Syllabus for English 132-035: Research and Argument

Instructor: Billy Longino
email: longinobp@sfasu.edu

Semester: Spring 2015
Location: Ferguson 181
Time: TR 3:30 – 4:45 am
Office: LAN 328
Office Hours: M/W/F 9:00 – 10:00; Mon 12:00 – 2:00; or by appointment

Course 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.

In English 132, students will continue using skills they learned in English 131, such as drafting, revising, editing, research, and critical thinking, but will further apply these skills by examining multiple sources and synthesizing the ideas in these sources while also doing their own research on the topics. The emphasis in English 132 is on the students developing the ability to critically analyze multiple sources and synthesizing this information into their own novel theses and arguments. Students will complete two synthesis essays (a comparative and argumentative), a research proposal, an annotated bibliography, and an argumentative research essay in this course.

This specific course will follow the theme of bioethics. We will be reading from a number articles, listening to podcasts, and watching presentations on the subject.

Required Textbooks
Bioethics: An Anthology edited by Helga Kushe and Peter Singer.
They Say, I Say: The Moves that Matter in Academic Writing by Gerald Graff and Cathy Birkenstein.
Prentice Hall Reference Guide
The Ghost Map by Stephen Johnson

Additional materials may be provided in pdf form and links through the class D2L site. (Check this often.)

Official Objectives and Outcomes

General Education Core Curriculum
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.
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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English Program Learning Outcomes

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

Assignments

The assignments and grades for this course will averaged together for the final grad percentage. In order to determine your
grade, add up the points that you have on previous assignments. From this you can guess what you need to make on the remaining assignments in order to achieve the grade you would like.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation/Daily Work</td>
<td>20</td>
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<tr>
<td>Comparative Synthesis</td>
<td>20</td>
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<tr>
<td>Argumentative Synthesis</td>
<td>20</td>
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<tr>
<td>Research Proposal</td>
<td>10</td>
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<tr>
<td>Annotated Bibliography</td>
<td>10</td>
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<tr>
<td>Research/Argument</td>
<td>20</td>
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**Participation & Daily Work (20 Points)**
Over the course of this semester, I will document student participation in class. Participation will depend upon the student’s timely completion of daily assignments, completing readings, participation in classroom discussions, and attentive engagement in class meetings. Student may lose participation points for the following offenses:

- Being late to class without a “reasonable” excuse.
- Use of cellphone or other electronic device outside of allowed times.
- Not completing a reading.
- Not bringing a textbook to class when textbook is being used.
- Persistent refusal to participate in classroom discussions.

**Essay 1 – Objective Comparison Syntheses from the Rhetoric of Prenatal Bioethics (20 Points)**
Students will write a 4 page essay which synthesizes at least three sources discussed in class. Students will be expected to utilize skills acquired in English 131, specifically an understanding of rhetoric. This essay will be written in an entirely objective, third-person point of view. Students are expected not to incorporate their personally held beliefs or opinions in this essay, but should demonstrate the ability to treat sources objectively without relying on previously held biases for interpretation, using logical reasoning and textual evidence for any claims they make concerning the text.

**Essay 2 – Argumentative Synthesis of The Ghost Map with Bioethical Readings (20 Points)**
In this 4 page essay, students will construct an argumentative synthesis concerning a topic discussed in Stephen Johnson’s *The Ghost Map*. The student will incorporate two other essays from *Bioethics: An Anthology* that are pertinent to the argument they construct. Again, emphasis will be placed on the student’s ability to remain objective, but in the case of this essay, they will incorporate their own interpretations into their arguments, so long as those interpretations are logically based in factual reality.

**Research & Argument Proposal (10 Points)**
In this 750 word document, students will propose a research topic for their final argumentative essay. At this point, students will not have decided where they stand in terms of the argument. This document will identify the subject which they plan to research, why the subject is of importance, and the methods of research they will employ in order to reach a decision concerning their argumentative position in regards to the topic. All arguments must be based
upon research and not upon previously held biases (see a theme here?). Topics for this proposal will be based upon our readings from *Bioethics: An Anthology*.

