

Vanguard University
School for Professional Studies
Degree Program

PERSUASIVE WRITING
English 120

Student Guide

COURSE DESCRIPTION

Persuasive Writing treats exposition and argument at the college level. The course emphasizes writing, revising and editing, reading, research skills, and mechanics. Course must be passed with a “C” (not a “C-”) or better to enroll in ENGL 220C. Students who have already received credit for the prior VU course ENGL 101: English Grammar and Composition or its equivalent cannot receive credit for this course. (Meets first English Composition requirement)

COURSE OVERVIEW

“Writing is an exploration. You start from nothing and learn as you go.”
E. L. Doctorow

“I love words insofar as they correspond to the world, insofar as they give it to me in a heightened form. The more words I have, the more distinct, precise, my perceptions become. And such lucidity is a form of joy. Sometimes when I find a new expression, I roll it on the tongue, as if shaping it in my mouth gave birth to a new shape in the world. . . . to be without language is to live in a very dim world.” Eva Hoffman

The object of this course is to create a greater competency in writing college-level papers. Students will gain this competency by writing papers—both in class and out of class—and by drafting, editing, revising, research, and reading. Most of the papers will be more formal (especially the final research paper); some will be informal. In this class, students will learn that words can be used in ways that compel, persuade, and inform. The difference between merely being a grammatically correct, adequate writer and an eloquent, excellent writer is in the ability to string those words together effectively and correctly. The textbook contains a grammar handbook and an MLA instruction guide. Students should familiarize themselves with the text; it will be a valuable tool to aid students in every facet of writing a successful, well-constructed paper. The instructor will also probe the assigned writings and hone critical thinking skills to construct the arguments that will serve as a basis for the student’s papers.

TEXTS AND MATERIALS

Required texts:

VanderMey, Randall, et al., eds. *The College Writer: A Guide to Thinking, Writing, and Researching*. 4th ed. Boston: Wadsworth, 2011. ISBN 0495915831

Recommended texts:

Students may bring an English Dictionary and Thesaurus of their choice (small, paperback editions are fine) to class each week.

EDUCATIONAL TARGETS AND GOALS

During the 1995-96 academic year, the faculty and administration at VUSC adopted the Educational Targets and Goals of VUSC in an attempt to define the student profile and learning outcomes that correspond to the university's institutional mission. The core curriculum and the various liberal arts, science, and professional programs are designed to produce the following student profile and student learning outcomes.

Intellectual Engagement

Students will . . .

- learn to think critically and evaluate evidence rationally,
- acquire and continue to use skills for learning,
- use research methods for the expansion of knowledge and problem solving,
- integrate learning with Christian faith and living, and
- develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith,
- gain an appreciation for the value of participation in communities of believers, and
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences,
- develop lifelong skills for communicating and performing professionally,
- achieve technological competence in acquiring and processing information,
- acquire interpersonal ability to work harmoniously with others, and
- internalize a strong sense of professional ethics.

Aesthetic Expression

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation,
- gain an awareness, understanding, appreciation, and expression of the fine and performing arts, and
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment and in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

Sociocultural Responsiveness

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures,
- develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society, and
- celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.

LEARNING OUTCOMES

Summary: Students will be able to:

1. develop a sound understanding of strategies for argumentation and persuasion as applied to various forms of expository writing;
2. write well-developed, strategically organized essays in prose that are clear; concise; correct with regard to grammar, punctuation, and spelling; and useful for the intended audience;
3. write in conformity with academic and professional conventions, especially with regard to gender-inclusive, unbiased language and the documentation of sources according to MLA style;
4. use the library, the internet, and information resources to research efficiently.

Academic Excellence: This class is designed to teach students to write correctly and excellently. Students will be given intellectual and mechanical tools to help them in this writing process. As a class, students will do a lot of reading—fiction, non-fiction, essays, arguments, and speeches. All good writing grows from first doing good reading and thinking and analyzing.

