# Course Description

This course focuses on personal and expository components of rhetoric. Emphasis is given to the writing process and logic through constant practice in sentence combining and through organizing and styling paragraphs and themes.

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Use the writing process that involves critical thinking, planning, writing, and revision.
* **CLO2:** Demonstrate essential writing and organizational skills for academic essays.
* **CLO3:** Apply proper research methods and citation in academic essays.
* **CLO4:** Utilize critical-thinking skills for college-level reading.
* **CLO5:** Examine standard grammatical rules and mechanics in academic writing.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Hacker, D., & Sommers, N. (2015) *A writer’s reference: With exercises* (8th ed.). Boston, MA: Bedford/St. Martin’s.

ISBN-13: 978-1319083557

Miller, J. S. (2014) *Acting out culture: Readings for Critical Inquiry* (3rd ed.). Boston, MA: Bedford St. Martins.

ISBN-13: 978-1457640070

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Quiz the Teacher | 10 |  |
| Discussion: Famous Educations | 10 |  |
| Discussion: Unconscious Plagiarism | 10 |  |
| Essay 1: Topic and Supporting Evidence | 50 |  |
| Essay 1: Outline | 50 |  |
| Journal Reflection: Essay 1 Thesis Statement | 35 |  |
| Grammar Quiz | 10 |  |
| **Week 2** |  |  |
| Journal Reflection: Research Process | 20 |  |
| Discussion: Literature Analysis | 50 |  |
| Discussion: Scripting an Ideal Meal | 10 |  |
| Essay 1: Education | 100 |  |
| Research Question | 25 |  |
| **Week 3** |  |  |
| Discussion: Picturing Disaster | 10 |  |
| Journal Reflection: Privacy | 20 |  |
| Discussion: Habits | 10 |  |
| Final Essay Preview | 10 |  |
| Discussion: Stereotyping Ability | 10 |  |
| Essay 2: Expository Essay on Food | 100 |  |
| **Week 4** |  |  |
| Discussion: Neighbors | 10 |  |
| Discussion: Annotated Bibliography | 10 |  |
| Journal Reflection: Digital Detox | 20 |  |
| Discussion: Community Images | 10 |  |
| Annotated Bibliography | 100 |  |
| Devil’s Advocate | 50 |  |
| **Week 5** |  |  |
| Discussion: Blue-Collar Brilliance | 10 |  |
| Discussion: Dressing for Success | 10 |  |
| Discussion: Theory Versus Reality: The Immigrant Success Story | 10 |  |
| Journal Reflection: Course Goals and Outcomes | 20 |  |
| Defining Work | 10 |  |
| Final Research Essay | 200 |  |
| **Total Points** | **1000** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Introduction to Essay Writing** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Recognize the anatomy of a standard academic essay. | | CLO1 | |
| * 1. Develop an effective thesis statement. | | CLO1, CLO2 | |
| * 1. Examine effective strategies in an academic introduction and conclusion. | | CLO1 | |
| * 1. Analyze the role of first-person point of view and evidence in an academic essay. | | CLO1, CLO2 | |
| * 1. Evaluate the role of cause and effect with college-level readings. | | CLO1, CLO2, CLO4 | |
| * 1. Identify common grammar and mechanical errors. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * The section on Crafting an Outline from [Creating Outlines](http://writing2.richmond.edu/writing/wweb/outline.html#crafting) * [Should I Use “I”?](http://writingcenter.unc.edu/handouts/should-i-use-i/) * [Evidence](http://writingcenter.unc.edu/handouts/evidence/) * [Using Evidence](http://wts.indiana.edu/pamphlets/using_evidence.shtml)   **Post** your comments or question in the week 1 General Q & A discussion forum. | | 1.1, 1.2, 1.4 |  |
| **Read** the following from *A Writer’s Reference*:   * Checklist for assessing the writing situation, p. 5 * Reading an assignment, p. 7 * C1-c Draft and revise a working thesis statement, pp. 9–12 * C2-a Draft an introduction, pp. 15 & 16 * C2-c Draft a conclusion, p. 20 * Writing guide: Reflective letter, pp. 42 & 43 * C5-a Focus on a main point, pp. 43–45 * Cause and effect, pp. 49, 50, 91, & 92   **Post** your comments or question in the week 1 General Q & A discussion forum. | | 1.1-1.6 |  |
| **Read** the following from Ch. 4 of *Acting Out Culture*:   * Then and Now: Encyclopedic Knowledge * Against School * Unconscious Plagiarism   **Post** your comments or question in the week 1 General Q & A discussion forum. | | 1.5 |  |
