

SYLLABUS for English 102—Online—Spring/Winter 2009

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 Office Hours: on-line office hours—via chat room or instant message—time to be determined by class members

Online Office Hours: online-office hours—via Blackboard, e mail, or instant message—time to be determined by class

Texts: *Bare Essentials* 11th ed. by Hayes-Scott
Linguistics for College Freshmen and Sophomores: Non Majors Welcomed! by Shafer

ALL TEXTBOOKS FOR THIS COURSE WILL BE AVAILABLE ONLY FROM THE ONLINE STORE OF www.MarketingNewAuthors.com. This will be to your convenience. All you will have to do is order via the secure site and the books will be mailed to you! You just need to look at the left-hand side of the homepage under ‘MANA MENU’ and you will see the different “departments/categories.” You will not have to drive to any store; you just can order online. The process will be cost-effective. Furthermore, one of these texts will be offered as an e-Book; this will be even more to the advantage of the budget-conscious. See below for more information.

The textbook, *Bare Essentials*, will be available as an e-Book and as a hard copy on the web site <MarketingNewAuthors.com> in its online store under the category of “Educational Resources.” You will see this listing on the left-hand side under ‘MANA MENU.’ Once into this category, scroll down to *Bare Essentials*. Once in the book’s web page, you can make your choice for e-Book or hard copy. Also, the other book for this course, *Linguistics for College Freshmen and Sophomores*, also, can be purchased at the same web site under the category of “Educational Resources” under ”MANA MENU.”

Now, do NOT worry about having your copy of *Bare Essentials* on the first or fifth day of class. You will need only Chapters 8 and 9 for the first two or weeks. And these chapters are on another web site for your convenience. Follow the directions below:

1. go to www.RobbieDeanPress.com
2. once at the starburst of the site, click onto the file “Orientation for Mott Students”
3. once into the file, you will see a lot of valuable information. Chapters 7 and 8 are in this file. Click and you will see the pdf file of these chapters. Chapter 7 reviews what elements make up a quality college theme. Chapter 8 provides a thorough discussion of the argumentation theme; this will be a key assignment for this course. So, all English 102 members should study this chapter very, very carefully, making notes and preparing questions for Dr. Fairy, if there are any items not clear.

By the 3rd week, if you have ordered the hard copy of *Bare Essentials*, you should have your book along with your other order of *Linguistics for College Freshmen and Sophomores*.

PLEASE READ THE MAIN TEXTBOOK, *BARE ESSENTIALS*. THIS HANDBOOK IS THE RESULT OF YEARS OF REVISIONS BASED ON WHAT FORMER STUDENTS HAVE SUGGESTED. DR. FAIRY WROTE THIS BOOK WITH YOU IN MIND. YOU SHOULD STUDY THIS BOOK IN ORDER TO IMPROVE YOUR WRITING SKILLS. YES, USE THE BOOK!

PLEASE, PLEASE, PLEASE FOLLOW THE DIRECTIONS BELOW:

- Students **must type—double spaced**--all work submitted to Dr. Fairy
- The **length of all themes**, except for the research theme (3-5 pp., not including the outline and works cited page), should be **2 to 3 pp.**
- With **every** theme be sure to **submit an outline**
- **ANY ASSIGNMENT that should be sent to Dr. Fairy as one paragraph, SHOULD NOT be sent as an attachment. Just place it the e-mail or in the thread of the Discussion Board.**
- All assignments sent to Dr. Fairy via attached file **MUST BE a MICROSOFT WORD** document; it should not end with “docx.” It must end with “doc.” So, be sure to save it so that it ends with “doc.”
- Dr. Fairy emails students within a **twenty-four hour time period** letting them know that she has received their homework. If a student does NOT receive such an e mail, s/he should email Dr. Fairy ASAP!
- **NO LATE WORK! NO LATE WORK! NO LATE WORK!**
- **If a student requests** for his/her work to be accepted late, Dr. Fairy **will lower** the grade for the next assignment **100 points.**
- Be sure to **SAVE** all attached files that you email to Dr. Fairy’s e-mail address with the following information: **last name, first name, & assignment number**
- **ALSO, BE SURE TO PLACE “Engl. 101 Student” in the Subject area of the e-mail and ALWAYS SIGN YOUR NAME whenever you send an e-mail message. Neither Dr. Fairy nor anyone else can be expected to remember your e-mail name.**
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 - 1. **from the instructor**
 - 2. **from a file on the Announcements page of Blackboard**
 - 3. **from the publisher, just send an e-mail making the request to: info@robbiedeanpress.com**
- **DURING the FIRST WEEK OF THE COURSE, NO LATER THAN MAY 9**, all students should email Dr. Fairy their home address, just in case the college does not have the correct address. Dr. Fairy mails all assignments to the address that the college has given her; if there is a different address, it is the student’s responsibility to make certain Dr. Fairy has the correct address.

