

St. Louis Community College Florissant Valley

College Composition II

Course Syllabus

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Text and Materials

- *Practical Argument* by Laurie G. Kirszner and Stephen R. Mandell
- Computer access: access to Blackboard and a working email address.
- Dictionary

Course Description

College Composition II strengthens students' writing abilities while focusing on the rhetorical aspects of persuasion, argumentation, and criticism. Students are required to do substantial research and place their viewpoints in a larger cultural, political, and ethical context. The course reinforces synthesizing written sources and information gathering while refining each student's process of writing. This course is designed to provide students the necessary skills to write persuasive and argumentative documents for a variety of audiences and for a variety of purposes. Students will understand the complexities of argumentative and persuasive discourse while learning fundamental skills for analyzing data, opinions, preferences, inferences, and logical fallacies. The course focuses on writing and critical thinking hand-in-hand, and it is both writing instruction and "writing intensive."

For a fuller explanation of the course and learning outcomes expected, please see the Course Profile on Blackboard.

The focus of this class is argument. Therefore, in each of the writing assignments, you will need to write a persuasive essay on the topic assigned. When answering the questions posed on the writing assignments, you should bear in mind that there is no "right" or "wrong" answers; you will be writing arguments that attempt to *persuade* your reader to consider the issue from your perspective. Better papers present stronger arguments that persuade more readers than weaker papers do.

In a writing course, every essay that you write builds on the skills learned in prior assignments. In an ideal world, every essay you write will be better than the one written before it. When I grade an essay, I am not only evaluating the strengths and weaknesses of the essay; I am also giving you advice on what areas you need to work on so that you can become a better writer. If you have any questions about any of my comments, please let me know immediately; if you have a string of essays with the same grade, clearly you are not learning anything. My goal is to give you commentary and advice on each assignment to help you improve your writing. It is your responsibility, however, to incorporate this advice into future essays.

Course Prerequisites

ENG101 with a grade of "C" or better or recommendation of department.

As this course builds on the skills learned in ENG101, I assume that you already possess basic writing skills (strong grammar, thorough understanding of sentence and paragraph structure, thesis statements, topic sentences, and others). You should

also know how to use MLA documentation. If you do not have these skills, you should reconsider your enrollment in this course and/or seek immediate assistance from the Writing Center.

Course Requirements: Assignments

Assignments are to be turned by the due dates listed on the Course Schedule. All assignments must be typed according to the essay guidelines posted on Blackboard. Late work will not be accepted. In cases of unusual circumstances (extended illness, death in the family, etc.) you must call or email me as soon as possible to make arrangements. If you have an exceptional circumstance, such as a death in the family, you must let me know *before* the paper is due in order to get any kind of extension. If I do not hear from you before an assignment is due, and you do not turn in your assignment by the due date, you will receive zero credit.

You will be writing two different kinds of essays in this course. The first are *formal essays*. You will be given topics and point values for each of these assignments. You are not required to do research for the first four essays, but if you choose to do so, you must document your sources according to the rules of MLA documentation. If you do not document your sources properly, you will earn a 0 on the essay and likely fail the course.

Response papers are less formal than the assigned essays. These papers should be one page responses to the readings assigned to you in class. You should choose one essay from the assigned chapter, summarize the author's argument, and then respond to it. You should ask yourself:

- What is the claim?
- What kinds of support are given to support this claim?
- Are there any logical fallacies?
- What assumptions does this author make?
- Has the author persuaded you?
- If the author has not persuaded you, what would the author need to do in order to change your mind?

All essays must be typed and formatted correctly. I do not accept handwritten work, and if you do not follow the essay formatting guidelines on Blackboard, your grade will be penalized 25%. An essay template is available on Blackboard for your convenience. You must use Blackboard to turn in all assignments. When you submit essays to Blackboard your essays must be submitted in Microsoft Word format. It is your responsibility to ensure file compatibility and proper file management. *Do not use any special characters (% , # , @ , etc.) in your file name as this will cause file corruption.* Occasionally, there will be server glitches. If I cannot read your file because of technical glitches, I will send you an email asking you to re-submit within 48 hours.

When you upload a file to Blackboard, please follow the following naming convention to name your file:

Course Number.Last NameFirst Initial.Assignment.file extension

Therefore, if James Smith is enrolled in section 505 and is uploading the second essay which he wrote using Microsoft Word 2007, you would name the file

ENG101505.SmithJEssay2.docx

I will then grade it and upload a new doc titled

ENG101505.SmithJ.Essay2.graded.docx.

If you do not name your files correctly, I will not grade them. Proper file management is *your* responsibility.

NO e-mailed submissions will be accepted! Blackboard dates and time-stamps all submissions, allowing both you and me assurance that your work is submitted on time. I will not grade essays that are emailed to me. You must use Blackboard. All assignments must be typed according to the guidelines posted on Blackboard.

You will need to be able to use your STLCC email account in order to access Blackboard. You should log in to Blackboard REGULARLY. I will post all assignments, make all announcements via the Blackboard system. It is your responsibility to log in

and monitor Blackboard; if you have any problems accessing the system, please see me during office hours, or contact Campus Computing. Thorough descriptions of how to access Blackboard and campus email can be found on the campus homepage, <http://www.stlcc.edu>.

Computer labs are available on campus if you do not have access at home. All essays must be completed to pass the course.

Reading Quizzes

From time to time, you will have to complete short reading quizzes that cover your mastery of the reading assignment posted on the Course Schedule. These reading quizzes are not meant to be “gotcha” exercises. If you have done your reading assignment, you should have no problem with the quiz.

Discussion Boards

On the schedule, in connection with each unit’s reading assignments, you will see a Discussion Board deadline. Discussion prompts will be set up in the Discussion Board component of Blackboard. This is our way of conducting group discussions in an online class, so it is important that all students get involved! The Discussion Board is a place for you to clarify your understanding of the assigned readings, to work out ideas with your classmates, and maybe even to engage in a bit of debate with each other about your interpretations of what we’ve read! The joy of any literature is in the discussion of it with other people, so have some fun with this Discussion Board component!

The student earning 25 points for a given discussion session is one who, obviously, participates in the discussion. Quality, not necessarily quantity, counts (we have ALL been in classes with that one student who monopolizes the conversation but, at the end of the day, never really seems to have said very much after all—let that student be your warning!). Feel free to respond to each other’s comments—you are NOT limited to only one posting per question! And if you don’t understand something about a text, this is the place to bring it up and to learn from your classmates. To earn the maximum number of points, you will need to post at least one quality thread response in ten different forums. Grading is purely subjective—I will award the number of points that I believe your response deserves based on the quality and thoughtfulness of the posting.