“Read, read, read. Read everything—trash, classics, good and bad, and see how they do it. [. . .] just like a carpenter who works as an apprentice and studies the master.”
William Faulkner

Students: will write five essays throughout the five weeks of this course that involve talking, reading, thinking, drafting, editing, and revising. One of those papers will be a research paper that will require proper documentation, citation, and an annotated bibliography. In addition to the more formal papers, students will do in-class writing, collaborating and peer review groups, and lots of *thinking out loud* (class discussion). Students will also complete take-home quizzes that test students’ competency with grammar, punctuation, and sentence structure. All of the work will be kept in the students’ personal folder/portfolio. The instructor will check this folder periodically and review it during the last class.

“I have rewritten—often several times—every word I have ever published. My pencils outlast their erasers.” Vladimir Nabokov

Essays: All essays must be written according to the MLA guidelines in the textbook. Papers should be typed (word processor), double-spaced, using Times New Roman, 12 point font size. Margins must be one inch on the sides, top and bottom of the paper, with the student's last name and the page number in the upper right hand corner of the paper. Paper heading (name, instructor's name, course, and date, all double spaced) is required in the upper left-hand corner of the first page only. Each essay must have a title. Content of each paper is evaluated on the basis of a clearly stated thesis, organization, structure, clarity of thought, relevance of argument, development and fulfillment of the assignment, introduction, and conclusion. Grammatical errors and frequently misspelled words will lower the grade on a paper. **Students should proofread and edit papers carefully before turning them in.** SPS students are encouraged to make use of the Writing Center for evaluation and suggestions about papers if they would like that assistance. Students should save all drafts and papers in case any of the papers get lost or misplaced.

Folder/ Portfolio: Students are required to maintain a folder/portfolio of *all* written work done for this class. That includes all in-class writing, quizzes, outlines, drafts, peer review comments, and graded final drafts. Students should maintain a folder/portfolio with papers in chronological order throughout the five weeks of this class. The instructor will check the folder/portfolio periodically and review it during the final class. (Note: although portfolios are not graded, keeping a portfolio is an exercise in discipline for the student; it also serves as a backup for the instructor if there is a disparity in claims of papers being turned in but no paper received.)

"Writing and rewriting are a constant search for what it is one is saying."

John Updike

Intellectual Engagement: Getting at the heart of an argument, thinking clearly in a rational manner by using critical thinking skills, is a learned art and an exercise in intellect. Students will sharpen their critical thinking skills in this writing class as they become disciplined in reading and thinking and writing. Critical thinking involves examining all aspects and all points of view of an argument. Often individuals tend to have emotional reactions to an opinion; the mark of intellectual maturity is to see all sides of an issue and then come to a conclusion based on all of the evidence presented. The following quotation is indicative of what solid critical thinking skills can accomplish in a person's thinking:

*"The critical habit of thought, if usual in society, will pervade all [of] its mores, because it is a way of taking up the problems of life. Men educated in it cannot be stampeded by stump orators They are slow to believe. They can hold things as possible or probable in all degrees, without certainty and without pain. They can wait for evidence and weigh evidence, uninfluenced by the emphasis or confidence with which assertions are made on one side or the other. They can resist appeals to their dearest prejudices and all kinds of cajolery. **Education in the critical faculty is the only education of which it can be truly said that it makes good citizens.**" (William Graham Sumner, 1906).*

Learning and achieving solid critical thinking skills develop “intellectual muscle” the way a good physical workout builds a stronger body. But it takes practice, practice, and more practice. This class will be a springboard to launch students into a lifetime of solid, disciplined, well-rounded thinking and writing.

Spiritual and Professional Formation: This classroom will be an arena of Christian thought for students who understand that they represent and are integrating Christ-centered principles in the mainstream of world views as we explore ideas and arguments. Every person’s thoughts and ideas will be respected—even if they differ from our own strongly held views; however, divisive and disruptive speech that has to do with political affiliations, the war, or racial or cultural differences will not be tolerated. We can talk about those issues, but it must be done with an open mind and mutual respect and courtesy. In this classroom setting, we desire to cultivate and encourage Christ-like love and acceptance that helps to develop character, leadership skills, and godly role models in each student as s/he works to become a competent professional through the discipline of a formal education.