NOTE: FOR CLASS POLICIES AND ONLINE ORIENTATION AND ALL OTHER INFORMATION GO TO:

www.RobbieDeanPress.com

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from the instructor

or

from a file on the Announcements page of Blackboard

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IF YOU MISS THE IN-PERSON ORIENTATION, THERE IS AN ONLINE ORIENTATION ON THE ROBBIE DEAN PRESS WEB SITE. ALSO, THE WEB SITE CONTAINS THE SYLLABUS FOR THIS COURSE. SO, IF YOU EVER LOSE THIS SYLLABUS, NO PROBLEM. IT IS ON THE SITE. JUST DOWNLOAD!

PLEASE READ THROUGH THE *WHOLE* SYLLABUS TODAY! YOU WILL SEE THERE ARE MAJOR ASSIGNMENTS—THEME FOR THE MID-TERM AND RESEARCH PAPER, WHICH IS THE FINAL EXAM. THERE ARE OTHER ASSIGNMENTS AS WELL. YOU DO NOT WANT TO BE CAUGHT “OFF GUARD.” SO PLEASE, PLEASE DO NOTHING UNTIL YOU READ EVERY PART OF THIS SYLLABUS FROM THE FIRST TO THE LAST PAGE.

AS AN ENGLISH 102 STUDENT/NEIGHBOR, YOU PROBABLY KNOW THE VALUE OF SETTING UP A PERSONAL CALENDAR OR PLANNER. IF NOT, YOU NEED TO CONSIDER STRONGLY DOING SO IN ORDER TO KEEP UP THE VARIOUS READING ASSIGNMENTS, TASKS, AND WRITING ASSIGNMENTS.

IF YOU HAVE ANY QUESTIONS (THE STUPID QUESTION IS THE *ONE THAT YOU DO NOT ASK*; THUS, THERE ARE NO STUPID QUESTIONS ONCE YOU ASK IT) THAT YOU HAVE, DR. FAIRY WILL DO HER BEST TO ANSWER IT. AND CONTINUE TO ASK UNTIL SHE DOES EXPLAIN IT SO THAT YOU UNDERSTAND. CLEAR?

WELCOME, ENGLISH COMPOSITION ONLINE STUDENT/NEIGHBOR!

First, please note that all reading assignments, *unless otherwise indicated*, should be completed the first day of the week they are assigned.

Secondly, please note that all tasks, *unless otherwise indicated*, should be completed a day after an assignment has been posted on Blackboard. Thus, the dates for all of the tasks that are due are NOT indicated in this overview. It is your responsibility to read this whole syllabus carefully and make certain that you complete them at the correct time. At the end of mid-term and the semester, tasks will receive an overall grade. So, the quality and quantity of responses to your neighbors' works are quite important and will influence this overall grade for tasks.

