASS – INSTRUCTOR CONFERENCES ON RESEARCH PAPERS

Week Sixteen: May 3rd – May 5th

Tuesday: Self-Evaluations of Research Paper Drafts; Pair Workshop on Research Paper Drafts

Thursday: Small Group Workshop on Research Project Infographics; in-class work on infographics
Week Seventeen: May 10th

Tuesday: Presentations of Research Project Infographics; Research Papers Due