| **Read** the following Gwynedd Mercy University Resources:   * [Introductions and Conclusions](https://my.gmercyu.edu/c/document_library/get_file?uuid=32eec982-867b-481d-8470-7576e3d319ce&groupId=1307556) * [Sample Outline for Five Paragraph Essay](https://my.gmercyu.edu/c/document_library/get_file?uuid=b809edfd-f12f-4b73-aee8-36a6ab3f8d1b&groupId=1307556) * [Sentence Types and Common Sentence-level Mistakes](https://my.gmercyu.edu/c/document_library/get_file?uuid=32eec982-867b-481d-8470-7576e3d319ce&groupId=1307556) * [Thesis Statements](https://my.gmercyu.edu/c/document_library/get_file?uuid=e3c7dd1b-da09-4414-b9fc-1efaaa464517&groupId=1307556)   **Post** your comments or question in the week 1 General Q & A discussion forum. | | 1.2, 1.3 |  |
| **Lecture**  **View** [Organizing an Essay](https://vimeo.com/81753921) (5:42).  **Post** your comments or question in the week 1 General Q & A discussion forum. | | 1.1, 1.2, 1.3 | 1 hour |
| **Final Research Essay Preparation**  In week 5 you will have a final research essay due.  **Review** the attached files in preparation for this assignment. | |  |  |
| **Student Introductions**  **Introduce** yourself by answering the following questions in the Student discussion forum by 11:59 p.m. (Eastern time) on Thursday:   * What area are you currently working in? * What is one detail about you that will help us remember you? * What would you like to get out of this course? * You may also include pictures of yourself, your family, your pets, and so forth in your post.   **Read** all your classmates’ discussion posts.  **Reply** to 1 student you have something in common with. | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Quiz the Teacher**  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Generate 3 questions you have always wanted to ask your teacher about education. For example, “What do you see as the purpose of education?”, “Why is English composition or writing an important course for me to take?”, or “What do you think of the grading system?” Feel free to ask any questions that are relevant to education or are raised by the readings this week.   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to the posts of 3 of your classmates by Sunday. Share your thoughts on their questions: How does the answer to their question affect what you think about your own education?  *Note*: Responses need to be substantial and expand on your topic. | | 1.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Famous Educations**  John Taylor Gatto mentions famous Americans in his essay “Against School” p. 271 of *Acting Out Culture*.  **Select** one of the following persons from the list below.  **Research** their educational roots (i.e., where they went to school, or whether they were formally or informally educated).  **Post** a 150- to 200-word summary of their education, and compare it to the typical high school curriculum in schools today. Provide specific examples to support your answers:   1. George Washington 2. Malcolm X 3. Abraham Lincoln 4. Henry Ford 5. Thomas Edison 6. Bill Gates 7. Annie Oakley 8. Helen Keller 9. Bill Cosby 10. A person who you consider famous or who you admire, such as a beloved family member or friend that might have followed a particular education path   **Respond** to the posts of three of your classmates by Sunday. Share your thoughts on their answers, and think in terms of cause (their education) and effect (the person they came to be): What aspects of their education affected their character?  *Note*: Responses need to be substantial and expand on your topic. | | 1.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Unconscious Plagiarism**  **Read** Unconscious Plagiarism in *Acting Out Culture*.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * The conventional view of plagiarism is that it is a conscious or intentional act. How does the essay’s title, “Unconscious Plagiarism,” challenge this view? What definition of *plagiarism* does it suggest? How does this definition compare to your own?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Review** the responses of other students. Respond to the posts of 3 of your classmates by Sunday. | | 1.5 | 1 hour |
| **Essay 1: Topic and Supporting Evidence**  **Review** the following:   * [Evidence](http://writingcenter.unc.edu/handouts/evidence/) * [Using Evidence](http://wts.indiana.edu/pamphlets/using_evidence.shtml)   **Read** Essay 1: Education  **Select** the topic you plan to address for the essay.  **Identify** 3 main support points to use in Essay 1: Education.  **Write** 100 to 150 words for each point supporting evidence from your own education experience that could be used in an essay’s body paragraphs.  **Submit** your assignment for review and feedback. | | 1.4, 1.5, 1.6 | 1 hour |