- May 9** **First Task—Send two e mails to Dr. Fairy—home address & reason for taking this online course**
- May 18** **Writing Assignment Number One—Part 1—Creativity**
- May 20** **Writing Assignment Number One—Part 2—Responses**
- May 23** **Submission of all proposed argumentation topics on Blackboard**

May 30	Writing Assignment Number Two—Diction Theme
June 6	Writing Assignment Number Three—Body Paragraph 1 of Argumentation Theme
June 9	Writing Assignment Number Four—Questions Re: Arg. Paragraph
June 12	Writing Assignment Number Five—Figures of Speech Exercise
June 19	Writing Assignment Number Six—Definition Theme
July 1	Writing Assignment Number Seven—Argumentation Theme
July 16	Writing Assignment Number Eight—Research Paper Proposal
July 23	Writing Assignment Number Nine—Part I—Induction Paragraph
July 25	Writing Assignment Number Nine—Part II—Deduction Paragraph
July 31	Writing Assignment Number Ten—Cause and Effect Theme
Aug. 6	Writing Assignment Number Eleven—FINAL EXAM (RESEARCH PAPER)

English 102—Course Description

English 102 builds on skills taught in English 101, focusing on developing critical thinking and writing skills through researching and summarizing data, analyzing language, evaluating evidence and logical reasoning, and writing essays based on these processes. Assignments include definition, argumentation or persuasive writing, and cause and effect analysis.

English 102 Course Objectives or Competencies

English 102 is a writing course that builds on the basic skills taught in English 101. Any work that does not pass the Minimum Standards for 101 should not be considered 2.0 or better work in 102.

English 102 focuses on developing critical writing skills. In order to receive a passing grade in the course, the student, in addition to fulfilling 101 Minimum Standards, should be able to:

- Demonstrate understanding of the subjective nature of language.
- Define abstract or confusing terms.
- Identify rational and emotional persuasion techniques and demonstrate understanding of differences between fact, opinion, and inference in a piece of writing (including their own).
- Analyze how imagery (in written, spoken, and/or visual media) can be used to persuade an audience.

- Develop essays that appeal to the audience without relying on excessive emotional appeals or logical fallacies.
- Summarize a given piece of writing accurately and succinctly.
- Demonstrate critical reading/thinking by identifying and evaluating (perhaps refuting) an author's thesis and supporting ideas and strategies.
- Develop a substantial research project that involves formulating and exploring their own research questions, selecting high quality sources, and writing a narrowly focused essay that supports the students' own positions/theses with outside source information (through quoting, summarizing, or paraphrasing in proper MLA style).

What is the relevance of these objectives/competencies?

- Increase the ability to understand how people can use language to improve society or cause discord
- Increase the ability to be clear when communicating orally or on paper with others
- Increase the ability to persuade with facts rather than with innuendoes and untruths; this is most important in one's interaction at home with significant other and children as well as at work with peers and supervisors
- Increase the ability to convey one's ideas in a manner so that the listener and/or reader can see what the speaker/writer wants him/her to hear or see
- Increase the ability to write an objective piece, Sept. it be a letter to bill collector, complaint to a school, or letter of praise
- Increase the ability to assess accurately a situation succinctly
- Increase the ability to analyze not only what is said or presented but the reasons behind the approach
- Increase the ability to go beyond what one knows; increase the ability to know where to go to find the answers to the most challenging of questions, and, then, the ability to articulate on paper one's discovery

Method of Evaluation

Evaluation by Instructor

Evaluation by Students

First-Half of Semester:

2/3 of grade based on written assignments

1/3 of grade based on argumentative essay

Final Grade of Course:

1/4 of grade based on midterm grade

2/4 of grade based on all grades earned after midterm

1/4 of grade based on research paper

You will notice that there is an evaluation sheet in your text and the same one is on your CD. You can use this sheet as a checklist to make certain you are following the guidelines for writing a solid college theme. The total point value is 300. All points are turned into a grade:

300	=	100%	A+	4.0
282-299	=	95%	A	4.0
276-281	=	90%	A-	4.0
267-275	=	88%	B+	3.8
252-266	=	85%	B	3.5
245-251	=	80%	B-	3.0
237-244	=	78%	C+	2.8
222-236	=	75%	C	2.5
213-221	=	70%	C-	2.0
207-212	=	68%	D+	1.8
191-206	=	65%	D	1.5
180-190	=	60%	D-	1.0
0-179	=	50%	E	0
Non-submission of work	=	0%	E	0

Now, just in case you get “stuck”:

To get into the Discussion Board of Blackboard, do the following:

1st, click onto your course; automatically, you will be on the Announcements page
 2nd, click onto Discussion Board; you will see this heading on the left side of the Announcements page.