In addition to the assigned discussion questions that I will post, you should certainly feel free to communicate with each other as a class by means of the Discussion Board. By all means, if you don’t understand one of the reading assignments, read something that particularly amuses/irritates/otherwise engages you, start a new thread and share it with others.

Access Office

The college has professionals to guide and counsel students with special needs. The Access Office (314.513.4549) will evaluate and approve your accommodation needs. Please contact me if you have a need for special testing arrangements, note-taking assistance, etc. due to a documented disability.

Grading

A standard 100% scale will be used in grading for this course:

A	90-100%	D	60-69%
B	80-89%	F	59% or lower
C	70-79%		

A point grade will be assigned to all work you submit for grading. These will be totaled and divided by the total points available overall at the end of the semester; this percentage will be converted to the appropriate letter grade.

The following RUBRIC will apply to all formal written work in the course:

A 90-100%

- Exceptional understanding of and engagement with the topic at hand
- Excellent critical thinking and analysis skills
- Excellent writing skills—no/very few mechanical errors; sophisticated tone

- and style of expression of ideas
- B 80-89%**
- Superior understanding of and engagement with the topic at hand
 - Strong critical thinking and analysis skills
 - Strong writing skills, but some mechanical/writing errors, including but not limited to: slang; fragments; subject-verb disagreement; comma splices; comma errors; pronoun-antecedent disagreement; et al.
- C 70-79%**
- Competent understanding of the topic at hand; limited engagement with topic
 - Deficits in critical thought and analysis
 - Marginal writing skills, displaying numerous mechanical/writing errors
- D 60-69%**
- Questionable understanding of the topic; limited or no engagement with the topic
 - Limited/no engagement of critical thought/analytical skills
 - Serious problems with writing skills; level of sophistication of expression of ideas is below expected college level
- F 59% and lower**
Unacceptable work in any/all of the following areas: understanding of/engagement with topic; critical thinking/analysis skills; mechanical/writing skills; failure to clearly express ideas in formal standard collegiate English

The following point values will be available for the assigned work during this course:

Statement of Agreement	5 points
Essay #1	50 points
Essay #2	100 points
Essay #3	150 points
Essay #4	150 points
Essay #5—Research Project	350 points
Response Paper #1	15 points
Response Paper #2	15 points
Response Paper #3	15 points
Response Paper #4	15 points
Response Paper #5	15 points
Discussion Board posts (10 forums worth 25 points each)	250 points
Reading Quizzes	370 points
TOTAL POSSIBLE POINTS	1500 points

I reserve the right to “tweak” point values as the semester progresses and adjust them to changing classroom conditions when it is appropriate to do so.

Academic Integrity/Plagiarism

Having someone write your assignments for you or not crediting other sources for your work (plagiarism) would result in failure of the course. **If you are caught plagiarizing an essay, you will earn 0 points on the assignment.** For the first 5 essays, you are not required to do outside research. If you choose to do so, you must document all research using MLA documentation style. If you do research and do not document these sources according to MLA documentation style, I will consider the paper plagiarized. The final project requires extensive research, and you must document all of your sources using MLA documentation. Any time you copy material from any source without properly crediting that source using the rules of MLA documentation, you are plagiarizing and will earn 0 points for the assignment. Period.

STLCC Academic Integrity Statement

St. Louis Community College recognizes that the core value of academic integrity is essential to all activities of an academic community and provides the cornerstone for teaching and learning. It is characterized by upholding the foundational

principles of honesty, equity, mutual responsibility, respect, and personal integrity. Advancing the principles of academic integrity is essential because doing so enhances academic discourse, the quality of academic work, institutional operations, and the assessment of educational goals.

Observing academic integrity involves:

- Maintaining the standards of the College's degrees, certificates, and awards to preserve the academic credibility and reputation of the College;
- Communicating expectations, best practices, and procedures in order to promote the principles of academic integrity and ensure compliance;
- Providing environments, instruction, and access to resources necessary for maintaining integrity in learning;
- Taking responsibility and personal accountability for the merit and authenticity of one's work;
- Giving proper acknowledgement and attribution to those who directly contribute to a project, or whose work is used in the completion of a project;
- Recognizing what compromises academic integrity, whether intentional or unintentional (plagiarism, cheating, uncivil behavior, etc.).

It is the shared duty of faculty, students, and staff of the College to understand, abide by, and endorse academic integrity.

Academic Assistance

The Writing Center is available to all students, staff and faculty on campus. (They can help you with papers in any classes, not just your English class!) The Writing Center's services are paid for as part of your overall tuition and fees; there is no additional charge for using them. The Writing Center can assist with virtually all phases of a writing project, including helping with grammar and other mechanical problems. You MUST be specific when you work with a tutor in the Writing Center: take along the assignment sheet for the essay, and tell the tutor exactly what it is that you're having trouble with (e.g., organization, phrasing, verb tense, etc.). The Writing Center tutors WILL NOT line edit or proofread your essays, nor will they "give you the answers" or re/write your essay for you. Their job is to work through the process with you, pointing out areas that need improvement and helping you come to your own conclusions as to what changes need to be made to improve the essay. The Writing Center generally takes walk-in clients during the semester, although they may request specific appointments during busy times such as midterm and the end of the semester. They are located in C-140, and their hours of operation are posted by the door. Feel free to drop by or call them at 513-4474.

The reference librarians in the David C. Underwood Library are an excellent resource for students, particularly as you work on projects requiring outside resources such as books, journals, videos, and so on. They are also well-versed in the use of MLA format, and they are geniuses with regard to the various databases and other sources of information available to us in the library. I have worked with many librarians in a number of large academic libraries over the years, and I can honestly say that the folks here at Flo Valley are the best. If they don't immediately have an answer for your question, they will find it and follow up with you, usually very quickly. Take advantage of their expertise.

I am always available to work with students individually on an as-needed basis. Like the Writing Center, I will not line edit or re/write your papers, but I will be glad to talk through them with you to help you come up with the best possible work. My office hours are listed on this syllabus and by my office door; if they are not convenient for you, please let me know and I'll be glad to set up an appointment to talk with you at a time that works with your schedule.

A Final Word:

A few miscellaneous points to consider...