ASSIGNMENTS AND GRADING

Grading:

3 Essays: 100 points each	Possible 300 points
1 In-class, timed writing paper	Possible 100 points
Final Research paper	Possible 200 points
4 Quizzes: 50 points each	Possible 200 points
5 Impromptu free-write assignments: 15 points each	Possible 75 points
Class participation: 25 weekly points	Possible 125 points

Total Points Possible: 1,000 points

Class participation: (25 points each week)

Students can receive a maximum of 25 points each week determined by attendance, promptness to class, and being fully engaged in and participating in all classroom activities. Since classroom activity involves peer review groups, it is essential that every student comes to class ready to be part of a collaborative team. Being more than a half hour late or leaving early will result in diminished credit.

Impromptu Writings: (15 points each week)

At the beginning of each class period, students will write a timed, spontaneous paragraph based on a prompt given by the instructor. Free-writes cannot be made up if the student is absent or late to class. Prompts/cues may be given from film excerpts, poetry, a picture or a painting, song lyrics, or a quotation. Although these free-writes are not graded (nor are they corrected), the full 15 points are given for effort and the thought that goes into the topic. (Pgs. 35-36 outlines the necessary requirements for an impromptu free-write).

Quizzes: (50 points each)

Four quizzes on mechanics/grammar/word choices will be given throughout the course of this class. They will be take-home exams; all of the material is found in the Punctuation, Mechanics, Usage, and Grammar Handbook in the back of the textbook starting on pg. 561. The class will review the material in class on which students will be tested concentrating on sentence structure, word usage, grammar, and punctuation.

3 Essays written outside of class: (100 points each)

Students will write a total of three (3) essays or papers outside of class.

- The Personal Narrative paper is due at the first class. Students should review Chapter 10: “Narration, Description, and Reflection” (pages 141-160) before writing the paper. Students should read the examples of papers in the chapter; these readings should spur creativity and ideas for the writing of the Personal Narrative. This paper is an informal paper with the opportunity of creativity.
- Compare and Contrast Paper: Review Chapter 12 “Comparison and Contrast” (pages 181-200). Students will compare and contrast a topic of their choosing using research and a minimum of two (2) sources. An annotated bibliography and works cited page will also be required.
- Persuasion paper: Review the “Persuasive Writing” section (pages 249-322). Students will persuade the reader with a topic of their choosing using research and a minimum of two (2) sources, with a works cited page included. Students will use strategies for argumentation and persuasion in their paper and will choose one of the three provided formats that will be discussed in further detail in class:
 - Ch. 17 “Taking a Position” (pages 265-286)
 - Ch. 18 “Persuading Readers to Act” (pages 287-304)
 - Ch. 19 “Proposing a Solution” (pages 305-322)

A rough draft of each of the out-of-class paper assignments will be reviewed and critiqued in a small group of peers. Students should revise and revamp the essay as necessary and turn in the final draft the following week. The first class will involve examining how to begin and organize the writing process while looking at the Personal Narrative and build on the notion of formal writing through the Compare and Contrast and Persuasion Papers.

*Each of the assigned papers may be revised *one time* (the revision is due the week after it is graded and returned), with the possibility of raising the original grade. Each paper will involve drafting, editing, and revising (unless it's perfect the first time or the student is satisfied with the initial grade the teacher gives the paper). The score for the revision (if done) will be the recorded grade for that paper.

Each paper is to be no less than three (3) full pages and no more than four (4) pages in length following MLA guidelines (found in textbook). For both the Compare and Contrast and Persuasion paper, a Works Cited page is required in MLA format, in addition to the 3-4 page requirement. Students should bring 2—3 copies of their paper to class to share with the peer review group. Their notations and written comments will be beneficial when revising and revamping a paper. Turn in the assigned papers on time! **Late work will not be accepted.**

1 Timed-writing Essay written in class.: (100 points)

Each student will write a paper in class. It will be a hand-written, timed writing. The student will be given a choice of two prompts to respond to. The content of each paper will be evaluated on the basis of a clearly stated thesis, organization, structure, clarity of thought, relevance of argument, development and fulfillment of the assignment, introduction, and conclusion. The textbook, a dictionary, and a thesaurus are permitted. The paper is to be written in black ink, single-spaced (on college-ruled paper), with the proper heading and page numbers on *one side* of the paper only. Length of paper is to be no less than three (3) full pages and no more than five (5) pages.