| **Essay 1: Outline**  **Review** the following:   * Essay 1: Education * The section on Crafting an Outline from [Creating Outlines](http://writing2.richmond.edu/writing/wweb/outline.html#crafting)   **Create** an outline that incorporates your evidence and support for your first essay using the following outline as your guide.   1. An introduction, including a thesis statement 2. First body paragraph 3. Second body paragraph 4. Third body paragraph 5. Conclusion   **Submit** your outline for review and feedback. | | 1.1-1.4 | 1 hour |
| **Journal Reflection: Essay 1 Thesis Statement**  **Read** the following:   * [Thesis Statements](https://my.gmercyu.edu/c/document_library/get_file?uuid=e3c7dd1b-da09-4414-b9fc-1efaaa464517&groupId=1307556) * C1-c Draft and revise a working thesis statement, pp. 9–12 * Essay 1: Education   **Write** 150 to 200 words reflecting on the following:   * What are some common errors in writing a thesis statement? What challenges do you expect to encounter? Provide specific examples to support your answers.   **Create** a thesis statement for your first essay.  **Submit** your assignment for review and feedback. | | 1.1, 1.2, 1.6 | 2 hours |
| **Grammar Quiz**  **Review** pp. 235–245 of *A Writer’s Reference* to assist you in completing this activity.  **Complete** Exercises G5-1 & G6-2, writing your answers in a Word document.  **Submit** your answers for review and feedback. | | 1.6 | 1 hour |
| **Total** |  |  | **9** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Proper Research and Writing | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify how to obtain credible research sources from an academic library. | | CLO3 | |
| * 1. Apply the research process when developing an academic paper. | | CLO1, CLO3 | |
| * 1. Apply the concept of argument and summary in academic writing. | | CLO1, CLO2 | |
| * 1. Utilize APA citation guidelines for in-text and references in essays. | | CLO3 | |
| * 1. Analyze concepts using literature about contemporary issues. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [Writing a Research Paper](https://owl.english.purdue.edu/owl/owlprint/658/) * Citations for Essays   **Post** your comments or question in the week 2 General Q & A discussion forum. | | 2.2, 2.4 |  |
| **Read** the following from *A Writer’s Reference*:   * Summarizing, pp. 75–77 * Analyzing, pp. 78–83 * A2 Reading and writing about images and multimodal texts, pp. 83–89 * A3 Reading arguments, pp. 89–97 * A4 Writing arguments, pp. 98–112 * Citations at a glance, pp. 502–517 * R1 Conducting Research, pp. 357–368 * R3 Evaluating Sources, pp. 375–389   **Post** your comments or question in the week 2 General Q & A discussion forum. | | 2.3, 2.4 |  |
| **Read** the following from Ch. 3 of *Acting Out Culture*:   * Add Cake, Subtract Self-Esteem * The ethics of eating meat * Whole foods vs. Michael Pollan * The Wages of Sin   **Post** your comments or question in the week 2 General Q & A discussion forum. | | 2.5 |  |
| **Lectures**  **View** the following:   * [Research Papers](https://vimeo.com/81823824) (8:00) * GMercyU Academic Resource Center [APA Presentation](https://gwynedd-mercycollege.adobeconnect.com/_a1013930896/p60z8b0zhre/?launcher=false&fcsContent=true&pbMode=normal) (40:35)   **Post** your comments or question in the week 2 General Q & A discussion forum. | | 2.1, 2.2, 2.4 | 2 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Journal Reflection: Research Process**  **Read** the following on researching from *A Writer’s Reference*:   * R1 Conducting Research, pp. 357–368 * R3 Evaluating Sources, pp. 375–389   **Write** 150 to 200 words reflecting on the following:   * What are the steps to help in the research process? How does understanding the research process assist you in writing an academic paper? How might you apply what you have read to your writing in this course?   **Submit** your assignment for review and feedback. | | 2.1, 2.2 | Journal Reflection = **1 hour** |