1. For all intents and purposes, the online section of Composition is very much like an independent study course. I will be happy to answer any questions you might have about the content of the textbook or about related issues, but the level of instruction is, by nature, far less in an online class than in the same course taught in a classroom setting.
2. Deadlines are critical in this course! Because we do not have regularly scheduled "face-to-face" contact time, it is very easy for students to fall behind. In addition, in order for you to receive meaningful feedback and to do well in

the course, I must have sufficient time to read and comment on your submissions. Therefore, I do not accept or read late (OR overlength or underlength) submissions.

3. Proper file management is **your** responsibility. I ask you to follow a specific file naming convention to facilitate this. It is your responsibility to name your files correctly, and to make sure that these files are in the right format. A file template is available on Blackboard, and I urge everyone to download and use it. If I cannot open your file, I will let you know and it is your responsibility to correct the problem and resubmit. **You are free to use any word processing software, but you should always save your files as Microsoft Word documents with a *.doc or *.docx extension.** If I cannot open your file, I cannot grade your file.
4. As the semester progresses, it will probably be necessary to adjust the schedule. I will communicate these adjustments to you via Blackboard. I also reserve the right to adjust total points. Any adjustments to the schedule or to the point allocations will always be in your favor; if you have any concerns about the fairness of any adjustment, please let me know and I will listen to your concerns in an effort to be fair.
5. I make every effort to be available and responsive to my students. However, I am not available to anyone 24 hours a day, seven days a week, I am not constantly online and available to you. I have listed my office hours on this syllabus and in the "Staff Information" page of Blackboard. However, please recognize that I might be working with other professors or other students during those times. I ask that you please be patient if I am not always 100% available to you during office hours.
6. I check my e-mail repeatedly during the day and evening, both at home and at work, on weekdays and on weekends. On days when I am in the office, I check my voicemail before and after I teach classes or attend meetings, as well as before I leave for the day. Rest assured, if you send me a message by voice mail or e-mail, I will answer it as soon as I am able to do so. However, I find it very rude when people leave three or four messages within 20 minutes or less; and when I find people being rude to me, I take that as license to be rude in return and take my time returning their calls or messages. You should also note that I share an office with many people, and it often takes me several days to receive a voicemail. You should email me if you need to contact me and I will respond as soon as I am able to do so.
7. When I teach online classes, it is inevitable that at some point in the semester, I will have at least one student who never logs into Blackboard, never turns in an assignment, and then pleads with me during finals week for lenience due to profound personal problems that have kept them offline. I am not cold-hearted to the real world challenges we all face both in and outside of school, but the reality is that you have signed up for an online class, and you cannot expect to pass this class without doing the required work outlined on this syllabus. I would assume that everyone has reliable broadband internet access at the outset of the course, but if something happens to interrupt this service, you should know that there are many computer labs available to you on any of the STLCC campuses. All course content is also accessible at any public library. If for any reason, you need assistance, please do not hesitate to contact me at any time. However, if you find yourself in a position where you need to drop this course, please do so before the drop date. If you wait until finals week, there is absolutely nothing I can do to help you.
8. Your first assignment will be to download the "Statement of Agreement" from Blackboard, digitally sign it, and re-name the file according to the guidelines posted above, and re-submit this file to Blackboard. **You cannot continue in the course without having this document on file! Those students who do NOT submit this document via Blackboard before the deadline will be reported to the Registrar as "non-attending" and will be administratively withdrawn from the course.**

I am happy to deal with any and all of you and answer any questions you might have; I simply ask you to exercise courtesy and common sense when contacting me. Thanks in advance for your cooperation in this matter!

College Composition II

Essay Guidelines

KEEP THIS DOCUMENT—its information will apply throughout the semester!

SUBMISSION OF ALL HOMEWORK AND ESSAY ASSIGNMENTS:

1. ALL homework and essays assigned in this course must be TYPED.
2. ALL homework and essays assigned in this course must be SUBMITTED in MS WORD (*.doc or *.docx) document format. Other formats will NOT be read or graded.
3. ALL homework and essays assigned in this course can be ELECTRONICALLY SUBMITTED via Blackboard. NO PAPER COPIES OR E-MAIL SUBMISSIONS OF HOMEWORK OR ESSAYS WILL BE ACCEPTED!

ESSAYS and HOMEWORK:

Format: Standard MLA Format

Margins 1" top, side and bottom

Spacing Double-spaced throughout. NO extra spaces between paragraphs

Numbering Number all pages in upper right corner

Font MUST be 10, 11, or 12 pitch

Use a standard academic font: Arial, Arial Narrow, Courier, Times New Roman, etc.

ID/header Should follow the following format and appear ONLY on page 1 in the upper left corner:

Your name

Course number and name (INCLUDE section number!)

Instructor's name

Date the paper is DUE

Tone/style: Formal collegiate American English

NO slang, colloquialisms, or "street" language (exception: acceptable IF used in a direct quote, OR in dialogue)

FILE NAME: When you upload a file to Blackboard, please follow the following naming convention to name your **file** (this is not the description field in the upload file dialog Blackboard—this is the name you give to the file you create on your computer):

Course Number.Last NameFirst Initial.Assignment.file extension

Therefore, if James Smith is enrolled in section 505 and is uploading the second essay which he wrote using Microsoft Word 2007, you would name the file

ENG101505.SmithJ.Essay2.docx

I will then grade it and upload a new doc titled

ENG101505.SmithJ.Essay2.graded.docx.

If you do not name your files correctly, I will not grade them. Proper file management is your responsibility.

DEADLINES:

Deadlines in my classes are just that—deadlines, NOT suggestions. NOR are they a schedule for when your excuse is due. I take a very hard position on deadlines, which is: have your work completed and

submitted on time. PERIOD. You're given plenty of time to get all assignments done before the deadlines, and it's certainly always a good idea to plan to have things done ahead of time rather than waiting until the last possible moment. I understand that sometimes things happen and being late is unavoidable; however, this should be the exception, not the rule, and when it does happen, I'd ask that you take responsibility and accept the penalty.

One last time: I DO NOT ACCEPT OR READ LATE SUBMISSIONS.

A word on grading:

I make every effort to return feedback on ALL work as quickly as possible after it is submitted. This generally means that you will have my feedback and your grade returned via Blackboard within 48 hours of the due date.

Despite my efforts to avoid it, occasionally I might find myself backlogged with a number of projects to be graded. If this is the case, I will try to be sure to make an announcement in class letting you know this, and I will complete my feedback/grading ASAP. *Please feel free to come and talk with me if you believe your work is not being evaluated in a timely manner.*

Course Schedule

All reading assignments should be completed *before* the start of the week so that the rest of the week can be spent participating in class and working on essays. All essays will be due on the Friday of the week assigned.