Final Research Paper: (200 points)

The final paper will be a research project that will involve preliminary rough drafts, a final paper that demonstrates rational thought, solid organization, and grammatical correctness, as well as a works cited page. A minimum of three (3) sources are to be used including at least one book, one internet article, and one periodical, magazine, or newspaper article in order to provide a variety of research. Thesis must be clear and the paper must be cohesive and have smooth transitions with a clear introduction and a strong, logical conclusion. The final paper should demonstrate a culmination of the knowledge and skills learned throughout the course. *Students should be sure that the topic for the final paper is pre-approved by the instructor.*

The length of the research paper should be 5 to 7 pages, double-spaced, and must follow MLA format guidelines. A Works Cited page is required in MLA format, in addition to the 5-7 page requirement. The final essay grade will be based on two areas: the content or substance of the paper (topic, thesis, logical sequences, rationale, and a strong and clear conclusion), and the grammatical or mechanical quality of the paper (correct grammar, sentence structure, punctuation, smooth syntax, and organization).

***Please Note:** Students should turn in every piece of written material that goes into the final draft of each paper! That includes any “clustering,” outlines, doodled notes, rough drafts, copies of papers with notations of peers made during review sessions. These should be kept in the writing portfolio and attached to the appropriate essay.

STUDENT EVALUATION

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

LOGISTICS CHART

Hour	Week 1	Week 2	Week 3	Week 4	Week 5
1	<p>Due:</p> <ul style="list-style-type: none"> Personal Narrative Rough Draft <p>Introductions to syllabus and to class members</p> <p>Review pgs. 35-36 for Free-writing</p>	<p>Due:</p> <ul style="list-style-type: none"> Personal Narrative Final Draft Compare and Contrast Rough Draft <p>Free-writing</p> <p>Correct take-home Quiz 1</p>	<p>Due:</p> <ul style="list-style-type: none"> Compare and Contrast Final Draft Persuasion Rough Draft <p>Free-writing</p> <p>Correct take-home Quiz 2</p>	<p>Due:</p> <ul style="list-style-type: none"> Persuasion Final Draft Revised Personal Narrative Final Paper Topic, Thesis, Research and Outline <p>Free-writing</p> <p>Correct take-home Quiz 3</p>	<p>Due:</p> <ul style="list-style-type: none"> Revised Compare and Contrast Final Paper Rough Draft <p>Free-writing</p> <p>Correct take-home Quiz 4</p>
2	<p>Ch. 1: Critical Thinking</p> <p>Ch. 2: Writing Process</p> <p>Ch. 3: Planning</p> <p>Ch. 4: Drafting</p>	<p>Ch. 5: Revising</p> <p>Ch. 6: Editing</p> <p>Practice Peer Editing</p>	<p>Ch. 27: Getting Started</p>	<p>Ch. 30: Documented Research</p> <p>Ch. 31: MLA</p>	<p>In-Class Essay</p>
3	<p>Break</p> <p>Ch. 10: Narration, Description, and Reflection</p> <p>Ch. 12: Compare and Contrast</p>	<p>Break</p> <p>Ch. 16: Strategies for Argumentation and Persuasion</p> <p>Ch. 17-19: Persuasive Models</p>	<p>Break</p> <p>Ch. 28: Primary and Library Research</p> <p>Ch. 29: Internet Research</p>	<p>Break</p> <p>Review of Final Paper requirements</p> <p>Ch. 23: Essay Tests</p>	<p>Break</p> <p>Review of Final Paper requirements</p>
4	<p>Ch. 33: Marking Punctuation</p>	<p>Ch. 34: Checking Mechanics</p>	<p>Peer Editing</p> <p>Ch. 35: Using the Right Word</p> <p>Ch. 36: Understanding Grammar</p>	<p>In-Class Work on Final Paper</p> <p>Ch. 37: Constructing Sentences</p> <p>Ch. 38: Avoiding Sentence Errors</p>	<p>Peer Editing</p> <p>Course Evaluation</p>

COURSE POLICIES

ATTENDANCE POLICY

Because each course meets only five to eight times, it is important that students not miss class unless it is unavoidable. To receive the full participation points students must arrive on time to class with a working knowledge of each sessions assignments and they must actively engage in class discussions.

