

## Sophomore Project HMDV 2000 40&90

DAY AND TIME:	Online
CREDIT:	3 credit hours
INSTRUCTOR:	Court Merrigan
Office Location:	Learning Skills Lab (Tebbet 140)
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Office Hours:	By appointment – available throughout the week. Also, online consultations.

### COURSE CONTENT:

This course is designed to be an interdisciplinary approach to research and essay writing, providing students with a variety of research skills and methods. It will stress the APA / MLA documentation style.

### REQUIRED TEXTS:

Graff, Gerald. Birkenstein, Cathy and Durst, Russel. *They Say, I Say: The Moves That Matter In Academic Writing*. New York: WW Norton, 2012. (ISBN-13: 978-0-393-91275-3)

### COURSE OBJECTIVES:

After successfully completing this course, the student should be able to:

1. Be able to enter the academic conversation by engaging with the ideas of others.
2. Write cogently and effectively in support of a point of view, while respecting divergent views.
3. Master a series of writing templates in support of intentional rhetorical patterns.
4. Support claims with evidence while attending closely to alternative perspectives.
5. Effectively use reputable secondary sources.
6. Exercise creativity and originality through the imaginative use of established forms.

### ONLINE PARTICIPATION EXPECTATIONS:

Participation in this online class takes the form of interacting with me via the Journal tool on LancerNet, as well phone conferences and, possibly, online chats. You will receive feedback for many assignments. This will be your opportunity to respond, and receive participation points. There may also be some TBA message board activities, where students will interact with each other.

### ADDITIONAL CLASS MATERIALS:

Additional materials, such as outside readings and videos and research, may be assigned during the course, and they will be required for writing. Specific, instructor-assigned material will available in the course section on LancerNet; additional materials will have to be sought out by the student. If any student cannot access the required readings or videos, please contact me immediately. Students are responsible for all additional materials that are assigned.

**WITHDRAWAL POLICIES:**

Please read the policies in the current Eastern Wyoming College Catalog. I reserve the right to withdraw a non-participating student. Students have until November 26, 2013 to withdraw from this course.

**GRADING:**

Message Board Posts	8 x 10 pts	80 pts
Exercises	4 x 20	80 pts
Joining The Conversation	3 x 20 pts	60 pts
Rough Drafts	2 x 50 pts	100 pts
Essay Final Drafts	2 x 50	100 pts
Annotated Bibliography	1 x 50	50 pts
Individual Conferences	2 x 50	100 pts
Final Essay	1 x 100 pts	100 pts
Participation		<u>30 pts</u>
		700 pts

**EVALUATION:**

This class utilizes a point-based grading system. A letter grade is awarded only at the end of the course, on the following scale:

Letter Grade	Points
A	630 – 700
B	560 – 629
C	490 – 559
D	420 – 489
F	419 & below

**ASSIGNMENTS:**

All assignments are due at noon on Friday, unless otherwise noted. LATE WORK WILL NOT BE ACCEPTED, barring major extenuating circumstances.

**DOCUMENTATION / CITATIONS:**

Use MLA style in this class. Please stay consistent throughout the semester. Documentation is an important academic skill. In addition to class information, if you are uncertain as to how to use proper documentation and citations, please consult the Purdue OWL website for in-depth information:

<http://owl.english.purdue.edu/owl/section/2/11/>

**SMARTHINKING**

You are highly encouraged to utilize the SmarThinking online tutoring service. There will be instructions on how to use this service in the Week 1 video.

**SYLLABUS CHANGES:**

Changes to this syllabus may arise during the course of the semester. All changes will be announced on LancerNet. Students are responsible for all changes once announced.

## GENERAL EDUCATION REQUIREMENTS:

1. Communication Skills: Graduates will be able to understand and communicate ideas and information in written and spoken English that reveals a mastery of terminology appropriate to their disciplines.
2. Analytical and Quantitative Reasoning: Graduates will be able to solve problems through critical thinking involving analytical and quantitative reasoning at a level appropriate to their disciplines.
3. Technology Skills: Graduates will be able to demonstrate competence using technology appropriate to their disciplines.
4. Social Awareness: Graduates will be able to demonstrate an awareness of the relationship between the individual and the world.
5. Information Literacy: Graduates will be able to locate, evaluate, and use information effectively.

## DISCLAIMER:

The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in the course schedule or activities. All changes will be announced in class. This includes changes to this syllabus that may arise during the course of the semester. Students are responsible for all class announcements, even if you miss class.

## ACADEMIC DISHONESTY:

Please review the Academic Dishonesty section on page 48 of the EWC catalog. Any student engaging in intentional academic dishonesty will be dismissed from the course and receive an "F."