The first thing that should become very clear to every English composition online student/neighbor in this community is that you cannot function in the same manner as students do in courses that meet in a brick and mortar building. As the orientation has pointed out, it is more rigorous to take an online course than one that meets every other day. You must be self-disciplined, and you must be able to follow examples, guidelines, and directions. So, please complete the tasks and reading assignments listed below by the end of Week Two

Tasks

- Go to the website <www.RobbieDeanPress.com>.
- Click on “Orientation for Mott Students.”
- Now, go to the folder “Sample Outline and Theme.” There is a color-coded outline and theme. Please note how the two relate to one another. For every example of the topic sentence, you should note there are two-five sentences developing EVERY EXAMPLE. It is very important that EVERY EXAMPLE is extremely SPECIFIC. So, may it require two sentences; still, it should not take more than five sentences to get to the explicit details of each example.
- Some professors will tell you to give more details. Dr. Fairy is reiterating this point. However, she has decided to be a little more explicit, trying to give you some kind of

prescriptive; however, for those who are not English majors, and most are not, this should give you the specificity needed to write well-developed college themes. So, follow this guideline. OK?

- Now, go to the folder that refers to Chapter 8 & 9. Go to Chapter 8 and note how Ms. Lovins develops her theme. Now, Dr. Fairy does NOT expect her English 102 students/neighbors to submit an outline with the assignments. However, if you feel you are having any difficulty organizing your work, you may wish to see how, in Dr. Fairy's theme about the favorite singers and Ms. Lovins's theme about how she wishes to be remembered, both themes demonstrate detailed paragraph development. Dr. Fairy expects this kind of detailed content presentation. Use these as examples for your future written work for this course and for living in this online community.

WEEK ONE—MAY 3-9—REVIEW of Theme Development

During this first week, most times, there is some glitch. So, it is best for us to start out slowly, waiting for all to join. Thus, I suggest that you familiarize yourself with the materials on the website. These should provide the review you need of 101, regarding theme development. If there is anything that is very unfamiliar to you, please e mail me. As soon as most of you can, I shall want you to visit Blackboard. This will be the avenue in which I will communicate with you as a whole class. I shall place comments on Blackboard that you may or may not respond to. Also, I shall try to clarify lessons by using Blackboard. So why not try to get on it?

Task

In your e mail to me only, share why you are taking this class via online. Share your expectations for this course. This response does not need to be long; however, if you have much to write, that is fine, too ☺.

Due: May 9

Upon receiving your e mail, I shall e mail you confirming your sharing. This will ensure that our computers are communicating. Then, I shall direct you to begin the Reading Assignments as listed below. If there are ANY questions, please, please, please do not hesitate to ask. Please remember that the stupid question is the one you do NOT ask ☺.

Reading Assignments

On Website in the folder "Orientation for Mott Students":

Read "Welcome"

Read "Syllabus" (obviously)

Read "Class Policies"

Read "How to set up and write a theme"

Read "Bare Essentials Sample Outline and Theme"—(you will see it is color-coded) This theme is also on the pass-protected site (PP) but, just in case you are having any difficulty getting into the PP, you will be able to view it in this folder.

On Blackboard—“Announcements”:

Read Chapter 8 in your book, pp. 143-159. Pay extra close attention to “A Quick Guide to Writing a Theme” (pp. 146-147). Now, if the books are not in the bookstore by the time you wish to do this reading, no problem. This particular chapter is on the website.

Also, read the file, “Evaluation Sheets” on the PP. You can use it as a guideline for papers that you plan to write for this course. This will be the tool I will use to grade most of your papers. So, you should.