| **Discussion: Literature Analysis**  **Review** the readings this week regarding the following:   * Citations for essays * Research process * Summarizing versus analyzing   Writing an essay can apply to your daily life in terms of helping you to organize your thoughts and support your claim. Consider the following topics to discuss:   * Foraging versus supermarket foods * Organic versus nonorganic food * Whether the media is to blame for eating disorders   **State** your claim in 150 to 200 words, and provide 3 supporting points from the readings as evidence. Cite your evidence according to APA formatting.  **Post** your claim and evidence to share with your classmates by Thursday.  **Review** your classmates’ responses. Respond to at least 3 of your classmates, stating whether you agree or disagree by Sunday. Provide specific reasoning as to why you agree or disagree. | | 2.1-2.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Scripting an Ideal Meal**  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * Brainstorm your perfect meal, and consider these questions:     + What do you eat?   + Where do you eat?   + Who do you eat with?   Considering your thoughts about eating, what can you conclude about your approach to eating? What does your ideal meal say about you? If you were to write an essay about how meals reflect individuality, what other types of evidence would you use to support your position?  *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to the posts of 3 students by comparing and contrasting different views on what makes a good meal and what does not by Sunday.  *Note*: Responses need to be substantial and expand on your topic. | | 2.3, 2.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Essay 1: Education**  **Review** the attached documents.  **Complete** the requirements for Essay 1: Education.  **Submit** your completed Essay 1: Education. | | 1.6, 2.3-2.5 | 1 |
| **Research Question**  In Week Five, a final research essay is due. For a research essay, time management is incredibly important. The first place to begin is to have an idea, a question that serves as the starting point of the research process.  **Review** the Final Research Essay document for a list of topics to choose from.  **Choose** a topic from the list, and come up with a narrowed topic for your final paper.  **State** the question that is the focus of the research process.  **Write** a 150- to 200-word summary discussing the following:   * The general topic you choose for your final paper * Why you choose this topic: Be sure to provide specific details. * The narrowed down topic you came up with for your final paper * The research question you are going to focus on in your final paper   **Submit** your summary for review and feedback. | | 2.2 | 1 |
| **Total** |  |  | **7** |

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| Week Three: Expository Essays | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify key components of a successful expository essay. | | CLO1 | |
| * 1. Compose an effective expository essay. | | CLO1, CLO2, CLO3, CLO5 | |
| * 1. Recognize the role third-person point of view plays when writing essays. | | CLO1 | |
| * 1. Apply proper research methods in locating reliable sources. | | CLO3 | |
| * 1. Analyze how to classify and organize evidence in academic writing. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [Expository Essays](https://owl.english.purdue.edu/owl/resource/685/02/). * Determining Credibility of Academic Sources   **Post** your comments or question in the week 3 General Q & A discussion forum. | | 3.1-3.5 |  |
| **Read** the following from *A Writer’s Reference*:   * Third-person point of view, pp. 29, 141, & 142 * Organization, pp. 46–51 * APA papers, pp. 475–534   **Post** your comments or question in the week 3 General Q & A discussion forum. | | 3.1-3.5 |  |
| **Read** the following from Ch. 2 of *Acting Out Culture*:   * Unspeakable Conversations * Should We Ditch the Idea of Privacy * How Companies Learn Your Secrets * SCENES AND UN-SCENES: Picturing Disaster   **Post** your comments or question in the week 3 General Q & A discussion forum. | | 3.5 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Picturing Disaster**  **Read** and examine the pictures from Scenes and Un-Scenes: Picturing Disaster.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Is the Sandy coverage an isolated or idiosyncratic example of media bias, or do you think it reflects a more wide-ranging pattern? Can you think of another news event or controversy that ended up being defined by such contrasting sorts of images?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.5 | 1 hour |