By midnight, 8 June 2012, you must submit SIGNED Syllabus Agreement via Blackboard—you cannot continue in the course without having this document on file!

Those students who do NOT submit this document via Blackboard before the deadline will be reported to the Registrar as “non-attending” and will be administratively withdrawn from the course.

Schedule is subject to modification at instructor’s discretion.

Week 1 (June 4-June 9)

- *Practical Argument* Chapter 1: pages 3-32
- *Practical Argument* Chapter 18: pages 521-529
- **Response Paper #1 (Chapter 18) Due by midnight 8 June 2012**
- *Practical Argument* Chapter 19: pages 531-540
- **Response Paper #2 (Chapter 19) Due by midnight 8 June 2012**

Week 2 (June 10-June 16)

- *Practical Argument* Chapter 2: pages 33-52
- *Practical Argument* Chapter 3: pages 53-67
- *Practical Argument* Chapter 20: pages 541-550
- **Response Paper #3 (Chapter 20) Due by midnight 15 June 2012**
- **Essay #1 (Argument Summary) Due by midnight 15 June 2012**

Week 3 (June 17-23)

- *Practical Argument* Chapter 4: pages 68-87
- *Practical Argument* Chapter 5: pages 91-143
- **Essay #2 (Visual Arguments) Due by midnight 22 June 2012**

Week 4 (June 24-30)

- *Practical Argument* Chapter 6: pages 146-186
- *Practical Argument* Chapter 8: pages 219-247
- *Practical Argument* Chapter 21: pages 551-558
- **Response Paper #4 (Chapter 21) Due by midnight 29 June 2012**

Week 5 (July 1-7)

- *Practical Argument* Chapter 12: pages 313-351
- *Practical Argument* Chapter 13: pages 353-384
- *Practical Argument* Chapter 22: pages 559-572
- **Response Paper #5 (Chapter 22) Due by midnight 6 July 2012**

Week 6 (July 8-14)

- *Practical Argument* Chapter 14: pages 385-415
- *Practical Argument* Chapter 15: pages 417-452
- *Practical Argument* Chapter 16: pages 453-480
- *Practical Argument* Chapter 17: pages 481-518

Week 7 (July 15-21)

- *Practical Argument* Chapter 28: pages 679-685
- *Practical Argument* Chapter 28: pages 672-678
- **Essay #3 Due by midnight 20 July 2012**
- **Essay #4 Due by midnight 20 July 2012**

Week 8 (July 24-July 28)

- *Choose ONE casebook from Chapters 23-27 for your research paper topic.*
- **Essay #5 Annotated Bibliography Due by midnight 25 July 2012**
- **Essay #5 Outline Due by midnight 25 July 2012**
- *Optional: if you are weak in MLA documentation and/or need review*
 - *Practical Argument* Chapters 10-11: pages 265-312

Final Project Due Date

- **Essay #5 (Final Draft Due) Due by noon 28 July 2012**

Introduction

What does the term “argument” mean, and how is the academic use of this term different from other more common uses of the term?

What is the difference between an argument and a quarrel? Spin? Propaganda?

What do we mean when we say that a statement is or is not debateable?

What is the difference between logos, ethos, and pathos?

Chapter 1: The Structure of Argument

What does a thesis statement need to do in an argumentative essay?

Why is evidence important in an argumentative essay?

What is refutation?

Do you find Schwarzenegger’s essay “An Immigrant Writes” persuasive? Is it convincing? If so, why is it convincing? If not, what problems do you see in it? What could he say that might convince you?

Considering the essays in Chapter 1, do you think that the benefits of bottled water outweigh the cost? What are the benefits? What are the costs?

Do you regularly drink bottled water? If so, do these essays change your approach to bottled water?

If you do not regularly drink bottled water, do these essays change your approach to tap water?

Chapter 2: Thinking and Reading Critically

What does it mean to read an essay critically?

What is the difference between an active reader and a passive one?

Read Katherine Choi’s highlighting of John Leo’s essay on pages 40-42. How would your own highlighting of this essay be similar to or different from hers?

Before you read any of the essays in Chapter 2, how would you have answered the question, “Do Violent Media Images Trigger Violent Behavior?”

After reading these essays, do you still have this same opinion?

Does a recognition of your own biases shape how you approach a given essay? For example, if you believe that violent video games should be kept away from children, how does this belief impact your reading of an essay entitled, “Violent Media is Good for Kids”?

Chapter 3: Decoding Visual Argument

What is a visual argument? How is it different from a text argument? How is it similar?

Study the three visuals on page 60. How effectively do they support the central argument of Gerard Jones’ “Violent Media is Good for Kids”?

What challenges do you have decoding visual arguments? What advice would you offer to classmates who struggle with visual arguments?

Chapter 4: Writing a Rhetorical Analysis

Before you read any of the essays in Chapter 4, how would you have answered the question, “Is it ethical to buy counterfeit designer merchandise?”

After reading the essays in this chapter, do you still have this same opinion? If you changed your mind, what argument changed your mind? If you did not, what would it take to change your mind?

How does a recognition of your own biases shape how you approach a given essay?

What is rhetoric?

What is a rhetorical analysis?

What is the rhetorical situation?

What are means of persuasion?

What are rhetorical strategies?

Chapter 28: Jefferson and Stanton

What are the purposes of the first and second paragraphs of the Declaration of Independence? Is this opening deductive or inductive?

In paragraph two, Jefferson writes, "Governments long established should not be changed for light and transient causes." Why is this qualification important to his argument? What objections does it anticipate?

According to the declaration, what is the purpose of government? What makes a government legitimate?

In what sense is the Declaration of Independence a causal argument?

What specific evidence does Jefferson supply to support his case? How effective is this evidence? What do you consider his most convincing piece of evidence?

In what respects is the Declaration of Sentiments and Resolutions an argument by analogy?

How do Stanton's general political aims contrast with Jefferson's goals in the Declaration of Independence?

Stanton writes that men have "usurped the prerogative of Jehovah himself" and claimed the "right to assign for [women] a sphere of action" (paragraph 17). What do you think she means? Do you think her point is valid today?

According to Stanton, "The history of mankind is a history of repeated injuries and usurpations on the part of man toward women, having in direct object the establishment of an absolute tyranny over her" (3). How does she support this generalization? Do you find her evidence convincing? Why or why not?