All of the above is review. You do not have to submit any outline with every assignment. You should have learned in English 101 how to organize your ideas. However, if you have not, you can use the outline in the text. Still, you will not submit the outline with any assignments. You may use it to help yourself organize your thoughts. Still, never submit it with any of your assignments.

Writing Assignment Number One—Part 1 & 2

Part 1—Post Part I in the forum on Blackboard, “Response to Poem and Me”

Choose any poem from the journal (Journal.Lit..Aug.05) on the pass-protected site (PP). What do you feel the message is? Support your interpretation by lines from the work. Write one well-developed paragraph. Just in case you have forgotten, whenever you are asked to write one paragraph, you should write it as a body paragraph. This means a general topic sentence and three specific examples that you develop and a solid concluding sentence. OK?

After writing this well-developed paragraph, directly under the paragraph provide some information about yourself. This information should be a reflection as to why you have interpreted the poem in the way you have. Also, provide information that will give others insight into you as an individual.

Due: May 18, 11:59-1/2 PM

Part 2—Post Part II in the forum on Blackboard, “What May Influence Interpretations”

Now, before you can do Part 2, you will need to read in *Linguistics for College Freshmen and Sophomores*, Chapter IV, pp. 87-106. After reading this chapter. Then, read your classmates’ postings. Now, in one well-developed paragraph, answer this question:

Do you see how writers’ backgrounds can influence their interpretation of a work?

Due: May 20, 11:59-1/2 PM

How will these two paragraphs be graded? Since their purpose is to give me an idea about your writing skills and for you to have an opportunity to respond to your classmates’ ideas, the grading will be as follows:

5 extra credit points for Part I

5 extra credit points for Part II

Finally, since every neighbor deserves to have his work responded to by at least three other neighbors, 2 points extra credit for every neighbors' work to which you give a response.

WEEK TWO—MAY 10-16—DICTION & PREPARATION FOR ARGUMENTATION

Reading Assignment

Read Chapter 9, pp. 167-183. And if you do not yet have *Bare Essentials*, this chapter is in the “Orientation for Mott Students” folder. So, there should be no problem in your reading this chapter ☺.

Task

Since your midterm exam will be an argumentation paper, I want you to get started thinking about topics. Now, your audience will be the Congress of the United States. Thus, the topic must be quite controversial and one that affects many Americans. The only topic you will **NOT** be able to write on is “Abortion.” It tends to be a subject that students get so emotionally involved in that discussions tend to become quite unpleasant.

You will eventually have to choose from one of the student-proposed topics. You will have to take a stand and try to convince Congress to enact or remove a law based on your argument for or against the topic.

And so, I want every student to propose a topic. Place it on Blackboard.

All argumentative topics should be submitted by **May 23, 11:59-1/2 PM ☺**. Then, by May 27, I can let you know which topics are acceptable. Once you know which topics are accepted, you should start looking for materials to develop your paper.

WEEK THREE—MAY 17-23—RESEARCH/ARGUMENTATION AND WORKS CITED

Reading Assignment

On Blackboard, I shall write extensively about how I wish for this argumentative theme to be set up. So, be sure to read this section.

WEEK FOUR—MAY 24-30—DICTION

Reading Assignment

Read in *Linguistics for College Freshmen and Sophomores*:

Introduction, pp. 9-11

Chapter I, pp. 13-41

Chapter II, pp. 43-68

Due: May 26

Writing Assignment Number Two

Choose from the following:

In Chapter I, Shafer points out that language has power and that language is personal. He also shows how people “code switch.” Write a well-developed theme in which you illustrate in more detail these three points covered in this chapter.

Or

In Chapter II, Shafer shows how words can be very persuasive. He points this fact out in Chapter 2 and gives directions for a paper.:

Words are explosive. They can be used to spark action where none would otherwise be taken. They can inspire perceptions about life and survival that might not have previously existed. Look at the political language of Bush, Roosevelt, and Beveridge and discuss propaganda, how it operates on people, what it says and cleverly doesn't say.