| **Journal Reflection: Privacy**  **Read** Should We Ditch the Idea of Privacy.  While making his argument about privacy, Tapscott notes how profoundly the web has altered our social and communication norms. “Before Facebook arrived,” he notes, “few would have predicted that hundreds of millions of people would voluntarily log onto the Internet and record detailed, almost minute-by-minute data about themselves, their activities, their likes, and dislikes, and so on” (p. 119).  **Write** a 1-page reflection in which you present your own views on the cultural shift Tapscott identifies here. How do you respond to your and other’s increasing willingness to record and exhibit virtually every detail of your life? In your view, is this a change in our social norms we should welcome? Why or why not?  **Submit** your assignment for review and feedback. | | 3.5 | 1 hour |
| **Discussion: Habits**  **Read** How Companies Learn Your Secrets.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * “Habits,” writes Duhigg, “aren’t destiny-they can be ignored, changed, or replaced. But it’s also true that once the loop is established and a habit emerges, your brain stops fully participating in decision making” (p. 139). How do you respond to this claim? Does your own personal experience reinforce or challenge this belief in the power of habit?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.5 |  |
| **Discussion: Final Essay Preview**  **Review** the description of the final essay assignment.  **Use** the university library to locate one source appropriate for your final essay.  **Provide** an APA citation of the source.  **Summarize** how you intend to use the source in your final paper.  **Explain** why the source is usable, credible, and how it supports your thesis.  **Share** the search techniques you used to locate this source.  **Post** your assignment by Thursday for your classmates to review.  **Respond** to 3 of your classmates on what you think of the source they plan to use by Sunday. Do you think it is reliable and credible? Do you think it would strengthen their paper or not? Provide details to explain your answers. | | 3.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Stereotyping Ability**  In “Unspeakable Conversations,” Johnson reflects some frustrations over the assumptions people make about those with handicaps or disabilities.  **Select** a physical or psychological handicap you have seen depicted in a movie or a TV show (for example: blindness or schizophrenia).  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Imagine you have never met a person with this handicap. What does this depiction ask viewers to believe about individuals with this particular handicap? Is this representation fair? Is it accurate? Explain your answer.   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to 3 of your classmates’ posts by Sunday. Share your thoughts on their answers. Who benefits from these stereotypes? Who does not benefit from these stereotypes?  *Note*: Responses need to be substantial and expand on your topic. | | 3.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Essay 2: Expository Essay on Food**  **Review** the attached documents.  **Complete** the requirements for Essay 2.  **Format** your essay according to APA guidelines.  **Submit** your essay. | | 2.5, 3.1, 3.2, 3.3, 3.4 | 4 hours |
| **Total** |  |  | **8 hours** |

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| Week Four: Research and Revision | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Present sources for an academic research essay. | | CLO1, CLO3 | |
| * 1. Apply editing and revision skills. | | CLO1, CLO5 | |
| * 1. Explain how to build an effective argument. | | CLO1, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [Logic and Argument](http://writing-speech.dartmouth.edu/learning/materials-first-year-writers/logic-and-argument) * [Revision: Cultivating a Critical Eye](http://writing-speech.dartmouth.edu/learning/materials/materials-first-year-writers/revision-cultivating-critical-eye) * [Annotated Bibliography](https://my.gmercyu.edu/c/document_library/get_file?uuid=00b8afd8-88d1-4434-b7ee-f3701673b774&groupId=1307556)   **Post** your comments or question in the week 4 General Q & A discussion forum. | | 4.2, 4.3 |  |
| **Read** the following from *A Writer’s Reference*:   * C2 Drafting, pp. 15–22 * C3-d Proofreading the final manuscript, pp. 31 & 32 * Writing guide: Analytical essay, pp. 82 & 83 * Guidelines for analyzing an image or multimodal text, p. 88 * A3 Reading arguments, pp. 89–97 * C3 Reviewing, revising, and editing, pp. 22–37   **Post** your comments or question in the week 4 General Q & A discussion forum. | | 4.1, 4.2, 4.3 |  |