Students who miss more than five class hours in any given course will automatically receive a failing grade and need to retake the course to obtain a passing grade. If an instructor deems that a student's absence, beyond the 5 hours was under extremely unavoidable and unusual circumstances (i.e. hospitalization, death in the family, major auto accident), the professor may file an academic petition on behalf of the student to the Program Chair. If the academic petition is approved, the instructor may give the student a "W" (Withdrawal) grade in place of a failing grade. The student will be required to re-take the course.

Students who miss the first two class sessions, or the first five hours of a course, will automatically be dropped and be required to retake the course.

ACADEMIC DISHONESTY (incl. Plagiarism)

Academic dishonesty, either cheating or plagiarism (presenting the words or opinions of others as one's own work), is regarded as a serious violation of both the academic and moral standards of Vanguard University. Dishonesty in any class assignment can result in: loss of credit for the assignment, loss of credit for the entire course, and referral to the Director and/or Provost. It is the prerogative and responsibility of the instructor to determine if academic dishonesty has occurred and the seriousness of the infraction. The Office of the Provost is to be notified of instances of academic dishonesty.

A student commits plagiarism if he/she submits as his/her own work:

1. Part or all of an assignment copied from another person's assignments, notes, or computer file.
2. Part or all of an assignment copied or paraphrased from a book, magazine, pamphlet, or website.
3. A sequence of ideas transferred from another source which the student has digested, integrated, and reorganized, and for which he/she fails to give proper acknowledgement.

A student is an accomplice in plagiarism if he/she

1. Allows his/her paper or other assignments, in outline or finished form, to be copied and submitted as the work of another.
2. Lends his/her computer disk to another student or otherwise allows his/her computer files to be copied for the purposes of plagiarism.
3. Prepares a written assignment for another student and allows it to be submitted as another's work.

DISABILITY SERVICES

For students with documented medical or psychological disabilities, please contact the Coordinator of Disability Services to request reasonable accommodations. The Coordinator of Disability Services is located in the Counseling Center on the second floor of the Scott Academic Center and can be reached at extension 4489 or by email at disabilityservices@vanguard.edu

For students with a documented learning disability who would like to request appropriate accommodations, please contact the Director of Learning Skills, located upstairs in Scott Academic Center at extension 2540 or by email at disabilityservices@vanguard.edu

DIVERSITY STATEMENT

The School for Professional Studies intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of all members, and values differences in gender, race, abilities, and generation. As such, we endeavor to communicate with honesty, to speak with encouraging and edifying words, and to create a safe environment in our classes and interactions.

GRADED HOMEWORK/ASSIGNMENTS

If an instructor chooses to submit graded papers or assignments to the SPS office, students may pick-up their work at the SPS Office Front Desk. Graded work is not kept 5 weeks beyond the last class session. Please note: the SPS office is not responsible for unclaimed or lost papers or assignments.

If a student chooses to submit their paper or assignment to the SPS office, this must be arranged between the instructor and student prior to submission. The SPS Office will gladly forward the completed paper or assignment to the instructor, however the SPS office is not responsible for unclaimed or lost papers or assignments.

LATE WORK

No late work is accepted. Exceptions may be made between the instructor and student.

STUDENT ASSIGNMENTS

Week One

Prior to the first class students need to write a rough draft version of their Personal Narrative paper. Follow instructions listed in the syllabus and guidelines on pages 158-159.

Introductions to the syllabus, instructor, and class members

Timed (10 min), impromptu free-write (Review “Freewriting” on pages 35-36)

Chapter 1: “Critical Thinking Through Reading, Viewing, and Writing” (pgs. 3-26).

- Pgs. 6-7: “Reading Actively”
- Pgs. 18-20: “Critical Thinking Through Writing”
- Pg. 21: “Practicing Modes of Thinking in Your Writing”

Chapter 2: “Beginning the Writing Process” (pgs. 27-42).

- Pgs. 28-29: “The Writing Process: From Start to Finish”
- Pgs. 30-31: “Understand the Rhetorical Situation”
- Pg. 34: “Selecting a Subject”
- Pgs. 38-41: “Collecting Information”

Chapter 3: “Planning” (pgs. 43-54).