Note: It is important that you demonstrate that you understand how to write a college expository theme with at least five paragraphs, a clearly stated thesis sentence, topic sentences, well-developed body paragraphs, and good grammar/mechanics. If you do not think you can recall, then, I strongly recommend you not move into this English Online Community. Your other choice is to review and FOLLOW the samples the instructor has provided for you to review.

Submit via e-mail to me ONLY as an attached file (MICROSOFT WORD document ONLY). **Due: May 30, 11:59-1/2 PM**

WEEK FIVE—MAY 31-JUNE 6—ARGUMENTATION— IDEAS FOR REVISION

Writing Assignment Number Three

Set up body paragraph one of your argumentative theme. At the top of the page, write your thesis sentence. Then, your neighbors will know the three points of focus for this paper. Be sure to include citations within the paragraph. Now, I want you to paste this one paragraph onto Blackboard in the Forum entitled “Argumentation Paragraph.” Also, set a works cited page for the sources you have used in this paragraph. This page must be

an attached file since Blackboard will not allow you to indent. Both the paragraph and the works cited page are due: by **June 6, 11:59-1/2 PM**.

Writing Assignment Number Four

Every student chooses at least three paragraphs by, obviously, three different classmates. Ask three questions about every paragraph. These questions should be ones that will help the writer think of ways to revise the paper so that those questions are answered. No, do not tell the writer what to do. Instead, let him/her make his own decisions based on how s/he feels he can improve/revise his work to answer the needs of his classmates.

Now, it is very important that every member in our English 102 online community has had responses to his/her work. It is the responsibility of every member to make certain no classmate goes without having **THREE** different classmates respond to his/her work.

Everyone is important in this class. Everyone's work deserves to be responded to; no one should ever be ignored. Now, if **every classmate's work** has three different, quality responses, then, everyone in the online community class of English 102 **receives ten extra** points. If **everyone does not**, then, everyone **loses ten points**. Clear? It should be very obvious how serious this professor is about this online English 102 community and its members. Right?

Do not give the following type of responses:

“nice paper”
 “I think you did a good job”
 “You did better than I”

Instead you should ask questions like the following:

- Is the thesis sentence clearly stating the action you want Congress to take?
- Is the thesis sentence clearly stating the three reasons why this action should be taken ?
- Does the body paragraph have a general topic sentence referring back to the first thesis point?
- Does the body paragraph have three different sources that support the topic sentence?
- Does the body paragraph have a very strong opposing viewpoint?
- Is the refutation, the second source of support, a strong refutation?
- Does this body paragraph have a good concluding sentence?

All responses also go on Blackboard under that person's paragraph. **Due: June 9, 11:59-1/2 PM**

WEEK SIX—FIGURES OF SPEECH

Reading Assignments:

On the BB, read the file “Figures of Speech”

Read works from the *International Journal for Teachers of English Writing Skills* August 2005 Special Literary Edition on the PP , Journal..Literature.Aug 05:

- All works in the section “Life Is A Metaphor,” pp. 15-20
- All works in the section “Love—New and Old,” pp. 47-63
- All works in the section “Who Are The People Seen and Unseen,” pp. 85-92
- From the excerpts:

Meta-tations: A Book of Mental Meanderings, pp. 163-165
Notebook 29 (in part), pp. 167-169

Writing Assignment Number Five

From the works included in the Special Literary Edition 2005, list examples of five (5) metaphors, five (5) similes, one (1) analogy, one (1) personification, and one (1) allusion. Send this to me in your e mail message to me, **NOT AS AN ATTACHED FILE. Due: June 12, 11:59-/2 PM**

WEEK SEVEN—JUNE 14-20—DEFINITION

In college, we are not referring to a dictionary explanation of terms. Our life’s experiences lead us to formulate definitions of very complex terms, i.e., a good marriage, a supportive parent, a successful life. For these complex terms or situations, there is no one definition. Our own experiences help us define what these things are. So you will have a task and writing assignment to help you understand and illustrate for yourself how complex it is to define the abstract. Furthermore, this will give you another opportunity to hone your skills of copying verbatim and paraphrasing to illustrate your points of view.