In her conclusion, Stanton summarizes how women will fulfill the goals of her declaration. What specific steps does she expect women to take?

In what ways can we see these two texts as being in conversation with one another?

Chapter 8: Evaluating Sources

Before you read any of the essays in Chapter 8, how would you have answered the question, "Should data posted on social-networking sites be 'fair game' for employers?"

After reading the essays in this chapter, do you still have this same opinion? If you changed your mind, what argument changed your mind? If you did not, what would it take to change your mind?

How does a recognition of your own biases shape how you approach a given essay?

Why is it important to evaluate your sources?

What does it mean to say that a source is *accurate*? Why is this quality important?

What does it mean to say that a source is *credible*? Why is this quality important?

What does it mean to say that a source is *objective*? Why is this quality important?

What does it mean to say that a source is *current*? Why is this quality important?

What does it mean to say that a source is *comprehensive*? Why is this quality important?

How is the process for evaluating a web source different from the process of evaluating a print source?

Which of the essays in this chapter did you find to be most persuasive? What made them so persuasive?

Which of the essays in this chapter did you find to be the most unpersuasive? What could the author have written that would have made the essay more persuasive?

Chapter 6: Rogerian Argument and Toulmin Logic

According to Carl Rogers, traditional argument can be counter-productive. What is so counter-productive about traditional argument?

How would you describe Rogerian argument? What features of Rogerian argument differentiate it from traditional argument?

What is the important of the concept of **common ground** in Rogerian argument?

What assumptions do Rogerian arguments make that differentiate them from traditional arguments?

The Toulmin model represents a way to analyze traditional confrontational argument and is usefully seen as a counter to Rogerian argument. What are the features that separate these two models?

The Toulmin model of analysis begins by identifying the three parts to any argument: the claim, the grounds, and the warrant. What are these three parts to an argument, and how are they different from one another?

Why are the three essential parts of a Toulmin argument essential?

The Toulmin model of analysis contains four parts that may be present in an argument: the reason, the backing, the qualifiers, and the rebuttals. What are these four features of an argument, and how do the addition of these concepts strengthen an argument?

Chapter 5: Understanding Logic and Recognizing Logical Fallacies

What role does logic play in the study of argument?

What is the difference between deductive and inductive reasoning?

What are the three parts of a syllogism?

What is the difference between the terms *valid*, *true*, and *sound* when you are evaluating a syllogism?

What is an enthymeme?

How does the scientific method use induction?

What role does an inference have in inductive logic?

What is a logical fallacy?

Chapter 28: Swift

Swift's "A Modest Proposal" is satire: it takes a position that is so extreme that readers must necessarily disagree with it. By taking such a position, Swift ridicules the English political system that he considers corrupt and insensitive and implies another, more reasonable argument that the reader must infer. What is the real argument that Swift is making in "A Modest Proposal"? What social reforms does he propose?

Where does "A Modest Proposal" use inductive reasoning?

In what sense is "A Modest Proposal" an ethical argument?

Swift's use of irony—saying one thing but meaning another—is a useful technique for making an argument, yet it also has limitations. What are some of these limitations?

What elements of a proposal argument appear in this essay? Which elements, if any, are missing?

Chapter 12: Argument by Definition

If we have dictionaries, why are definition arguments necessary? How do we know what a word “means”? Do words have permanent stable meanings? How do we know what a word means?

How does formal definition use class and differentiation to tell us the meaning of a word?

When do we use extended definitions?

What is an operational definition?

Chapter 13: Causal Arguments

What is the difference between the main and the contributory cause?

What is the difference between the immediate and the remote causes?

What is a causal chain?

What is *post hoc* reasoning and why should it be avoided?

Chapter 14: Evaluation Argument

What is an evaluation argument? What do we do when we evaluate something?

How do criteria for evaluation function in the argument you construct?

Chapter 15: Proposal Arguments

What are proposal arguments and when do we make them?

Why is stating the problem an important step in making a proposal argument?

How do you demonstrate that your proposal will work?

What does it mean to say that a proposal is *feasible*?

Why is it important to address possible objections?

Chapter 16: Argument by Analogy

What is an analogy?

What is argument by analogy?

What is the difference between favorable and unfavorable analogies?

Chapter 17: Ethical Arguments

What is ethics?

What are applied ethics?

What is an ethical argument?

What role does the ethical principle have in the structure of an argument?

What is a self-evident ethical principle?

What is the difference between ethics and laws?

What is an ethical dilemma and how does argument respond to ethical dilemmas?

Introduction/Chapter 1:

1. What is the definition of an academic argument?
A piece of writing that takes a stand and presents evidence that helps to convince people to accept a writer's position.
2. According to Aristotle, what are the three means of persuasion?
Logos, ethos, and pathos
3. In Arnold Schwarzenegger's "An Immigrant Writes", what is his claim, and what evidence does he give to support this claim?

Chapter 2: Thinking and Reading Critically

Write a one-paragraph critical response to Gerard Jones's essay on pages 36-39. Use the following template to shape your paragraph:

"According to Gerard Jones, violent media can actually have positive effects on young people because _____ . Jones also believes that violent media are a positive influence on children because _____ . Jones makes some good points. For example, he says that _____ . However, _____ . All in all, _____ ."

Chapter 3: Decoding Visual Argument

Write a one-paragraph critical response to the visual argument on page 60 of your textbook. Use the following template to shape your paragraph:

"The visual on page 61 shows _____ . This visual makes a powerful statement about _____ . Its images show _____ . At first glance, the photographer's goal seems to be to _____ . The photo's stark images support this position. For example, _____ , and _____ . The creator of the image says it is not a statement against violence. Still, the impact on its audience is likely to be _____ ."

Chapter 4: Writing a Rhetorical Analysis

Read the essay "Sweatshop Oppression," by Rajeev Ravisankar, on pages 86-87. Then, write a one-paragraph rhetorical analysis of the essay. Follow the template below, filling in the blanks to create your analysis.

“Ravisankar begins his essay by _____. The problem he identifies is _____. He assumes his readers are _____. His purpose is to _____. In order to accomplish this purpose, he appeals mainly to _____. He also appeals to _____. In his essay, Ravisankar addresses the main argument against his thesis, the idea that _____. He refutes this argument by saying _____. Finally, he concludes by making the point that _____. Overall, the argument Ravisankar makes is [effective or ineffective] because _____.

Chapter 28: Jefferson and Stanton

Write a one-paragraph rhetorical analysis of either Jefferson’s Declaration of Independence or Stanton’s Declaration of Sentiments and Resolutions. If you find it useful feel free to follow the template below, filling in the blanks to create your analysis.