**Annotated Bibliography for Research & Argument Essay (10 Points)**

Students will find a total of **6 to 8 sources** for their original argumentative research essay on bioethical topics. The annotated bibliography will serve as a tool for identifying these sources for both students and me. The annotated bibliography will consist of an MLA citation for each source accompanied by two paragraphs, one which summarizes the source succinctly and a second which informs me of how the source will aid in the development of their argument.

**Essay 3 – Original Argumentative Research Essay on Bioethical Topics (20 points)**

Using the sources gathered for the annotated bibliography, students will compose an **8 to 10 page essay** in which they construct and support an argument concerning the topic they proposed in the research proposal. Again, emphasis will be placed on the student’s ability to remain objective, but in the case of this essay they will incorporate their own opinions into their arguments, so long as those opinions are factually grounded.

**ALL PAPERS MUST:**

- Meet guidelines given in the prompt.
- Be in essay form and the appropriate page length.
- Be typed, not handwritten, in double-spaced, MLA format, using Times New Roman 12 font, with 1 inch margins.
- Have appropriate and complete headings.
- Have an original title. DO NOT use the title of another work as the title.
- Be submitted online through D2L by the due date. Print copies should be turned in at the beginning of class. Papers that are not turned in online on time will receive a 5% deduction for every business day they are late until after one week, at which point the paper will receive a zero.
- Properly cite quotes or sources.

If a student fails a paper, they should not lose hope or think it is personal. Students are here to learn, and often, failure is the best, and only, means by which to learn. Any comments I make are meant to aid students in improving their writing.

**Revisions**

Students will be allowed on revision this semester from the first two major essays. The final essay and annotated bibliography is not revisable. The research proposal works differently—this will be explained in the prompt for that assignment. Revisions offer students an opportunity to recover from a possibly grade-damaging paper; however, a revisions will only be awarded sufficient points to raise their grade by one letter (that’s 10% of the grade). Revisions will only be allowed for papers that receive a C or below. Any paper that is plagiarized or was never turned in is not eligible for revision. For revision to count, the student must do several things:

- Make corrections beyond just those marked on the original paper. What this means is the student sat down, read my comments, looked at what was marked, reread his or her paper, and understood what the errors were and how to fix
them. Any paper that only “fixes” the areas I marked will not be given full credit for a rewrite. *The Prentice Hall Reference Guide* or The Purdue Owl are valuable resources for helping students with their grammar and style. If the student is not sure what a comma splice is, he or she should look there first.

- Along with a revision, there must be a one-page explanation of the changes the student made and why he or she made those changes. This explanation needs to provide examples from his or her original graded paper as a way to support the claim of understanding. No revision will be accepted without this page. This page must follow the same format as the original paper (MLA style).
- Because this is a revision, there should not be an abundance of grammar, spelling, or formatting errors. Any revisions that still contain these types of errors will not improve the student’s grade, but will burn his or her revision opportunity. Students should make the revision worth their time and mine.
- Students will need to see me within one day of receiving the original graded paper to inform me of their plans to revise, as well as confer with me on ways to improve their paper. This is not optional. Any student that does not meet with me, yet hands me a revision, will have it handed right back to them.
- Students will need to go to the AARC at least once to have a tutor look at their revision. It would be in their best interest to go with specific questions and concerns, as well as the paper prompt. If they do not understand why they received the grade they did, the AARC is not going to help them in that way. Students need to be cognizant of their writing abilities and be able to see what they are doing and not doing to make the visit to the AARC effective. If they go with generalities, the tutors will focus on the areas they think needs the most work, which may not be what the student is looking for. The AARC visit is not optional.
- The original graded copy must be turned in with the revision. If I do not receive this copy, I will not grade the revision.
- The revision must be submitted online through D2L. There will be a separate link for revisions. Again, if it is not turned in online by the time the revision is due, I will not accept it.

**General Class Policies**

The following are general classroom policies are not covered by university polices and are specific to my classroom:

- All cellphones, tablets, labtops, phablets, etc. should be placed on silent before coming into class. If students forget and it rings or toots musical numbers, turn it off. Do not make a big deal out of it and I won’t either. Absolutely no texting is allowed during class. I find this very, very irritating and I will ask you to stop. If you are found to be habitually texting in class (more than once), you will receive an absence for the day. That being said, we will be using technology in the classroom, depending on the assignments, but this use must be appropriate.