| **Read** the following from Ch. 6 of *Acting Out Culture*:   * Won’t You Be My Neighbor * Scenes and Un-Scenes: ”Hello Neighbor” * Digital Detox, a tech free retreat for internet addicts   **Post** your comments or question in the week 4 General Q & A discussion forum. | | 4.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Neighbors**  **Read** Won’t You Be My Neighbor of *Acting Out Culture*.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Many of his neighbors, Lovenheim observes, didn’t seem to mind living next door to people they barely knew. How do you think you would feel? Would you find this king of anonymity acceptable? Would you find it troubling? Why?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. Share your thoughts on their answers, thinking in terms of providing a fair argument. What is the difference between being persuasive and providing factual claims when making a claim to an audience? All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note*: Responses need to be substantial and expand on your topic. | | 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Annotated Bibliography**  **Read** [Annotated Bibliography](https://my.gmercyu.edu/c/document_library/get_file?uuid=00b8afd8-88d1-4434-b7ee-f3701673b774&groupId=1307556).  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What are the benefits of creating an annotated bibliography? What about this process makes writing your essay easier to complete? Explain whether you think annotated bibliographies are needed for every essay. If you think it is needed, why? If not, why not?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1 | 1 hour |
| **Journal Reflection: Digital Detox**  **Write** 1 page reflecting on the term *digital detox*. What vision of the digital world does this phrase evoke for you? Does this vision accurately reflect your own experiences with digital technology? If so, how? If not, why not?  **Submit** your assignment for review and feedback. | | 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Community Images**  **Review** the pictures of Scenes and Un-Scenes:” Hello Neighbor” of *Acting Out Culture.*  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Which of these images most resembles your notion of community? Why? Which of these images seems most foreign to you? How does its depiction of community or community ideals fail to relate to your experience? Do you think any images are missing from this portfolio? What would they be? How would they represent your opinion on the way community is changing?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.3 | 1 hour |
| **Annotated Bibliography**  **Locate** 5 sources you plan to use for the Final Research Essay due in Week 5.  **Create** an annotated bibliography with each source description being 100 to 150 words.  **Cite** your sources in proper APA format.  **Submit** the Annotated Bibliography. | | 4.1 | 2 hour |
| **Devil’s Advocate**  **Select** one social issue you feel strongly about.  **Explain** in a 200- to 250-word paragraphthe opposing side of the argument (i.e., an opinion different from your own). Consider how someone of that opposing opinion might try to convince you.   * What points would they use? * What detail would they include to make an effective argument?   **Submit** your assignment for review. | | 4.2 | 1 hour |
| **Total** |  |  | **7** |

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| Week Five: Research Paper | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Create an academic essay using multiple research sources. | | CLO1, CLO2, CLO3, CLO5 | |
| * 1. Evaluate the various writing skills and techniques used throughout the course. | | CLO2, CLO4 | |
| * 1. Interpret abstract ideas into concrete evidence in writing. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** [Workplace Writers](https://owl.english.purdue.edu/owl/resource/681/01/).  **Post** your comments or question in the week 5 General Q & A discussion forum. | | 5.2 |  |
| **Review** APA-4b APA list of references, pp. 495–521 from *A Writer’s Reference.*  **Post** your comments or question in the week 5 General Q & A discussion forum. | | 5.1 |  |
| **Read** the following from Ch. 4 & 5 of *Acting Out Culture*:   * Fifteen Years on the Bottom Rung * Scenes and Un-scenes: A Woman’s Work * Then and Now: Dressing for Success * Blue collar brilliance   **Post** your comments or question in the week 5 General Q & A discussion forum. | | 5.3 |  |