First Reading Assignment

One Split Second, the excerpt on the PP

Due:

Task

Consider if Doug and Sue Hoppe have a good marriage. Why? Why not? What is your definition of a “good” marriage? Place your comments on Blackboard for open discussion under the Discussion Forum topic “Good Marriage or Not?” Make sure you tell us what is your definition of a “good” marriage, thus, the reason for your opinion.

Due: June 16, 11:59-1/2 PM

Writing Assignment Number Six

Now, you have provided input on the Discussion Board about what you believe a good marriage is and what good literature is. So, you should be clear that a key aspect for a solid definition theme, you must define what you mean by “good” or “bad”; “ugly” or “pretty”; “rich” or “poor.”

The theme you are to write is to define yourself. Who are you? Are you a “good” person? Why? Are you a “good” parent? Why? Are you a “loyal” friend? Why? Are you a “bad” person? Why? Be sure to define the subjective terms. Due: June 19, 11:59-1/2 PM

WEEK EIGHT—JUNE 21-27—REVIEW AND PREPARE FOR ARGUMENTATION PAPER AND WORKS CITED

WEEK NINE—JUNE 28-JULY 4—ARGUMENTATION & RESEARCH PAPER TOPIC

Writing Assignment Number Seven

MID TERM EXAM--ARGUMENTATION PAPER, 3-1/2-4-1/2 pp. (PLEASE NOTE THAT YOU NEED A MINIMUM OF TWELVE [12] DIFFERENT PRINTED SOURCES; THEY MAY BE FROM BOOKS, JOURNALS, MAGAZINES, OR WEB SITES.)

DUE: July 1 by 11:59-1/2

A SPECIAL NOTE: Research does not have to be boring. Your introductory paragraph sets the tone for your paper. Also, the manner in which you end the paper is crucial. Using a quote from a poem or short story, if used well, can be very effective. So, for five (5) pts. extra credit, see how you can incorporate some excerpt from one of the literary works found in any edition of the journal to place in the introductory paragraph and/or concluding paragraph of this argumentation paper.

NOTE: ANY STUDENT WHO EARNS A “B-” OR BETTER ON THE ARGUMENTATION PAPER WILL NOT HAVE TO WRITE THE RESEARCH PAPER AS THE FINAL. THE GRADE EARNED FOR THE ARGUMENTATION PAPER WILL ALSO SERVE AS THE FINAL EXAM GRADE.

NOW, IF A STUDENT WHO HAS EARNED A “B-” OR BETTER CHOOSES TO WRITE THE RESEARCH PAPER, THE GRADE EARNED ON THE RESEARCH PAPER WILL BE AN EXTRA CREDIT GRADE.

Task

Share with Dr. Fairy the topic for your research paper. This paper must be 8-9-1/2 pp. in length. The page length does NOT include the title page, outline page, introduction, and works cited page/s. You have a choice. You can expand on the argumentative topic or you can write on a totally different topic. The research papers on the PP are examples on very different topics. There is an argumentative research paper in the text. Also, there are three on the PP. From these, you can see how you are to expand on an argumentative topic. So, I expect to receive the information on the topic by **July 9, 11:59-1/2 PM**

WEEK TEN—JULY 5-11—RESEARCH PAPER

Reading Assignment

Read Chapter 10, pp. 190-191; 202-235

Read Chapter 11, pp. 239-261

Read and print out the following on the PP:

Research Paper.Argumentation-Pro College Athletes Pay

Research Paper.Argumentation-Against College Athletes Pay

Research Paper.Depression.doc

Research Paper.Eating Disorders.doc

Research Paper.Stem Cell.doc

Due: July 6

You will want to read Dr.Fairy’s extensive discussion on Blackboard about research and how she wants you to set up this paper. There should be a lot of dialogue regarding this assignment since it is your final exam.

Task

Any questions you have, you can ask on the forum on the Discussion Board, “Research Questions.”