- Pg. 45: “Forming Your Thesis Statement”
- Pgs. 46-47: “Using a Thesis to Pattern Your Writing”
- Pgs. 48-50: “Developing a Plan or an Outline”
- Pgs. 52-53: “Graphic Organizers”

Chapter 4: “Drafting” (pgs. 55-70).

- Pg. 57: “Basic Essay Structure”
- Pgs. 58-59: “Opening Your Draft”
- Pgs. 60-66: “Developing the Middle”
- Pgs. 67-69: “Ending Your Draft”

(BEFORE students write their Personal Narrative paper, and BEFORE the first class, students should read Chapter 10 carefully and review the material indicated below.)

Chapter 10:

Pgs. 142-143: “Reading Personal Essays”

Pgs. 148-150: “Spare Change” (Review Questions #1-3 on pg. 150)

Pgs. 158-159: “Writing Guidelines”

Chapter 13: “Comparison and Contrast” (pp. 187-202)

- Read examples and cover the guidelines and requirements for their paper.
- Pg. 182: “Reading Comparison-Contrast Writing”
- Pgs. 183-185: “Sethe in *Beloved* and Orleanna in *Poisonwood Bible*: Isolation, Children, and Getting Out”
- Pgs. 198-199: “Guidelines”
- Explore paper topics

Chapter 33: “Marking Punctuation” (Pgs. 561-584)**For Next Week:**

- Final draft of Personal Narrative paper
- Rough draft of Comparison and Contrast paper due (+ 2-3 copies for peer review).
- Take-home Quiz #1

Week Two:

Due:

- Final Draft of Personal Narrative Paper
- Rough draft of “Comparison and Contrast” Paper due (+ 3 copies).
- Take-home Quiz #1

Timed, impromptu free-writing assignment. (prompt may be given from King’s speech)

Chapter 5: “Revising” (pages 71-92)

- Pg. 74: “Revising Your Final Draft”
- Pgs. 75-77: “Revising Your Ideas and Organization”
- Pgs. 78-81: “Revising for Voice and Style”
- Pgs. 82-88: “Addressing Paragraph Issues”
- Pgs. 89-90: “Revising Collaboratively”
- Pgs. 91: “Using the Writing Center”

Meet in peer groups; read and evaluate rough draft of “Comparison and Contrast” papers by using the Peer Review Rubric. Carefully listen to and critique each paper that is presented. Make substantive and valuable comments on the papers—negative (objective with a gracious tone, please!) and positive—that will help the writer see more clearly how to fine-tune his/her paper. Be helpful; be engaged! Identify the thesis statement, structure of the essay and evaluate the ending.

Chapter 6: “Editing and Proofreading” (pp. 93-108)

Chapter 16: “Strategies for Argumentation and Persuasion” (249-264).

- Students should become familiar with the chapter as they think about a topic for their upcoming “Persuasion” paper and learn how to temper arguments.
- Pgs. 250-261: “Building Persuasive Arguments”
- Pgs. 257-260: “Identifying Logical Fallacies”
- Pgs. 262-263: “Using Appropriate Appeals”

Chapters 17-19:

- Pgs. 265-286: “Taking a Position”
 - Pgs. 270-272: “Nuclear is Not the Answer”
- Pgs. 287-304: “Persuading Readers to Act”
 - Pgs. 292-295: “I Have a Dream”
- Pgs. 305-322: “Proposing a Solution”
 - Pgs. 307-308: “Dream Act May Help Local Student Fight for Residency”

- Students can choose any format of persuasion for their “Persuasion” paper.

Chapter 34: “Checking Mechanics” (Pgs. 585-606).

For Next Week:

- Final draft of “Comparison and Contrast” paper—turn in all preliminary notes, outlines, rough drafts, peer reviews, etc. with final draft.
- Take-home Quiz #2
- Rough draft of “Persuasion” Paper (+2-3 copies for peer review)

Week Three

Due:

- Comparison and Contrast paper final draft due. Students should hand in their notes, preliminary work or outlines and clustering, and rough drafts attached to final paper.
- Take-home Quiz #2
- Students should hold on to their “Persuasion” Paper rough draft for peer review.