Plagiarism will not be tolerated. Presenting someone else's writing, ideas or concepts—anything that does not fall under the umbrella of "common knowledge"—as your own is plagiarism. This includes information taken from the internet as well as conventionally published sources. To avoid plagiarism, clearly cite the source when you are relying on a specific source.

If you are at all unsure if you are committing plagiarism, you almost certainly are. If after completing the plagiarism readings and coursework in Week One you still feel uncertain about what constitutes plagiarism, please contact me; I'll be happy to discuss the matter with you.

As the Council of Writing Program Administrators noted, "the goal of research is to engage, through writing, in a purposeful, scholarly discussion of issues that are sometimes passed over in daily life. Understanding, augmenting, engaging in dialogue with, and challenging the work of others are part of becoming an effective citizen in a complex society. Plagiarism does not simply devalue the institution and the degree it offers; it hurts the inquirer, who has avoided thinking independently and has lost the opportunity to participate in broader social conversations." See the whole statement here:

[http://wadsworth.cengage.com/english\\_d/special\\_features/plagiarism/WPAplagiarism.pdf](http://wadsworth.cengage.com/english_d/special_features/plagiarism/WPAplagiarism.pdf)

## ADA ACCOMMODATIONS:

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for such disability, the student should contact Debbie Ochsner (532-8238) or Stuart Nelson (532-8330) as soon as possible so that arrangements may be made.

## Assignment Descriptions

### Essay #1

Choose an essay that looks interesting from Unit Sixteen of the textbook, “Is Fast Food the New Tobacco?” A hint: you will find this essay easier to write if you pick an essay that presents a viewpoint with which you disagree.

For the *Rough Draft* (due 9/13), use the templates and word lists in the Introduction, Chapter 1, and Chapter 2 to enter the conversation with the writer in the essay you have chosen.

- State your own ideas as a response to the ideas of others
- Introduce what “They Say”
- Make what “They Say” into something “You Say”
- Keep what “They Say” in view
- Summarize “Her Point”
- Use signal verbs that fit the action

The Rough Draft of Essay #1 must be 3-5 pages long, double-spaced, using 12-point font only.

For the *Final Draft* (due 10/4), build on your rough draft, using Chapter 3 and Chapter 4 as your guide.

- Quote relevant passages, remembering to frame every quotation, using the templates
- Blend the author’s words with your own
- Directly state whether you agree, disagree, or both, with the position of the essay, by using one of the following:
  - “I agree ...”
  - “I disagree ...”
  - “I am of two minds. I agree that \_\_\_\_\_ but I cannot agree that \_\_\_\_\_.”
- If you disagree, explain why, using reasons and the templates in Ch. 4
- If you agree, agree with a difference, using reasons and templates
- If you agree and disagree, state this using reasons and templates

The Final Draft of Essay #1 must be 4-6 pages long, double-spaced, using 12-point font only. This includes “recycling” material from your Rough Draft, based on comments from me in our conversation using the Journal tool on LancerNet.

**IMPORTANT:** Engage in a conversation with me following your Rough Draft. This will help you shape your Final Draft into good form.

## Essay #2

Choose an essay that looks interesting from Unit Seventeen of the textbook, “Why Does It Matter Who Wins The Big Game?” Your goal in this essay will be to produce an essay that answers the question: “Who cares?”

For the *Rough Draft* (due 10/25), use the templates and word lists in the [Chapter 5](#), [Chapter 6](#), and [Chapter 7](#) to enter the conversation with the writer in the essay you have chosen.

- Use templates to signal who is saying what
- Make liberal use of the first person “I”
- Embed voice markers
- Anticipate objections, using templates
- Name your naysayers
- Answer these objections, while still standing your ground
- Indicate “Who Cares,” using templates
- Answer “So What?,” using templates

The Rough Draft of Essay #2 must be 3-5 pages long, double-spaced, using 12-point font only.

For the *Final Draft* (due 11/8), build on your rough draft, using [Chapter 8](#) as your guide.

- Use transitions
- Use pointing words
- Repeat key terms and phrases
- Repeat yourself, but with a difference

The Final Draft of Essay #2 must be 4-6 pages long, double-spaced, using 12-point font only. This includes “recycling” material from your Rough Draft, based on comments from me in our conversation using the Journal tool on LancerNet.

**IMPORTANT:** Engage in a conversation with me following your Rough Draft. This will help you shape your Final Draft into good form.

### Essay #3

You will write a persuasive research essay on a topic of interest to you. You are free to choose a topic mentioned in our textbook, *They Say, I Say* textbook, if you choose. But you can use no more than one reference source from this book. Your essay must have at least five legitimate outside sources.

If you are uncertain of what topic to pick, please set up a conference with me as soon as possible, and I'll help you choose one.