[Author] begins the Declaration by _____. The problem s/he identifies is _____. S/he assumes his/her readers are _____. The purpose is to _____. In order to accomplish this purpose, s/he appeals mainly to _____. S/he also appeals to _____. In his essay, [Author] addresses the main argument against his thesis, the idea that _____. S/he refutes this argument by saying _____. Finally, s/he concludes by making the point that _____. Overall, the argument [Author] makes is [effective or ineffective] because _____.

Chapter 8:

Complete Exercise 8.4 (page 244). Read the blog post and comments that begin on page 244, and then answer the questions that follow.

What steps would you take to determine whether Elefant’s information is accurate?

How could you determine whether Elefant is respected in her field?

Is Elefant’s blog written for an audience that is knowledgeable about her subjects? How can you tell?

Do you think this blog post is a suitable research source? Why or why not?

What insights about this blog post do the comments that accompany it give you?

Chapter 6:

The following quiz asks you to use the Toulmin Model of Argumentation to analyze Marilyn Karras’ essay, “Calling a University ‘Virtual’ Creates an Actual Oxymoron” on page 180.

What is the *claim* of Marilyn Karras' essay, "Calling a University 'Virtual' Creates an Actual Oxymoron"?

What is the *evidence* of Marilyn Karras' essay, "Calling a University 'Virtual' Creates an Actual Oxymoron"?

What is the *warrant* of Marilyn Karras' essay, "Calling a University 'Virtual' Creates an Actual Oxymoron"?

Chapter 5: Understanding Logic and Recognizing Logical Fallacies

What is an original example (not copied from the text) of a syllogism that is valid, but is not true?

What is an original example (not copied from the text) of a syllogism that is true, but is not valid?

What is an original example (not copied from the text) of a syllogism that contains a syllogism with an illogical middle term?

What is an original example (not copied from the text) of a syllogism where the meaning of a key term shifts?

Chapter 28: Swift

Use the Toulmin model to analyze Swift's "A Modest Proposal". For each of the seven elements of the Toulmin model, describe the various parts of Swift's essay.

Summarize the position this essay takes as a three-part argument—including the claim, the grounds, and the warrant.

Do you think the writer includes enough backing for his claim? What other supporting evidence could he have included?

Find the qualifier in the essay. How does it limit the argument? How else could the writer have qualified the argument?

Do you think that the writer addresses enough objections to his claim? What other arguments could he have rebutted?

Chapter 12: Argument by Definition

The following quiz asks you to analyze Gayle Rosenwald Smith's essay, "The Wife-Beater" on page 322.

In your own words, summarize the thesis of Gayle Rosenwald Smith’s essay, “The Wife-Beater”.

According to Smith, what three problems are associated with defining the term *wife-beater*?

Why does Smith include dictionary definitions of *wife-beater*? How is her definition different from these dictionary definitions?

Where does Smith introduce possible objections to her definition of *wife-beater*? Does she refute them convincingly?

Do you think this essay would be strengthened by the addition of the picture on 324? Explain.

Chapter 13: Causal Argument

The following quiz asks you to analyze Marjorie O. Rendell’s essay, “U.S. Needs an Educated Citizenry” on page 365.

What problem does Rendell identify in paragraph 4 of “U.S. Needs an Educated Citizenry”?

Paragraph 5 presents a causal chain. List the elements of this causal chain.

In paragraph 6, Rendell identifies the cause of the problem she discusses. Summarize this cause in your own words.

What outcome does Rendell expect from the results of implementing her recommendations?

Chapter 14: Evaluation Arguments

The following quiz refers to the essays in Chapter 14.

Write a one-paragraph evaluation argument in which you take a position on whether the Harry Potter books are worthy of the success they have achieved. Follow the template below, filling in the blanks to create your argument.

The first Harry Potter book, published in 1997, was a publishing sensation that turned into a worldwide phenomenon. Many people saw the Harry Potter books as valuable, for a variety of reasons. For example, _____ . Also, _____ . However, some people have criticized the series. They claim, for example, that _____ . Others believe that _____ . Depending on the criteria used for evaluation, the Harry Potter books can be seen in positive or negative terms. If we judge them on the basis of _____ , it seems clear they are _____ .

Chapter 15: Proposal Arguments

The following quiz asks you to analyze T. Boone Pickens’ essay, “My Plan to Escape the Grip of Foreign Oil” on page 431.

What is the thesis of T. Boone Pickens’ essay “My Plan to Escape the Grip of Foreign Oil”?

Where in the essay does Pickens identify the problem he wants to solve?

According to Pickens, what are the specific ways dependence on foreign oil threatens the United States?

What are Pickens solutions offered in this essay?

What possible objections could you raise to Pickens' proposal?

Chapter 16: Argument by Analogy

Please complete exercise 16.5 on page 477 of your textbook.

Write a one-paragraph argument by analogy that takes a position on the issue of whether credit card companies should be permitted to target college students. Follow the template below, filling in the blanks to create your argument.

Credit cards [should/should not] be marketed to college students. Credit cards can be very useful for students, but they can also lead to serious problems. For example,

_____.

In addition,

_____. *For these reasons, some people have suggested that colleges have a responsibility to regulate how credit cards are marketed to their students. For example, schools should not*

_____. *Moreover, they should*

_____. *Some argue that because other items—for example, _____--are marketed on campus, it is acceptable to market credit cards as well. Others point out, however, that credit cards are potentially dangerous, as are*

_____, *and so they should not be made available to students. On balance, it seems that*

_____.

Chapter 17: Proposal Arguments

The following quiz asks you to analyze Brett A Sokolow's essay, "How Not to Respond to Virginia Tech—II" on page 501.

Why does Sokolow begin his essay by discussing what "pundits and talking heads" think should be done to stop campus violence?

In paragraph 2, Sokolow says, "Here's what I think. These are just my opinions." Do these two statements undercut or enhance his credibility? Why do you suppose he includes them?

How does Sokolow propose to make campuses safer? Do you agree with his suggestions? Why or why not?

Is Sokolow's argument a refutation? If so, what arguments is he refuting?

In his concluding statement, Sokolow says that the real issue is "mental health." What does he mean? Do you agree?

St. Louis Community College Florissant Valley

College Composition II

Essay #1 – 50 points

Target length: 2 FULL pages minimum. NO MORE than 3 full pages!