Timed, impromptu free-writing assignment

Review Chapter 16

Chapter 27: “Getting Started” (Pgs. 413-440)

- Pgs. 416-417: “Getting Started: Getting Focused”
- Pgs. 418-419: “Developing a Research Proposal”
- Pgs. 426-429: “Engaging and Evaluating Sources”
- Pgs. 430-432: “Creating a Working Bibliography” (Students will have to create a working bibliography in class next week).
- Pgs. 436-438: “Summarizing, Paraphrasing, and Quoting Source Material”
- Pg. 439: “Avoiding Unintentional Plagiarism”

Chapter 28: “Conducting Primary and Library Research” (Pgs. 441-458).

Chapter 29: “Conducting Research on the Internet” (Pgs.459-472).

Chapter 35: “Using the Right Word” (Pgs. 610-622)

Chapter 38: “Understanding Grammar” (Pgs. 623-643).

For Next Week:

- “Persuasion” final draft. Students should include a Works Cited page and attach all notes and rough drafts along with the paper.
- Take-home Quiz #3
- Final Paper topic, research, and outline
- “Personal Narrative” revision, with original attached

Week Four:

Due:

- “Persuasion” paper due. Students should include a Works Cited page and attach all notes, and rough drafts along with the paper.
- Take-home Quiz #3
- “Personal Narrative” revision, with original attached
- Final Paper topic, research, and outline

Timed, impromptu free-writing assignment

Chapter 30: “Drafting a Paper with Documented Research” (Pgs. 473-488).

- Review these pages for correct writing practices and quotation integration. Student often plagiarize because they do not know better; inform them on the different types of source abuse.
- Pgs. 474-479 : “Avoiding Plagiarism” and “Avoiding Other Source Abuse”
- Pgs. 480-481: “Organizing and Synthesizing Your Findings”
- Pgs. 482-483: “Developing Your First Draft”
- Pgs. 484-487: “Using Source Material in Your Writing”

Chapter 31: “MLA Documentation Format” (Pgs. 491-528)

- Look at the Sample MLA Research Paper on pages 519-527. Students should familiarize themselves with the form and proper in-text citation as well as citation for the Works Cited page.

Students should write an annotated bibliography and a Works Cited page using the sources they have brought to class. The instructor may “help” students in any way that will aid the students in doing their in-class writing (e.g., work groups, or repeating textbook examples). Work done in class should be attached to the final draft of the Final Paper.

Chapter 23: “Taking Essay Tests” (Pgs. 365-376)

- Pgs. 369-374: “Taking the Essay Test” (Review the requirements for the Essay text next week. Provide students with sample prompts in order to help them prepare).

Chapter 37: “Constructing Sentences” (Pgs. 645-654)

Chapter 38: “Avoiding Sentence Errors” (Pgs. 655-670)

For Next Week:

- Revised “Comparison and Contrast” Paper with original attached
- Final Paper rough draft (+2-3 copies for peer review)

Week Five:

Due:

- Revised “Comparison and Contrast” Paper with original attached
- Final Paper rough draft (+2-3 copies for peer review)
- Take-home Quiz #4

Timed, impromptu free-writing assignment

One hour, timed writing of In-class Essay:

- On lined notebook paper (one side only), 3—5 pages in length.
- Write legibly (please!) using a black ink pen.
- Use MLA form/heading on first page; number subsequent pages.

Discussion about final research paper requirements

Students should turn in the writing portfolio containing every quiz, draft, revision, peer revision review sheet, and essay. Students should make sure that their name is on the folder. The instructor will review the portfolios while the students write their “Position” papers.

The final research paper will be due one week after the last day of class. The instructor will give detailed instructions about how to submit this paper either via e-mail as an attachment or by mailing the paper to him/her. Students should make sure that they turn in every rough draft, outline, revision, and notes they have made before writing the final draft and should attach this preliminary work to the final paper.

For Next Week:

- Revised “Persuasion” paper, with original attached
- Final Paper final draft. Students should include a Works Cited page and attach all notes, annotated bibliography, and rough drafts along with the paper.