WEEK ELEVEN—JULY 12-18—PREPARATION FOR RESEARCH PAPER

Writing Assignment Number Eight

Research Proposal—includes the following:

- major thesis
- intended audience
- title of paper
- paper’s purpose
- works cited format for five (5) of the nine (9) required sources
- mini-thesis for each body theme
- mini-thesis for the conclusion theme
- body theme 1

Submit by via e mail to Dr, Fairy—**July 16, 11:59-1/2 PM**

WEEK TWELVE—JULY 19-25—INDUCTIVE REASONING & DEDUCTIVE REASONING

Writing Assignment Number Nine—Part I

In one well-developed paragraph, you are to provide a situation in your life when you used inductive reasoning to make a key decision. **Due: July 23, 11:30-1/2 PM**

Writing Assignment Number Nine—Part II

In one well-developed paragraph (keep in mind that whenever you are asked to write ONE paragraph, write it as a body paragraph), you are to provide a situation in your life when you used deductive reasoning to make a key decision. **Due: July 25**

Task

Post on the Discussion Board forum, “Inductive/Deductive,” which method you feel is most effective and why. If you feel both are effective, share why. **Due: July 26**

WEEK THIRTEEN—JULY 26-AUGUST 1— REVIEW OF RESEARCH & CAUSE &N EFFECT REVIEW OF RESEARCH

Any questions you may have regarding research, ask them in the forum, “Questions About Research.” **Due: July 28**

Reading Assignment

Read the sample Cause and Effect Theme on the PP. **Due: July 30**

Writing Assignment Number Ten

Choose a key challenge you are facing now. Give this challenge a considerable amount of thought. Analyze the causes, effects, and solutions. Write a paper in which you discuss the causes, effects, and possible solutions regarding this challenge. **Due: July 31**

WEEK FOURTEEN—AUGUST 2-8—PREPARATION FOR RESEARCH

Writing Assignment Number Eleven

Research Paper—8-9-1/2 pp.—Every student should submit the following no later than **August 6**

- title page
- outline

- content pages
- works cited

Special Note: As stated before in regards to the Argumentation paper, research does not have to be boring. Your introduction and conclusion can set solid tone. **For ten (10) pts. extra credit**, see how you can incorporate some excerpt from one of the literary works found in any edition of the journal, text or audio on the PP, to place in the introduction or the conclusion of your research paper.

WEEK FIFTEEN—AUGUST 9-15—EVALUATION

Final Requirement

In order for Dr. Fairy to improve the course and the manner in which she teaches the course, she will place on the Announcements Page of Blackboard by Week Fifteen an evaluation sheet. It will be to evaluate the course, assignments and her manner of teaching. You need to return this immediately. Be sure to return the evaluation sheet and your answer sheet (do NOT make any marks on the evaluation sheet). You should send to Dr. Fairy a code, which you plan to place on the return envelope. The secretary will give me the codes of the envelopes received. That will be the only way Dr. Fairy will know that you have returned the evaluation sheet and answer sheet. The secretary will destroy the envelopes and give to Dr. Fairy the evaluation sheets. In this way, Dr. Fairy will never be able to identify who wrote an evaluation. Upon receiving the codes, Dr. Fairy will send to you via e-mail your grade. Remember: DO NOT PUT YOUR NAME ON THE EVALUATION. Make all answers on a separate sheet. Now, do NOT MAIL the evaluation to Dr. Fairy. Mail them to:

Ms. Karen Janness
 Secretary
 Humanities Division
 1101 Curtice-Mott Bldg.
 Mott Community College
 Flint, MI 48503

Ms. Janness will not give Dr. Fairy any of the evaluations until I have submitted all course grades into the Division. Thus, you can be assured that your comments will not influence in any manner your course grade.

My Dear Student:

You have completed all of the requirements for the course. I thank you so very much for being my student. I wish you the best. I shall send to each of you the final grade you have earned for this course. If you do not agree with this grade, you are to respond to me within 24 hours. If you do not respond to me within 24 hours, then, I shall not consider changing the grade.

Sunrises and Sunsets,

Dr. Fairy