Due Date: Due by midnight 15 June 2012

Format: Follow all points on the Essay Guidelines sheet (handout/Blackboard)

Assignment:

1. Select one editorial OR opinion column from a major American daily newspaper dated on OR after January 1, 2012. Feel free to access such items via the newspaper's website.
2. Once you have made your selection, provide FULL information on the item so that I can find it and read it in connection with your essay. You should provide the author's name (if given); the title of the editorial or column; the date it was published; and the name of the newspaper where you found it. INCLUDE all this information at the end of your essay, following your own text. (This information does NOT count toward your page count—you must have TWO FULL PAGES of your own essay; if this information causes you to exceed THREE full pages, this is fine.)
3. Carefully and critically read and think about the editorial/column you have selected. Be sure you fully comprehend the author's argument and his/her support. (HINT: this may mean that you have to read other information to get "up to speed" on the topic.)
4. IN YOUR ESSAY, you should
 - a. First, SUMMARIZE the article in your own words. Don't substantially change the content—in other words, hit the high points, but boil it down to the essentials.
 - b. Then, IDENTIFY the author's claim and support. (Don't worry about warrants on this assignment.)
 - c. Finally, EVALUATE the author's argument. Do you agree with his/her claim? Does s/he provide strong support? Where/are there weaknesses? Does the author do a good job of creating his/her argument?

BE SURE to do all of these things in formal American collegiate English prose! Do NOT use bulleted lists, incomplete sentences, etc. In effect, YOU are creating an argument *about* the editorialist's/columnist's argument (you are claiming that it is/is not an effective piece of argumentative writing)!

College Composition II

Essay #2 – 100 points

Target length: 3 FULL pages minimum
NO MORE than 4 full pages!

Due Date: midnight 22 June 2012

Format: Follow all points on the Essay Guidelines sheet (handout/Blackboard)

Assignment:

In this essay, you are asked to focus on visual arguments in political cartoons.

IMPORTANT: The website <http://www.politicalcartoons.com> has a large collection of political cartoons for you to choose from. However, there are many other sites that do as well. You are free to find cartoons from across the political spectrum. You must save the image of each cartoon to your hard drive and embed it into your essay. The resulting file will be quite large, so make sure you have adequate disk space.

Consider a group of three cartoons. The cartoons you chose should relate to each other in some way. You might choose three cartoons that discuss a specific politician. You might choose three cartoons on the same issue. You might choose three cartoons by the same artist. It is up to you to determine the relationship between the cartoons you choose. But you need to make sure that you let your reader know in your claim why you are grouping these three cartoons together (“In these three cartoons, cartoonist Bob Smith skillfully criticizes the government’s response to Hurricane Katrina.”).

Carefully “read” these cartoons—that is, don’t just read the words printed on the page, but instead deconstruct each cartoon, considering not only the words but also the colors, images, placement and relationships of all the components of the cartoon, and so on. In other words, “read” them, just as you would the text of a short story in a literature textbook.

In your essay, consider what you’ve read in these cartoons:

- How do the creators of these cartoons use these components to persuade the reader—that is, what argument do they make? (What is/are their claim/s?)
- What do the creators offer in the way of support of these claims? Is it convincing support?
- And most importantly, what assumptions do the creators rely on in these cartoons? Can you comment on a commonality of assumptions among the cartoons? If so, why—does the cartoon in question lend itself to a set of expected shared assumptions? If so, what are they, and do you consider them to be valid assumptions? Discuss.

Be sure to provide me with your cartoon by embedding them in your Word file!

St. Louis Community College Florissant Valley

College Composition II

Essay #3 – 150 points

Target length: 3 FULL pages minimum
NO MORE than 4 full pages!

Due Date: midnight 20 July 2012

Format: Follow all points on the Essay Guidelines sheet (handout/Blackboard)

Assignment:

In this essay, you are asked to write a position paper on one of the following topics.

Option #1: In this essay, you are asked to think about America's involvement in the current Afghan War and present an argument of definition.

Answer the following question:

What does "victory" in Afghanistan look like?

If you are unclear or have forgotten the original rationale behind America starting this military action, refer to books, magazines or newspapers to be sure you understand the issues. Then, based on these reasons, construct an argument answering the question posed above. Bear in mind that the current unit of study is involved with logic and logical fallacies, so be sure to focus on the logic of the statements offered as this rationale and determine whether you believe the logic is sound. This question asks you to consider under what conditions will American soldiers be able to leave Afghanistan, as well as what kind of presence America will have in this country after major combat is over.

Option #2: In this essay, you are asked to think about freedom of speech and its effect on religion in American life and make an analysis of the effect free speech has on religion.

Respond to the following statement:

"With the growth of the media in recent years and the free speech guarantees that increasingly allow more profane language, graphic violence and risqué sexual content to be presented to Americans, it is virtually impossible to live as a devoutly religious American today."

Notice that we are not considering whether freedom of speech should exist, nor whether it goes too far. Neither are we considering whether religious points of view should enjoy that freedom of speech. Instead, we are considering what sorts of materials, pictures, images and other information ARE available to us, under the banner of the freedom of speech. We are also considering what it means to be "devoutly religious" in America—whether that is as a Christian, Jew, Buddhist, or any other faith—and whether such devout observance is still possible, as a practical matter, in America today.

Again, be careful to make a claim of FACT, NOT of policy—we are dealing with what IS, not what we believe SHOULD BE!

Option #3: In this essay, you are asked to make a prediction for the future based off of current events.

“On November 6, 2012, will Barack Obama will be re-elected President of the United States?”

Based on whatever issues you consider to be the most important in the world today, do you think that Barack Obama will be re-elected? Why or why not? Note that this option is not asking you whether you will or will not vote for the President. Nor is it asking you whether he *should* be re-elected. This question is asking you to look at current events, issues, policies, and attitudes, and make a prediction as to whether or not you think that the American public will re-elect President Obama to a second term in office.

Option #4: In this essay, you are asked to evaluate the cultural and political landscape and write an evaluation essay either agreeing or disagreeing with the following statement:

“America is a nation in decline. Her best days are behind her.”

While the 20th-century was clearly the American Century, as America became the dominant global super power and leader of the free world, will the 21st century see continued American dominance on the global stage? Do we have the political will to make the investments necessary to keep us at the top? Or, like all great empires, has America reached its peak and is now beginning to decline as some other nation becomes dominant? This essay asks you to look beyond patriotism to consider whether the political structure, cultural divides, and extreme polarization in this country can be overcome.

Be sure to properly cite in MLA format any information you borrow from outside sources! Failure to do so is PLAGIARISM and will be handled accordingly.