For the *Annotated Bibliography* (due 11/25), carefully watch (and re-watch, if necessary) the Week 12 videos and carefully review the provided links. Then participate in a phone conference with me (or face-to-face, if you are on campus) in Week 13 so I can answer questions and help you get the Annotated Bibliography ready.

Your Annotated Bibliography must contain at least five sources, with a summary of least 150 words for each source. Be sure to note why this source is important to your essay.

For the *Final Draft* (due 12/9), write a 6-8 page essay on your topic. Remember, you are trying to convince the reader of your position. Make liberal use of all the templates you've this semester. You are also required to schedule another phone conference (or face-to-face, if you are on campus) with me in Week 15, so we can make sure your paper is in shape.

Your essay must include a Title Page and Works Cited page, both in MLA format, but these do not count toward the page count.

## Class Schedule

\*\*Unless otherwise noted, assignments are due on by **noon on Friday**.

### WEEK 1: (8/26)

- Watch Week 1 video
- Read: Introduction
- Read Purdue OWL guide on Plagiarism:
  - <http://owl.english.purdue.edu/owl/resource/930/1/>
- Read Northwestern's guide on How to Avoid Plagiarism:
  - <http://www.northwestern.edu/provost/policies/academic-integrity/how-to-avoid-plagiarism.html>
- Further information on plagiarism:
  - <http://www.wikihow.com/Avoid-Plagiarism>
- DUE on 8/30:
  - Answer the message board question. (200 words minimum)
  - Exercises 1 & 2, p. 14-15

### WEEK 2: (9/2)

- Watch Week 2 video
- Read: Ch. 1
- DUE on 9/6:
  - Answer the message board question. (200 words minimum)
  - Exercises 1 & 2, p. 28-29

### WEEK 3: (9/9)

- Watch Week 3 video
- Read: Ch. 2
- DUE on 9/13:
  - **Rough Draft of Essay #1** 9 (3-5 pages)

### WEEK 4: (9/16)

- Listen to Week 4 audio
- Read: Ch. 3
- DUE on 9/20:
  - Answer the message board question. (200 words minimum)
  - Exercises 1 & 2, p. 50-51

**WEEK 5: (9/23)**

- Watch Week 5 video
- Read: Ch. 4
- DUE on 9/27:
  - Answer the message board question. (200 words minimum)
  - Exercise 1, p. 67 (Choose any essay from the back of the book not already on the syllabus)

**WEEK 6: (9/30)**

- Watch Week 6 video
- Read: None
- DUE on 10/4: **Final Draft of Essay #1** (4-6 pages)

**WEEK 7: (10/7)**

- Watch Week 7 video
- Read: Ch. 5
- Read: “Watching TV Makes You Smarter” p. 277
- Read: “Thinking Outside The Idiot Box” p. 295
- DUE on 10/11:
  - Answer the message board question. (200 words minimum)
  - Joining the Conversation 1, 3 & 4 p. 294
  - Joining the Conversation 2 & 4 p. 298

**WEEK 8: (10/14) \*\*SHORT WEEK\*\***

- Watch Week 8 video
- Read: Ch. 6
- Read: “Family Guy and Freud” p. 299
- DUE on 10/16:
  - Answer the message board question. (200 words minimum)
  - Joining the Conversation 1 & 2, p. 310

**WEEK 9: (10/21)**

- Watch Week 9 video
- Read: Ch. 7
- DUE on 10/25:
  - **Rough Draft of Essay #2**



**WEEK 10: (10/28)**

- Watch Week 10 video
- Read: Ch. 8
- Read: “The American Dream: Dead, Alive, or on Hold?” p. 572
- DUE on 11/1:
  - Answer the message board question. (200 words minimum)
  - Joining the Conversation 2 &3, p. 579

**WEEK 11: (11/4)**

- Watch Week 11 video
- Read: None
- DUE on 11/8:
  - **Final Draft of Essay #2**

**WEEK 12: (11/11)**

- Watch Week 12 video
- Read ALL sections here (right sidebar): <http://owl.english.purdue.edu/owl/section/2/8/>
- MLA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/747/01/>
- Purdue Guide to Annotated Bibliographies: <http://owl.english.purdue.edu/owl/resource/614/01/>
- DUE on 11/15:
  - Answer the message board questions. (200 words minimum)

**WEEK 13: (11/18)**

- Individual conferences on Annotated Bibliography / Essay #3

**WEEK 14: (11/25) \*\*SHORT WEEK\*\***

- Watch Week 14 video
- DUE on 11/26:
  - **Annotated Bibliography for Essay #3**

**WEEK 15: (12/2)**

- Individual conferences on Essay #3

**WEEK 16: (12/9)**

- Watch Week 16 video
- DUE on 12/13:
  - **Final Draft Essay #3**