- Be respectful. Many of the topics we will cover in this class may be controversial in some way. If you disagree with another student, you are free to express your viewpoint, but I will not tolerate disrespect in my classroom. For the most part, I will refrain from expression my opinions on these topics beyond offering factual or logical explanations, but I do encourage lively engagement with topics and invite conversation. In order to do this, maintaining an atmosphere of respect is crucial for achieving our goals in the classroom.

- Email Policy: At some points over the course of the semester, you will find that you may need to email me (this being my preferred form of contact outside of office hours and class). All emails should be written in a professional manner. Subject headings must be precise and inform me of the topic of the email. I will not read emails which do not have a
subject heading. Emails must be readable and grammatically correct. Avoid using any sort of “textspeak” or colloquial abbreviations. This latter point is to emphasize the need for a professional manner in communications in college and future careers. Emails should also address me by name at the beginning and give me your name at the end. It is a courtesy.

**Attendance & Punctuality**

Attendance is required for this class. Students will not have the necessary information to successfully complete assignments in the class if they are not present. Students are allowed 3 absences in this class without penalty. Between 4 and 6 absences will result in the loss of five points from their final grade; 7 to 9 absences will result in a loss of ten points from their final grade. 10 or more absences result in a zero of the class. If students are absent beyond their 3rd absence, and they have a “valid” excuse for being absent, I will excuse it and it will not be counted toward the total. Validity is determined by me if the excuse doesn’t fit within university policy on guidelines for an excused absence—I understand that life can be stressful, and things come up.

Additionally, being late to class will be taken very seriously. Punctuality and personal responsibility is a skill that students must develop in order to be successful in the classroom and beyond. If students are not present when I take roll for the class, they will be counted absent. But if something happened that made getting to class on time difficult, students should let me know at the end of class. I can be fairly lenient, at times. Also, leaving class early, without an emergency or getting my prior acknowledgment, will result in an absence.

Whether an absence is excused or not, students are responsible for any coursework or content that was presented that day in class. Students should ask their classmates or check the class’s D2L site to receive any missed assignments or material.

**Late Work**

If a student does not have a valid excuse for an absence, I will not repeat material that was gone over during the class which the student missed. Students cannot make up missed in-class activities unless they have a documented, excused absence. See SFA policy for what constitutes an excused absence.

*If students are unable to turn in a major paper on time, they must make arrangements with me prior to the class meeting in which the paper is due,* and I must determine that the excuse for not being able to do so is valid. Otherwise, papers will be accepted for up to one week after the due date, but the grade for the paper will be reduced by ten percent of its total worth in points **per business day that it is late.** The papers must be turned into BOTH Dropbox and me in paper form at the beginning of class on the due date. If either of these is not turned on time the paper is considered late.

**Formatting Guidelines**

Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class. All papers must be:

- Typed, using a standard, readable font, such as Times, size 12
- Double-spaced.
- Formatted according to MLA style.

**Grades**

For each assignment a grade will be calculated according to the number of points it is worth. For some papers I will use a 10 point scale while on others I will use a 20 point scale. According to university policy, final grades for the course will consist
of a letter grade only (no plus or minus). Here is a general description of my letter grades:

**A: 9.0 - 10/18.0 - 20.0**

Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

**B: 8.0 - 8.9/16.0 - 17.9**

Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

**C: 7.0 - 7.9/14.0 - 15.9**

Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

**D: 6.0 – 6.9/12.0 – 13.9**

Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

**F: Below 5.9/11.9**

Students earning the grade of a F on any assignment will either not have completed
the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

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.

Note-taking
You should always take notes in class. This gives you a record of what occurred that day, helps you internalize the material, and provides you with information that you may be able to use in your papers.

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

Students with Disabilities
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/.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m and on Sunday afternoons. You can also make an appt. by calling 468-4108.

Course Calendar
Please note that the following schedule is tentative and subject to change at a moment’s notice. No due dates for paper will be moved up to an earlier date, since I believe that is being unfair to students. I will attempt to keep changes to a minimum, but students must be aware that each class is a living thing and becomes unpredictable as the semester progresses. Daily work will be announced in class and listed on the day’s D2L page. This schedule should be seen as a general overview of the semester.

Tues Jan 19 – Introduction to class, receive syllabus. Lecture on Empiricism, Objectivity, Evidence-based Argument, and the Difference between Facts and Opinions, Confirmation Bias.