St. Louis Community College Florissant Valley

College Composition II

Essay #4 – 150 points

Target length: 3 FULL pages minimum
NO MORE than 4 full pages!

Due Date: midnight 20 July 2012

Format: Follow all points on the Essay Guidelines sheet (handout/Blackboard)

Assignment:

Using the same essay topic that you chose for Essay #3, write a second full length essay in which you argue the opposite side of the issue. For example, if you argued that Barack Obama will be re-elected President in 2012, write a second essay in which you argue that he will not. I am not asking you to argue both sides in a single essay. I want you to argue the opposite side of the issue that you took in Essay #4. Make sure that you are presenting the strongest argument you can for the opposing view (don't resort to logical fallacies to half-heartedly support a view you may not support in your heart). The point of this assignment is to see if you can persuasively argue in favor of a position that you do not personally support.

Option #1: In this essay, you are asked to think about America's involvement in the current Afghan War and present an argument of definition.

Answer the following question:

What does "victory" in Afghanistan look like?

If you are unclear or have forgotten the original rationale behind America starting this military action, refer to books, magazines or newspapers to be sure you understand the issues. Then, based on these reasons, construct an argument answering the question posed above. Bear in mind that the current unit of study is involved with logic and logical fallacies, so be sure to focus on the logic of the statements offered as this rationale and determine whether you believe the logic is sound. This question asks you to consider under what conditions will American soldiers be able to leave Afghanistan, as well as what kind of presence America will have in this country after major combat is over.

Option #2: In this essay, you are asked to think about freedom of speech and its effect on religion in American life and make an analysis of the effect free speech has on religion.

Respond to the following statement:

"With the growth of the media in recent years and the free speech guarantees that increasingly allow more profane language, graphic violence and risqué sexual content to be presented to Americans, it is virtually impossible to live as a devoutly religious American today."

Notice that we are not considering whether freedom of speech should exist, nor whether it goes too far. Neither are we considering whether religious points of view should enjoy that freedom of speech. Instead, we are considering what sorts of materials, pictures, images and other information ARE available to us, under the banner of the freedom of speech. We are also considering what it means to be "devoutly religious" in America—whether

that is as a Christian, Jew, Buddhist, or any other faith—and whether such devout observance is still possible, as a practical matter, in America today.

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College Composition II

Essay #5—the Research Project

The culminating project of this semester ties together our work in this course in a very important sense: we will create an extended argument incorporating appropriate source materials in a formal collegiate format. This type of writing is what will be expected of you in your writing assignments in most other undergraduate classes: not only are you expected to be able to repeat facts found in outside source materials, but you are expected to discuss what those facts mean—in effect, you virtually always create an argument with the thesis statement of any college-level research paper.

Research paper topics can be found in the “Reader” section of the text and include the following:

1. Should the United States permit drilling for oil in environmentally sensitive areas? (pages 573-586)
2. Should felons permanently forfeit their right to vote? (pages 587-604)
3. Should openly gay men and women be permitted to serve in the military? (pages 605-622)
4. Should every American go to college? (pages 623-637)
5. Do we still need unions? (pages 638-656)

You must choose one of the following three forms for your research project:

1. *Traditional position paper*: write an 8-10 page position paper answering your research question using the Toulmin model of argumentation.
2. *Point/counterpoint*: write two 4-5 page essays exploring the opposing viewpoints raised by your research question. The first paper should clearly articulate one position using traditional Toulmin argumentation, and the other essay should argue the opposite position using Toulmin argumentation.

Preliminary Assignments:

To complete this assignment, you must turn in the following steps:

50 points: Annotated Bibliography due 25 July 2012

Make sure you clearly understand the difference between a Bibliography and a Works Cited page. The Bibliography is a list of all sources consulted in the course of your research. You will probably not actually use all of these sources in your essay. A Works Cited page is a list of the sources you actually cite in your paper. Everything on the Works Cited page should be in your Bibliography; however, not everything in your Bibliography will be cited in your paper. Each entry in your Bibliography should be annotated to tell the reader why this source is important to your paper. In a few short sentences, describe the source and tell the reader why it has been included in your essay.

The essays that you use from the textbook will make up your initial bibliography. You then need to find 15 more sources. Remember that while Google may be a valuable tool, Google searching is not research. Research is conducted in libraries using peer reviewed books, journal articles, etc. ALL sources must be academic/scholarly in nature. No Wikipedia.

Each source must have an MLA formatted Works Cited entry and a brief annotation.

25 points: Preliminary Outline(s) due 25 July 2012

Make sure that your outline(s) clearly articulates your **working** claim. Obviously, this is a work-in-progress and is subject to change, but you need to have a working claim and a general idea of the size and scope of the structure of your essay(s). I will leave the amount of detail you provide on the outline up to you, but remember, the more work you do at the beginning of any project results in less work needed at the end of the project.

25 points: Cover Letter due 25 July 2012

Prepare a cover letter in the form of a memo that describes your research paper project. Which research question did you choose? Which project format did you choose? In no more than a paragraph, summarize your argument—what is the claim and what is the support? What unique challenges did you face during your research?

250 points: Final Draft with Works Cited Page due 28 July 2012

In a single document, submit your research project to Blackboard. A completed project will include, in the following order:

1. Cover letter
2. Outline(s)
3. Final draft of the research paper
4. Works Cited page
5. Annotated bibliography

As you are revising your essay, you should ask yourself the following:

- Is my issue clearly articulated in the introduction to my essay?
- Is my thesis statement written as a claim that clearly and unequivocally addresses this issue?
- Do I present sufficient evidence to support my claim?
- What kinds of evidence am I using, and does this evidence need to be supported as well? In other words, do I have sub-claims that must be argued as well?
- Have I thought about the warrant, and does that warrant need backing?
- Have I anticipated objections and refuted them?
- Which of the three appeals do I use, and am I using them honestly and effectively?
- Do I have any logical fallacies?
- Is there any material that is undocumented in the text?
- Am I using MLA documentation properly so that readers can verify the information in my essay?
- Is my paper free of grammar and spelling mistakes and written in a clear and concise style so that my reader isn't forced to try and "figure out" what I am trying to say?

Be sure to submit your Works Cited page/s—essays without a Works Cited page WILL NOT BE READ!

Be sure to follow MLA documentation guidelines to avoid plagiarizing! Essays that do not have parenthetical citations will be considered plagiarized and will earn 0 points. There are absolutely NO exceptions!!!