| **Videos**   * [An American Tail - There Are No Cats in America](https://youtu.be/1_4kU9cwgXM) (3:12) * [West Side Story "America" Karen Olivo on Letterman](https://youtu.be/aJdMqZKG7ic) (3:54)   **Post** your comments or question in the week 5 General Q & A discussion forum. | | 5.3 | 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Blue-Collar Brilliance**  **Read** “Blue-Collar Brilliance” by Mike Rose on p. 309 in Ch. 4 of *Acting Out Culture*.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Rose identifies valuable traits of the blue collar worker. Compare those traits with the traits of a white collar worker. Between the two, which are more valuable traits for a person to have? Which characteristics are worth more and who gets paid more? Do you want a white collar job or a blue collar job? Why or why not?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in agreement or disagreement in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Dressing for Success**  **Review** the pictures depicting women in the workplace from *Acting Out Culture*:   * Then and Now: Dressing for Success * Scenes and Un-Scenes: A Woman’s Work   **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Based on the pictures, how has workplace attire changed over time? If you needed to write a paper on this topic, how might you go about organizing your writing? What would be the best way to describe the changes over time? What are some of the ways that women’s role in the workplace has evolved?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students. Share your thoughts on their answers. Do you agree with their answers? Why or why not? What perspective can you add to help further define the role of women in the workplace? All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.2, 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Theory Versus Reality: The Immigrant Success Story**  DePalma’s essay, “Fifteen Years on the Bottom Rung,” presents not only the ideal side of the immigrant success story, but also the other side: the less glamorized side.  **Watch** these immigrant success stories, examining the images in the videos:   * [An American Tail - There Are No Cats in America](https://youtu.be/1_4kU9cwgXM) (3:12) * [West Side Story "America" Karen Olivo on Letterman](https://youtu.be/aJdMqZKG7ic) (3:54)   **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What do these images ask you to believe about immigrants and their experience in this country? Compare their expectations and experience with your own observation. Which is more realistic, based on your observation? Explain your answer.   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. Share your thoughts on their answers. Do you agree with their answers? Compare your findings to those of your classmates. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal Reflection: Course Goals and Outcomes**  **Write** a 150- to 200-word response to the following:  Identify how the writing you have done in this course so far has changed. How will you use these skills in other courses? How about in the workplace? What areas have you improved? What areas do you feel you can further work on?  **Submit** your reflection. | | 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Defining Work**  **Identify** your ideal job.  **Explain** in 200 to 250 words how you feel this job would define you as a person.  **Answer** the following as you write your paragraph:   * Is it a blue collar or white collar job? Why is that important? Begin by stating a character trait necessary for that job; then, explain how having that trait makes you better at the job and raises your value for the position.   **Submit** your paragraph for review. | | 5.2, 5.3 | 1 hour |
| **Final Research Essay**  **Review** the attached documents.  **Submit** your Final Research Essay. | | 5.1 | Guided project 5 hour (1 hour a week for the entire class) |
| **Total** |  |  | **11 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 9 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 7 |
| Supplemental |  |
| **Week 3** |  |
| Required | 8 |
| Supplemental |  |
| **Week 4** |  |
| Required | 7 |
| Supplemental |  |
| **Week 5** |  |
| Required | 11 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 42 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** |  |