   Homework: Read the Introduction to Bioethics: An Anthology (pgs. 1 – 7) and listen to the section of the Radiolab podcast called “Henrietta’s Tumor” (link on D2L).

Thurs Jan 21 – Introduction to bioethics and discussion of podcast.

   Homework: Read introduction to “Before Birth” (pgs. 11 – 13) and “Are Pregnant Women Fetal Containers?” by Laura M. Purdy (pgs. 65 – 73) from Bioethics: An Anthology.

Tues Jan 26 – Discussion of reading.

   Homework: Read “The McCaughey Septuplets: God’s Will or Human Choice?” by Gregory E. Pence from Bioethics: An Anthology (pgs. 87 – 89) and listen to the Radiolab podcast “23 Weeks 6 Days” (Link on D2L).

Thurs Jan 28 – Discussion of reading and podcast.

   Homework: Read “A Defense of Abortion” by Judith Jarvis Thomson (pgs. 40 -50) and “Why Abortion is Immoral” by Don Marquis (pgs. 51 -62) from Bioethics: An Anthology. Write two page compare/contrast.

Tues Feb 2 – Discussion of reading.

   Homework: Read “Stem Cells, Sex, and Procreation” by John Harris (pgs. 545 – 558) from Bioethics: An Anthology.

Thurs Feb 4 – Discussion of reading.
Homework: Write Introductions and Outline for Essay 1 and bring them to class.

Tues Feb 9 - Discussion of reading. In-class synthesis construction exercise and writing.
Homework: Complete Rough Draft of Essay 1.

Thurs Feb 11 - In-class writing workshop and Peer Review of Essay 1.
Homework: Finish final draft of Essay 1.

Tues Feb 16 – Final Draft of Essay 1 Due.

Thurs Feb 18 – Discussion of reading.
Homework: Read “Eyes Sunk, Lips Dark Blue” and “The Investigator” sections of The Ghost Map by Stephen Johnson.

Tues Feb 23 – Discussion of reading.
Homework: Read “That is to Say, Jo has not yet Died” section of The Ghost Map by Stephen Johnson.

Thurs Feb 25 – Discussion of reading.
Homework: Read “All Smell is Disease” and “Building the Case” sections of The Ghost Map by Stephen Johnson.

Tues March 1 – Discussion of reading.
Homework: Read “The Pump Handle” section of The Ghost Map by Stephen Johnson.

Thurs March 3 – Discussion of reading.
Homework: Read “The Ghost Map” and “Broad Street Revisited” sections of The Ghost Map by Stephen Johnson.

Tues March 8 – Discussion of reading.
Homework: Find two articles in Bioethics: An Anthology that can be used to write a synthesis with The Ghost Ship and decide upon a topic of focus for your essay.

Thurs March 10 – In-class thesis development for Essay 2.

March 12 – 20 – Spring Break!!!

Tues March 22 – Peer Review for Essay 2.

Thurs March 24 – Essay 2 Due. Writing research proposals.

Tues March 29 – Discussion of reading.

Thurs March 31 – Discussion of reading.
Homework: Read “On a Supposed Right to Lie from Altruistic Movies” by Immanuel Kant (pgs. 603-04), “Should Doctors Tell the Truth?” by Joseph Collins (pgs. 605-10), and “On Telling Patients the Truth” by Roger Higgs (pgs. 611-18) from Bioethics: An Anthology.

Tues April 5 – Discussion of reading.

Thurs April 7 – Discussion of reading.
Homework: Read “Amputees by Choice” by Carl Elliot (pgs. 625-35) and “Should the Decisions of Ethics Committees be Based on Community Values?” by Heta Häyry (pgs. 719-24) from Bioethics: An Anthology.

Tues April 12 – Research and Argument Proposals Due. Conferences. No class.

Thurs April 14 – Research and Argument Proposals Due. Conferences. No class.

Tues April 19 – Research scavenger hunt.

Thurs April 21 – Open day for research.
Tues April 26 – Annotated Bibliographies Due. In-class writing.
Thurs April 28 – In-class writing.
Tues May 3 – In-class writing.
Thurs May 5 – In-class writing.
Finals Week – Final Draft of Essay 3 Due.